

West College Scotland

Learning, Teaching And Quality Committee

**Wednesday 13th November 2019
in the Cunard Suite, Clydebank Campus**

Agenda

General Business

1. Apologies
2. Declaration of Interests
3. Minutes of the meeting held on 22 May
Actions from the minutes
4. Matters arising from the Minutes
(and not otherwise on the agenda)

Enclosed
Enclosed

Main Items for Discussion and/or Approval

- | | | |
|--|-------------|-----|
| 5. Committee Remit, Membership and Dates of Meetings | Paper 5 | DM |
| 6. Educational Leadership Team update | Paper 6 | SG |
| 7. Students Association Update | Oral Report | VT |
| 8. Education Scotland (standing item) | Oral Report | CM |
| 9. 2019-20 Enrolment update | Paper 9 | SG |
| 10. Regional Outcome Agreement Monitoring | Paper 10 | SG |
| 11. 2020-21 to 2022-23 Regional Outcome Agreement | Paper 11 | SG |
| 12. Student Survey | Paper 12 | CM |
| 13. Internal Audit and report on Safeguarding | Paper 13 | IFS |
| 14. Internal Audit Report – Student Experience | Paper 14 | IFS |
| 15. Risk | Paper 15 | SG |

For information

16. College Leaver Destinations Published Report

17. Quality Standards Committee Minutes

18. Inverclyde Council Report on WCS Provision

19. Any other business

Next meeting: 26 February 2020 at the Paisley Campus

Drew McGowan
Interim Secretary to the Committee

LEARNING, TEACHING AND QUALITY COMMITTEE

MINUTES: 22 May 2019

Present: Mike Haggerty (in the Chair), Jacqueline Henry, Ruth Binks, Nicole Percival, Danny Walls.

Attending: Stephanie Graham (Vice Principal Educational Leadership), Cathy MacNab (Assistant Principal, Performance and Skills), Iain Forster-Smith (Assistant Principal, Student Life and Skills), Gwen McArthur (Secretary to the Committee).

Apologies: Liz Connolly, Keith McKellar, David Watson.

LM312 WELCOME

The Chair welcomed the new member, Ruth Binks, Corporate Director of Education, Communities and Organisational Development, Inverclyde Council to the meeting.

LM313 DECLARATION OF INTERESTS

None

LM314 MINUTES

The minutes of the meeting held on 20 February 2019 were approved.

LM315 ACTIONS FROM THE MINUTES

The Committee noted the actions from the minutes and particularly the following:

- .1 **Themed Discussion at Board Meetings (LM286)** – it was noted that there had been a discussion at the February Board meeting regarding the Regional Outcome Agreement. It was **agreed** that this action was now complete and could be removed from the action list.

[Action: GMcA]

LM316 UPDATE FROM VICE PRINCIPAL EDUCATIONAL LEADERSHIP (LM302)

.1 Activity Update

Stephanie Graham, Vice Principal Educational Leadership, provided a report to the Committee on a range of activities, including the following:

- Information on the number of applications for full-time study received to date was noted, along with comparative data for the previous year. Overall the College was in a good position with an increase in the number of applications to study at the Clydebank and Paisley Campuses. However, the applications to study at the Greenock Campus were slightly lower than the same time last year. Staff were monitoring the situation.
- The Scottish Funding Council (SFC) had announced the funding allocations for session 2019/20. This showed that the College would receive similar funding to session 2018/19. In looking at some of the detail behind these figures this showed that there was a slight decrease in the number of credits for the College but there was a significant reduction in estates funding, which would impact on the funding available to support ICT improvements. This was a continuing concern for the College.

- The Centre for Performing Arts would be moving from their current base in Paisley town centre to accommodation on the Paisley campus. This would help reduce overall costs as the College would no longer need to pay rental for the town centre accommodation; and would also provide scope to have more integration of the curriculum and give better access for the students to support services. This would, however, put pressure on accommodation and Heads were looking at how to be more imaginative in timetabling and the use of classroom and other teaching facilities.
- It was noted that industrial action by members of the Educational Institute for Scotland (EIS) was continuing. To date there had been 6 days of strike action since the beginning of 2019 and action short of a strike was also being taken by members of the EIS. This latter action meant that teaching staff were withholding results from College MIS systems. While the members of staff were prepared to tell students if they had passed or failed the course they would not release results to the College management. While the majority of students were likely to progress within the College, and the College could deal with this, there was a concern regarding students who wished to move on, either to another College, or University or into employment. The College had plans for mitigating action where possible to help these students move to the next stage. The Student President confirmed that staff and students were working together to help the students affected by this action and to achieve a good outcome for them. While the students supported the strike action taken by the members of the EIS, they did not support the action short of a strike.
- A Digital Strategy had been prepared which would be considered by the Board at its meeting in June. The Committee Chairs would receive this strategy for consideration prior to the Board meeting so that they were aware of what was coming up. Feedback from students had already been obtained.
- The Committee was delighted to note that the College had been shortlisted in three categories for the Herald Awards, these being: Outstanding Contribution from a College Student (Kathryn Docherty); Outstanding Business Engagement (AC Whyte Academy); and Outstanding Contribution to the Local Community (Armed Forces Covenant & Veteran Outreach). The Committee congratulated the College for this positive recognition.
- The Committee noted a progress report on the creation of dedicated E-Assessment centres on each campus (LM183.1). These were now in place at the Clydebanks and Paisley Campuses and the Greenock Campus centre would be operational by the autumn. The Committee welcomed this information.
- The Senior Management Team (SMT) had recently reviewed the Educational Committees and, in light of the development of the Business Transformation Plan, it was decided that, rather than have formal committees Project Action Groups would be set up. These would be short life working groups that would be established to address particular areas as and when required. The Committee welcomed this move as it was consistent with the views expressed at the Board's Strategic Session held on 17 April 2019. These short life working groups could progress matters more quickly than established committees and could be more flexible in the solutions they reached, thus allowing the College to be more effective in meeting the needs of its various stakeholders and employers. The success of this approach would be measured through the normal reporting channels already in place, e.g. uptake of courses/classes, achievements, outcomes, etc. This evidence was already gathered by the College and by SFC, and the quality of provision would continue to be monitored

by Education Scotland. The Committee would, therefore, continue to have a monitoring role also so that it could provide assurance to the Board.

.2 Quality, Learning and Teaching

Cathy MacNab, Assistant Principal, Performance and Skills, provided a report on the following:

- The examination diet had just ended and there had been no issues. However, it was noted that there were now a greater number of students coming forward requiring additional support. This had put strain on the staff as they had to make arrangements to provide the additional support needed.
- The Student Satisfaction Survey was now complete and the results were being collated and analysed. The response rate was higher than last year but had still failed to make the 50% response rate set by the SFC. Further analysis was being conducted in order to identify why students were not engaging with this important survey.
- There was on-going engagement with the College HMIE who regularly attended meetings in the College in order to review and monitor progress against the EREP action plan. Scrutiny Evaluation visits (SEV) by the SFC/Education Scotland would take place in the autumn. The Committee would be kept informed of progress with these and the outcomes.
- The final residential meeting of the Scottish Government College Improvement Project had been held recently. At this event 5 colleges had showcased learning from participation in this project. A final session would be held at the Clydebank Campus on 5 June 2019.
- The 'I Reflect' software (LM281.1) was being reviewed and updated and would be re-launched at the start of next session. This software had also been showcased at the Scottish Government student exhibition and the College Development Network (CDN) has expressed an interest in it.
- A CQL Development day had been held in February with external input from Skills Development Scotland (SDS) and Stirling University. This session had been themed around metaskills and how to build these into the curriculum, and lecturer professional learning.
- It was noted that 16 members of West College Scotland teaching staff had successfully completed the CDN accredited Teaching in Colleges Today (TiCT) programme. 2 further staff had successfully completed the TQFE programme which was run in partnership with the University of Dundee. Staff from the College would also participate in these programmes next session and the precise numbers involved were currently being finalised. It was noted that a number of CQL and support manager staff had successfully completed the Leadership Programme run by CDN.
- In discussion it was noted that under-performance of staff was picked up through the normal monitoring measures in place, such as student feedback, key performance indicators, student complaints and Education Scotland feedback. A formal performance review process was in place within the College and was used when necessary. The College was in the process of seeking GTCS Professional Update centre accreditation for professional update with the validation event taking place on 10 June. It was considered that this would help teaching staff better understand the new professional standards and mandatory registration requirements launched earlier this year.

.3 Student Services and Communities

Iain Forster-Smith, Assistant Principal, Student Life and Skills, provided a report on the following:

- In relation to schools vocational activity good numbers had been achieved across all Campuses.
- The Respect programme had achieved good results and it was the intention to run this again next session.
- 140 students had signed up for Schools Foundation Apprenticeships. This was an increase on last session, although the College would not achieve its target on overall numbers. A Schools Adviser was being recruited for 1 year to engage with the schools to encourage greater participation. Further discussions were being held regarding the future of this programme.
- The Communities provision had increased this year with great success in all 4 of the College Regions. Continued growth was planned for next session, 2019/20.
- A number of activities had been held throughout the year in relation to supporting students with mental health problems. These had been well attended by students with good feedback being received. Some joint staff and student events had also been held which had been successful.
- In relation to care experienced students the College was working with CELCIS at Strathclyde University to provide support for them. A report on this activity would be published in June and would be brought to the next meeting for consideration.

[Action: IFS]

The Chair thanked the Vice Principal and the Assistant Principals for their reports.

LM317 STUDENTS ASSOCIATION UPDATE (LM303)

Nicole Percival, President of the Students Association, presented a report from the Students Association (SA) which included the following:

- The Behaviours framework was now at the final stage of development and would be complete by the end of this session.
- The Students Association were currently reviewing the Student Representative Council system in light of poor attendance at these meetings. Various options were being considered and information from other college on the operation of the SRC's there was being sought to help inform this review.
- The Students Association was working closely with Student Services with regards to the 'Going Further for Student Carers: Recognition Award'. This award would ensure that the College had support in place for students who were carers. It was the aim to achieve this award by October 2019.
- The Committee congratulated the Students Association on achieving the 'Officer Team of the Year' award at the NUS Scotland awards held recently.
- The in-coming Officers of the Students Association had all attended at least one NUS event as part of their induction to their new roles.
- The Students Association continued to work on the 'Healthy Body, Healthy Mind' campaign and were aiming to achieve 3 stars this year for this work. The Students Association wished to record their appreciation of the input and support they received from Kirsty MacEwan who worked with them on student mental health matters. As

part of mental health awareness a number of activities were being held each week during May across all the main Campuses.

- The Students Association continued to hold monthly meetings to discuss progress with the range of matters they were involved with. In order to increase partnership working they had issued invitations to members of staff, such as Heads and members of SMT, to attend these meetings.
- The handover process from the current Officer team to the new team was now well underway.
- The Committee noted the Budget Report from the Students Association.

The Chair thanked the Student President for her report which clearly showed the progress being made. He also took this opportunity to thank the Students President and her team for all their hard work and dedication to the Students Association and for the recognition and achievement they received during their time in office. This was appreciated by the Committee and provided further assurance to the Board.

LM318 STUDENTS ASSOCIATION CONSTITUTION

The Committee considered the revised Students Association Constitution. This Constitution had been updated and made more concise in line with national best practice. A few minor amendments had been suggested and these would be considered further. The Committee welcomed this revised Constitution and

RECOMMENDS to the Board that the updated Students Association Constitution be approved with effect from 1 August 2019, subject to some final minor editing.

[Action: NP]

LM319 REGIONAL OUTCOME AGREEMENT 2017-20 MONITORING (LM304)

The Committee noted the monitoring report on the Regional Outcome Agreement (ROA) 2017/18 – 2019/20. The Committee noted a paper provided by the Vice Principal Educational Leadership which summarised the changes to the ROA and provided further data that had not been available for the previous update. It was noted that articulation data had been provided by the SFC and showed the number of students who had progressed to University with advanced standing as well as those who went to University with no advanced standing. It was noted that the information provided by the SFC should provide a much richer source of information and allow for further in-depth analysis as well as provide benchmarking information. It was the aim to provide a report on this at the next meeting.

[Action: SG]

LM320 EDUCATION SCOTLAND TEACHING AND LEARNING REVIEW REPORT: APRIL 2019

The Committee noted the Education Scotland Teaching and Learning Review Report which had been issued to the College following the learning and teaching observations undertaken during March 2019. Overall this was a positive report with helpful feedback on areas of positive practice as well as areas for development. One comment that had been made was in relation to 'traditional style teaching' which had been observed in a few classes. Education Scotland had been asked to provide further information in relation to this comment to allow the College to take the necessary action to make improvements. The Committee welcomed this information.

LM321 EVALUATION REPORT AND ENHANCEMENT PLAN (LM307)

The Assistant Principal, Performance and Skills, informed the Committee that the Evaluative Report 2017-18 and Enhancement Plan 2016/17 – 2020/21 was now available on the Education Scotland website. The Committee noted an update on progress with the various actions contained in this report under the three main headings of Outcomes and Impact; Delivery of Learning and Services to Support Learning; and Leadership and Culture. This information would be used to inform the next review which would be undertaken in the autumn when Education Scotland would next visit.

LM322 CURRICULUM INITIATIVES IN RECEIPT OF DEVELOPMENT FUNDING

The Committee noted information on a number of curriculum initiatives and enhancements that had been enabled through Development Funding. The Committee welcomed this information and **agreed** that this should be brought to the attention of the Board at its next meeting. **[Action: MH]**

LM323 SCQF AUDIT OF COLLEGE CREDIT RATED ACTIVITY (LM302.2)

The Committee noted the final report from the SCQF Partnership on their audit of the credit rated activities offered through the College. A number of actions had been identified and were now underway. The Committee welcomed this report.

LM324 MODERN SLAVERY STATEMENT

In order to comply with the Modern Slavery Act 2015 a statement setting out the steps that the College was taking to ensure that there was no modern slavery in the College or its supply chain had been prepared and had been considered by the Board at its last meeting. The Board had approved this statement and had asked each of the Committees to consider this in relation to the areas that fell within their remit. It was noted that this was one of a suite of policies developed and was on the College website. The Committee noted this statement.

LM325 RISK (LM310)

The Committee noted the Strategic Risk Register. In considering this the Committee raised concerns about the impact of the industrial action taken by EIS members, particularly in relation to students. While there was reference to this matter in the risk register along with the mitigating actions that were being taken, it was considered that the wording of this be reviewed to ensure that this was fully captured in the risk register. The Committee had no further comments to make.

LM326 DATES OF MEETINGS IN 2019/20

The Committee noted the dates of meetings for session 2019/20 as follows:

- 13 November 2019 at the Clydebank Campus
- 26 February 2020 at the Paisley Campus
- 20 May 2020 at the Greenock Campus

All Wednesdays starting at 4.00 p.m.

LM327 NICOLE PERCIVAL

On behalf of the Committee the Chair thanked Nicole Percival for her contributions and dedication to the Students Association and to the work of this Committee. Nicole and her team had worked extremely hard to ensure that the Students Association was robust and

was now a recognised part of college life. Nicole had also stepped in to fill the gap created when the Student President had stood down part way through the year, as indeed had happened the previous year also. She had proved to be an excellent and respected President of the Students Association. He wished her well for the future.

LM328 NEXT MEETING

Wednesday 13 November 2019 at 4.00 p.m. at the Clydebank Campus.

GMcA/31.05.19/Final

Learning, Teaching and Quality Committee: Meeting of 22 May 2019

Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
22 May 2019	LM316.3	Update from Student Services and Communities – Report on activity with CELCIS relating to support provided to care experienced students to be brought to next meeting	I Forster-Smith	Currently working on changes to the Corporate Parenting Plan. The report on CELCIS and the Plan will be brought to the February meeting	February 2020 meeting
	LM318 302.2	Students Association Constitution – recommend to Board for approval	N Percival	Board approved revised SA Constitution at its meeting in June 2019	Complete
	LM319	Regional Outcome Agreement 2017-20 Monitoring – report on articulation and other data received from SFC	S Graham		November 2019 meeting
	LM322	Curriculum Initiatives in Receipt of Development Funding – to be brought to the attention of the Board	M Haggerty	Board noted and welcomed this information at its June meeting	Complete
		Actions from previous minutes			
20 Feb 2019	LM302.2	SCQF Audit of College credit rated activity – report to be brought to next meeting	C MacNab	Report provided to May 2019 meeting (LM323)	Complete
24 Oct 2018	LM281 268.2	'I Reflect' software – progress report to be provided to next meeting	C MacNab	Progress report provided to May meeting (LM316.2)	Complete
	LM273 253	Education Scotland – Committee to receive regular updates on progress in addressing actions in Education Scotland report	C MacNab	Progress report provided to October 2018, February and May 2019 meetings	To become a standing item on agenda
11 Oct 2017	LM230.1	Activity Update from Vice Principal i.Scottish Government's Improvement Project – progress	S Graham	i.Progress report provided to March 2018 meeting (LM248.1)	February 2020 meeting

		report to be provided to future meeting.		The College hosted the final event for all colleges on 5 June 19. The Sector final report is not yet published and therefore this will be brought to the February meeting.	
7 Dec 2016	LM183.1 165.1	Dedicated E-assessment centres – funds provided and Committee to be kept informed of progress	S Graham	Now in place at Clydebank and Paisley & Greenock will be operational by the autumn 2019 (LM316.1)	Complete
12 Oct 2016	LM167.1	Vice Principal Update Further information on operation of Educational Committees to be provided	S Graham	Committees & groups have been reviewed by SMT. Committees are being replaced by Project Action Groups. (LM316.1)	Complete

DM/5.11.19

Title: Committee Remit, Membership And Dates Of Meetings
In 2019/20

Background: The remit, membership and dates of meetings in 2019/20 are attached for information and consideration.

Action: The Committee is asked to review its remit and to note its membership and the dates of meetings for the remainder of the 2019/20 session.

Lead: Drew McGowan, Interim Secretary to the Committee

Status: Open

West College Scotland

Board of Management

Learning, Teaching and Quality Committee

Statement of Purpose

The Board provides the principal governance mechanism through which activities are managed in accordance with legislation and regulations, as well as ensuring that systems are in place to provide efficiency, effectiveness and economy. However, the Board has delegated some of its responsibilities to certain committees.

The purpose of the Learning, Teaching and Quality Committee will be to ensure strategic development of learning and teaching within the College. The Committee provides guidance to staff and student presidents as well as overseeing all matters relating to KPIs including student progress, retention and achievement.

1. Remit

- a) To advise the Board on matters relating to student affairs including:
 - Students Association activities
 - student experience and engagement
 - student guidance and support
 - disciplinary procedures and appeals
- b) To advise the board on all matters relating to the curriculum, teaching and learning including:
 - academic planning, development and delivery of the curriculum
 - national curriculum initiatives
 - admissions and Further Education Student (FES) data
 - enhancement of the College's Learning and Teaching development
- c) To advise the Board on all matters relating to quality including;
 - College quality assurance, improvement and enhancement activities
 - academic standards
 - quality performance indicators (PIs), including retention and attainment
 - the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and the Scottish Funding Council
 - external body quality reviews and reports
- d) To monitor the progress in delivering the curriculum and student experience elements in the West Region Outcome Agreement.
- e) To receive reports from College Committees and work groups related to the Committee remit.
- f) To review all matters relating to the student experience.

- g) To monitor expenditure of the annual budget of the Students' Association, based on reports received from the Student President, and to confirm to the Board that these are in line with the plans of the Students' Association.
- h) To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

2. Composition

The Principal, Student's Association President (or nominee), Teaching Staff Representative and two Members of the Board of Management (other than those noted), one of whom, will Chair. The non-teaching staff member may also become a member of this committee.

Attending;

Vice Principal Educational Leadership
Assistant Principal Performance and Skills
Assistant Principal Student Life and Skills

The Committee is empowered to invite members of the Senior Management/Executive team to attend meetings of the Committee

The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee

Other Board members can attend the meetings, with the approval of the Chair of the Learning Teaching and Quality Committee

Committee members will be appointed to serve a four- year term, or for the period of their term of office.

The Chair of the Board of Management will be an ex- officio member of the Committee

3. Frequency of Meetings

The Committee will meet at least three times per year. Additional meetings will be convened as necessary.

Papers for the meetings will be sent out 7 days in advance of the meeting

4. Quorum

The quorum will be two Members of the Board of Management.

5. Secretariat

The Secretary to the Board of Management.

The Committee will report to the Board of Management and the minutes of its meetings will be circulated to the Board for information.

6. Review

The Remit will be subject to review annually.

Approved by Board – 4 December 2017

Membership 2019/20

	Date appointed	Date Re-appointed	End Date
Jackie Henry Chair	1.02.15	1.02.18	31.01.22
Liz Connolly Principal	1.09.18	n/a	n/a
David Watson Teaching Staff	13.09.17		12.09.21
Steven Cairney Support Staff	7.10.19		17.09.23
Vanessa Thompson Student President	1.08.19		31.07.20
Ruth Binks Co-opted	1.03.19		29.02.20
Mark Hamilton Co-opted	1.11.19		31.10.20
Keith McKellar <i>Ex officio</i>	4.03.14	3.03.18	2.03.20

Attending Officers

Stephanie Graham, Vice Principal Educational Leadership
Cathy McNab, Assistant Principal, Performance and Skills
Iain Forster-Smith, Assistant Principal, Student Life and Skills
Gwen McArthur, Secretary to the Committee

Dates of meetings in 2019/20

13 November 2019 at the Clydebank Campus
26 February 2020 at the Paisley Campus
20 May 2020 at the Greenock Campus

All Wednesdays starting at 4.00 p.m. (unless otherwise notified).

DM/05.11.19

Title: **Educational Leadership Team Update**

Background: To ease time within the meetings, minute taking and discussions, we will be combining the previous oral updates into one Educational Leadership Team update and providing bullet points in advance.

- Curriculum Portfolio Reviews are now completed and Curriculum Planning and Review Meetings (CPRs) will take place over the beginning of November. The CPR has a stronger focus on curriculum change this year, in line with the SFC plan Curriculum Reimagined project. The guidance for 2019 CPR documentation is attached for information. A report into the outcomes of CPR will be brought to the next LTO Committee.
- Progress is being made with the SFC business transformation plan projects.
- The national industrial action by EIS and 'action short of strike' gave challenges at the end of last session, particularly in relation to outstanding results.
- The Credit Audit was successful, with some recommendations which have been shared at an ELT/Heads session and actions being taken forward to address improvements this session.
- An acting Head of Construction has been recruited (Paul Lynn) to provide absence cover.
- Student showcase events in Creative Industries were run successfully at the end of 2018-19. In addition, a 'Creative Exposure' event was run this session for Hairdressing, Make Up Artistry and Beauty and was exceptionally successful in engaging industry partners and potential students.
- The College hosted a visit by Maree Todd MSP and ran an evening event 'We do Care' to promote distance learning opportunities for the Care sector.

- We have been experiencing challenges in relation to estates, partly through the implications of the move of the CPA to the main campus. Heads have been working on resolving the timetabling of classrooms in the Paisley campus. We have been experiencing challenges in relation to our satellite campus at the YMCA in Paisley town centre. Alternative accommodation has been secured for Acting and Technical Theatre departments at a variety of venues with immediate effect. All Music and Dance provision will move by 25 November 2019.
- Press stories relating to 'Save our College' Greenock. Members of ELT attended a Members Briefing at Inverclyde Council to answer questions on Greenock curriculum and student recruitment. The briefing paper prepared by Ruth Binks is provided for information for the Committee.
- The College Digital Strategy was launched, and the college hosted a Digital Ambition Roadshow for CDN.
- We have been nominated for the Essential Skills and Health Promoting College Awards at the CDN awards. Also, for the Eco Academy for the Green Gown sustainability awards.
- The College has introduced sessions extra support (Wobble sessions), providing drop-in sessions to support students to remain on their current course, or help them make a successful transition to another programme.
- The 'Gies a break' cafés continue across all four main campus locations with specific themes each month e.g. mindfulness, worried if you're not worried, healthy body and healthy mind, gambling awareness.
- Student Mental Health and Well Being Announcement, the College has received additional funding of £122,000 to support this cause with a particular focus on counselling support.
- The College will be running a series of activity raising awareness and support with regards to Gender Based Violence over November and December linked to 16 days of action for Women's Aid
- Student Feedback and Surveys – we have reviewed the effectiveness of our first annual survey, traditionally carried out in the Autumn. Post-merger we retained much the same set of questions to help us establish trend improvements. We now intend to run thematic based focus groups, which will enable us to target more current, emerging issues, and provide real time feedback to departments across the college on matters relevant to

them. We will continue to survey all students in Spring annually as required in the SFC guidance on the Student Satisfaction and Engagement Survey.

- A Project Action Group was set up at the end of last term, with representation from across the college departments. The PAG is looking at the potential impact of the EU Directive on Accessibility, which will apply new legislation to the College websites and any other online materials, even post Brexit! An output of the work of this group will be a new Equality and Accessibility Audit tool which will facilitate self- evaluation by college teams, staff resources/toolkits via a new Centre of Learning Technology (CoLT), and install of accessibility software for the College website.
- An increase in External Verification activity early this session is welcomed by the Quality team as this helps spread our limited resource more evenly across the session, reducing impact on a busy end of term time.
- We have successfully gained approval for two new awarding bodies – Rockschoool and AAT, while curriculum provision changes have resulted in us no longer working with BIIAB.
- Following the recent Quality Standards Committee, in October 2019, we will set up a Project Action Group to look at, among other qualifications matters, how internal verification processes run across the college.
- The two -year Scottish Government College Improvement Project has come to an end with a final sector wide evaluation report due before the end of this year.

Action: The Committee is invited to discuss any aspects.

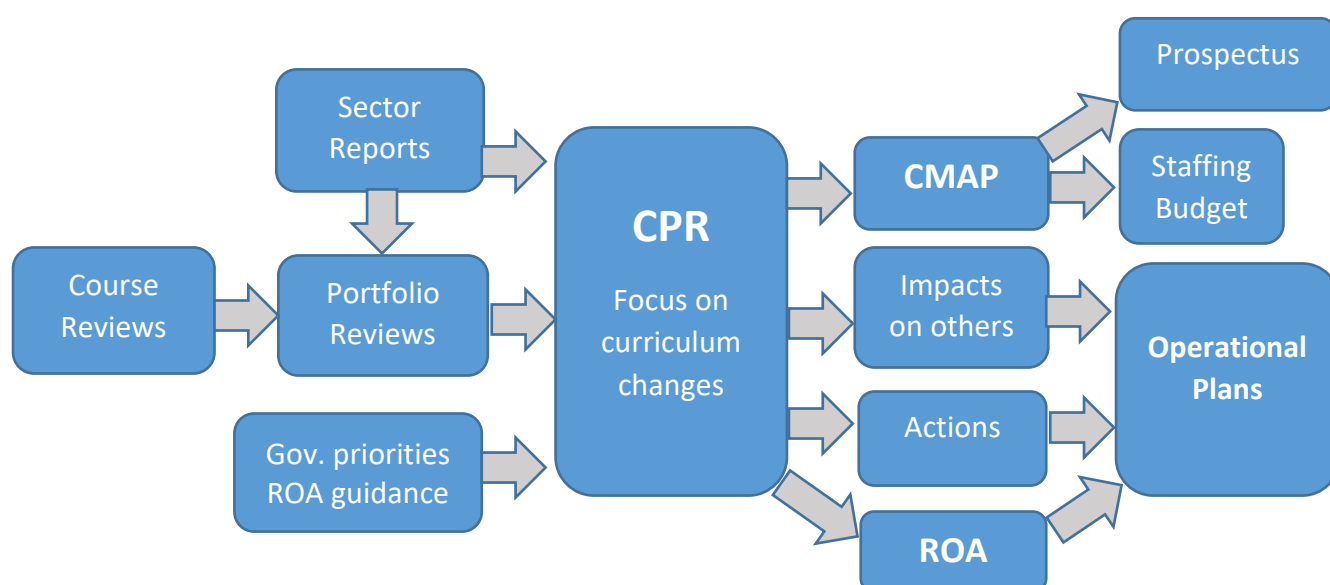
Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open

Curriculum Planning and Review 2019

The CPR process for 2019 will be a transition year, assessing progress against the previous Curriculum Principles and 20:20 Vision, whilst moving to an assessment against the new college Corporate Strategy within the Operational Planning process.

The focus of CPR will be on curriculum changes both in the short term (for the 2020-21 prospectus) and the longer term (up to 5 years). The CPR should be informed by Portfolio Reviews, sector industry reports, Regional Outcome Agreement and College priorities. A key College priority is the 'Curriculum Reimagined' improving the learning experience, outcomes, progression and efficiencies and this will be the major focus of the 2019 CPR.



Outcomes from the CPR process should be:

- To build the 2020-21 CMAP, to set the staffing budget, credit and income targets
- To determine the 2020-21 Prospectus and curriculum offerings
- To have a shared understanding of curriculum changes – including rationales, expectations, targets and timescales.
- To identify short (following session) and longer term (up to 5 years) impacts on any other areas of the College (i.e. Estates, IT, HR) to inform their priorities and Operational Plans.
- To set clear, shared actions for each Sector with longer term actions being included in the next Operational Plan.
- Inform the Regional Outcome Agreement, or other college strategies as appropriate.

The broad match between Curriculum Principles and the new Corporate Strategy is as follows:

Curriculum Principles		Corporate Strategy
Connected	→	Collaborative
Responsible	→	Agile & Adaptive
Valuable Inclusive	→	Personalisation
Developmental	→	Digital

2019 Documentation

Prior to the CPR meeting, each Sector should complete the documentation. This should be done collectively with the CQLs and submitted at least four days in advance of the meeting.

Evaluation of progress since 2018 CPR and targets for 2020.

- Your documentation will be completed for you with 2018 figures. You are required to update these in the 2019 column with any changed figure (up or down) and briefly outline the reason for the change – i.e. successful actions undertaken or changes impacting on your previous figure.
- Complete the 2020 figures with a brief rationale for how you expect the changes to be made i.e. the actions being progressed

CPR Curriculum Sector Scoring

Score 1 – 6 (1 poor and 6 excellent/sector leading)



Connected

- Balance of curriculum across the region & internal fit in the college
- Partnership and engagement with business and industry
- Aligned to local employment and government national agendas
- Connection to schools, community, universities & internationally

2018 2019 2020



Responsible

- Develops relevant range of skills for employment
- Efficient delivery & income generation
- Meaningful work-placement / simulated work-experience



Valuable

- High student outcomes (retention, attainment, progression, standards)
- Quality of resources
- Staffing to meet curriculum needs



Inclusive

- Accessible for those furthest from labour market & student support
- Addressing gender imbalance
- Flexible – part time / online / work-based options



Developmental

- Innovative approaches to curriculum design & delivery
- Entrepreneurship embedded & business start-up promoted
- Innovative & inclusive use of technology for learning & teaching

Explanation for any changes in 2019 figures:

-

Plans to achieve any targeted 2020 figures:

-

Curriculum Change – short and long term

The documentation should be filled out in brief, high level terms.

If your curriculum is diverse and it is more helpful to fill out forms separately for the different curriculum areas, then you may do that.

You do not have to complete something in every box, only where it is significant for the curriculum area and therefore will have an impact on your curriculum changes.

Text is provided below to help in the completion and consistency.

Drivers and evidence for change	
Student demand	<i>Highlight where student demand is:</i> <ul style="list-style-type: none">• particularly low/decreasing (for particular modes of attendance or campuses);• not being met/increasing or predicted to increase (providing reasons for this)
Student performance (retention & attainment)	<i>Highlight any particular courses where retention or attainment is poor (and any reasons, if identified) or poor for particular EDI/SIMD groups.</i>
Student & Stakeholder feedback	<i>Highlight any particular feedback</i> <ul style="list-style-type: none">• from students (on course or post course)• externally (from employers, schools, community, EV, awarding body audit, external review etc.) which identifies a need for change.
Student progression (internal & external)	<i>Highlight any areas where:</i> <ul style="list-style-type: none">• student internal college progression is an issue (routes not existing or students not progressing/succeeding when progressing)• articulation routes are not in place where they would be beneficial or where articulation could be improved• student progression to employment is not fully effective
Costs & Efficiencies	<i>Highlight where any provision is currently not efficient or where there is scope to make provision more efficient or generate more income.</i>
Labour market & Sector information	<i>Highlight where LMI or Sector reports identify a rationale to support curriculum changes.</i>
Government /ROA & College Strategic Priorities	<i>Highlight where curriculum needs to change to better meet Government / ROA / College strategic priorities</i>
Other	<i>Any other aspects which impact on your curriculum and inform or require changes. i.e. current delivery methods, digitisation,</i>

Intentions and Ambitions for change	
Short term changes proposed (for 2020-21)	<ul style="list-style-type: none"> • New courses • Amended courses • Courses to be removed <p><i>These should explicitly link to aspects identified above in the drivers or evidence for change section.</i></p>
<ul style="list-style-type: none"> • Identified actions for short term changes 	<p><i>Insert SMART actions (identify clearly if these are to be addressed by your Sector or 'requested' actions for others in the college – in these cases they should also be highlighted in the section 'implications for change' against the appropriate area)</i></p>
Long Term changes proposed (over the next 5 years)	<ul style="list-style-type: none"> • New courses, qualifications or curriculum opportunities • Significantly amended courses or modes of learning • Courses to be removed <p><i>These should explicitly link to aspects identified above in the drivers or evidence for change section.</i></p>
<ul style="list-style-type: none"> • Identified actions for long term changes 	<p><i>Insert SMART actions (identify clearly if these are to be addressed by your Sector or 'requested' actions for others in the college – in these cases they should also be highlighted in the section 'implications for change' against the appropriate area)</i></p>

Capacity and Barriers for change	
Short term changes proposed (for 2020-21)	<p><i>Identify any difficulties you may have in addressing intended changes for next session (for example - staff capacity, accommodation, equipment, development time, employer engagement, qualifications available etc.)</i></p>
<ul style="list-style-type: none"> • Any actions to address short term changes 	<p><i>Insert SMART actions (identify clearly if these are to be addressed by your Sector or 'requested' actions for others in the college – in these cases they should also be highlighted in the section 'implications for change' against the appropriate area)</i></p>
Long Term changes proposed (over next 5 years)_	<p><i>Identify any difficulties you may have in addressing intended changes for the longer term (for example - staff capacity and skills, aging workforce, further research required, accommodation, equipment, employer engagement, etc.)</i></p>
<ul style="list-style-type: none"> • Any actions to address longer term changes 	<p><i>Insert SMART actions (identify clearly if these are to be addressed by your Sector or 'requested' actions for others in the college – in these cases they should also be highlighted in the section 'implications for change' against the appropriate area)</i></p>

Implications for changes (identify where short and long term/timescale)	
On overall costs or efficiencies	<i>Identify as explicitly as possible, how you expect your changes to improve efficiencies, increase income or costs (if increasing costs – include the justification for this in terms of value for money or longer term advantage)</i>
For Estates	<i>Identify where accommodation changes would be required or where accommodation may be freed up through your changes.</i>
For IT and equipment	<i>Identify where IT or equipment would be required, being as explicit as possible about the nature of the IT or equipment or where resources may be shared across sectors</i>
For staffing	<i>Identify any HR implications in terms of new staff required, overstaffing anticipated, staff campus moves required or structural changes.</i>
For staff CPD	<i>Identify any staff upskilling or CPD requirements to meet curriculum changes.</i>
For Quality	<i>Highlight any course approvals required – approval process at course planning stage, checking currency of current awards as well as new courses</i>
For the development of materials / curriculum	<i>Identify any significant development requirements in terms of time or materials development. (Accessibility, Moodle availability, QELTM compliance, digitisation)</i>
For marketing	<i>Identify where specific targeted marketing may be required.</i>
For any other Sectors / Departments	<p><i>Any other impact on any other areas of the College</i></p> <ul style="list-style-type: none"> <i>• i.e. Enabling Services, Essential Skills, Libraries, SAS, Learning Communities & Schools, Innovative Learning etc.</i> <i>• an impact/collaboration with another Curriculum Sector</i>
For Equalities	<i>Highlight where your changes may impact on equalities (specific groups – age, gender, deprivation, etc.) in either a positive or negative way.</i>
Other	<i>Any other significant impacts on others identified</i>

Title: 2019-20 Full Time Enrolment Update

Background: Full time classes started week beginning 26th August and numbers have been compared to previous years on the following chart. This is in the format of the previous Sector structure for comparison sake. Part time enrolment is harder to compare since provision is so variable, but overall we have an increase in numbers at this point in the year.

Overall, there are 72 more full-time students compared to last year, with increases in Clydebank. For the first time in four years, we have not experienced a significant reduction in Greenock and we have not seen an increase in Paisley numbers.

Enrolment has generally been in line with curriculum planning and targets. Some curriculum areas had been planning a reduction in full time courses, with an increase in part time to better meet student needs and demand.

The pattern within curriculum areas and campuses varies, as is evidenced in the attached chart. The consistent reduction has continued in Hairdressing, Beauty and Make Up Artistry. This Sector are focusing their curriculum into more commercial and part time offerings. The main increases have been in Construction and Learner Development across all campuses, Care, Engineering and Creative Industries in Clydebank and Greenock.

The enrolment numbers mean that the College is on track to achieve this year's credit target, assuming additional part time and January start courses recruit as planned and that students

are retained beyond the funding qualification date. The retention will be critical since last year we had a reduction in enrolments and also lost more students through early withdrawal than in previous years.

Further discussion is taking place in individual Portfolio Reviews and the curriculum plans address changes in demand will be considered in the Curriculum Planning and Review meetings.

Action: For discussion

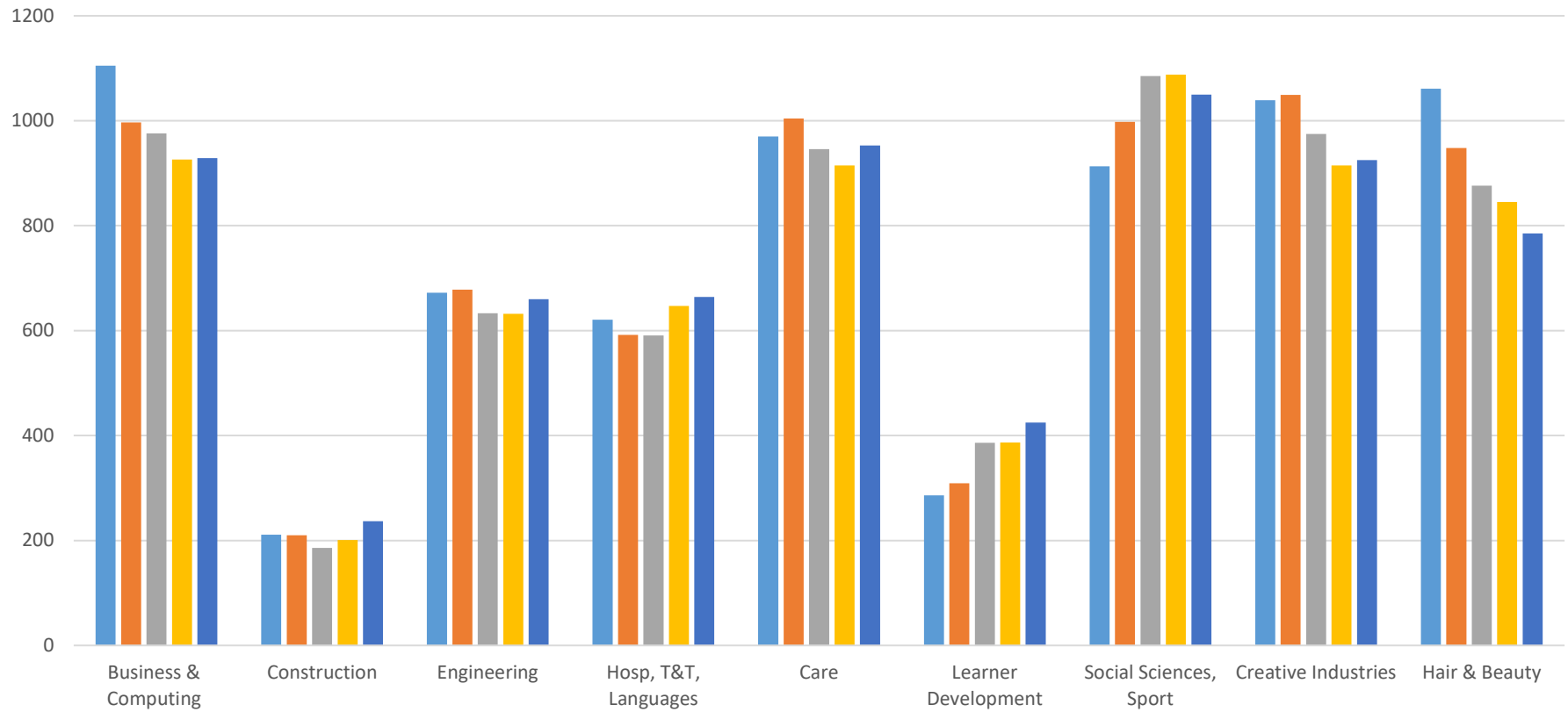
Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.

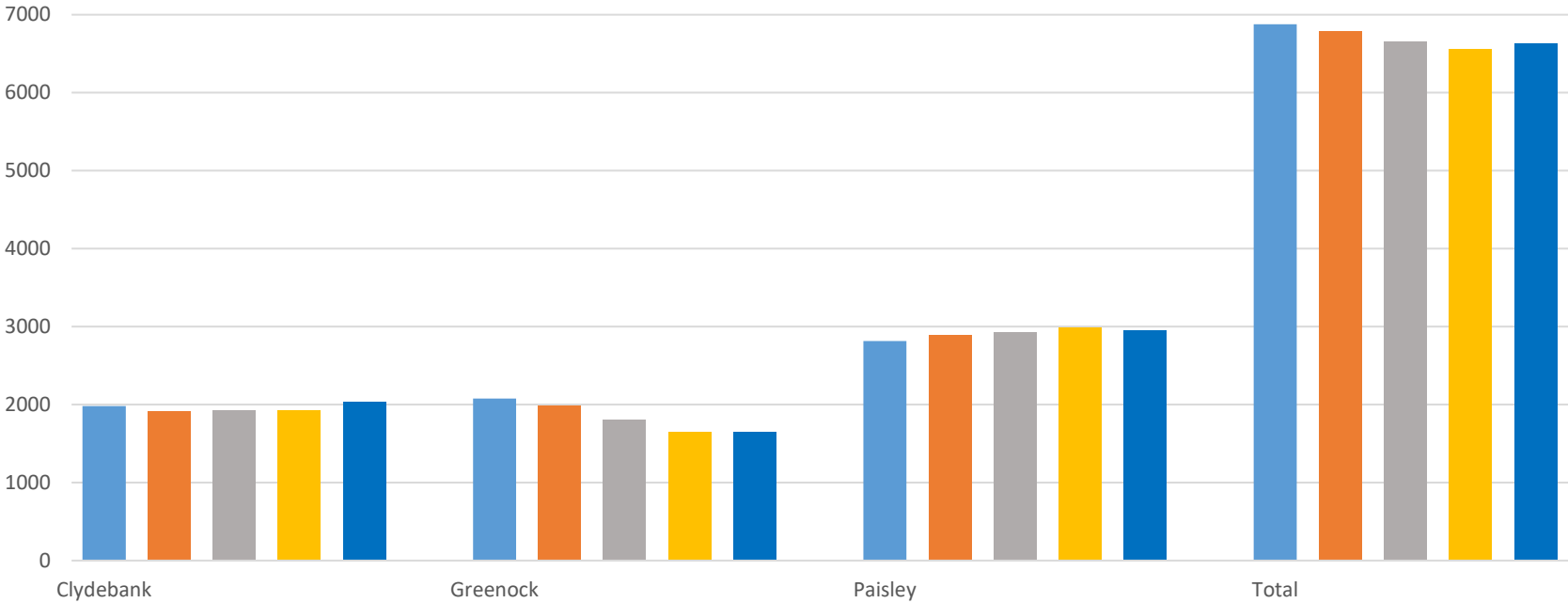
**Full time enrolments as of end September each
year**

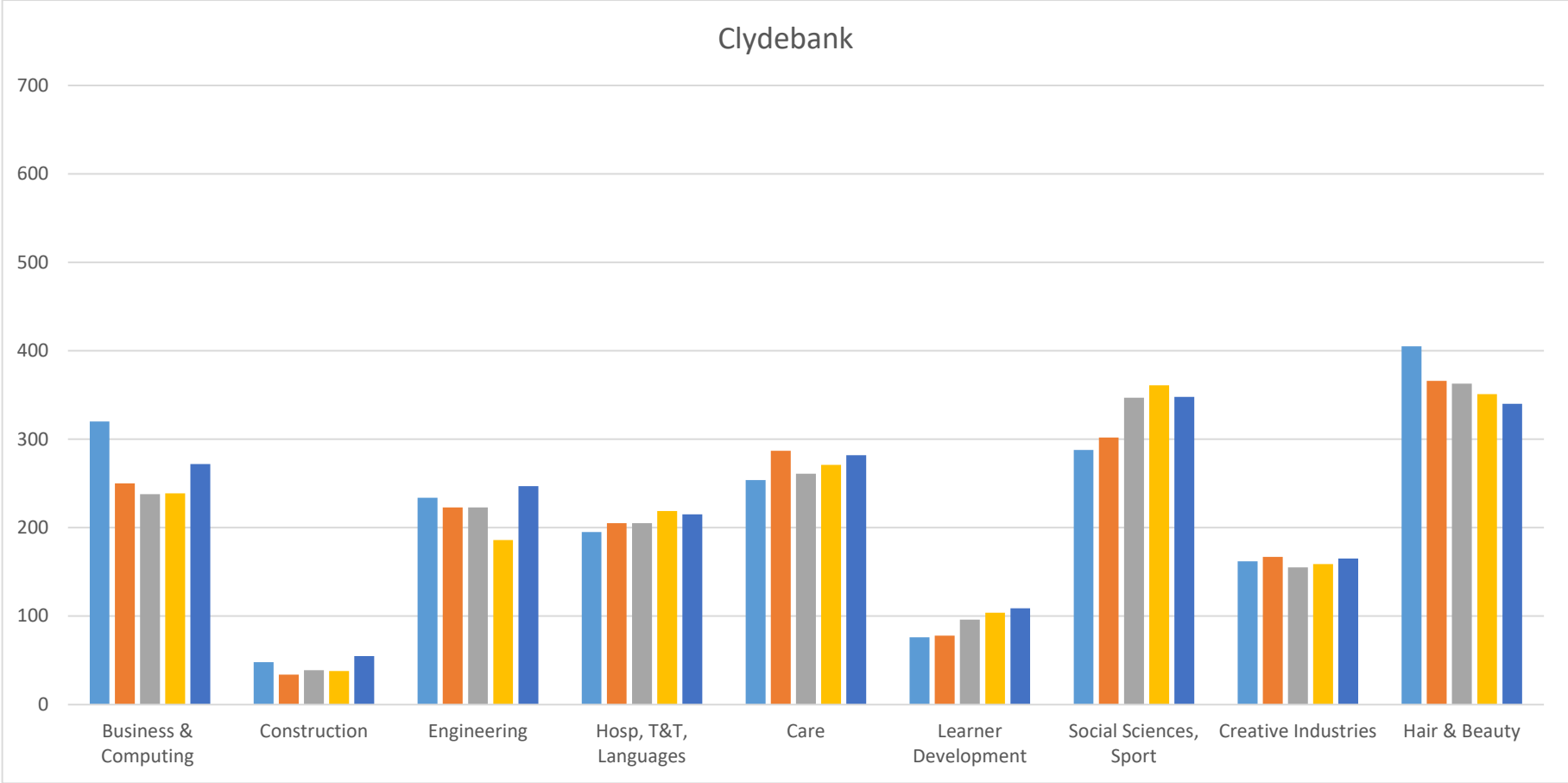
	Clydebank						Greenock						Paisley						Total				
	2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019
Business & Computing	320	250	238	239	272		231	147	155	143	127		554	600	583	544	530		1105	997	976	926	929
Construction	48	34	39	38	55		83	87	79	106	109		80	89	68	57	73		211	210	186	201	237
Engineering	234	223	223	186	247		242	236	198	204	219		196	219	212	242	194		672	678	633	632	660
Hosp, T&T, Languages	195	205	205	219	215		102	99	95	71	84		324	288	291	357	365		621	592	591	647	664
Care	254	287	261	271	282		350	342	296	263	295		366	375	389	381	376		970	1004	946	915	953
Learner Development	76	78	96	104	109		65	116	124	128	150		145	115	166	155	166		286	309	386	387	425
Social Sciences, Sport	288	302	347	361	348		349	377	372	331	287		276	319	366	396	415		913	998	1085	1088	1050
Creative Industries	162	167	155	159	165		295	293	254	189	209		582	589	566	567	551		1039	1049	975	915	925
Hair & Beauty	405	366	363	351	340		362	287	231	212	161		294	295	282	282	284		1061	948	876	845	785
Total	1982	1912	1927	1928	2033		2079	1984	1804	1647	1641		2817	2889	2923	2981	2954		6878	6785	6654	6556	6628

Total by Sector

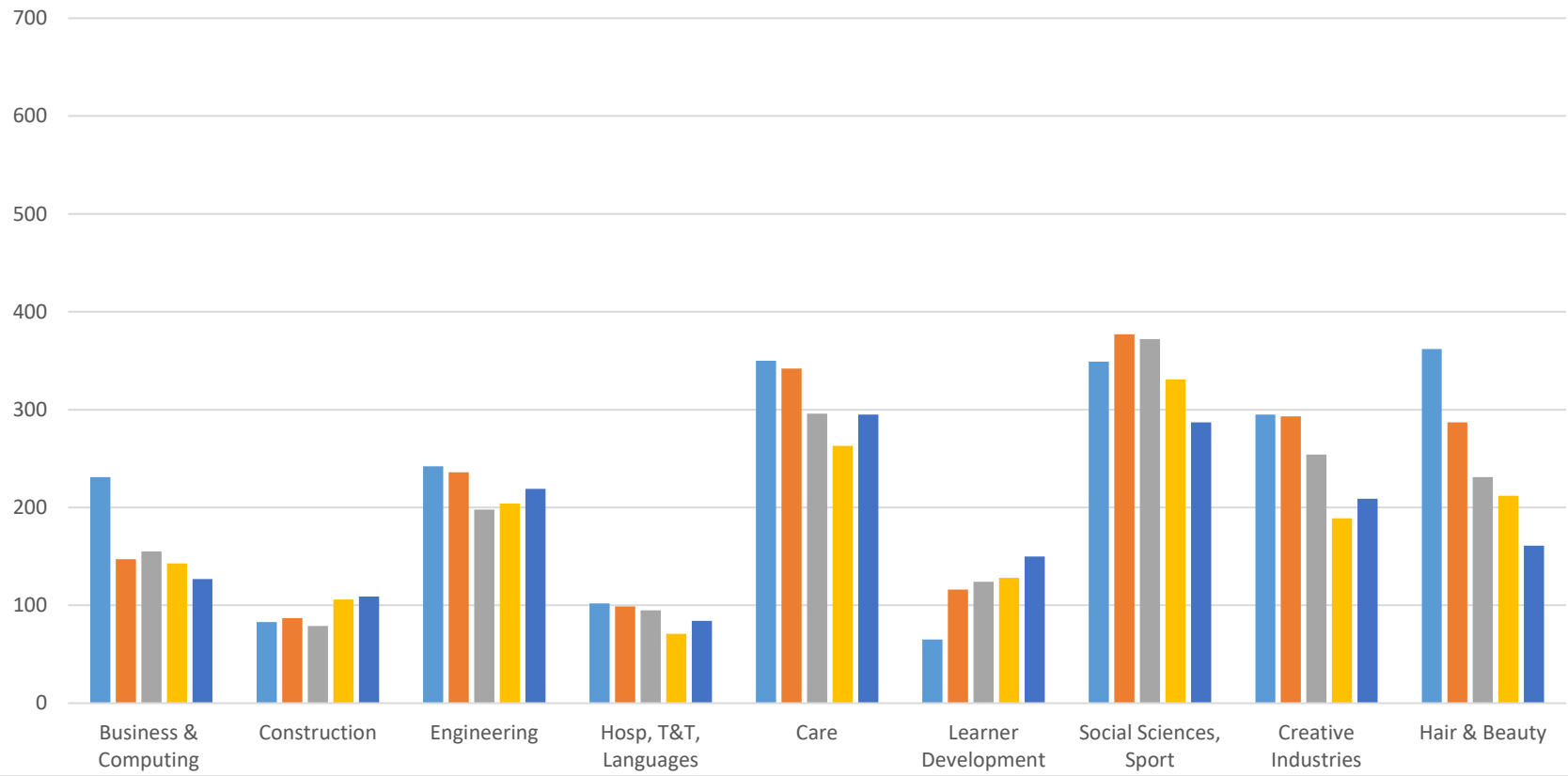


Total by campus

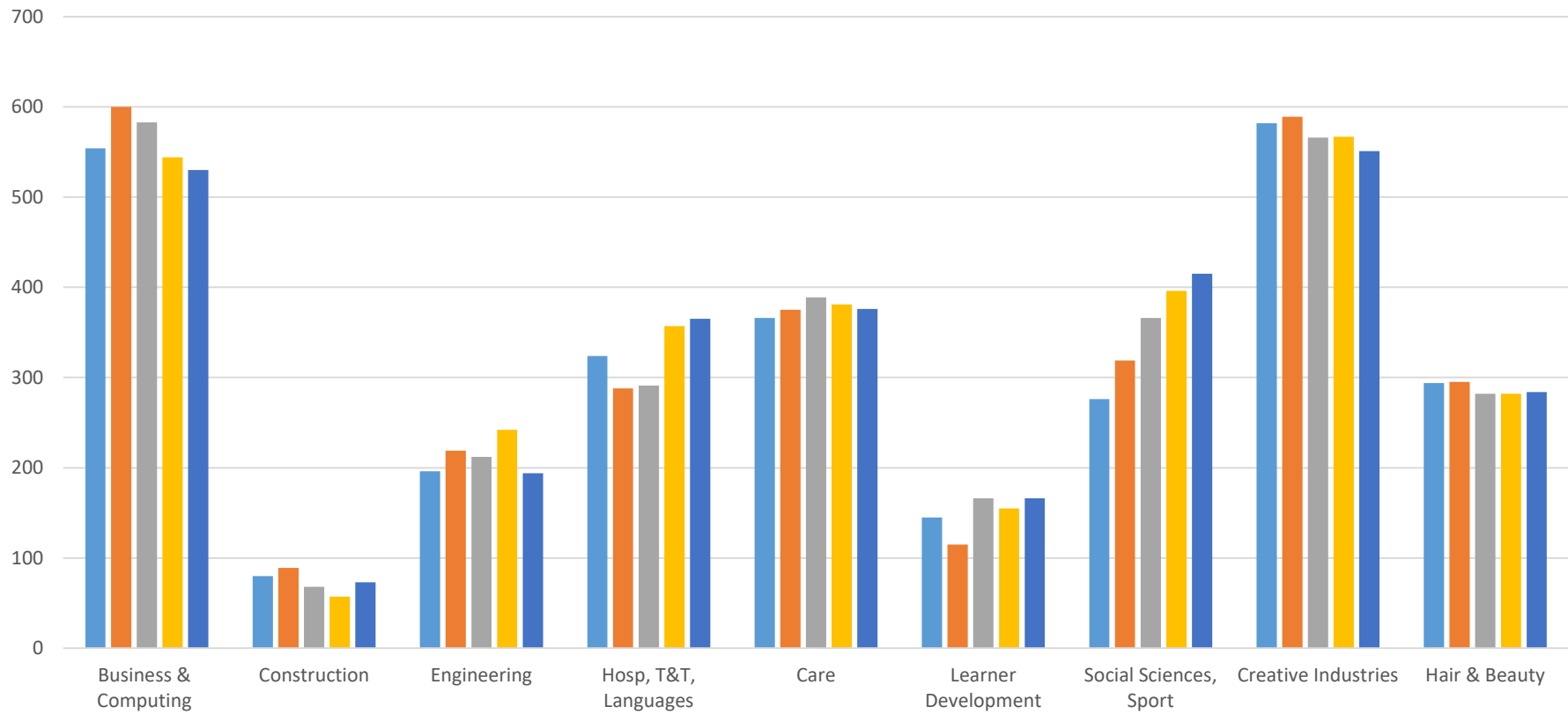




Greenock



Paisley



Title: Regional Outcome Agreement 2017-18 to 2019-20 monitoring

Background: The following Regional Outcome Agreement monitoring report has been updated for 2018-19.

Performance is mixed. A summary is as follows:

- **Credits** – Achieved 2018-19 target
- **Deprivation** – The percentage of credit activity for SIMD10 was at a similar level to the previous year. Target not met and in light of the reductions to SIMD10 population in our Local Authorities and the SFC Regional Outcome Agreement guidance placing more emphasis on retention of SIMD10 students than enrolment, this may be a target we wish to review for future years.
Success rates for SIMD10 students improved by 2% and the attainment gap reduced.
- **Disability** – Increased activity for students with a disability by 3% with a 2% increase in students declaring mental health conditions. Student outcomes for students with a disability was less than other students for the first time.
- **Gender** – Recruitment overall was in line with the previous year. FE females and HE males continued to achieve less well. Recruitment to the target subject areas with the highest gender imbalance was variable.
- **Age** – There was a further reduction in 16-19 year olds and this year there was also a reduction in 20-24 year olds. The College experienced an increase in over 24 year olds which is in line with our strategy to provide more upskilling opportunities to more mature students. Under 18s continued to be the group with the lowest success rates.
- **Ethnicity** – a further increase in student numbers and credits for students from black or ethnic backgrounds. Targets exceeded. Also, improvements in student outcomes for these students, although outcomes were still lower than for other students.
- **School College Programme** – calculations still being fully finalised.
- **Student Outcomes & retention** – small increase in early withdrawal rates for FE full time and significant increase for full time HE.

1% reduction in full time FE success rates and a 4% reduction for full time HE. Improvements however in part time success rates.

- **STEM** – Increase in proportion of credits for SFC defined STEM courses. There was a reduction of 1% in IT but 2% increase in Construction and 1% increase in Engineering.
- **Student Leaver Destinations** – the percentage of confirmed destinations increased but the college is still below Sector for managing to confirm student destinations. Positive destinations for FE full time students reduced by 1% but increased by 1% for HE students. Overall, the college is in line with the sector for student positive destinations.
- **Student Satisfaction** – Improvement in overall student satisfaction and target exceeded. Improved satisfaction in all areas, particularly in helping students to develop skills for the workplace and the visibility of the Student Association. Satisfaction rates are 2% above sector for FE students and 6% above for HE students. The College increased survey in Full and Part Time in 2018-19 but not Distance Learning. Targets for response rates were only met in Part Time and the college is below sector in response rates.

Further measures are still being completed for analysis and will be included in the next Committee meeting report

Action: The Committee is invited to consider the performance to date on the measures within the new Regional Outcome Agreement.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.



**REGIONAL OUTCOME AGREEMENT
THE WEST REGION**

Academic years 2017-18 to 2019-20

Monitoring progress report for the Learning, Teaching & Quality Committee
(reported for meetings - Oct, Nov, Feb, May)

The following KPIs and commitments are extracted from the Regional Outcome Agreement and progress is monitored by the Learning, Teaching and Quality Committee at each meeting. Updated data is inserted into the 'peach' shaded cells as it becomes available and any associated commentary added in the 'progress commentary' boxes in blue bold text.

Index	Page	Updated	Progress	Index	Page	Updated	Progress
Credits	2	Oct 19		Quality			
				• Student Outcomes and Retention	9	Oct 18	
Access				• Articulation	10	May 19	
• Deprivation	3	Oct 19		Skills and Employability			
• Disability	4	Oct 19		• STEM	11	Oct 19	
• Gender	5	Oct 19		• Work Experience	11	Jan 19	
• Age	6	Oct 18		• Apprenticeships, Employability and SDS	11	Oct 18	
• Ethnicity	6	Oct 19		High Performing Institutions			
• Corporate Parenting	7	Jan 19		• Student Association	12	Oct 18	
• Caring Responsibilities	7	Feb 18		• College Leaver Destination Survey	12	Nov 19	
• School College Programme	8	Jan 19		• Student Satisfaction and Engagement	13	Aug 19	

Monitoring performance

Credits

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
1a. Credits delivered	Core	159,434	159,175	159,048	160,293	157,855	158,171	157,855	Achieved credit target for 2018-19
	ESF	7,086	7,086	7,086	7,086	6,368	6,368	6,368	
	Childcare Total	166,520	166,261	166,134	167,479	164,223	164,539	164,223	

Access - Deprivation

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
1c. Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas	Volume	46,369	45,464	45,349	41,664		40,985		Proportion of credits for students from SIMD10 was not met for 18-19 and was in line with the previous year.
	Proportion	27.8%	27.35%	27.26%	24.9%	27%	24.9%	27%	

Enrolments					WCS 13-14	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	WCS 18-19	Progress commentary		
Full time students from the 10% most deprived postcodes					29.9%	30.7%	30.5%	30.6%	27%		There was an increase in students from SIMD10 for Renfrewshire but a decrease for our other local authority areas. The reduction in FE students may have an impact on the HE figures for 2018-19.		
Full time FE students from the 10% most deprived postcodes					33.2%	34.4%	34%	34%	30%				
Full time HE students from the 10% most deprived postcodes					24.4%	24.7%	25.8%	24.9%	23%				
Full time students from the 20% most deprived postcodes					48.5%	49.4%	48.8%	48.6%	46.5%		Overall, whilst there has been a reduction, the College still has an exceptionally high proportion of students from SIMD10 and 20 compared to other colleges.		
Full time FE students from the 20% most deprived postcodes					52.6%	54%	54.5%	52.9%	49.7%				
Full time HE students from the 20% most deprived postcodes					41.6%	41.9%	41.4%	41.7%	41.5%				
Outcomes and Retention Courses over 160 hours	Completed successful 15-16	Completed successful 16 17	Completed successful 17-18	Completed successful 18-19	Completed partial success 15-16	Completed partial success 16-17	Completed partial success 17-18	Completed partial success 18-19	Early withdrawal 15-16	Early withdrawal 16-17	Early withdrawal 17-18	Early withdrawal 18-19	
From SIMD10	57.6%	64.9%	61.4%	63.4%	78.3%	80.8%	74.9%	79.7%	6.9%	6.9%	6.4%	7.3%	
Not from SIMD10	58%	67.1%	69.8%	66.7%	85.2%	86.2%	80.1%	83.1%	4.6%	4.2%	4.8%	5.6%	
Progress commentary	Early withdrawal increased for both SIMD10 and non SIMD10 students with the retention gap staying much the same. Improvements were made in the success rates of students from SIMD10, whereas the success rates from those not in SIMD10 reduced. This narrowed the attainment gap from 8.4% in 2017-18 to 3.3%												

Whilst the College did not meet the target for SIMD10 student recruitment in 2018-19, the proportions were similar to 2017-18.

There was a success in improving attainment for those from SIMD10 and reducing the attainment gap (all be it, this was in part due to attainment falling for those not from SIMD10)

Disability

Measure	Disability	Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary	
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups	Credits	28,435	29,082	29,267	33,442	33,000	37,979		Increase in the credits and percentage of activity for students with a disability 2018-19 target had been increased last session and was still exceeded.	
	Proportion	17.1%	17.5%	17.6%	20%	20%	23%	20%		
Significant increase in students with mental health conditions. The College has increased support for health & wellbeing and for Counselling Services.										
For courses lasting 160 hours or more	Students with a declared disability						Students without a declared disability			
	WCS 2014-15	WCS 2015-16	WCS 2016-17	Sector 2016-17	WCS 2017-18	WCS 2018-19	WCS 2015-16	WCS 2016-17	WCS 2017-18	WCS 2018-19
Completed Successfully and Partial success	83.9%	84.2%	84.6%	78.8%	85.5%	80.3%	86.9%	85.1%	83.4%	82.9%
Completed Successfully	62.5%	60.2%	68.1%	66.5%	67.4%	62.9%	55.1%	66.4%	67.9%	66.8%
Progress commentary										
Our success rates for students with a declared disability fell at a far sharper rate than those without a disability. Our retention of these students was also not as good as 2017-18. For the first time, students with a disability achieved less well than those without.										

In 2018-19, the College increased the number and proportion of students with a declared disability but they were not retained nor attained as well as students without a disability. This is the first year there has been a marked difference in attainment

Gender

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary		
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups and care leavers.	Male	72,207 43.4%	70,239 42.25%	74,204 44.3%	74,205 44.31%	70,700 43%	70,975 43%	43%	Gender split was in line with the ROA predictions. A slight reduction in credits for male students but there was an increase in male students overall and decrease in females.		
	Female	94,219 56.6%	95,882 57.67%	92,696 55.3%	92,697 55.35%	93,137 56.7%	92,891 56%	57%			
West College Scotland Superclass	2015-26		2016-17		2017-18		2018-19		Target 2019-20		Progress commentary
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Vehicle Maintenance/Repair	91%	9%	94%	6%	93%	7%	93%	7%	86%	14%	In line with SFC Gender Action Plan, the College aims to increase by 5% the majority share in each superclass.
Electrical Engineering	97%	3%	98%	2%	98%	2%	98%	2%	92%	8%	
Mechanical Engineering	96%	4%	93%	7%	91%	9%	87%	13%	91%	9%	
Engineering/Technology (General)	91%	9%	92%	8%	93%	7%	90%	10%	86%	14%	
Building Services	99%	1%	99%	1%	99%	1%	88%	12%	94%	6%	Gender balance in 2018-19 improved most significantly in Building Services, Mechanical Engineering and IT and became more marked in Construction.
Building/Construction Operations	95%	5%	99%	1%	97%	3%	98%	2%	90%	10%	
Construction (General)	94%	6%	95%	5%	91%	9%	95%	5%	89%	11%	
IT: Computer Science/Programming/Systems	80%	20%	87%	13%	75%	25%	70%	30%	75%	25%	
Caring Skills	5%	95%	4%	96%	3%	97%	5%	95%	10%	90%	Incremental progress is shown in female majority Superclasses.
Hair/Personal Care Services	3%	97%	4%	96%	4%	96%	5%	95%	8%	92%	

Gender: Successful Completion Rates for Courses lasting 160 hours or more

Courses lasting more than 160 hours	Completed successful						Early Withdrawal							
	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 17-18	WCS 18-19	WCS 14-15	WCS 15-16	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	WCS 18-19	
FE females	61.7%	51.2%	64.9%	64%	63.7%	63.2%	12.1%	9.7%	7.1%	5.2%	5.1%	5%	6.2%	FE student attainment remained similar and continued to be lower than FE male attainment. FE female early withdrawal increased more than for males. Both female and male attainment in HE fell by similar levels although early withdrawals increased more for HE males. Male HE attainment rates remain an issue, as do female rates for FE.
FE males	60.8%	60.8%	69.5%	66.6%	71.1%	69.1%	12.1%	10.5%	5.7%	5.2%	5.2%	4.6%	5%	
HE females	72.2%	68.2%	75.1%	72.3%	73.9%	69.6%	10.8%	14.6%	4.6%	5.9%	5%	6.5%	6.7%	
HE males	61.8%	63.7%	71.7%	70.5%	66.5%	62.5%	9.9%	16%	5.4%	4.4%	3.4%	5.8%	6.9%	

Age

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
1b. Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24	16-19	69,867 42%	66,254 40%	67,333 40.5%	64,698 38.6%	63,500 38.6%	60,371 36.7%	38.6%	A reduction in the proportion and credits for 16-19 year olds and 20-24 year olds.
	20-24	36,211 21.7%	36,272 22%	35,305 21.3%	37,315 22.3%	36,000 22%	35,128 21.4%	22%	

Courses lasting more than 160 hours	Completed Successful						Completed successful and completed with partial success						Progress commentary
	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 17-18	WCS 18-19	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 17-18	WCS 17-18	
under 18	56.2%	58.6%	62.9%	63.7%	63.6%	59.1%	81.9%	79.5%	77.2%	79.6%	79.6%	81.1%	There were reductions in student success rates for all the lower age groups, particularly the under 18 year olds. Withdrawals were slightly higher than last session other than for under 18s.
18-20 year olds	63.3%	65.2%	70.7%	67.8%	68.5%	66.2%	82.2%	80.8%	82.1%	83.5%	82.7%	81.6%	
21-24 year olds	62.9%	58.4%	69.9%	67.1%	68.6%	64.8%	81.7%	81%	81.2%	84%	82.9%	79.8%	
25-40 year olds	67.3%	55.2%	72%	66.5%	68.7%	68.8%	82.6%	86.1%	82.8%	86.8%	85.0%	83.4%	
41 and Over	72.1%	45.2%	70%	67.6%	69.2%	70.4%	88.4%	92.6%	85.3%	92.5%	90.4%	86.7%	

Ethnicity

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups	BME students	676	801	765	954		1081		A further increase in the number and proportion of credits relating to students from black or ethnic minority backgrounds and target met. Student demographics compare well with the local region, where approx. 2% of residents are BME. Student success rates for BME students improved although were still lower than for other students.
	Credits Proportion	6,232 3.7%	5,904 3.6%	6,730 4.1%	7,596 4.5%	5%	8,314 5%	5%	
	Student success rates	59.4%	60.2%	60.8%	63.3%		64.2%		

Corporate Parenting

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to care leavers. (all ages)	Credits Proportion	870 0.52%	3,788 2.28%	3,119 1.88%	2,463 1.47%	1.5%		1.5%	Reduction in credits for care experienced students of all ages. A very good increase in the number of care experienced students aged 16-26.
Number of Care Experienced 16-26		52	70	137	256				
Proportion of FT Care Experienced students successfully achieving a recognised qualification	FT FE FT HE	64.7% 71.4%	53.8% 66.7%	58.4% 55.6%	54.2% 50%	60% 66%		62% 68%	This success all for age groups and not just the 16-26 age group directly supported. Success rates reduced for both FE and HE and were significantly below those of other students.
<p>Signed Stand Alone Pledge to provide similar support to students estranged from their families. Working directly with Stand Alone in seeking parity for estranged learners as care experienced learners. Part of a cross Scotland group working with the Government to seek support. WCS are the only College in Scotland representing the College sector.</p> <p>The majority of the care experienced young people studying at the college, or considering the college as a destination, reside within one of the Local Authorities areas within the West Region. It is acknowledged that the best outcomes can be achieved when Corporate Parents plan, work and act together. Whilst there is no regional model, the college has strong and effective relationships with Local Authorities for the transition and ongoing support of our care experienced young people. The college has developed a standard support offering and shares best practice amongst Local Authorities and stakeholders.</p>									

Caring Responsibilities

Commitment	Progress commentary
Extend the existing model of support that is offered to Care Experienced to our students with caring responsibilities	There has been a significant increase of students identifying themselves as having caring responsibilities
Make an application to be a 'Caring Positive' employer	Achieved

School College Partnership

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
2a. Number of senior phase age pupils studying vocational qualifications delivered by colleges	Number	178	115	97	342	130	419	150	The number undertaking vocational as defined by SFC for this measure increased significantly. This now includes Foundation Apprenticeships.
2b. Volume and proportion of credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	Volume Proportion		398 0.2%	610 0.4%	1,373 0.8%	750 0.45%	1471 0.9%	800 0.5%	
2c. Volume and proportion of credits delivered to learners at S3 and above as part of 'school-college' provision.	Volume Proportion	6,227 3.7%	6,399 3.8%	6,855 4.1%	7,400 4.5%	7,515 4.5%		8,350 5%	A small reduction in activity overall for S3, 5 & 6 and a small increase for S4. An increase in FAs however and this needs to be taken account of in this measure
2d. Volume and proportion of Credits delivered at HE level to learners from SHEP schools	Volume Proportion	-	-	4.4%	5%				Enrolment forms did not require previous school to be completed prior to 17-18 onwards. Increase in student numbers 2017-18
4c. Proportion of senior phase age pupils successfully completing a vocational qualification	Proportion	59%	52.2%	67.8%	68.2%	72%		74%	Improvement in attainment and in line with FT college rates and target
<p>Established new links with Castlehead High School for blended delivery of art and design with MOYA (business start-up) focus.</p> <p>Extension of award winning STEM Ambassador work to include Sport students.</p> <p>In-school delivery in across Inverclyde, Renfrewshire, WDC programme for disengaged learners</p>									

Quality - Pls

Student Outcomes and Retention

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
4a. Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)	Full-time FE	59.7%	63.7%	68.7%	69.3%	70%	68%	70%	Significant drop in HE full time attainment and small drop in FE Improvements in part time attainment
	Part-time FE	64.3%	52.5%	67.6%	72.3%	72%	76%	72%	
	Full-time HE	67.1%	65.4%	68.7%	69.1%	72%	65%	72%	
	Part-time HE	76.5%	74.1%	76.9%	79.9%	78%	80.3%	78%	
4b. Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)	Full-time FE	57.6%	61.1%	64.5%	65.5%	66%		67.5%	All figures increased and over target other than full time HE
	Part-time FE	59.4%	53%	64.7%	68.6%	68%		70%	
	Full-time HE	63.6%	61.7%	65.6%	64.4%	68%		70.5%	
	Part-time HE	67.1%	69.1%	74.8%	80.9%	74%		75%	

FE Courses	Completed Successful							Completed with full and partial success						Progress commentary
	14-15	15-16	16-17	Sector 17-18	17-18	18-19		14-15	15-16	16-17	Sector 17-18	17-18	18-19	
under 10 hours	97%	100%	99.5%	99%	99.9%	99.4%		100%	100%	99.8%	99.9%	100%	99.5%	Good improvements for student success rates in all FE part time provision other than the more substantive 320 hours to full time.
10 up to 40 hours	77.2%	69.4%	77.2%	93.8%	82.9%	87.4%		99.8%	99.2%	99.1%	98.7%	96.9%	97.3%	
40 up to 80 hours	64.9%	59%	65.2%	80.7%	75.7%	79.4%		96.9%	99%	92.4%	92.4%	92.9%	92%	
80 up to 160 hours	54.3%	43%	64.1%	77.7%	72.1%	78.8%		98.3%	96.7%	94.6%	91.6%	93.5%	94.8%	
160 up to 320 hours	59.4%	40.6%	59.5%	68.5%	60.7%	60.9%		92.4%	95.3%	92.5%	84.4%	90.7%	85.8%	
320 hours up to FT	69.1%	68.9%	74.9%	75.7%	76%	71.3%		90.1%	87.8%	89.6%	85.1%	86.6%	88%	
HE Courses														
10 up to 40 hours	69.2%	90.9%		72.2%	-	-		100%	100%		99.4%		-	Improvements in success rates for most HE part time provision.
40 up to 80 hours	76.6%	62.8%	64.9%	82.8%	73%	80.6%		100%	94.9%	98.9%	93.6%	100%	95.3%	
80 up to 160 hours	74.7%	78.4%	71.2%	81.9%	77.8%	79.6%		96.2%	89.6%	90.4%	94.1%	95.3%	92.1%	
160 up to 320 hours	67%	70.2%	81.5%	77.9%	77.8%	76.6%		92.3%	84.7%	94.5%	89.3%	85.5%	86.2%	
320 hours up to FT	91.4%	82.4%	81.5%	84%	91.4%	86.1%		97.4%	94.4%	92.5%	93.1%	98.5%	94.9%	

FE full time student success rates improved for 2016-17 and 2017-18. The College has been engaged in the Scottish Government Improvement in retention & attainment project to focus on full time FE.

Partnership approach with Enabling Services which improved student retention has been shared at Head and CQL level

Improved attainment rates in distance learning courses through increased monitoring, direct student contact and analysis.

Early withdrawal

	Actual 13-14	Actual 14-15	Actual 15-16	Sector 16-17	Actual 16-17	Sector 17-18	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress Commentary
FE Full-time	9%	9.6%	8.9%	9%	8.7%	9%	7.7%	7.5%	8.3%	7.5%	Slight increase in early withdrawal. Sector figure not known at this point
HE Full-time	6.3%	5.1%	5.7%	4.8%	4.9%	5%	5.8%	4%	7.1%	4%	Significant increase in early withdrawals for HE
New retention action group formed to address early retention in 2019-20											

Articulation

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
7. Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Number Proportion	231 45.8%	275 49.2%	208 40.3%	274 48.2%	270 49%		290 52%	
Formal links with Glasgow School of Art being secured for a range of Creative Industries courses following joint meeting of agreement.									
Articulation meetings held with Glasgow University and Stirling University.									
Successful validation of BA Drama with Queen Margaret University									

Skills & Employability

STEM

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses	Volume Proportion	35,462 21.3%	34,433 20.7%	38,814 23.4%	39,400 23.5%	38,410 23%	39,085 23.8%	40,080 24%	Exceeded target Credits % of STEM: 20% IT (further 1% drop), 11% Science & Maths (1% drop), 27% Construction (further 2% increase), 43% Engineering (1% increase).

Work experience

Measure		Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
6. Number of full-time learners with high quality work placement or workplace 'experience' as part of their programme of study		1,208 16.7%	3,114 41.9%	3,001 41.1%	50%		55%	Increase in numbers of students with work placement within their courses. Ambitious targets to increase further in the future

Apprenticeships, Employability and SDS

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
5. Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	CITB	214	302	297	306	278		288	Target not achieved for SDS contract but overall increase for 2017-18
	SECTT	227	321	367	368	353		365	
	SNIPEF	34	36	47	65	56		58	Contracts associated with CITB, SECTT and SNIPEF are not as yet signed for 2018-19. This is a national issue and discussions are ongoing with contract leads.
	SDS contract	217	179	175	178	241		249	
	Total	692	838	886	917	928		960	
Foundation Apprenticeship partnership bid agreed and successful for 300 places for 2018-20. Staff recruited to support the development of Foundation Apprenticeships. Recruitment targets were not achieved for 2018-19									
Foundation Apprenticeship partnership bid agreed and successful for 272 places for 2019-21, recruitment however is low and these numbers will not be achieved									

High-performing institutions

Students' Association

Commitments	Progress commentary
The Students' Association has an action plan aligned to the national Framework for Developing Strong and Effective Student Associations and are using the new Self Evaluation tool kit as a method for continuous monitoring and review of activity. This will be a key driver in the development of a Student Partnership Agreement and annual revision of the Student Engagement Strategy.	Student partnership Agreement signed at the Board. The Student Association has been working with NUS Scotland on creating a new SA Constitution, fit for purpose in a regional college landscape. This work is potentially of national interest and has a completion target date of May 2018.
The College is committed to ensuring the Students' Association are encouraged and supported to play an increasingly active role in strategic and operational planning across the College.	The Student Association President has been actively involved in developing our college approach on the new quality framework HGIOC.
The College will continue to improve the cross-college recruitment of course representatives and work in partnership with the Students' Association to address their training needs and strengthen their engagement and contribution to overall college quality enhancement.	Course and class representatives have been recruited across all campuses and trained to carry out their roles by the College Student Experience Assistants in partnership with the Student Association. Training for specific interest groups has been delivered using tailored training materials. Faculty Rep councils have taken place on each campus.

College Leaver Destination survey

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
8. Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	FT FE	2,065 96.1%	2362 96.2%	96%	97.5%	95.1%	97.5%	98%	FE FT –1% reduction and lower than target. HE FT – 0.8% improvement and target almost achieved.
	FT HE	1,448 93.9%	1438 94.8%	95%	96%	95.8%	97%	98%	

Progress commentary
There was an improvement in the confirmed destination rates but the college is below Sector levels for confirming destinations and more needs to be done to address this for 2018-19 leavers.
There was a reduction overall in positive destinations but an increase in those in work. Positive destinations for FE students reduced by 1% but destinations for HE students improved again. The College was however, in line with the Sector for destinations overall.

Student Satisfaction & engagement

Measure	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
9. SSES Survey – the percentage of students overall, satisfied with their college experience.	94%	95%	93%	93%	94%	95%	95%	A positive increase in overall student satisfaction and the overall target was met.

Student Survey questions	2015-16	2016-17	2017-18	2018-19	Progress commentary
Overall, I am satisfied with my college experience	94%	95%	93%	95%	<p>There was an improved positive response rate for all categories of question in the 2018-19 survey.</p> <p>The College satisfaction rates overall for FE full time was 95.1% and the sector 93%</p> <p>For HE full time it was 92.5%, significantly above the sector figure of 86.8%</p>
Agree staff encourage students to take responsibility for their learning	90%	97%	97%	98%	
Agree their time at college has helped develop knowledge and skills for the workplace	85%	92%	91%	94%	
Agree the way they are taught helps them learn	85%	90%	90%	91%	
Agree they are able to influence learning on their course	87%	91%	88%	91%	
Agree they receive useful feedback which informs their future learning	85%	90%	89%	92%	
Believe all students in the college are treated equally and fairly by staff	78%	87%	85%	89%	
Agree they regularly discuss their progress with staff	91%	86%	86%	89%	
Believe student suggestions are taken seriously	81%	83%	81%	85%	
Agree that the College Student Association influence change for the better	55%	53%*	52%	61%	

*This question included 'don't know'. 41% chose this option

Survey responses	Survey Response 15-16	Target 16-17	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Actual 18-19	Target 19-20	Progress commentary
Full-time	31%	40%	33%	50%	26%	53%	37%	55%	Increased survey responses and percentages of students responding in Full and Part Time in 2018-19 but not Distance Learning. Targets for response rates only met in Part Time.
Part-time	22%	25%	40%	30%	32%	35%	37%	40%	
Distance Learning	17%	20%	19%	25%	17%	30%	15%	35%	

Title: Regional Outcome Agreement 2020-21 to 2022-23

Background: The guidance for the new 3 year Regional Outcome Agreement was published on 7 October and is included within the Committee papers.

The timeline for producing the document is as follows:

SFC Outcome Agreement process Key Dates	
2 July 2019	Ministerial Letter of Guidance received by SFC
Oct 2019	Outcome Agreement (OA) guidance updated and published National measures OA data template provided Negotiations begin
31 Oct 2019	AY 2018-19 OA self-evaluation reports submitted
6 Dec 2019	SFC Board review OA progress for AY 2018-19
13 Dec 2019	Well-developed draft OA for AY 2020-21 submitted
Feb 2020	Colleges provided with National Measures OA table, updated to include 2018-19 data Initial feedback from SFC on draft OAs Indicative funding allocations announced for AY 2020-21
30 Apr 2020	Final OAs submitted
May 2020	Final funding allocations announced for AY 2020-21
June 2020	OAs published

A meeting was been held with our Outcome Agreement Manager on 4 October and we have agreed that the College approach will be to start a document from scratch rather than update the previous version.

The new guidance should result in a shorter document with less detail and more links to existing documentation. We will be using the headings in the Guidance to form the

structure of the document. SMT have started the process with a format of 'our context' and 'our commitment/plans' for each heading.

A draft document is required to be submitted to SFC on 13 December. We could provide this draft at the Board meeting on 9 December although this would mean completion for inclusion in the Board papers by 29 November which may be challenging. Alternatively, we could provide an outline of the chapters and plans at the meeting with a more finalised draft following SFC feedback in February.

A College Self Evaluation report is currently being finalised and it has been agreed with the Outcome Agreement Manager that this will be submitted mid November after the Learning, Teaching and Quality Committee. The report will be tabled at the Committee meeting or ideally be sent to Committee members before the meeting. We apologise that will not allow a full chance to review the report but the short notice of the communication around this report and the lateness of data for analysis (i.e. the College Leaver Destination report was only published 15 October) has made the earlier completion in time for LTQ Committee papers difficult.

The report will be in the format specified by SFC, focusing on four high-level OA priorities of Recruitment; Retention; Attainment and Progression.

For each priority, we are asked to provide a self-evaluative commentary, in response to the following questions and reporting on OA measures for 2018-19:

- How good is our (for example) recruitment?
- How do we know?
- What are our successes?
- What are our challenges and priorities?

Action: The Committee is invited to consider the approach the College is taking to the production of the Regional Outcome Agreement and to advise whether the full initial draft should be provided for the Board meeting in December or an outline.

The Committee is asked to review the Self Evaluation report circulated prior to or at the Committee meeting and approve its submission to SFC.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.



SFC Guidance

Annex A

Guidance for the development of College Outcome Agreements: 2020-21

**Annex A: Guidance on Evaluation Report and Enhancement Plan reporting
covering AY 2018-19**

Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh
EH12 5HD
T 0131 313 6500
F 0131 313 6501
www.sfc.ac.uk



Scottish Funding Council
Promoting further and higher education

Background

1. In Academic Year (AY) 2016-17 the Scottish Funding Council (SFC) and Education Scotland (ES) introduced new quality arrangements focusing on a self-evaluative approach to college quality assurance. This approach also integrated quality arrangements with Outcome Agreement (OA) self-evaluation.
2. As part of the quality arrangements, colleges are required to produce an Evaluative Report and Enhancement Plan (EREP). This provides a snapshot of the college's performance (the ER), and a forward look that sets out actions for improvement (the EP). For AY 2018-19 however, colleges will not be required to produce an EREP and instead ES and SFC will carry out a progress visit to each college to determine progress made against actions set out in the EP AY 2017-18 EREPs. Further information is set out in the [Arrangements for assuring and improving the quality of provision and services in Scotland's colleges \(Updated September 2019\)](#).

Reporting requirements

3. This year, colleges are required to produce an OA self-evaluation report and provide this to SFC by 31 October 2019. The requirements of the OA self-evaluation report are set out below.
4. The report should focus on the following four high-level OA priorities:
 - Recruitment.
 - Retention.
 - Attainment.
 - Progression.
5. For each priority, colleges should provide a self-evaluative statement that answers the following questions:
 - How good is our (for example) recruitment?
 - How do we know?
 - What are our successes?
 - What are our challenges and priorities?
6. OA measures should be used as a source of evidence, both to illustrate successes and to highlight areas where there are concerns. Table 1 below provides a suggested allocation of each measure as a source of evidence for each priority though colleges may also wish to use internal KPIs as an evidence source.

7. As priorities for focus, OA self-evaluation reports should also include an analysis and discussion of the following:
 - The attainment gap between students from deprived areas and the wider student population.
 - Recruitment in relation to gender imbalanced subject areas.
8. We expect that the OA self-evaluation report should be no longer than 5 to 10 pages.

Table 1: Outcome Agreement measures as evidence

How good is our Recruitment?

Measure 1a: Credits delivered.

Measure 1b: Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (i.e. SIMD10 students).

Measure 1c: The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced learners.

Measure 2a: Number of senior phase age pupils studying vocational qualifications delivered by colleges.

Measure 2b: Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges.

Measure 2c: Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision.

Measure 2d: Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education).

Measure 3: Volume and proportion of Credits delivered to learners enrolled on STEM courses.

How good is our Retention?

Measure 4c: Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges.

Measure 4e: Number and proportion of FT FE learners aged 16-19 successfully completing courses.

How good is our Attainment?

Measure 4a: Proportion of enrolled students successfully achieving a recognised qualification (FT & PT).

Measure 4b: Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).

Measure 4d: Proportion of enrolled care-experienced students successfully achieving a recognised qualification.

How good is our Progression?

Measure 5: The number of starts for contracted apprenticeships (e.g. in CITB, SECTT).

Measure 6: The number and proportion of full-time learners with "work experience" as part of their programme of study.

Measure 7: The number and proportion of successful learners who have achieved HNC (SCQF level 7) or HND (SCQF Level 8) qualifications articulating to degree level courses (SCQF level 9) with advanced standing.

Measure 8: The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

Measure 9: Student Satisfaction and Engagement Survey - the percentage of students Overall, satisfied with their college experience.

Further information

Contact:

- Dee Bird, Assistant Director, Learning and Quality, tel: 0131 313 6603; email: dbird@sfc.ac.uk .
- Ken Rutherford, Assistant Director, Outcomes, tel: 0131 313 6618; email: krutherford@sfc.ac.uk.
- Keith Coyne, Outcome Agreement Manager, tel: 0131 313 6554; email: kcoyne@sfc.ac.uk.

Title: Student Feedback Annual Report 2018-19

Background: This report summarises our performance in relation to student feedback during session 2018-19 and incorporates student responses to the SFC Student Satisfaction and Engagement Survey.

Action: The Committee are asked to note, seek clarification and comment on the report.

Lead: Cathy MacNab, Assistant Principal Performance and Skills

Status: Open

WEST COLLEGE SCOTLAND

Student Survey 2 18-19 College Report





Introduction

Over the past couple of months, students were invited to participate in the second survey of our academic session. The survey also included questions from the Scottish Funding Council's nationally issued Student and Satisfaction Engagement Survey which aims for a target response rate of 50%. The SFC return excludes any courses which deliver less than 4 credits.

The SSES is a national approach to monitoring student satisfaction and engagement that over time will provide a consistent basis for college regions to evidence impact and improvement within their outcome agreements. (Source: <http://www.sfc.ac.uk>)

Full Time FE - 35%

Full Time HE - 36%

Part Time FE - 46%

Part Time HE - 32%

Distance FE - 23%

Distance HE - N/A

The survey was open between Monday 18th March and Friday 26th April and was circulated electronically to all students studying with West College Scotland.

Below are the response rates for the West College Scotland:

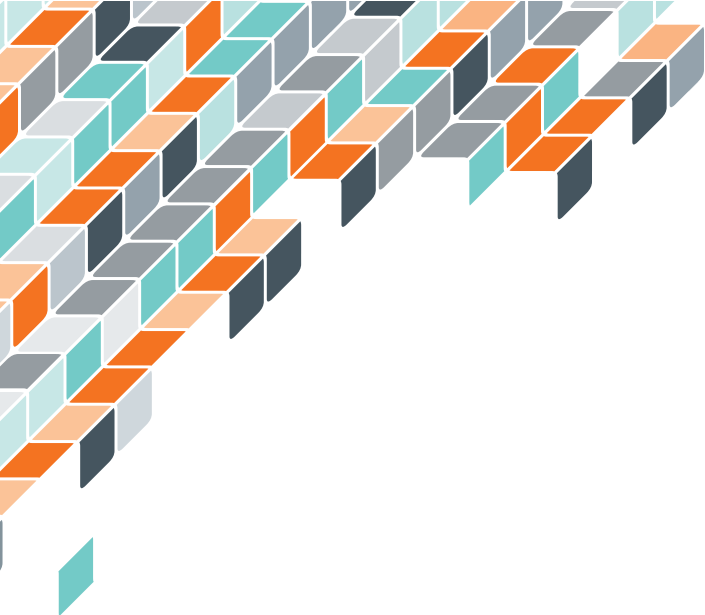
Full Time - 37%

Part Time - 37%

Distance - 15%

Total - 32%

The inclusion of a 'Comments' section within the report is effective in highlighting any trends identified within the survey. The comments are categorised, summarised and then reported 'verbatim' to ensure accurate representation. The sector comments are provided with this report (see Appendix A).



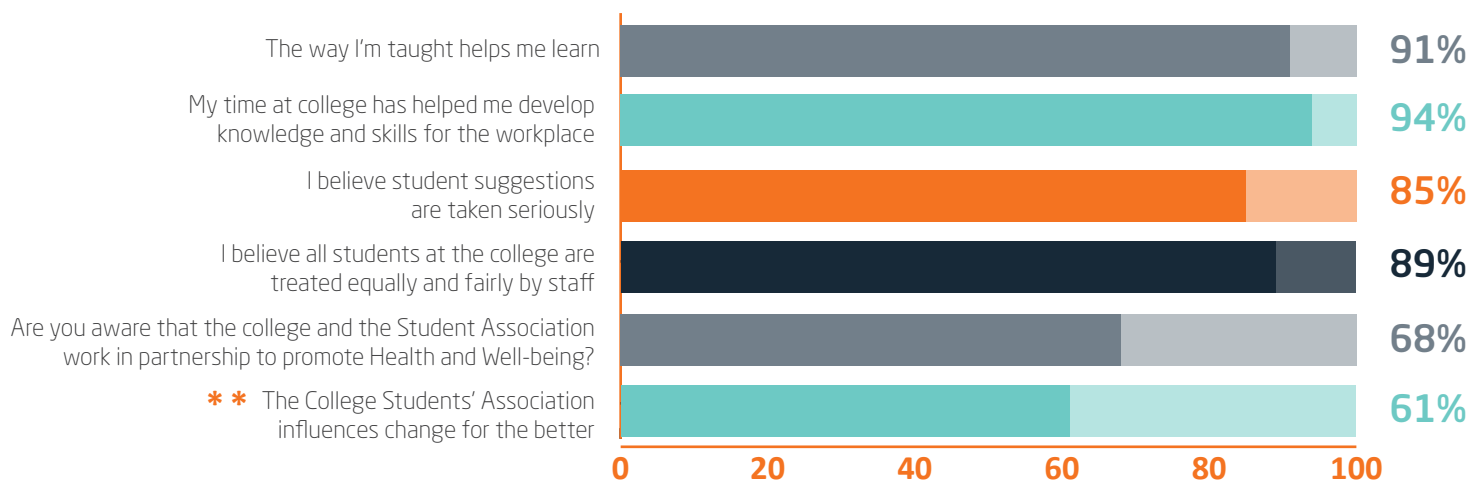
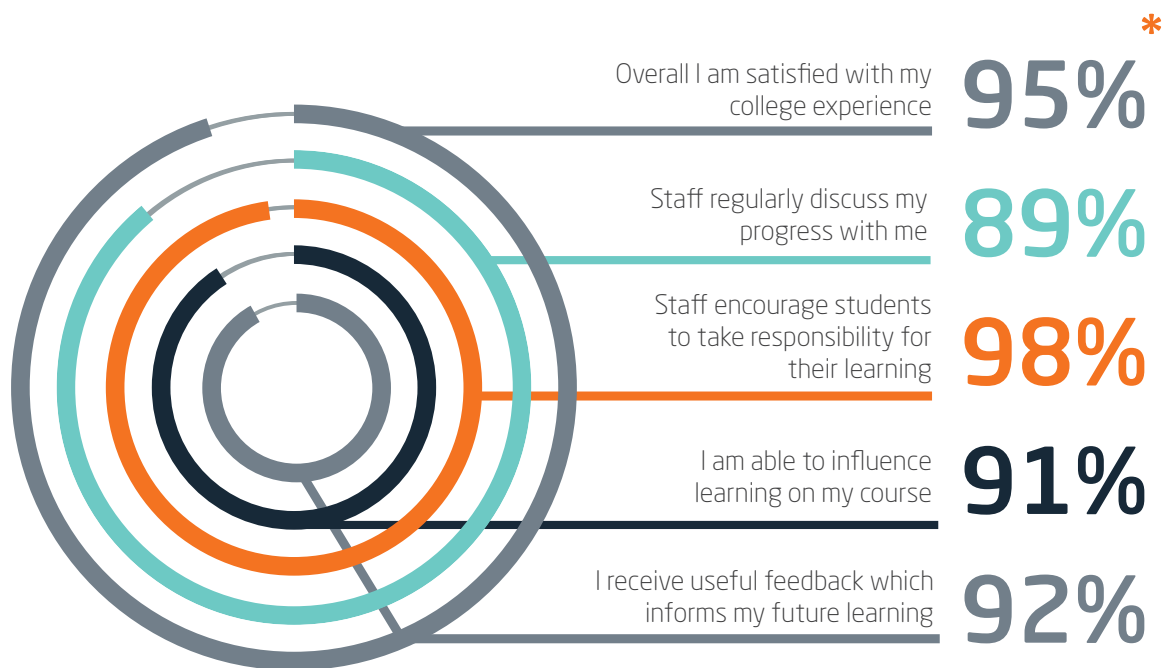
2018 - 19 Student Survey 2

COLLEGE REPORT

All Campuses

3554 Responses

Student Satisfaction and Engagement



* Participants were asked to select an option between Strongly Agree and Strongly Disagree (4 options in total). The percentages detailed in this report reflect those who selected Agree or Strongly Agree.

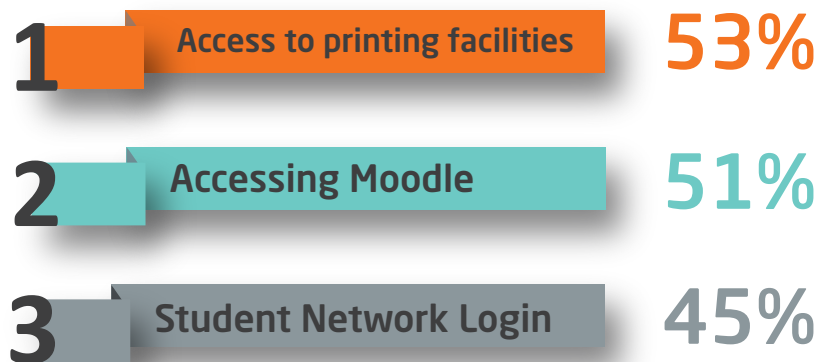
** Question 10 of the Student Satisfaction and Engagement Survey included a 'don't know' answer option. 35% of respondents chose this option.

2018 - 19 Student Survey 2

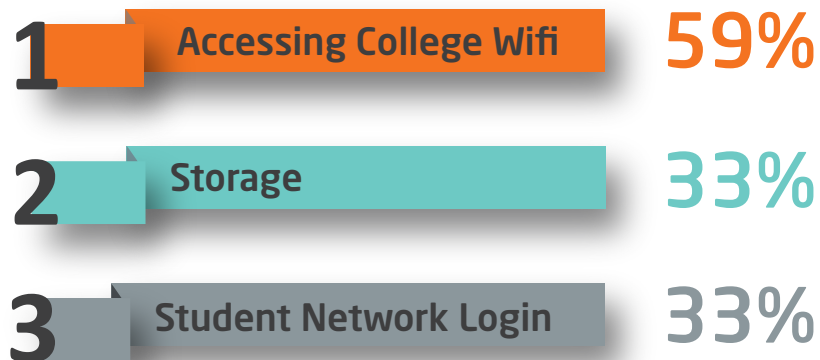
COLLEGE REPORT

Access to I.T.

The following three IT related items were selected as working well for students



The following three IT related items were selected as not working well for students

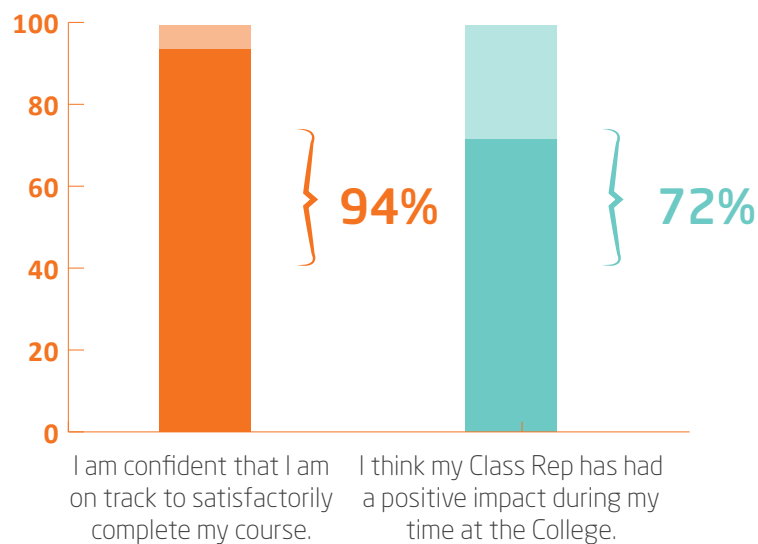


N.B. Students were asked to select three options in the questions above . Thus, the total %age values exceed 100%

2018 - 19 Student Survey 2

COLLEGE REPORT

Thinking about my college experience



96% 
of Students found their course Interesting

90% 
of Students found their course Motivating

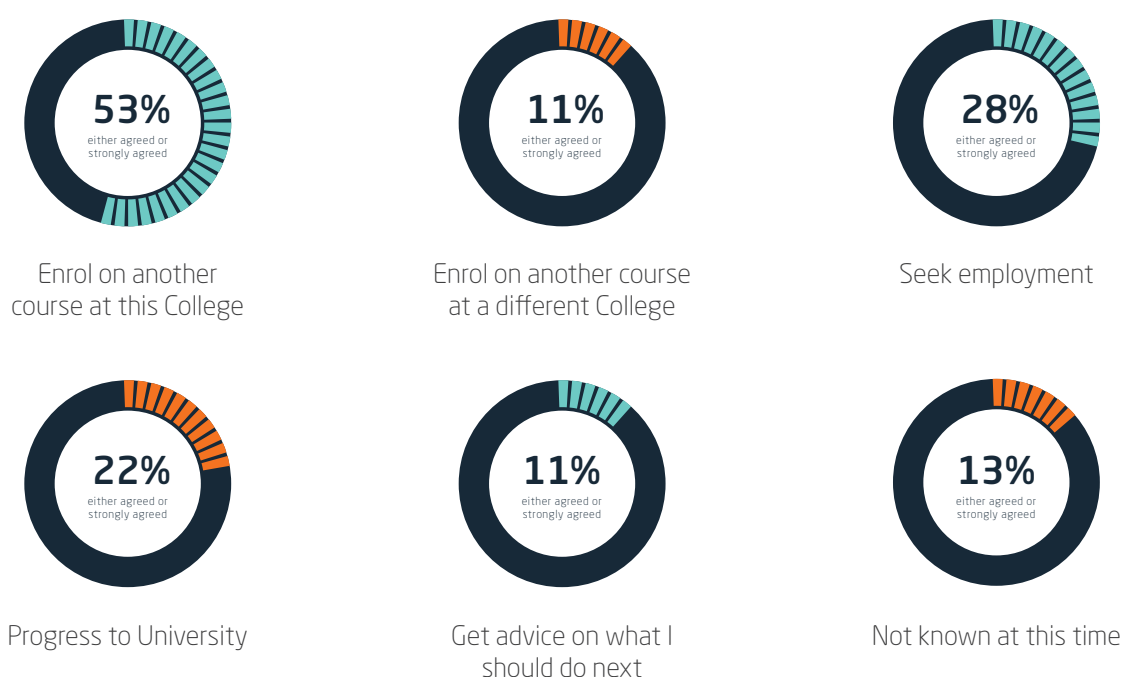
93% 
of Students found their course Positively Challenging

Student Progression

The following three options were selected by students as being what they felt their course helped them the most with



The following results show what students plan to do after they have completed their course.



N.B. Students were able to select multiple options in these questions. Thus, the total %age values exceed 100%

COMMENTS

There were 258 comments left by full time students who completed the survey and 92 comments left by part time students. Both lecturing and support staff were praised by many students, as were the facilities and resources available in the College. However, there were also several suggestions for improvement within the comments and these have been detailed at sector and curriculum team level.



Curriculum

Students commented that the workload can be too high a times and suggested a solution; "...do not put two graded units in the end block...". Some students commented that the curriculum is not challenging enough for them; "...I'm doing the same stuff in Block 1 and Block 2. Now I'm in block 3 and repeating the same stuff", and "... the course we are on is paced too slowly...". Students commented about making courses more work-related "Learning more about how the workspace of what your learning would be would be really useful...", and "Certifications such as Comptia Security+ and other certs should be offered to computing students as these are what employers expect".



Funding

There was only one comment relating to funding; "I think the fees are a bit steep... especially when absolutely no help is offered to part time students financially... Even help towards travel expenses would be greatly helpful".



Learning Resources

The majority of other Learning Resources comments were about a lack of remote controllers for lecturers using projectors; "There is a shortage of remote controllers for the projectors, this often leads to 10 minute delays... Currently my lecturers have been sharing one controller for the WHOLE FLOOR". Other comments included; "The hairdressing salon heads are really bad quality", and "Some newer learning aids e.g. modern bikes or some real-life problem parts to work on and diagnose". Other problems included My Portal and Moodle access; "The Moodle system hasn't worked for years".



Learning and Teaching Process

Some students commented that "teaching is effective", and "teachers are committed, patient and open to us". Others commented that the teaching process in some classes is inadequate; "All they do is read presentations from the board", "learning and teaching varies... some are organised, others give us a booklet with little information", and "some classes are not actually taught... We are given handouts and work through them without much input from the lecturer". Many students are concerned with behaviour management in their classes; "Maybe there are plenty of students who don't care about education and are just here for money, but there are still people who want to develop and improve themselves. Please pay more attention to them", "I believe the no bullying rule breeds nothing but tolerance for individuals that are doing it. The college does absolutely nothing to help, saying it's not a college issue when it quite clearly is" and "Discipline within my course for sexual comments offensively made towards women is not strong enough". Students also commented on rude staff; "There is one lecturer I feel can be a bit rude and make me and others feel stupid at times", "I have witnessed unfair and rude treatment towards a student by two lecturers... She has been brought to tears several times", and "I experience from lecturers a lack of empathy, and impatient, intolerant and condescending attitudes towards me".



Assessment and Feedback

Students commented that they would like to receive more feedback; "...More feedback on reports we hand in...", "Ongoing feedback would be helpful throughout the blocks rather than just after an assessment or at the end of the block" and "More feedback would be appreciated to know exactly how we are doing". Others are concerned they do not receive feedback soon enough; "We aren't told the outcome of our assessments for up to 3 months after handed in".



Guidance and Support

Most comments were very positive, and many students expressed gratitude towards their lecturers and support staff; "I have huge appreciation towards my amazing lecturers that taught me throughout my year here and were able to pick up upon my difficulties", and "My tutors have been so supportive and so good for helping me along the way to qualify. Thank you to all staff at west college Scotland for everything". A few students did comment that they think there should be more support, especially around mental health; "I feel that not all lecturers have a lot of knowledge on mental health. This is a massive issue that should have steps to prevent students from feeling so alone within the college they can't talk to lecturers".



Other

Many other comments related to student progression and were mostly positive; "I have thoroughly enjoyed my time at WCS and I have gained many skills throughout my time on the course which have helped to prepare me for University and the workplace". There were also many comments about Strike Action and how it has affected student learning; "Due to strike and the loss of class days, I feel this is having a major impact on my learning and could possibly cause failure to progress onto the university place I have been offered". Students also left comments relating to the Student's Association; "Not aware of the Student's Association", the "Student's Association isn't visible in Paisley campus", and "Don't hear enough about the Student's Association". Other students left feedback about the survey; "This survey was a nightmare to find", "Please add a middle option for the survey" and "Survey could have used a neither agree nor disagree selection".

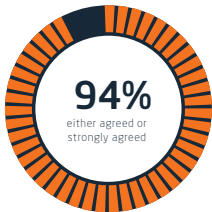
2018 - 19 Student Survey 2

COLLEGE REPORT

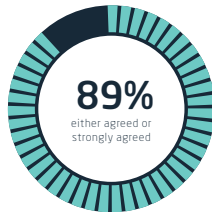
Clydebank

1017 Responses

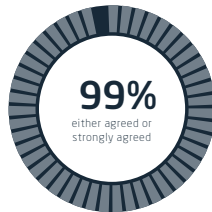
Student Satisfaction and Engagement



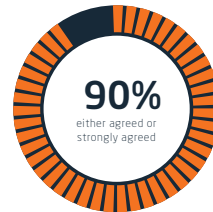
Overall, I am satisfied with my college experience.



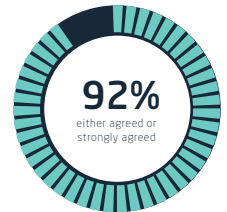
Staff regularly discuss my progress with me.



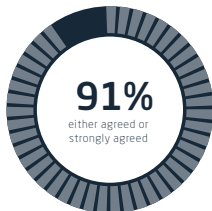
Staff encourage students to take responsibility for their learning.



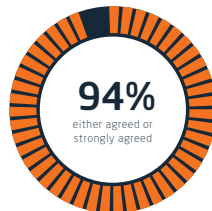
I am able to influence learning on my course.



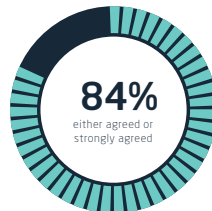
I receive useful feedback which informs my future learning.



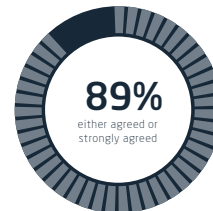
The way I'm taught helps me learn.



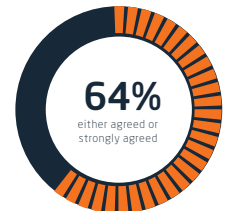
My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.



I believe all students at the college are treated equally and fairly by staff.



The College Students' Association influences change for the better.*

*32% 'Don't Know'

Access to I.T.

From the following list of I.T. related items, please select 3 which have worked well:

51% Accessing College Wifi

46% Student Network Login

47% Accessing Moodle

34% Use of smart phone/personal device

22% Online Assessments

21% Access to YouTube

50% Access to printing facilities

17% Access to social media

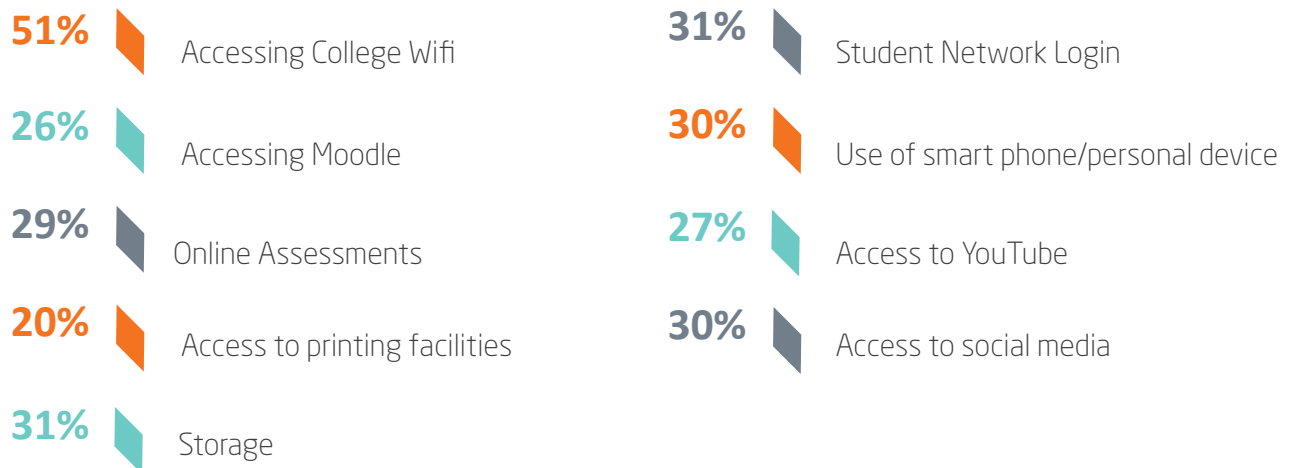
17% Storage

N.B. Students were asked to select three options in the question. Thus, the total %age values exceed 100%

2018 - 19 Student Survey 2

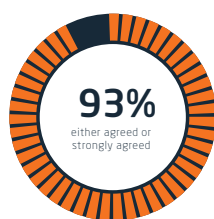
COLLEGE REPORT

From the following list of I.T. related items, please select 3 which haven't worked well:

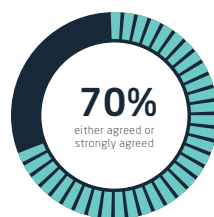


N.B. Students were asked to select three options in the question above . Thus, the total %age values exceed 100%

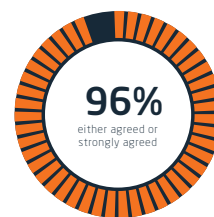
Thinking about my College Experience



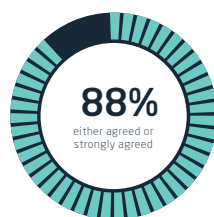
I am Confident I am on track to satisfactorily complete my course



I think my Class Rep has had a positive impact during my time at the college



Lessons on my course have been Interesting



Lessons on my course have been Motivating

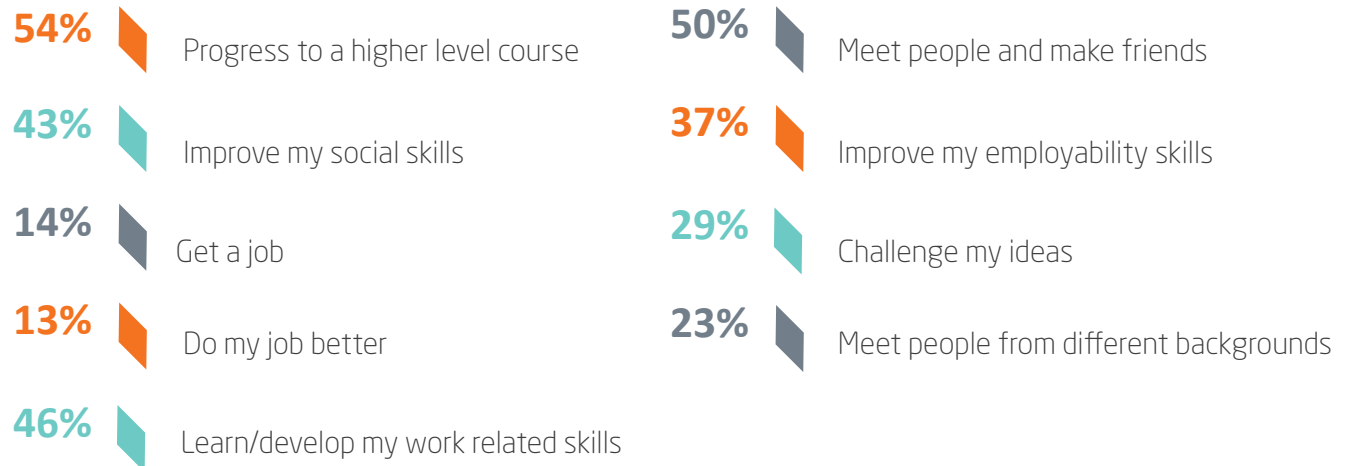


Lessons on my course have been Positively Challenging

2018 - 19 Student Survey 2

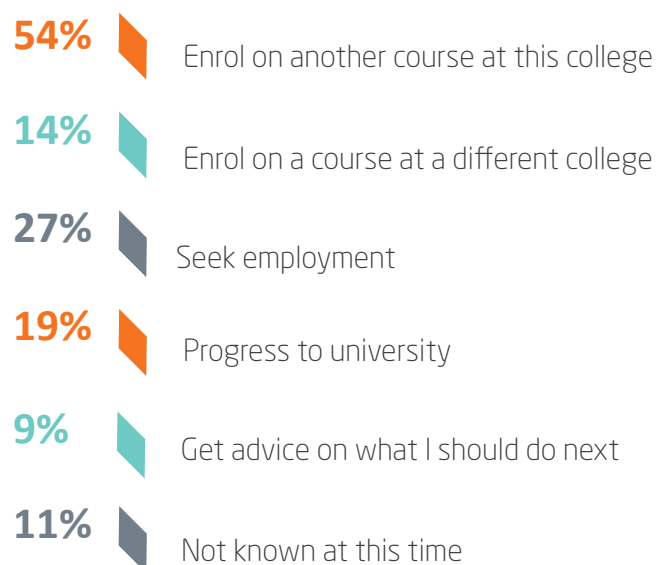
COLLEGE REPORT

My course has helped me:



Progression

After you have completed this course, what do you plan to do next?



N.B. Students were asked to select three options in the questions above. Thus, the total %age values exceed 100%



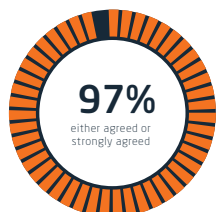
2018 - 19 Student Survey 2

COLLEGE REPORT

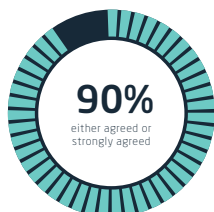
Greenock

1107 Responses

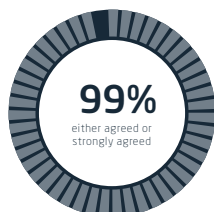
Student Satisfaction and Engagement



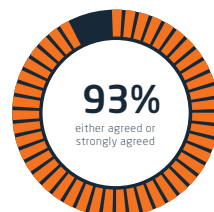
Overall, I am satisfied with my college experience.



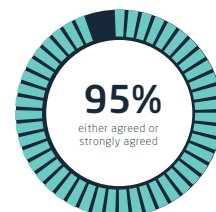
Staff regularly discuss my progress with me.



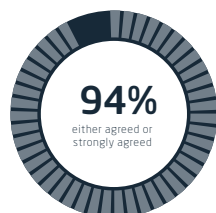
Staff encourage students to take responsibility for their learning.



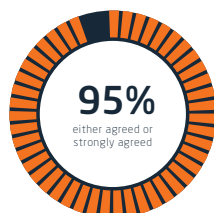
I am able to influence learning on my course.



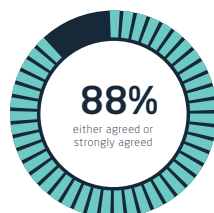
I receive useful feedback which informs my future learning.



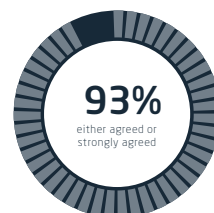
The way I'm taught helps me learn.



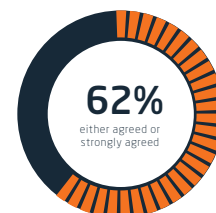
My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.



I believe all students at the college are treated equally and fairly by staff.



The College Students' Association influences change for the better.*

*36% 'Don't Know'

Access to I.T.

From the following list of I.T. related items, please select 3 which have worked well:

50% Accessing College Wifi

42% Student Network Login

50% Accessing Moodle

32% Use of smart phone/personal device

28% Online Assessments

22% Access to YouTube

55% Access to printing facilities

13% Access to social media

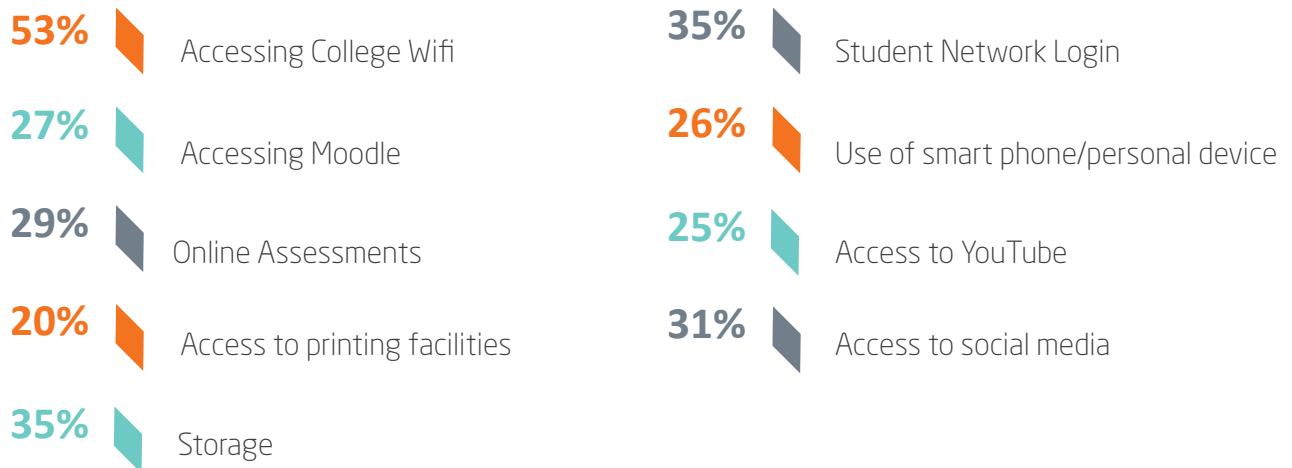
16% Storage

N.B. Students were asked to select three options in the question. Thus, the total %age values exceed 100%

2018 - 19 Student Survey 2

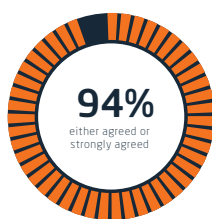
COLLEGE REPORT

From the following list of I.T. related items, please select 3 which haven't worked well:

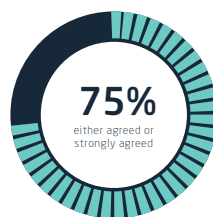


N.B. Students were asked to select three options in the question above . Thus, the total %age values exceed 100%

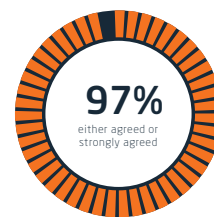
Thinking about my College Experience



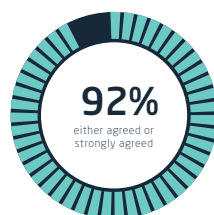
I am Confident I am on track to satisfactorily complete my course



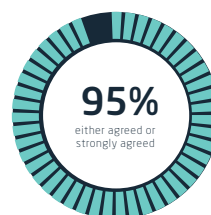
I think my Class Rep has had a positive impact during my time at the college



Lessons on my course have been Interesting



Lessons on my course have been Motivating

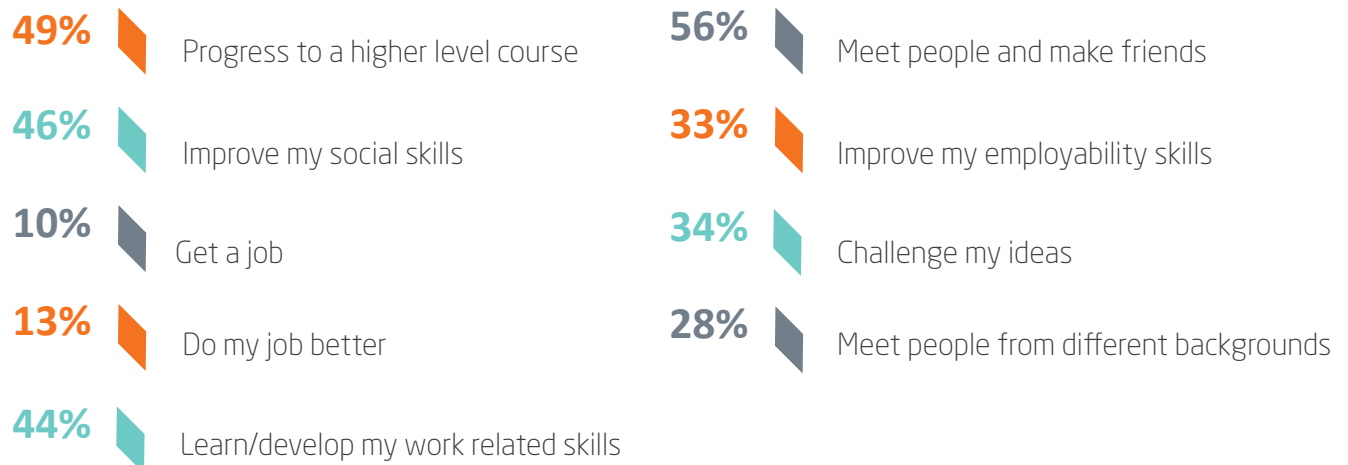


Lessons on my course have been Positively Challenging

2018 - 19 Student Survey 2

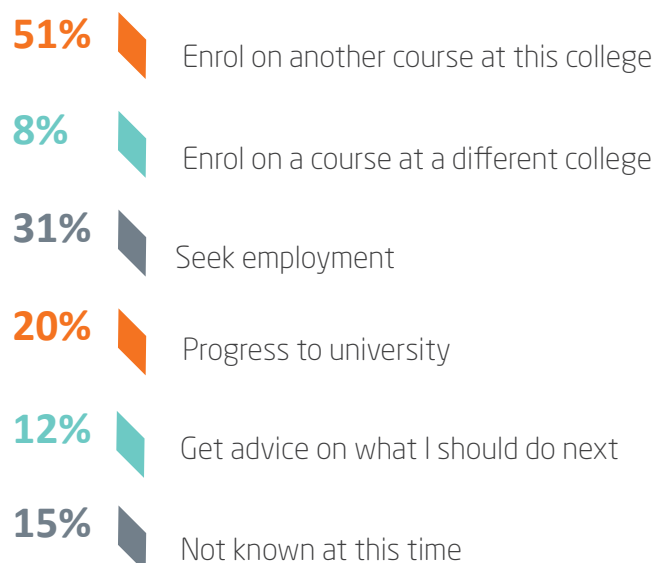
COLLEGE REPORT

My course has helped me:



Progression

After you have completed this course, what do you plan to do next?



N.B. Students were asked to select three options in the questions above. Thus, the total %age values exceed 100%



2018 - 19 Student Survey 2

COLLEGE REPORT

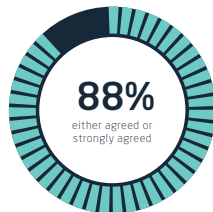
Paisley

1406 Responses

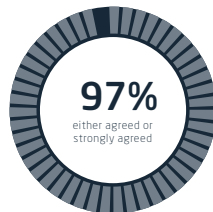
Student Satisfaction and Engagement



Overall, I am satisfied with my college experience.



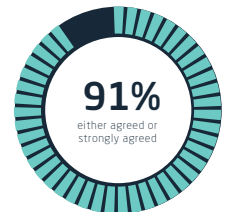
Staff regularly discuss my progress with me.



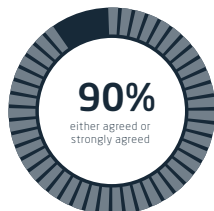
Staff encourage students to take responsibility for their learning.



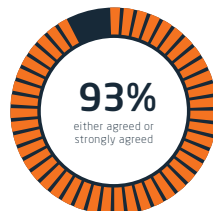
I am able to influence learning on my course.



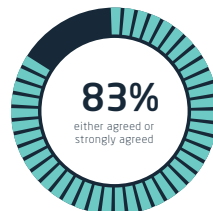
I receive useful feedback which informs my future learning.



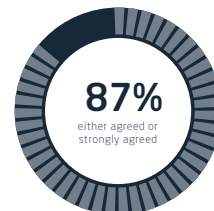
The way I'm taught helps me learn.



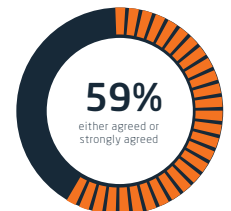
My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.



I believe all students at the college are treated equally and fairly by staff.



The College Students' Association influences change for the better.*

*35% 'Don't Know'

Access to I.T.

From the following list of I.T. related items, please select 3 which have worked well:

34% Accessing College Wifi

46% Student Network Login

56% Accessing Moodle

31% Use of smart phone/personal device

26% Online Assessments

19% Access to YouTube

55% Access to printing facilities

16% Access to social media

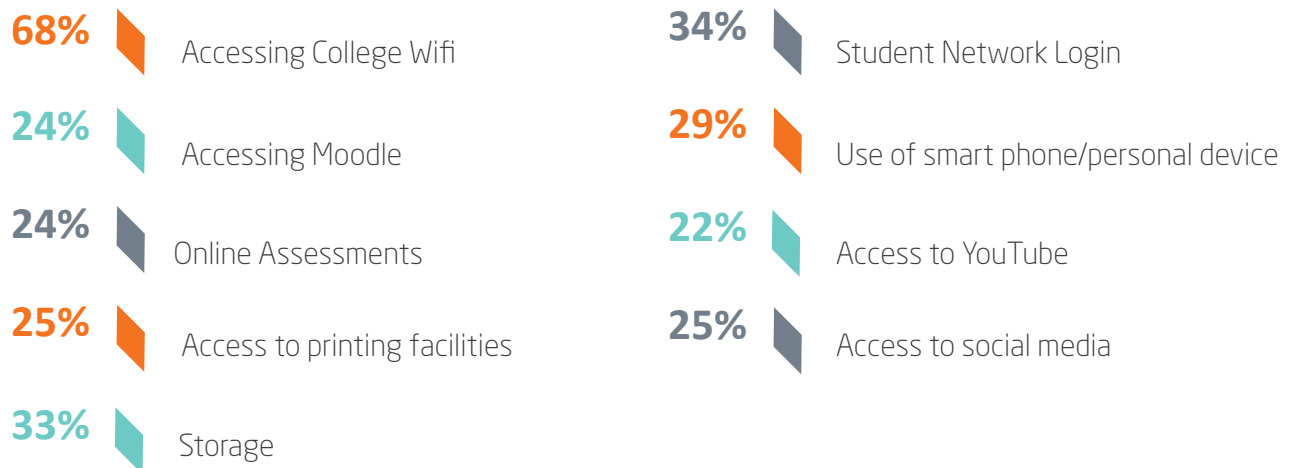
16% Storage

N.B. Students were asked to select three options in the question. Thus, the total %age values exceed 100%

2018 - 19 Student Survey 2

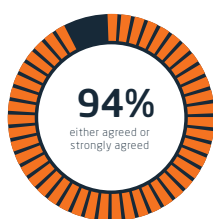
COLLEGE REPORT

From the following list of I.T. related items, please select 3 which haven't worked well:

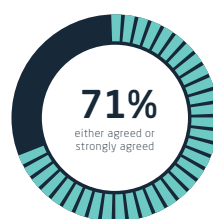


N.B. Students were asked to select three options in the question above . Thus, the total %age values exceed 100%

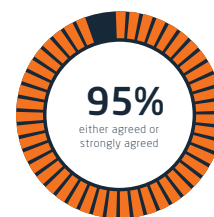
Thinking about my College Experience



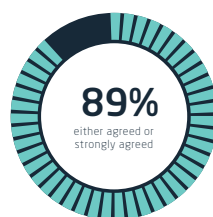
I am Confident I am on track to satisfactorily complete my course



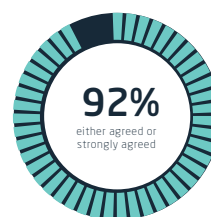
I think my Class Rep has had a positive impact during my time at the college



Lessons on my course have been Interesting



Lessons on my course have been Motivating

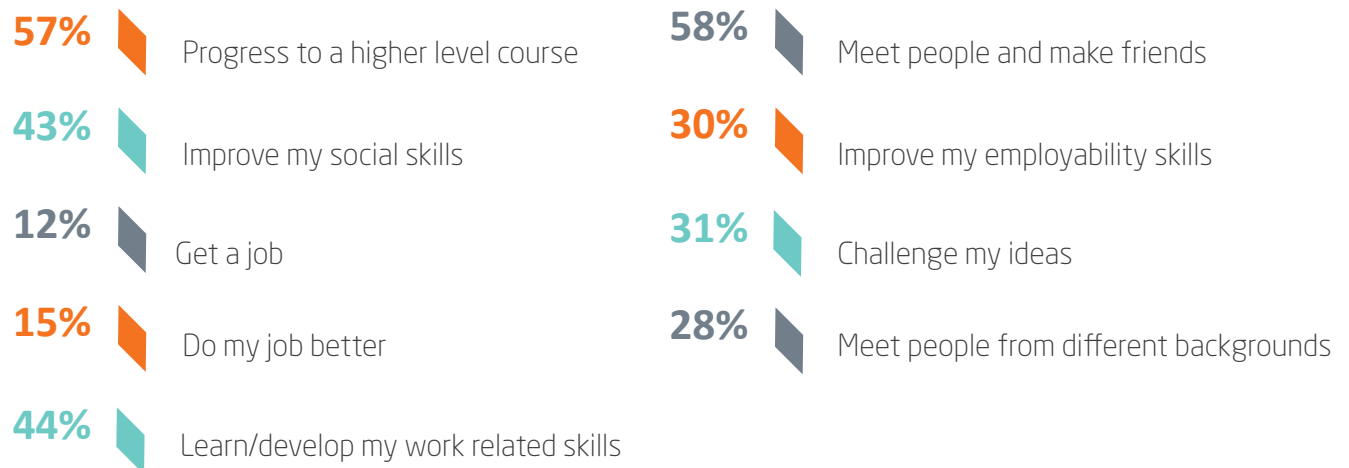


Lessons on my course have been Positively Challenging

2018 - 19 Student Survey 2

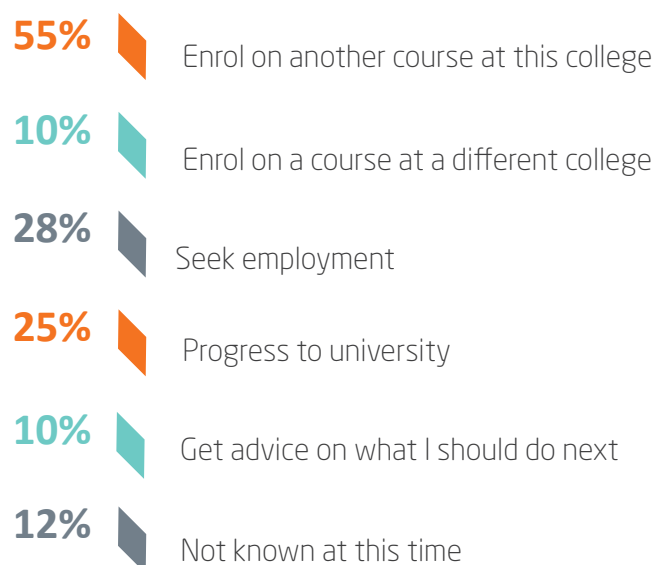
COLLEGE REPORT

My course has helped me:

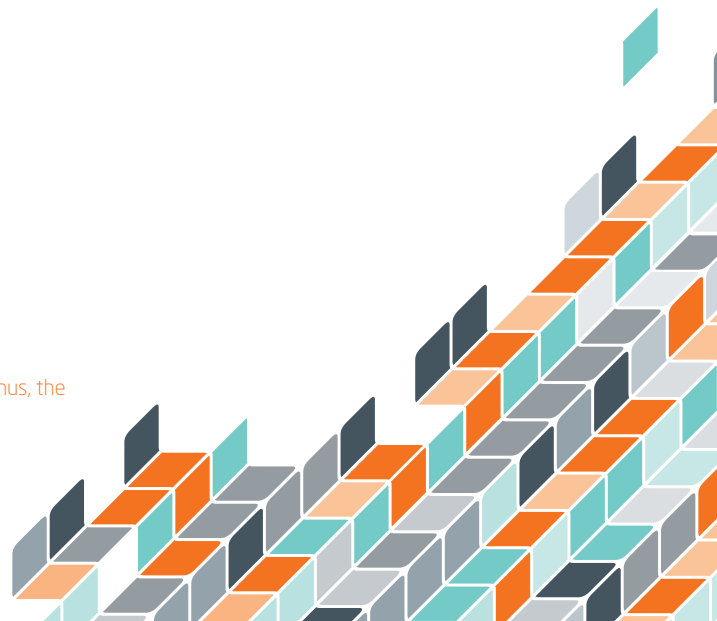


Progression

After you have completed this course, what do you plan to do next?



N.B. Students were asked to select three options in the questions above. Thus, the total %age values exceed 100%



RESPONDING TO FEEDBACK

The following examples reflect how the College has responded to concerns raised by students via our feedback mechanisms. They are grouped around some common themes:



Curriculum

Not providing National 5 Mathematics is detrimental for students wishing to progress to university.

Changes in award composition removed the maths provision. The College will now enhance the programme to allow for the inclusion of National 5 maths from session 2019-2020.

HND Science students wished for more opportunities to meet with potential employers.

Curriculum team facilitated visit to Thermofisher [Industrial] and UWS Research Laboratory.

Applied Science students unhappy with the design of the curriculum.

Curriculum negotiated with the students to derive a curriculum which more closely matched their aspirations.

Engineering students expressed concerns about the composition of their course.

The curriculum team negotiated with the students and have included additional introductory components as well as providing an optional maths unit.



Assessment and Feedback

Preference for fewer submissions by hard copy in Sports programmes.

Curriculum team have facilitated utilisation of Office 365 and OneNote to address this.

Use of innovative assessment methods in Social Science programmes

Curriculum team have adopted the use of Cahoot as an innovative and stimulating way of carrying out formative assessments.



Technology

Electrical students were unhappy about the level of IT support they were able to access.

The curriculum team facilitated the provision of additional laptops allowing for better access to the VLE.

Electrical students wanted to make greater use of social media.

The curriculum team facilitated access to learning materials and peer review via Facebook and Twitter.



Time-Tables

Students complained about the planned finish date for their course in Sciences.

The curriculum team were able to introduce an earlier start date to accommodate the students' wishes.

Science class wanted additional tuition regarding stem cells.

The curriculum team facilitated visit to Centre for Regenerative Medicine which provided an excellent learning opportunity.

Childcare students expressed concerns about the timing of assessments for their course.

The curriculum team has revised the assessment schedule, resulting in improved student attainment.

RESPONDING TO FEEDBACK



Accommodation

Health care students expressed concerns about the sound pollution occurring in certain rooms at the Clydebank Campus.

The curriculum team have ensured these rooms are not being used for future cohorts.



Learning and Teaching

Science class requested a change in the revision methods used.

Curriculum team adopted different revision methods for the pharmacology units.

Health Care students expressed concerns about the limited opportunities for group learning, and wished for a greater level of input from guest speakers.

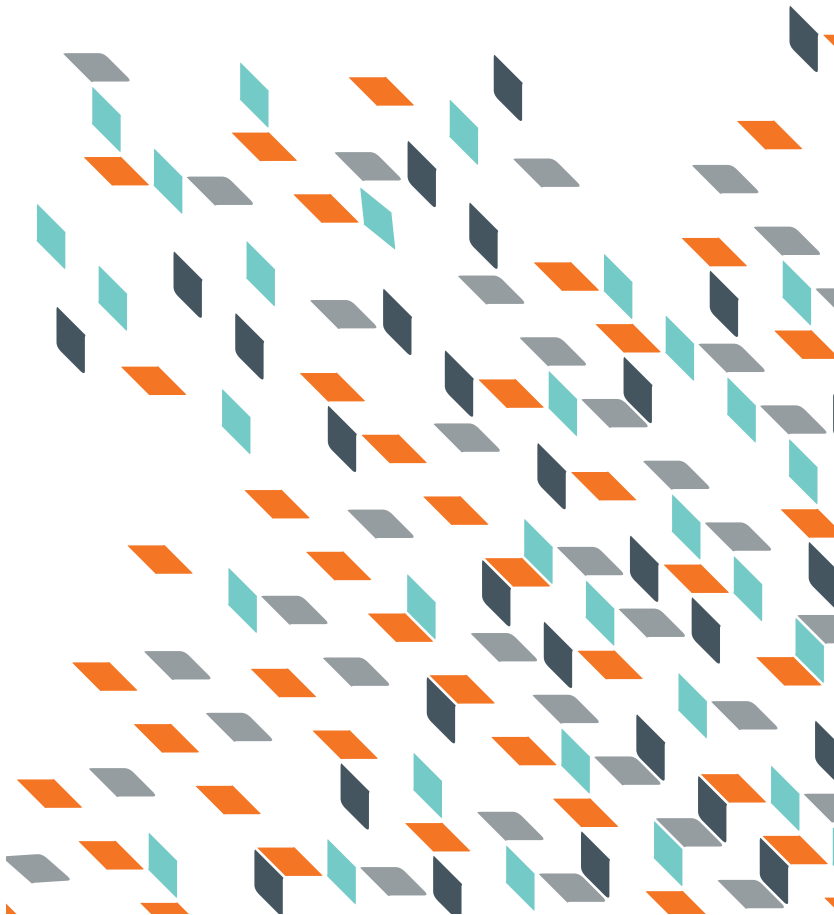
The curriculum team adjusted the delivery structure of the programme to include more group work activities and arranged for additional guest speakers. Student feedback indicated that students welcomed both developments.



Services/Estates

Students unhappy about disparity in catering provision between campuses, particularly at the Waterfront

Following negotiations with the SA, the College has enhanced its provision at the Waterfront, although is unable to mirror exactly provision elsewhere.



SECTOR COMMENTS

Appendix A



CARE

There were 39 comments left by Full Time Care Students. A further 12 were left by Part Time Care Students. The content of the comments covered many topics.



Curriculum

There was one comment left by a Full Time Student regarding Curriculum – 'I feel like we need more time for doing projects.'



Learning Resources

There were several resources mentioned by both Full Time and Part Time Students these included IT, the Library and projectors. Comments included 'Library and book and online resources are not great could be greatly improved no relevant materials for my course!' and 'Classroom resources seem low quality, old, old dried up whiteboard markers. Hard to read the board. Whiteboard was missing last week. Projector doesn't work. Tiny laptops crash and we lose our work. Building feels old and grubby.'



Learning and Teaching Process

Several comments were made about Learning & Teaching from students. The comments were both positive and negative and included – 'Feel some parts of course are rushed. Some students are treated differently... for example given different deadlines for tasks which I find discouraging and unfair.', 'The learning and teaching approach at college has impacted my overall experience in a positive aspect, preparing me well for moving onto university and any additional future studies.' And 'The paisley is lacking severely in IT and internet development. My course NC Higher social care is also lacking in a decent delivery system which I can achieve with but with extracurricular learning I have been able to achieve what I need'



Assessment and Feedback

There were two comments left regarding Assessment & Feedback. They were – 'All the students should receive the same feedback from lecturers and be graded using the same feedback' and '...communication between students and lecturers is ridiculous. Ended up having to do an assessment twice from scratch within a week because our lecturer never asked the head of the department what the essay was supposed to be laid out like. In the end she told us to do something different than what was required, and we had less than a week to fix it..'



Guidance and Support

Generally, the comments within this section were of a positive nature and praised the staff for their support and guidance throughout the year. Comments included – 'Whenever stuck at anything their always someone about to help and everyone is so friendly and welcoming', '[Name removed], [Name removed], [Name removed] and [Name removed] have been fabulous and have provided me with so much help and support and have shown compassion and understanding when I needed it. Have loved my time at the college.' And 'During my college course I have learned so much and really happy with all the help that I have received from all the staff.'



Other

The comments in this section were mostly regarding the EIS strikes these were – 'The strike action has had a detrimental impact on my course work, adding to the pressures and stress that I already feel and therefore has an affects my confidence in my abilities to complete the course successfully.', 'The strike has really affected my learning and experience at the college and feel like the students are suffering due to this.' And 'Strikes really effect college & the learning makes us far behind.' There were also comments made about how students weren't aware of the Student's Association these were – 'Wasn't aware of student association' and 'I think student council more apparent. Class reps have a use and given training. Feedback forms on classes delivered'

CONSTRUCTION & BUILDING SERVICES

There were 16 comments left by Full Time Construction Students and 4 comments left by Part Time Students. The comments covered many topics, with a majority regarding Learning Resources and IT.



Curriculum

One comment was made relating to curriculum; "I feel that either the course is paced too slowly, or that myself and others were assessed incorrectly for course compatibility".



Learning Resources

One student commented that they need more materials: "I'm a joiner apprentice and what held us back was materials...". Another student requested more library resources and notes on Moodle: "Small changes I would make would be greater promotion of notes on Moodle and in the library more journals and magazines on relevant industries".



Learning and Teaching Process

Two comments relating to learning and teaching were; "... My experience has been positive, and all my teachers have taught us well" and "Overall I feel the teaching and learning experience at WCS is fantastic and I have certainly taken a lot from it".



Assessment and Feedback

There was one comment about feedback; "Feedback is non-existent, and I've felt like banging my head off a brick wall when trying to get help".



Guidance and Support

Two comments mentioned guidance and support; "...I feel I've had the correct support and teaching throughout the course" and "I can't praise the staff enough as they've helped me when I needed support".



Other

One comment was about student progression: "... Trying to get help with my future. I have been told it's not the colleges responsibility... Too many staff working to rule and the way we have been spoken to by administration staff is nothing short of degrading". Other comments about student's overall experiences were positive; "Very useful course for both young and mature students. Excellent lecturer. Keeping the same lecturer throughout the year so far has helped give stability and continuity to the class", "I have loved my time at college & feel my life has greatly improved from the experience" and "I'm happy with my experience at college so far :)".

CREATIVE & DIGITAL INDUSTRIES

There were 65 comments left by Full Time Students and a further 3 left by Part Time Students for the Creative & Digital Industries sector. These comments varied in topics.



Curriculum

One student left a positive comment regarding curriculum and others left constructive comments; "I enjoy my course and am always kept interested by the curriculum taught", and "I think that comms is not needed and that we should have an option to pick it". Others were less satisfied; "I'm doing the same stuff in Block 1 and Block 2, now I'm on block 3 and I'm repeating same stuff", "Learner notes are not updated - We have 2019 and we are learning from notes from 2012", and "The course has not been very demanding so far. I wish it was a bit more challenging".



Learning Resources

Two students commented on general learning resources; "Your AAA portal doesn't work nor get used most of the time", and "the college allow you to borrow equipment for any projects that you are working on for example cameras, lenses and tripods etc".



Learning and Teaching Process

Comments regarding learning and teaching were mixed; "All lecturers make the lesson fun which motivates me to focus more", "I feel the knowledge and teaching ability of the lecturers in the computing department is excellent", "The sheer snobbery of lectures and pupils towards Greenock students is unprofessional and sloppy", "I have feeling some of teachers haven't got enough knowledge to teach. All what they do is reading presentation from a board", and "... a lot of the time It just feels like everyone's floating, hoping by some grace of god they get through the year".



Guidance and Support

Most comments were positive; "I feel I've had the correct support and teaching throughout the course", and "Staff have been fantastic and always go that extra mile to help and support". Some students mentioned support and mental health; "Those who suffer from anxiety are being effected by little things that trigger bigger issues mentally", "I feel that not all lecturers have a lot of knowledge on mental health" and "some teachers who neglect to understand my condition and stuff this causes me anxiety".



Other

Comments about student's overall experience at college were mixed; "I wish to say the same about WCS to my friend... unfortunately not now and probably not in near future", "The college experience at Greenock was a fair, informative experience which was the course I expected and enjoyed.", and "The Paisley experience overall has been extremely unfair + unmotivating". One student left feedback about the survey; "Please add a middle option for the survey". Comments about strike action included; "Be aware of the impact of strikes on students learning", and "Strikes have been a huge set back on the progress of our work". Comments regarding student progression were mixed; "I never open a book in my house, never had homework to do, never have to push myself forward here", "I am very pleased with my experience at college and look forward to continuing my education here", and "I have absolutely adored my time with the NC Games Development Course and wish to continue with my studies as I see myself having a great future in this field". Students commented that the "Student Association isn't visible in Paisley campus", and "I have never met my college president nor been approached by anyone from the student association. I think there should be more approach to students from the association. Perhaps a private comments box in the library where students can put their comments to you anonymously and reply as a Q&A on a weekly fb post".

ENGINEERING

Comments were left by 18 Full Time Energy and Engineering Students and 3 Part Time Students. There were constructive comments for most areas and very positive comments regarding guidance and support.



Curriculum

Two different comments were made relating to the balance of practical and theory on courses; "If we spent more time in theory than practical we'd be better prepared for the test at the end of the week" and "I think the theory side gives good in-depth knowledge. However, I feel my practical skills are lacking due to not enough time focussed on practical tasks".



Learning Resources

One student commented that they do not have enough teachers: "I think we should have more teachers and aids in the classroom and workshop". Another student requested "newer learning aids, i.e. newer modern bikes or some fresher real-life problem parts to work on and diagnose.



Learning and Teaching Process

The majority of comments here highlighted negative attitudes from lecturers and students requested more in-depth teaching and less time-wasting from their lecturers; "Students like myself have been treated like a child in school, rather than an adult with life and work experience... When I have been concerned about my learning I have been ridiculed in the classroom and spoken to like an immature child", "The level of teaching isn't great. More descriptive notes and going in depth with topics would be an advantage", and "Staff are prone to diversion and time-wasting...".



Assessment and Feedback

One comment was made relating to assessments: "Test answers are contradicting to course notes and best practice".



Guidance and Support

Students left positive comments about the guidance and support they have received; "The tutors for the light vehicle maintenance and repair go above and beyond for the students in the class and the amount of support we can get is great", and "The amount of time and help my lecturer has put into me finishing my course has helped me get a job in the industry and for that I am grateful".



Other

One student commented on strike action: "Strike action is affecting our learning"

HAIRDRESSING, BEAUTY & MAKE-UP ARTISTRY

Comments were left by 19 Full Time Hairdressing, Beauty and Makeup Artistry Students and a further comment was left by 1 Part Time Student. These covered a range of topics and there was a mix of negative and positive comments.



Curriculum

One student commented positively about their curriculum: "I have enjoyed all subjects that I have learned in college".



Learning Resources

One area of improvement suggested for learning resources is a need for new/better quality hairdressing salon heads: "The hairdressings salon heads are really bad quality. After two washings it can't be comb through". There were also suggestions about clients; "If students are having to use their own family or friends to pass then the family or friends should not need to pay", and "finding models for passing the exam is very hard for me since all my family are in my own country...".



Learning and Teaching Process

Some students commented that they are unhappy with the way some lectures behave towards them; "One lecturer can be a bit rude and make myself and others feel stupid at times", and "One of my lecturers can be very sarcastic". Other students were more positive; "[The lecturer] is extremely patient and ensure everything is fully understood". Another student commented that "the learning and teaching varies with each lecturer. Some are very organised, however others give us a booklet of work with little information given".



Guidance and Support

Students left very positive comments about the guidance and support they have received at college; "Help and support was very quickly put into action for me in a discreet, professional manner", "I feel the lecturers have been supportive", and "My tutors have been so supportive and so good for helping me along the way... Thank you to all staff at WCS for everything".



Other

Students commented positively on their overall experience; "My experience at west college of Scotland has been amazing", and "Overall, my college experience has been for the most part enjoyable". One student commented that they "don't hear enough about the Student's Association" and another student commented about the strike action: "I feel my learning has been negatively affected by the ongoing strike action...". Students commented that their experience at college has led to progression: "10 weeks left from completing my course... and my greatest achievement that I feel I have worked hard for". Some students also expressed disappointment that they can not progress to the next level at college; "If the HNC Complimentary Therapy was on I'd be back for next term", and "The only issue I have is the cutting of courses. I can no longer do the progression to my next level course as it has been cut from next year".

HOSPITALITY, TOURISM, LANGUAGES & BUSINESS

Comments were made by 47 Full Time Hospitality, Travel and Tourism Students and a further 26 Part Time Students also left comments.



Curriculum

Students enjoy various aspects of their course curriculum; "I learn more and I enjoy the course. Writing and reading is very good". Students commented that courses can be poorly organised; "Sometimes topic in the timetable is different from the teacher teaching in class...". Suggestions for improvement included; "I think the speaking skills need to be more listening.", "subjects need updated and the course should be consolidated (within HNC and HND Business course)", and "I would like to have more writing as homework". Students also commented on timetable flexibility; "Possibly offering a distance learning approach for some classes, especially ones the student shows competence in".



Learning Resources

Students commented on the impact of staff sickness; "One of my lecturers has been off sick since the end of October...", "Really disappointed that we were left without a lecturer for Office Management...", and "The course has been a shambles from start to finish with staff deciding to take the year off sick due to external assessments... which has impacted the support given to students". Other comments included; "The Moodle system hasn't worked for years", "My Portal is not very user friendly", and "In the hospitality department there isn't enough equipment and the equipment we have hardly gets used...".



Learning and Teaching Process

Most issues students commented on were about unfair treatment from lecturers; "Students are not treated equally", "Discipline within my course for sexual comments offensively made towards women is not strong enough...", and "A serious look at how students are treated/spoken to should be approached as... I was spoken to in a manner that made me feel angry... I would NEVER speak to anyone that way... as it was so unprofessional". Some students request more class time; "I feel everything is very rushed and last minute", and "...an extra hour of class time would be good". Student commented on merging of courses; "the merging of two classes was disruptive to our learning..." and "... we are being held back slightly to stay at the same pace...".



Assessment and Feedback

Comments suggest students would like more feedback on their progress and that feedback is not given soon enough; "Teacher should discuss about my progress at college", and "we aren't told the outcome of our assessments for up to 3 months after handed it in".



Guidance and Support

Two students left positive comments here; "My teachers have helped me develop knowledge and skills for the workplace", and "I love how well the college handles people with additional needs... Enabling services are amazing too". One student commented that "students should get extra help with their health and self certs... Ill health should not be counted as absence as this cannot be helped... and can be detrimental to mental health". Another student commented on the way they were treated when they called the My Portal helpline: "I can honestly say that the staff member was rude, they were very unhelpful".



Other

Most other comments showed that the students were overall satisfied with their experience at college; "Best college, fantastic lecturers", "I am very satisfied with West College Scotland", and "The college is a good fit for me, I'm very happy here". Fifteen students commented that the strike action is affecting their learning and progression; "The strikes have made a huge impact on our course, causing disruption to our lessons". Students commented that they are making progress in their studies and at work; "The lecturers have really helped me to complete all that is necessary for university", and "My teachers have helped me develop knowledge and skills for the workplace". One student commented that, although they have been a class rep for two years, they "have not attended any meetings to share experiences and have only had one feedback form... filled out as a class...".

LEARNER DEVELOPMENT

10 Full Time Students and 22 Part Time Students left Comments. These comments were mostly positive with some issues raised regarding IT.



Curriculum

Students requested more variety of subjects; "I want to do prop making so I would love to learn about metal, wood, 3D printing and electronics", and "We need a lot more variety of subjects because we keep using the same course... and lessons are somewhat the same". Another student commented that "some courses are not suited to all learners... beyond most students and off-putting." They have "left classes because of this". One student left a positive comment: "I have enjoyed independent travel and cooking".



Learning Resources

Comments here were from students with no tutor in their classes; "I think we should have a class with our tutor" and "I think it would be good if the tutor was in at least one or two classes".



Learning and Teaching Process

Two students commented on learning and teaching; "No issues with learning or teaching", and "I think the teaching at college is great".



Other

Although one student commented that they "CAN'T WAIT TO LEAVE", all other comments were positive; "I love college because I learn from lecturers, staff and friends", "I thoroughly enjoyed [name removed]'s Health and Wellbeing class", and "The staff are very helpful and kind and do their job well". Students commented that college has had a positive impact on their socialising; "I made a decision to challenge college and be in crowds again. I am agoraphobic and it has helped me immensely", and "I am enjoying myself at college, getting me out and about and meeting new people".

MATHS, SOCIAL SCIENCE, SCIENCE & SPORT

Comments were left by 38 Full Time Students and 7 Part Time Students. Most feedback related to learning and teaching, and IT.



Curriculum

One student was satisfied with the "good variety of subjects" on their course. Other students commented that their workload can be high at points; "Next year, do not put two graded units in the end block, too much stress for students", and "Too much work at the one time. Increases stress".



Funding

One comment mentioned funding: "No help is offered to part time students financially... Even something to help towards travel expenses would be greatly helpful".



Learning Resources

Many students mentioned disruption from lack of resources; "I find the lack of simple resources available can have an effect, such as projector remotes or white board erasers", and "... Currently my lecturers are sharing one controller for the WHOLE floor." Other students mentioned a lack of lecturers; "I expected to have a qualified lecturer for all modules", and "More organisation is required sometimes when there are no tutors to teach classes".



Learning and Teaching Process

Students commented about a lack of communication from lecturers; "Lecturers must inform students about important information a week in advance, e.g. through email", and "Lecturers should explain outcomes better so less questions are asked, and students get less stressed". Other students commented on behaviour management; "students not trying and being lazy impacts on those who want to be in class... I feel it is completely unfair on those who want to learn", "Lecturers should be able to do more to punish students who aren't taking the course seriously. This would ensure places are filled with students who want to learn, rather than those just there for SAAS". Other comments suggest a lack of consistency in approaches to teaching; "... quite difficult to deal with differing teaching styles", "... positive experiences with all lecturers apart from Higher Psychology due to lecturer's attitudes and lack of patience and tolerance", and "I experience a lack of empathy, and impatient, intolerant, and condescending attitudes".



Assessment and Feedback

Comments here were requests for more feedback, or a standardised approach to feedback between lecturers; "More feedback on reports we hand in", "more feedback would be appreciated to know exactly how we are doing", and "Feedback varies between lecturers".



Guidance and Support

Comments about guidance and support were positive; "The staff have helped with any problems that have arisen... and have been there for support throughout the year", and "The student services are always kind and help even when it's their break".



Other

Other comments relating to the students' overall experiences at college have been positive; "Overall great. Love my college", and "The staff have been the best I've had the pleasure of being involved with". Students have commented that their time at college has helped to prepare them for further study and work; "I have gained many skills which have helped me for university and the workplace", and "I'm already signed up for next year's course, so massive thanks for all the help and encouragement".

ANNUAL TRENDS

Appendix B



COMPARATIVE REPORT

Below are response rates to questions which featured in each annual survey. We have highlighted those which experienced a significant increase or decrease within the data set.

SFC Student Satisfaction and Engagement Survey

	2017	2018	2019	
Overall, I am satisfied with my college experience.	95%	93%	95%	
Staff regularly discuss my progress with me.	86%	86%	89%	↑
Staff encourage students to take responsibility for their learning.	97%	97%	98%	
I am able to influence learning on my course.	91%	88%	91%	
I receive useful feedback which informs my future learning.	90%	89%	92%	
The way I'm taught helps me learn.	90%	90%	91%	
My time at college has helped me develop knowledge and skills for the workplace.	92%	91%	94%	
I believe student suggestions are taken seriously.	83%	81%	85%	
I believe all students at the college are treated equally and fairly by staff.	87%	85%	89%	
The College Students' Association influences change for the better.	53%	52%	61%	↑

COMPARATIVE REPORT

Thinking about my college Experience

	2017	2018	2019	
I am Confident I am on track to satisfactorily complete my course	94%	93%	94%	
I think my Class Rep has had a positive impact during my time at the college	75%	67%	72%	↑
Lessons on my course have been Interesting	95%	94%	96%	
Lessons on my course have been Motivating	88%	87%	90%	
Lessons on my course have been Positively Challenging	91%	96%	93%	

Progression

Enrol on another course at this college	52%	57%	53%	
Enrol on a course at a different college	10%	11%	11%	
Seek employment	30%	33%	28%	↓
Progress to university	17%	27%	22%	↓
Get advice on what I should do next	14%	11%	11%	
Not known at this time	20%	3%	13%	↑

COMPARATIVE REPORT

SURVEY RESPONSE RATES

2017

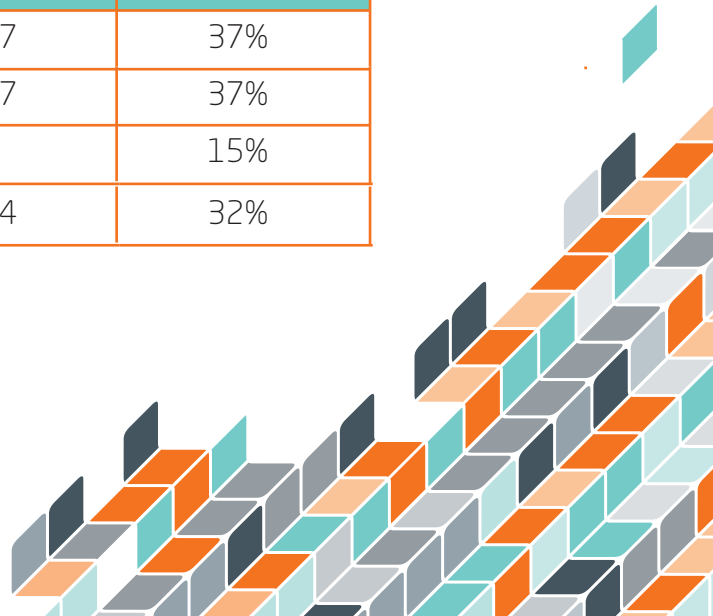
CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE
Full Time	5584	1824	33%
Part Time	4080	1638	40%
Distance/ Flexible	3017	579	19%
Total Responses	12681	4041	32%

2018

CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE
Full Time	6017	1545	26%
Part Time	3633	1148	32%
Distance/ Flexible	2287	384	17%
Total Responses	11937	3077	26%

2019

CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE
Full Time	5966	2197	37%
Part Time	3696	1357	37%
Distance/Flexible	2458	380	15%
Total Responses	12120	3934	32%



Title: Internal Audit Report: Safeguarding

Background: At its meeting on **23 May 2019** the Audit Committee considered the Internal Audit Report on their review of Safeguarding. This report highlights a number of areas of good practice, including that the College have a dedicated Safeguarding Team in place that operates on a rota basis ensuring there are at least three members of the team available for students and staff to contact at each campus.

There are also areas for improvement which the College acknowledges and has taken, action to address all points raised through the report. The College is working to ensure that these recommendations are fully complete at the next follow-up review.

The Audit Committee welcomed this report and asked that it be considered by the Learning Teaching and Quality Committee.

Action: The Committee is invited to consider the Internal Audit report.

Lead: Iain Forster-Smith, Assistant Principal Student Life and Skills

Status: Open



West College Scotland

Internal Audit Report 2018/19

Safeguarding

March 2019



Scott-Moncrieff
business advisers and accountants

West College Scotland

Internal Audit Report 2018/19

Safeguarding

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Audit Sponsor	Key Contacts	Audit team
Iain Forster-Smith, Assistant Principal Student Life and Skills	Alison Mitchell, School Liaison Manager Scott Campbell, Head of Student Services	Elizabeth Young, Chief Audit Executive Claire Beattie, Audit Manager Victoria Stirling, Internal Auditor

Executive Summary

Conclusion

West College Scotland has a number of initiatives and controls in place to meet its statutory obligations under the Children and Young People (Scotland) Act 2014. This includes the development of bespoke training and the identification and reporting of concerns to an established safeguarding team. We noted however that improvements could be made in respect of safeguarding training and have raised recommendations to improve the controls in this area.

Background and scope

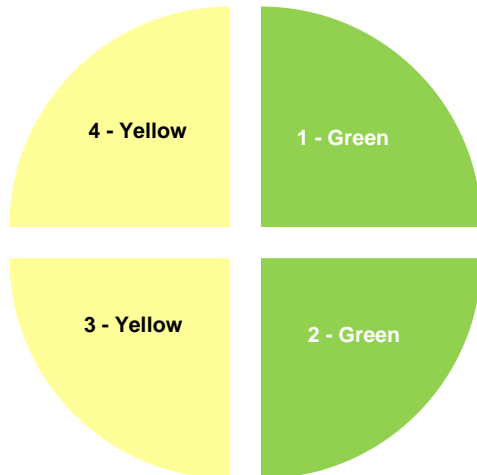
Safeguarding is a term used to denote measures to protect the health, well-being and human rights of individuals. These measures are designed to allow people – especially children, young people and vulnerable adults – to live free from abuse, harm and neglect.

As a Corporate Parent, West College Scotland is committed to fulfilling and exceeding its safeguarding statutory duties under Part 9 of the Children and Young People (Scotland) Act 2014. To meet its statutory obligations, the College has developed a Safeguarding Policy which sets out its responsibilities and underpins its commitment to promoting, supporting and safeguarding the wellbeing of its young people under the age of 18 and vulnerable adults.

In accordance with the 2018/19 Internal Audit Plan, we reviewed the College's safeguarding arrangements. This included a review of the College's Safeguarding Policy and procedures, staff training and performance reporting. .

Control assessment

- 1. The College has a Safeguarding Policy that is appropriately maintained and available to all staff

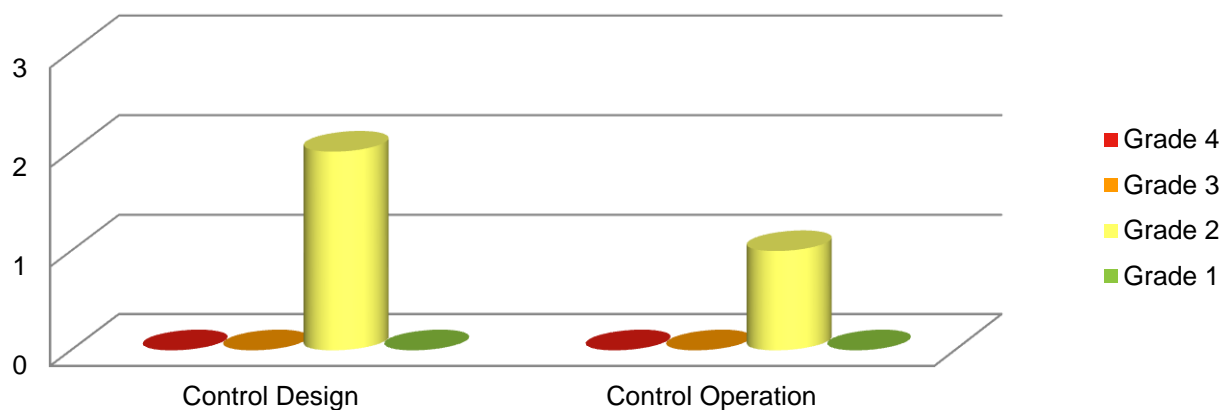


- 2. All staff are confident in understanding and reporting Safeguarding concerns

- 3. The College provides support / training to staff to enable them to understand and comply with safeguarding requirements

- 4. There are appropriate monitoring and escalation procedures in place that support the timely identification of any compliance issues and implementation of any lessons learned

Improvement actions by type and priority



Three improvement actions have been identified from this review, two of which relate to the design of controls and one that relates to compliance with an existing control. See Appendix A for definitions of colour coding.

Key findings

Good practice

West College Scotland's procedures reflect good practice in several areas:

- The College has a Safeguarding Policy in place that sets a clear aim of ensuring WCS meets its obligations in relation to the safeguarding of its students. This clearly sets out the roles and responsibilities of staff.
- There is a dedicated Safeguarding Team in place that operates on a rota basis ensuring there are at least three members of the team available for students and staff to contact at each campus.
- The Safeguarding Team meet between four to six times a year where they review recent case studies, discuss the approach taken and review their work to determine the appropriateness and effectiveness of any actions taken. These meetings are also regarded as a form of training allowing members of the team to learn from each other's experiences.
- The School Liaison Manager has given presentations to different departments to increase the awareness of safeguarding and the work of the Safeguarding Team. The College also has a dedicated safeguarding webpage on the intranet which can be access from the College homepage The College also has various safeguarding posters highlighting the procedures to follow and these are located around the College and in the classrooms. There is also a requirement for all staff within the College to undertake the safeguarding training. These are all effective ways of ensuring the College's safeguarding responsibilities are well known and discharged appropriately.

Areas for improvement

We have identified a number of areas for improvement which, if addressed, would strengthen West College Scotland's control framework. These include:

- We note that the Safeguarding Policy and completion of the relevant training is not presently included within the induction training checklist.
- There are a number of staff out with the core Safeguarding Team that have not completed any safeguarding training. This should be reviewed and followed up within an appropriate time frame to ensure that the College can demonstrate its compliance with current safeguarding requirements. There is currently no reporting to an appropriate Committee that provides full transparency and oversight of the safeguarding processes operating within the College.

These issues are further discussed and addressed in the Management Action Plan below.

Impact on risk register

The West College Scotland corporate risk register does not make specific reference to safeguarding issues. Whilst we make no formal recommendation on this point, College management and the Board may wish to consider the benefits of raising the safeguarding risk profile to ensure that the important underlying issues are, and are seen to be, documented, monitored and managed.

Acknowledgements

We take this opportunity to thank all staff consulted during this review for their assistance and co-operation.

Management Action Plan

Control Objective 1: The College has a Safeguarding Policy that is appropriately maintained and available to all staff

Green

No weakness identified

There is a Safeguarding Policy in place that ensures WCS is meeting its legislative and regulatory obligations in relation to the safeguarding of its students. The Policy also ensures all staff are aware of their role in providing a duty of care. The Policy sets out clear roles and responsibilities for all staff and the Safeguarding Team and outlines the circumstances where protection may be required.

We reviewed the College's Safeguarding Policy and verified its availability to all staff, via the College's intranet. We were able to confirm both the completeness of the Policy and its continuing maintenance and availability.

Control Objective 2: All staff are confident in understanding and reporting Safeguarding concerns

Green

No weakness identified

The College has a Safeguarding Team to whom any concerns or incidents can and should be reported. This team is led by the Assistant Principal Student Life and Skills and team members are aware of their roles and responsibilities. The team details are listed within the Safeguarding Policy and we further note that there is also a rota maintained every three months with three members of staff at each campus as the nominated points of contact. This rota is available at the main reception of each College campus and on the staff intranet.

During the audit, we confirmed that the Policy clearly outlines what staff should do in the case of a raised concern regarding a student. We found that there are relevant and documented key steps to follow to ensure that the concern is handled appropriately and effectively, as laid out within the "Role of Staff" section of the Policy.

Control Objective 3: The College provides support / training to staff to enable them to understand and comply with safeguarding requirements

Yellow

3.1 Mandatory safeguarding training included within induction checklist

All staff have a responsibility to be aware of safeguarding and their role in identifying concerns. The College has provided on-line training for staff to complete to ensure that they understand their responsibilities therein.

We identified during our review that the Safeguarding Policy and associated training are not included within the College's standard induction training. Instead, an e-mail reminder is sent to staff requiring them to complete the training within four weeks of joining. We noted under MAP 3.2 that whilst the all the Safeguarding Team had undergone training, there were still a large number of staff who require to complete the on-line module. There is scope therefore for tighter control around the follow-up of the training.

Risk

There is a risk that new staff are not following established procedures or best practice due to a lack of early and appropriate training at the induction stage. This may result in the College failing to meet its duty of care commitment to students.

Recommendation

In line with the Safeguarding Policy, West College Scotland should ensure that completion of the mandatory safeguarding training is included within inductions for new starts.

Management Action

Grade 2
(Design)

The staff induction checklist will be amended to include the requirement to complete the on-line safeguarding training for all future new staff.

Action owner: Assistant Principal Student Life and Skills

Due date: 31 July 2019

3.2 Completion of safeguarding training

The College currently provides safeguarding training through Cylix; a newly introduced online training platform that includes the Safeguarding Essentials course. Previously the safeguarding training was undertaken either via College Development Network (CDN) online training or an online in-house safeguarding training module on Moodle. We have reviewed the staff training process and are satisfied that adequate training provision is in place.

We reviewed the training logs and confirmed through testing that all the current Safeguarding Team members have completed the online training modules. We also noted however that some College staff had not completed any form of mandatory safeguarding training either the new course on Cylix, the previous CDN or the in house online safeguarding module on Moodle. At the time of the audit the training completion rates were:

- Moodle in-house online safeguarding module – 391
- CDN Online Safeguarding – 230
- Essentials Cylix – 113

This is a total of 734 staff from a College payroll of circa 1,200 staff (approx. 61%).

Recently, the School Liaison Manager has given presentations to various departments at their request on safeguarding and the work of the Safeguarding Team. We are advised by the Safeguarding Team that these presentations have been well received and the College may therefore wish to consider alternative ways to extend this face to face engagement as a training aid. The College could consider assessing the relevance and effectiveness of such training through feedback at the end of the presentations.

Risk

There is a risk that safeguarding concerns are not handled appropriately, due to staff not having received adequate training. This could lead to cases going unreported potentially impacting on the well-being of young and vulnerable people and the added risk that the College is not fully compliant with legislation.

Recommendation

West College Scotland should monitor completion of safeguarding training and decide the appropriate action to take where no training has been undertaken. This could also be reviewed as part of the annual CPD review process to ensure that all staff complete the training by an agreed deadline.

Management Action

Grade 2
(Operation)

The College will review how Safeguarding compulsory training is undertaken and work with the OD and HR team on their practice of ensuring all compulsory training is complete.

Action owner: Assistant Principal Student Life and Skills

Due date: 31 December 2019

Control Objective 4: There are appropriate monitoring and escalation procedures in place that support the timely identification of any compliance issues and implementation of any lessons learned

Yellow

4.1 Reporting on safeguarding issues

The Safeguarding Team meet every 2-3 months to discuss any issues that have emerged and to support each other on safeguarding issues. This process is considered helpful, particularly for new team members, as an effective way of identifying issues, how to handle these issues and to identify any lessons learned. The Assistant Principal Student Life and Skills, also attends the Colleges Scotland Safeguarding Committee which shares good practice. It is noted that current emphasis is being placed on the Prevent agenda which is about safeguarding people and communities from the threat of terrorism. Prevent is one of the four elements of CONTEST, the Government's counter-terrorism strategy which aims to stop people becoming terrorists or supporting terrorism.

Although we are aware that the Learning Teaching & Quality Committee has discussed safeguarding issues in the past, we noted that there is currently no regular formal reporting at Committee level on safeguarding.

The College could report on the number of safeguarding issues in the year, how many are open, staff straining and the investment of staff time in dealing with safeguarding issues. This would quantify caseloads and the resources utilised by the teams and assist in identifying any problems, pressure areas or resource gaps.

Risk

If safeguarding is not reported upon regularly, there is a risk that safeguarding issues are not given appropriate consideration by those charged with governance. This may lead to an insufficient profile of safeguarding within the College and a lack of awareness on the extent of ongoing activity.

Recommendation

The College should establish an appropriate mechanism for oversight and reporting on student safeguarding and the operation of the Safeguarding Team. Reporting should incorporate quantitative and qualitative measures that will enable the College to measure and demonstrate the impact of safeguarding and the work of the Safeguarding Team. Existing policy and guidance should be reworded and updated to reflect any changes made.

Management Action

Grade 2
(Design)

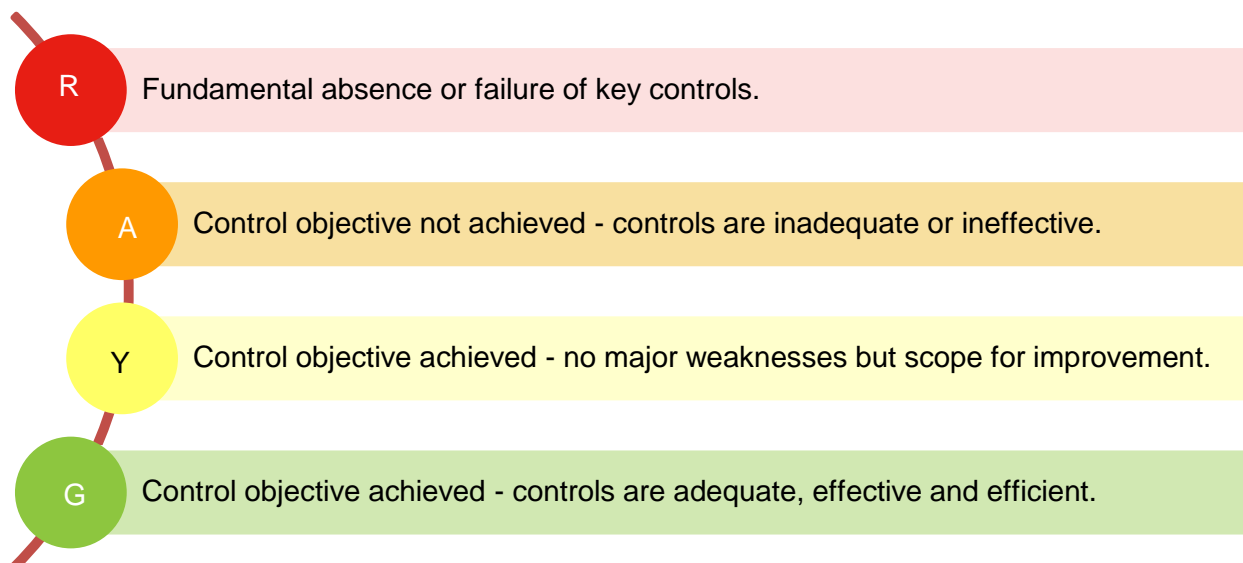
Consideration of this recommendation will be taken and discussed with the Learning Teaching Quality Committee on the appropriateness of current reporting formats and content.

Action owner: Assistant Principal Student Life and Skills

Due date: 31 July 2019

Appendix A – Definitions

Control assessments



Management action grades

4	•Very high risk exposure - major concerns requiring immediate senior attention that create fundamental risks within the organisation.
3	•High risk exposure - absence / failure of key controls that create significant risks within the organisation.
2	•Moderate risk exposure - controls are not working effectively and efficiently and may create moderate risks within the organisation.
1	•Limited risk exposure - controls are working effectively, but could be strengthened to prevent the creation of minor risks or address general house-keeping issues.

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Title: Internal Audit Report: Student Experience – Student Feedback

Background: At its meeting on **23 May 2019** the Audit Committee considered the Internal Audit Report on their review of Student Experience – Student Feedback. This report highlights a number of areas of good practice, including the range of services available and relevant contact information is well publicised on the student intranet and on enrolment literature. This is encouraging given the fact that this is a recently implemented process to capture student feedback and analyse the results.

There are also areas for improvement which the College acknowledges and has taken action to address all points raised through the report. The College is working to ensure that these recommendations are fully complete at the next follow-up review.

The Audit Committee welcomed this report and asked that it be considered by the Learning Teaching and Quality Committee.

Action: The Committee is invited to consider the Internal Audit report.

Lead: Iain Forster-Smith, Assistant Principal Student Life and Skills

Status: Open



West College Scotland

Internal Audit Report 2018/19

Student Experience

February 2019



Scott-Moncrieff
business advisers and accountants



West College Scotland

Internal Audit Report 2018/19

Student Experience

Executive Summary	1
Management Action Plan	5
Appendix A – Definitions	13

Audit Sponsor	Key Contacts	Audit team
Cathy McNab, AP Performance and Skills	Iain Forster-Smith, AP Student Life and Skills Angela Pignatelli, AP Creativity and Skills	Elizabeth Young, Chief Audit Executive Claire Beattie, Audit Manager Andrew Diffin, Internal Auditor

Executive Summary

Conclusion

West College Scotland's arrangements for the enrolment and support of students and the collation of student feedback represent good practice. We have identified a small number of opportunities to improve the College's arrangements in general including opportunities to improve access to support for part time and evening students. These include periodically reviewing training needs for student support staff and developing a consistent framework of responsibility for monitoring and reporting enrolment activity.

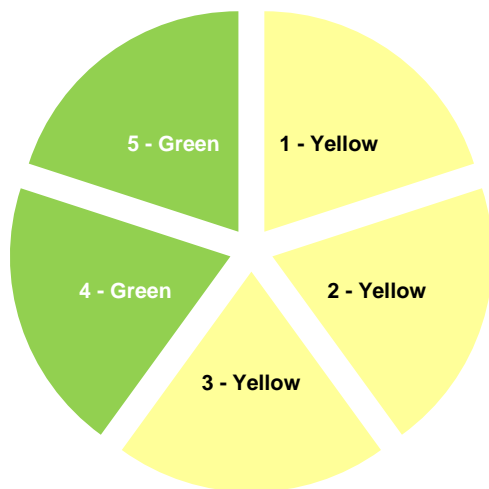
Background and scope

The West College Scotland Strategic Plan "*Collective Ambition, Pride and Passion*" states that a strategic priority for the College is to "provide education and training in inspirational and innovative ways to engage and meet the diverse needs of our students."

In order to deliver this ambition and meet ambitious Regional Outcome Agreement targets for the improvement of student success rates, the College must have robust arrangements to meet the needs of students who do not participate in education on a full-time basis.

In accordance with the 2018/19 Internal Audit Plan, we have reviewed the experience of part time and evening students (excluding commercial, employer led and schools classes). The review focused on the arrangements that apply to this cohort in relation to enrolment, on course support and the collation of student feedback.

Control assessment



1. There are suitable arrangements in place to communicate with potential students, ensuring they are engaged and enquiries are dealt with in a coordinated and appropriate manner

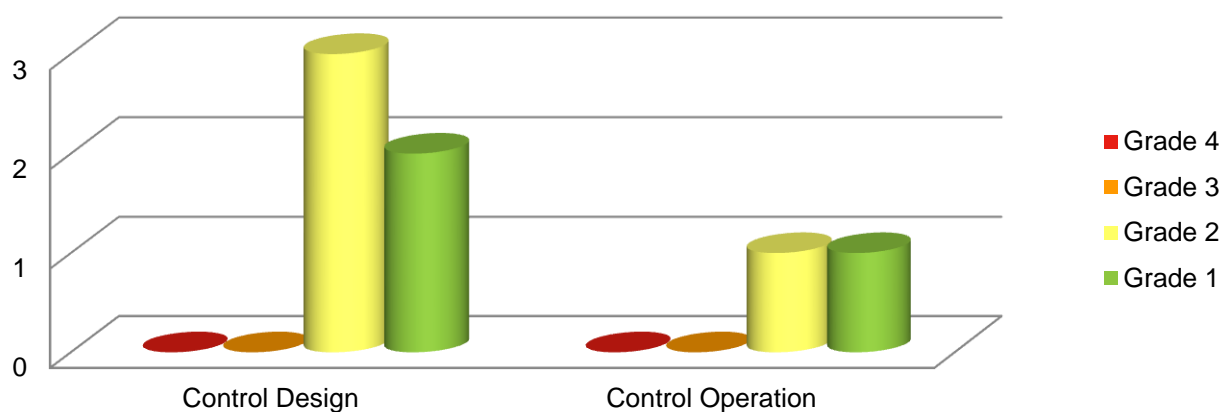
2. Roles, responsibilities, and reporting requirements across academic departments and central services for the student enrolment process are documented and understood

3. There are suitable arrangements in place for student support and they are clearly communicated to students

4. The College has a framework in place to ensure feedback is regularly sought from part time and evening students

5. Student feedback is analysed and used by management to aid continuous improvement in service delivery, with regular updates provided to students to ensure transparency

Improvement actions by type and priority



Seven improvement actions have been identified from this review, two of which relate to compliance with existing procedures. The remaining actions relate to the design of controls. See Appendix A for definitions of colour coding.

Key findings

Good practice

The College's procedures reflect good practice in a number of areas:

- The College has a dedicated Student Advisory Service with a visible presence across the main campuses. The range of services available and relevant contact information is well publicised on the student intranet and on enrolment literature.
- The enrolment process is highly automated and carried out according to the documented procedure. The procedure encompasses multiple routes of entry to study at the College.
- Students can contact and access support services in a variety of ways, including referral by Student Advisory Services (SAS), self-referral to services such as the College Counselling Service and through relevant curriculum staff.
- The College carries out a periodic student survey across full time and part time student cohorts and achieves reasonable representation of both student groups. There are a variety of well-established means by which the collated feedback is communicated to staff and students.

Areas for improvement

We have identified a few areas for improvement which, if addressed, would strengthen the College's control framework. These include:

- Embedding a process of periodic review of professional development and training needs. This will ensure that staff with student support responsibilities receive relevant training and that their knowledge is kept up to date, better enabling staff to provide comprehensive and relevant advice.
- Developing a consistent framework of responsibility for the monitoring and reporting of enrolment activity. This would allow individual faculties to preserve the individual approaches they have developed to suit their circumstances, while clearly allocating responsibility for identifying and addressing issues.

These are further discussed in the Management Action Plan below.

Impact on risk register

The West College Scotland corporate risk register (as at November 2018) included the following risks relevant to this review:

- Risk 4: Intensification of the SFC Regional Outcome Agreement process requires the College to be more ambitious in delivering and sustaining outcomes at a time of limited resource and changing educational landscape, particularly in relation to schools. (Score 12)

We have determined that arrangements for the enrolment and support of part time and evening students are relatively robust overall, subject to minor issues with communication and access in relation to support arrangements. This appears consistent with the risk identified above. We have not determined that any significant unidentified risk exists or identified any significant inconsistency in scoring.

Acknowledgements

We would like to thank all staff consulted during this review for their assistance and co-operation.

Management Action Plan

Control Objective 1: There are suitable arrangements in place to communicate with potential students, ensuring they are engaged and enquiries are dealt with in a coordinated and appropriate manner

Yellow

1.1 Referral Tracking

Student Advisory Services (SAS) provides a range of assistance to both prospective and current students regarding a range of issues from enrolment through to graduation and beyond. Individuals can self-refer to SAS or be referred through a variety of avenues. Out with care experienced students there is not a formal referrals tracking system in place,

We did observe that in certain instances SAS maintains a record of interaction for students judged by staff to be particularly vulnerable. We were unable to confirm that this was the result of an explicit policy decision and it appears that the practice has developed informally within the team. The approach to record keeping for these students mirrors the process that is applied to the monitoring of care experienced students.

Risk

There is a risk that an inconsistent approach to identification of vulnerable students and the monitoring of interactions or referral outcomes, leads to missed opportunities to offer support where it is needed. In addition, the lack of a stated procedure may lead to a lack of clarity as to when additional monitoring is a requirement of safeguarding or corporate parenting obligations, and when it is desirable but not obligatory.

Recommendation

The College should document the process to be undertaken when student queries and referrals are logged and what information should be recorded. This should be supported by a tracking and follow up process.

Management Action

Grade 2
(Design)

The College has previously reviewed and discounted the requirement for a computerised referral system. To address the recommendation, the College would intend creating an information sheet for teaching staff indicating where student referrals should be directed to as a first point of contact. The student induction process will also be reviewed and amended to ensure that vulnerable students are referred to Student Advisory Services as required.

Action owner: Assistant Principal Student Life and Skills

Due date: 31 July 2019

1.2 Enquiry Management

SAS receive enquiries from students in a variety of means, including:

- face to face;
- phone;
- instant message; and
- e-mail.

We understand that queries received face to face, by phone, or through instant message are dealt with immediately and there is an expectation that email queries will be dealt with within one day. SAS does not have a system in place that enables them to record the volumes of queries received, response times or other management information about the services provided.

SAS teams have developed an approach to sharing responsibility for the various student enquiries channels, but there is no quantitative data available to support effective workload management. The expectation is that a developing backlog will be flagged with the campus Student Advisory Services Coordinator, who is then able to distribute workload across the campuses in order to ensure compliance with the expected timescales.

While there appeared to be a shared understanding of responsibilities, expected response times and the action required to address an enquiry backlog, this was not supported by a documented process or policy. The effective operation of these processes therefore relies solely on the knowledge and experience of the staff in post.

Risk

In the absence of a clearly defined process, there is a risk that student enquiries are not dealt with in a consistent, efficient or timely manner, leading to failure to effectively communicate with potential or established students.

Recommendation

The College should develop and document a consistent approach to the management of the SAS enquiry workload, including the steps to be taken in the event that expected response times cannot be adhered to. This can be accomplished by documenting existing established practice.

Management Action

Grade 1
(Design)

The current practice whereby each campus takes responsibility for clearance of enquiries will be formally documented including an escalation process in the event of a perceived backlog.

Action owner: Head of Student Services

Due date: 31 May 2019

Control Objective 2: Roles, responsibilities, and reporting requirements across academic departments and central services for the student enrolment process are documented and understood

Yellow

2.1 Staff Training

There is a programme of mandatory training for all staff that covers areas such as safeguarding and General Data Protection Regulation (GDPR). The programme is intended to be address the requirements of all departments, and is not specific to particular roles. The programme incorporates specific Safeguarding training, which is of particular relevance to the enrolment and student support functions.

We were unable to obtain evidence that any periodic review of training needs is performed for members of staff within SAS.

We reviewed the training records of a sample of three members of staff from within SAS to determine whether they had completed mandatory Safeguarding training. We observed that in one case, this training had not been completed.

Risk

In the absence of a regular review of the training needs of staff there is a risk that staff training is not adequate or up to date, leading to failure to offer adequate support to students.

Recommendation

Managers within the SAS team should periodically review training needs of key staff and ensure a training plan is developed and delivered in a timely manner to ensure that:

- a) Mandatory training is undertaken by all staff on a timely basis; and
- b) A consistent approach is taken to updating SAS staff on matters relevant to their area of work.

Management Action

Grade 2
(Design)

The management team will ensure that bi-annual reviews of staff training requirements are undertaken including ensuring that mandatory training has been undertaken by all SAS staff. The training needs of staff will be a standing item on the bi-weekly “toolbox” talks undertaken at each campus with the SAS staff.

Action owner: Head of Student Services

Due date: 31 May 2019

2.2 Enrolment reporting

We were unable to identify a consistent structure for the reporting of enrolment progress, beyond the provision of summary statistics in relation to full-time enrolment to the Learning, Teaching and Quality Committee.

Enrolment progress is tracked through the College's electronic systems, with summary data available to teaching and administration staff on a self-service basis. Teaching and administration staff within individual faculties have adopted differing approaches to the monitoring of enrolment, depending upon their particular needs.

Whilst the responsibilities of teaching and administrative staff appear to be understood within sectors, they are not clearly allocated by the College's documented procedure for enrolment and there are variations across the different faculties. As a result, it is unclear who is accountable for addressing a lack of satisfactory enrolment progress and what action is required by key individuals.

Risk

There is a risk that action is not taken to address a lack of satisfactory enrolment progress, as the responsibility for monitoring progress is not clearly allocated, leading to failure to enrol potential students.

Recommendation

The College should clearly allocate and document the responsibility for monitoring the progress of enrolment, including reporting lines and the escalation process.

Management Action

Grade 2
(Design)

The College will look to review the current enrolment reporting arrangements with a view to producing a report on recommended changes to the current process for implementation prior to the start of the 2019-20 enrolment period.

Action owner: Assistant Principal Student Life and Skills

Due date: 30 June 2019

Control Objective 3: There are suitable arrangements in place for student support and they are clearly communicated to students

Yellow

3.1 Guidance Tutors

Students enrolled on full time courses are allocated a named guidance tutor and timetabled guidance sessions. This allows for periodic monitoring of attendance and progress with the aim of identifying and referring students in need of additional support. This arrangement is not replicated for part time and evening students, partly because of the limited contact time available. Instead, this guidance and support role is filled by the class lecturer.

Though this appears to be well understood within faculties and among teaching staff, we have not been able to confirm that this is explicitly communicated to part time and evening students. Therefore part-time and evening students may not be aware that they are able to refer directly to their lecturer for guidance and support matters, as opposed to SAS or other College support services which may not be available at suitable times.

Risk

There is a risk that part time and evening students are not able to access appropriate support as they are not aware of all referral process available to them, resulting in reduced student satisfaction or performance.

Recommendation

Communication to part time and evening students should clearly highlight all sources of support and guidance available to them, including the role of class lecturers.

Management Action

Grade 2
(Operation)

The College will look to strength the part time and evening class induction process through the development of a student information leaflet and reference on the student portal.

Action owner: Assistant Principal: Performance and Skills

Due date: 30 June 2019

3.2 Student Intranet

We reviewed the guidance material available through the student intranet and noted that, while these often feature version numbers, the date for review is not consistently included. We identified two instances of clearly outdated documents available for download.

- *'Reporting and Payment Dates - Quick Guide'* is a calendar of student funding payment dates for the session 2016/17. We were unable to locate an equivalent document covering the current session.
- *'Policy - Student Conduct'* is a statement of the College's position on unacceptable or improper behaviour on the part of students. The document available through the student intranet bears version control information, including a review date of September 2015. This document appears to have been superseded by the newer Student Behaviour Policy, which is available through the staff intranet, but does not appear to have been published on the student intranet.

A number of other documents such as *'Tackling Assessments'* make explicit reference to the academic session 2016/17 and thus give the impression of being out of date, however the information that they contain appears to be general information applicable to any academic session.

Risk

There is a risk that support mechanisms are not fully utilised as students only have access to out of date information.

Recommendation

Responsibility for the review and update of content made available via the student intranet should be clearly assigned. Version control information should include dates for review to ensure these documents remain up to date.

Management Action

Grade 1
(Operation)

The Assistant Principal Student Life and Skills will undertake an initial review of the student intranet to ensure that all documents included in the portal are up to date and relevant. Process for review and update to be confirmed with individual departments responsible for content management with Marketing Team undertaking a bi-annual review of student intranet content to ensure that it is all up to date and relevant.

Action owner: Assistant Principal Student Life and Skills

Due date: 30 June 2019

Control Objective 4: The College has a framework in place to ensure feedback is regularly sought from part time and evening students

Green

4.1 Student Representatives

Students enrolled on full time courses are expected to elect class representatives, who provide a channel to feedback student concerns through the Student Association. Part time and evening students have the option to do so, however we understand that this is not typically taken up.

Though students without access to a class representative can provide feedback through the bi-annual student survey, there is no clear alternative feedback channel which is student-led.

Risk

There is a risk that part time and evening students are excluded from the collation of feedback. This may result in a failure to identify issues or identify issues affecting part time or evening cohorts.

Recommendation

We understand that the College cannot compel part time and evening classes to elect student representatives. As such we recommend that the College, in conjunction with the Student Association, should consider if an alternative means of providing feedback can be implemented. Any such mechanism should be student-led and clearly communicated to relevant student groups.

Management Action

Grade 1
(Design)

The College student experience team will record the strength of engagement with evening class and part time student including overall evening class representative over the last year. This will allow the College to consider what actions it should take to strengthen the engagement with part time and evening students going forward. A report on this matter will be considered by the Education Leadership Team.

Action owner: Assistant Principal: Performance and Skills

Due date: 30 June 2019

Control Objective 5: Student feedback is analysed and used by management to aid continuous improvement in service delivery, with regular updates provided to students to ensure transparency



Green

No reportable issues identified

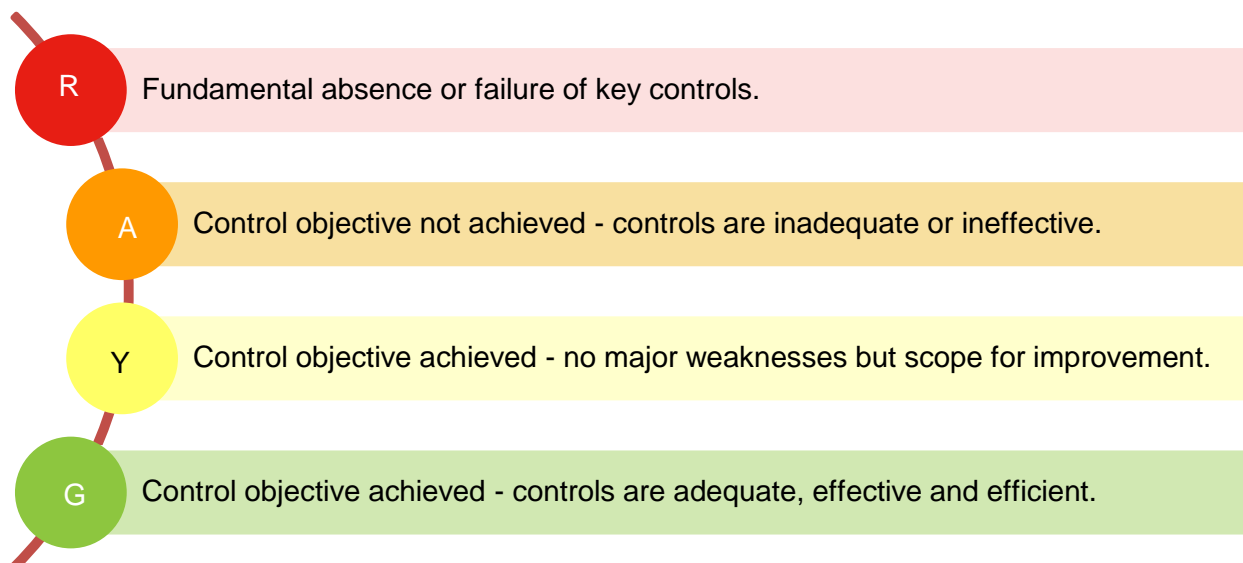
The College undertakes a twice-yearly student survey that encompasses all full time, part time, and evening students. The conduct of the survey is well communicated and understood and has been carried out with sufficient consistency to allow for comparison with previous periods.

The resultant data is collated and reported in summary form to the Quality and Standards Committee and the Learning, Teaching and Quality Committee. Raw survey data is made available to teaching staff at various levels, including class level data and feedback made available to class lecturers. Information is cascaded to lecturers via Curriculum Quality Leaders (CQLs) with the intention that specific feedback is addressed and that students are made aware of any resultant action being taken.

Student survey feedback is also shared with the Student Association, via the Quality Department. This is combined with feedback obtained by the Student Association from class representatives. This student perspective is presented as a paper to the SMT and reported to the Board of Management through the Student Association President. The Student Association meets regularly with College management and publishes updates to the student body as a whole on actions arising from student feedback.

Appendix A – Definitions

Control assessments



Management action grades

4	•Very high risk exposure - major concerns requiring immediate senior attention that create fundamental risks within the organisation.
3	•High risk exposure - absence / failure of key controls that create significant risks within the organisation.
2	•Moderate risk exposure - controls are not working effectively and efficiently and may create moderate risks within the organisation.
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Title: Risk

Background: The strategic risk register was considered by the Board at its meeting on 7 October 2019. No changes were made to risk register at this meeting, however, whilst it was noted that the identified risks remained the same, it was noted that the mitigating actions and been updated in line with various actions taken since the previous meeting. The inclusion of arrows indicating the direction of travel for each risk was welcomed by Board members.

Action: The Committee is asked to review the current strategic risk register in light of the matters discussed at the meeting and to propose any amendments and/or additions, or any re-phrasing, to be made to this register.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open



Strategic Risk Register

Strategic Risk Register Dashboard Report

Risk register review period:

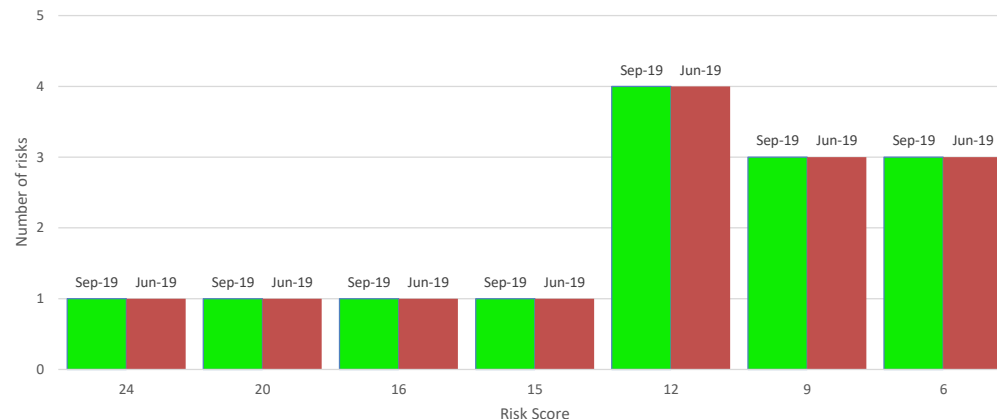
Aug-19

Board / Committee review period:

Sep-19

Top 5 Risks Post Mitigation					
Ref	Risk	Movement	Probability	Impact	Score
WCS 1	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	↔	6	4	24
WCS 3	Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements	↔	5	4	20
WCS 2	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	↔	4	4	16
WCS 16	Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding.	↔	5	3	15
WCS 4	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	↔	4	3	12

Movement in Risk Scores



The most significant risk faced by the College continues to be the volatility of SFC funding.

Continued delays to the business cases for the development of the College estate has moved up the risk register based on the latest developments in Renfrewshire and Inverclyde. This risk is closely linked to the next highest risk which is the failure to secure adequate maintenance funding.

The impact of the UK exit from Europe continues to be a significant risk faced by the College as the level of uncertainty continues.

WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
Risk No.	Risk Reference	Strategic Objective	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
1	WCS 1	1.1 1.3 3.1 3.4	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	6	4	24	1) Detail of 2019-20 final SFC funding received 17 May 2019. This shows a level of core funding which is not greater than in 2018-19; a change in the estates funding methodology which will impact upon College operations; and no specific funding in order to meet the cost of any annual pay increases. The College will continue to face a number of financial challenges arising from this settlement. 2) 2019-20 budget approved in conjunction with 5 year future financial scenario planning and detailed assumptions. 3) Transformation Plan submitted to SFC in order to address future financial challenges. Following submission of revised plan in November 2018 the College continues to engage with the SFC on the implementation of the plan. 4) Robust financial forecasting including production and review of monthly management accounts. 5) Estates Strategy including objective to improve / rationalise the College estate utilising estate maintenance funding. 6) Financial modelling of next 5 years being undertaken based upon SFC FFR assumptions. Allows the College to identify funding gap and to continue to take necessary steps to address the gap. 7) Commercial Development Group reporting to Corporate Development Committee with focus on maintaining and growing income including ESF activity. 8) Robust monitoring of current and future curriculum delivery plans (CMAP) including staffing requirements. 9) Active College representation and involvement in external SFC review groups - funding methodology, CDN Finance network; credit review; access and inclusion; rural and remoteness premium and student funding.	6	4	24	24	↔	VP Operations / VP Educational Leadership
2	WCS 3	1.2 3.1 3.3 3.4	Failure to deliver Estate Strategy objectives due to business cases for development of estate being delayed, with this having a resultant negative impact on the ability of the College to recruit students, retain staff and address legislative requirements	6	4	24	1) The College continues to actively engage with SFC, SFT and other key stakeholders re investment and in relation to implementation of national estate condition survey review and future direction of travel. 2) Approved Estate Strategy highlights required estate investment for consideration by SFC and Scottish Government. 3) Draft Outline Business Case for Paisley estate submitted to the SFC. Response received from SFC in regard to Paisley OBC and the College is currently engaging with partners in relation to the collaborative aspects of any proposals. 4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. SFC have confirmed receipt and willingness to work with College to take forward OBC 5) Inverclyde local development plan now finalised leading to restrictions on future College developments on preferred site. College continues to engage with partners to find suitable way forward. 6) Ongoing prioritisation of College estates funding in a way which links to priority projects, with update reports being provided to each meeting of the Board of Management Estates Committee. 7) Ongoing involvement in sector/SFC capital working group enables WCS input to ongoing discussions in relation to SFC estates maintenance allocation methodology and capital allocations. 8) Ongoing engagement with SFC	5	4	20	16	↔	VP Operations

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
Risk No.	Risk Reference	Strategic Objective	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
3	WCS 2	1.1 1.2 2.3 4.1	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	5	4	20	1) College Estate Strategy submitted to SFC, reviewed by internal audit and subject to annual review on implementation and progress by Board of Management Estates Committee. 2) 2019-20 SFC funding for estates has seen a reduction in lifecycle maintenance and priority maintenance funding. The continued reduction in lifecycle maintenance does present an operational challenge as financial modelling assumed flat cash settlement in future years. There is also a need to understand the basis of estates maintenance funding allocation beyond 2019-20. 3) WCS participation in SFC/sector Capital Working Group. 4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. SFC have confirmed receipt and willingness to work with College to take forward OBC. Implications of recently published Inverclyde local development plan now being considered and College is engaging with 5) Outline Business Case for Paisley submitted to the SFC and feedback received from the SFC. Discussion with partner organisations remains ongoing.in relation to the collaborative aspects of the proposals, and an updated OBC for Paisley will require to be submitted to SFC. 6) SFC have issued the outcome of a national College estate condition survey. College has discussed and obtained agreement with SFC as to how the 2018-19 high priority maintenance funding will be applied.	4	4	16	16	↔	VP Operations
4	WCS 16	1.3 2.2 3.1 3.4	Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding.	5	3	15	1) College undertaken review of possible impacts of Brexit on operations. Output has been discussed at senior management level and with relevant Board Committees. To note potential impact on EU funded programmes (Modern and Foundation Apprentices). 2) The College is a member of a sector working group on Brexit allowing access to latest intelligence specific to the College sector. 3) Close liaison with SFC on future funding arrangements post 2021 when current ESF funding is due to end.	5	3	15	15	↔	Principal
5	WCS 4	1.2 2.1 3.2 3.4	Failure to deliver SFC Regional Outcome Agreement targets at a time of limited resource results in future credit and/or funding adjustments.	5	4	20	1) Positive engagement with SFC in relation to ROA development and monitoring for current and future years. 2) Effective internal monitoring and reporting procedures in place, including operational planning process, and monitoring through the Board of Management and all Committees. 3) Good working relationships with local authorities and school head teachers in order to access attainment funding in support of College activities in this area. 4) Detailed curriculum development planning and review process which has been subject to positive review by internal audit. 5) Blended approach to delivery of teaching and learning including online learning allowing College to address changes in recruitment and delivery. 6) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered. 7) The Board of Management considered the College ROA during the meeting in March 2019, and considered the outcomes that will be delivered at that time. The ROA 2019-20 was submitted to the SFC and subsequently approved on 29 July 2019.	4	3	12	12	↔	Principal

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
Risk No.	Risk Reference	Strategic Objective	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
6	WCS 5	1.1 1.2 1.3 3.4	Impact and outcome of National Pay Bargaining for both teaching and support staff.	6	3	18	1) WCS representation and involvement in national college Employers Association and national joint negotiating committee (NJNC). 2) Financial impact assessment / planning scenarios with the financial impacts of National Bargaining subject to ongoing discussion with the SFC. National Bargaining funding distribution for 2019-20 amended in year and agreed with Colleges Scotland and the Scottish Funding Council. 3) 2018-19 final SFC funding included an allocation in order to meet the cost of national bargaining. 4) Business Continuity Planning considers impact of industrial action, with specific plans in place. 5) Local trade union consultation and negotiating committees for support and teaching staff continuing to meet on an ongoing basis in order to maintain positive College industrial relations. 6) Robust college sector and WCS communications plan including liaison with Student Association on impact on students. 7) Local workforce planning arrangements subject to positive internal audit review (June 2018). 8) Support staff pay award until September 2019 been settled.	6	2	12	12	↔	Principal
7	WCS 6	1.1 2.1 3.3 4.2	Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College.	4	4	16	1) IT Strategy, Policies / Procedures and system access processes in place. The Finance and General Purposes Committee have reviewed progress achieved in delivering the IT Strategy as at Year 2 and are satisfied with progress given the level of resource available to the College - although recognise that the College digital ambitions are being constrained by the level of SFC funding. Strategic dialogue with the SFC is ongoing in an effort to secure the required level of funding in order to deliver College digital ambitions. 2) Staff and student feedback and evaluation procedures in place. 3) IT Contingency Plan in place with regular review. 4) College has achieved Cyber Essentials Plus accreditation as required.. 5) College Digital Strategy has been reviewed by SMT and sets out digital ambitions for the College. To be presented to the Board for approval in coming period. 6) Funding bid developed based for submission to SFC to ensure IT systems are fit for purpose. Initial discussions have been held with SFC on IT condition survey and College offered to be model for such a survey. 7) College HR department providing support to staff undertaking national support staff job evaluation, with role profile documentation to be completed by 28 June 2019.	4	3	12	12	↔	VP Operations
8	WCS 15	1.1 2.1 3.4 4.3	Failure to deliver the financial and/or non-financial objectives outlined in the College Transformation Plan "Future Proofing Our College".	4	4	16	1) Transformation Plan has been developed by the College and discussed in detail with the SFC. 2) Board of Management have approved the Plan and financial objectives are monitored through the F&GP Committee. Board of Management monitor overall plan achievement. 3) Projects have been initiated in line with the plan and are directed by a specific member of SMT. 4) Detailed delivery plan has been created to allow milestones to be set and monitoring to take place. 5) College on track to meet financial objectives outlined in the plan during 2018-19. However future years remain challenging and the plan will require to be further reviewed/updated. SFC indicative funding figures have been published and have crystallised the financial challenges faced by the College. No guidance on future years.	3	4	12	12	↔	Principal

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
Risk No.	Risk Reference	Strategic Objective	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
9	WCS 9	1.2 1.3 3.4	Inability to maintain positive staff relations	4	3	12	1) Approved Workforce Plan in place to address Audit Scotland recommendations. 2) Internal audit on internal communications reported that that the College had effective internal communication channels to staff and students 3) Clear procedures for communication and engagement with Trade Unions and College staff. 4) Staff engagement session and staff surveys undertaken on regular basis allowing issues to be addressed early. 5) Local trade union consultation and negotiation committees in place for teaching and support staff. 6) College is supportive of staff involvement in national job evaluation scheme and has open dialogue with Unions as to how staff can be supported.	3	3	9	9	↔	Principal
10	WCS 11	1.1 2.3 3.1 3.2	Ability to generate consistent levels of alternative income or to grow alternative income streams.	4	3	12	1) Alternative Income Strategy currently under development in response to requirements of Transformation Plan objectives. Strategy will be subject to review by Corporate Development Committee. 2) Annual financial budget agreed and monitored by the Corporate Development Committee. 3) Strong partnerships with local employers and stakeholders. 4) Operation planning process used to identify potential opportunities for income growth. 5) Adaption of course portfolio to meet student / employer needs. 6) Financial strategy and planning in place to address resource needs and redirect as required. 6) Review of resources required within Curriculum Development Planning procedure. 7) Commercial Development Group meets bi-monthly to review and address challenges of delivering alternative income.	3	3	9	6	↔	VP Educational Leadership
11	WCS 7	1.2 3.4	Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery.	3	4	12	1) Business Continuity webpage created to inform all staff and stakeholders of College approach to business continuity planning. 2) Business Continuity Plan available to relevant staff on OneDrive along with associated documents to assist during any incident (including creation of "battle boxes"). 3) College has achieved Cyber Essentials Plus accreditation and has in place IT recovery plans as part of overall business continuity planning process. 4) Training and scenario planning sessions undertaken on a quarterly basis with involvement from both teaching and support staff. Externally facilitates and lessons learned shared with staff. 5) Adequate insurance cover to assist in recovery after an incident. 6) Risk assessment process well embedded at strategic level now being further embedded at operational level.	3	3	9	9	↔	VP Operations

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation				Movement since last review	Executive Responsible
Risk No.	Risk Reference	Strategic Objective	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	Previous Score		
12	WCS 10	1.3 2.3	Failure to embed Workforce Plan resulting in lack of appropriate resources and skills being developed to achieve College strategic objectives and outcomes	4	3	12	1) College Workforce Plan and associated reporting requirements approved by the Board of Management. 2) Detailed teaching resource planning through use of curriculum mapping tool (CMAP). 3) Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities. 4) Itrent HR and payroll software developed to provide staff data and reports including an establishment report. 5) Professional Development Policies are aligned to strategic priorities. 6) Roll out of College CPD review process is ongoing and supports succession planning, leadership development and assists in mitigating the impact of the loss of key staff. 7) Internal audit reviewed workforce planning as part of 2018-19 audit plan. Internal audit recommendations were subject to final report from OD&HR Committee to the Audit Committee in May 2019 allowing the closure of the issues raised. 8) Staff skills survey being developed to allow the College to identify and address future skills gaps.	3	2	6	6	↔	Principal
13	WCS 13	3.4 4.1	Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	3	3	9	1) Data Protection Officer (DPO) appointed in compliance with legislative requirement. DPO is part of shared services agreement allowing the College to work collaboratively with other institutions. 2) DPO is undertaking review of departmental compliance with data legislation and addressing issues as required. Reports provided to working group on progress and issues identified / rectified. 3) College has a working group covering GDPR and data management issues with involvement from senior staff. The Group has oversight of the information risk assessment process. 4) Data Protection concepts and principles embedded within the operations of the College.	3	2	6	6	↔	Principal
14	WCS 14	1.2 3.4	Normal business activities are unduly affected due to the complexity of sequencing estates investment works	4	2	8	1) Detailed resource planning involving all relevant parties at stage to address any issues in advance of project start date. 2) Staff resource increased during 2018-19 to address the significant increase in level of expenditure and complexity of projects being undertaken. 3) Well embedded project / estate team with knowledge base that allows issues to be identified and addressed. 4) use of external professional advisors to provide oversight and critical review of proposed activities / plans.	3	2	6	6	↔	VP Operations

Corporate Strategy 2019-2025

Priorities		Objectives	
(1) Personalisation	We will deliver the skills solutions that employers are looking for and the learning outcomes that students want,	1.1	Developing Bespoke solutions, Fast
		1.2	Raising Aspirations and Enabling Students to achieve outcomes
		1.3	Recruiting and Retaining Talented People
(2) Collaboration	We will build the immersive relationships and make the connections that enhance value for	2.1	Creating Learning Pathways
		2.2	Immersive Partnerships
		2.3	Delivering Inclusive Growth
(3) Agile and Adaptive	We will develop the capability to respond to shifts in demand and seize new opportunities quickly' putting in place specialist delivery capabilities.	3.1	Developing new income opportunities
		3.2	Developing the Market
		3.3	Utilising Specialist Capabilities
		3.4	Managing for Resilience
(4) Digital	We will ensure that the College has the digital capacity and capabilities to deliver in a modern economy.	4.1	Using Data
		4.2	Inspirational Learning
		4.3	Developing the skills base

Tolerance Matrix and Scoring Grid

Probability	Score	Impact	Score
Almost Certain	6	Catastrophic	4
Very Likely	5	Critical	3
Likely	4	Marginal	2
Possible	3	Negligible	1
Very Unlikely	2		
Remote Chance	1		

Risks - Probability x Impact Score Grid

Almost Certain 6	6	12	18	24
Very Likely 5	5	10	15	20
Likely 4	4	8	12	16
Possible 3	3	6	9	12
Very Unlikely 2	2	4	6	8
Remote Chance 1	1	2	3	4
	Negligible 1	Marginal 2	Critical 3	Catastrophic 4

Risk Score - Direction of Travel

- ↔

Post mitigation risk score after review has remained static compared to the last time the register was reviewed.
- ↑

Post mitigation risk score after review has increased compared to the last time the register was reviewed.
- ↓

Post mitigation risk score after review has reduced compared to the last time the register was reviewed.



College Leaver Destinations 2017-18

SFC Statistical Publication

College Leaver Destinations 2017-18

Issue date: 15 October 2019

Reference: SFC/ST/08/2019

Summary: To inform stakeholders of the publication of the 2017-18 College Leaver Destinations measurements.

FAO: Principals and Directors of Scotland's colleges, students and parents.

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This is an official statistics publication

All official statistics should comply with the UK Statistics Authority's Code of Practice to Official Statistics, which promotes the production and dissemination of official statistics that inform decision-making. Find out more about the Code of Practice for Official Statistics at www.statisticsauthority.gov.uk/code-of-practice/



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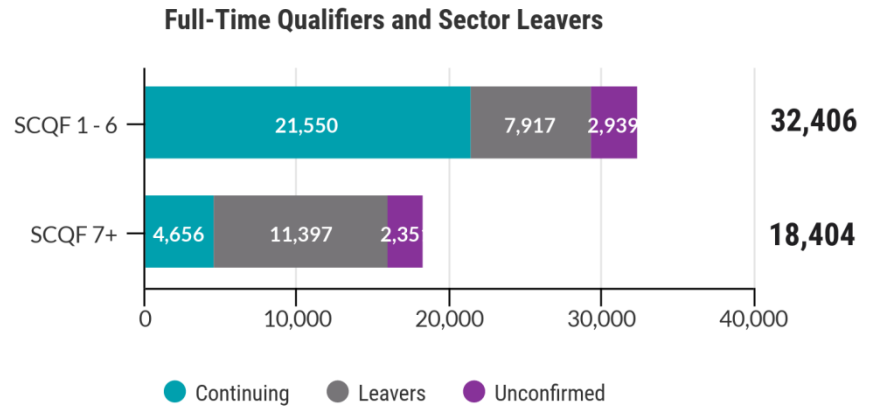
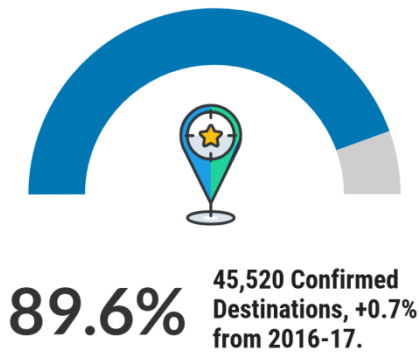
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Executive Summary

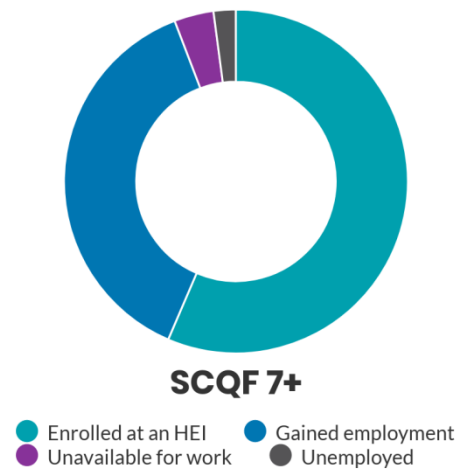
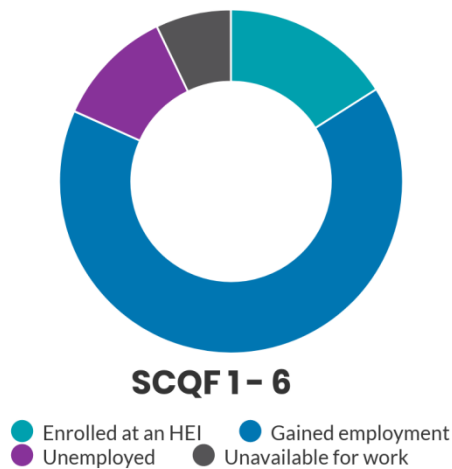
1. This publication provides information on the destinations of successful full-time college leavers in Scotland. It supports the Scottish Funding Council's work with colleges on outcome-based planning through Outcome Agreements and the Scottish Government's skills strategy, *Skills for Scotland* and *Developing the Young Workforce* – Scotland's Youth Employment strategy, by providing key measurements for progression to further study and employment for all age groups.
2. This is the fifth publication of College Leaver Destinations (CLD) for Scotland's colleges and covers the academic year 2017-18. This publication reports on the destinations of leavers 3-6 months after qualifying.
3. The key focus of this publication centres on **Sector Leavers** with the following showing the salient aspects for this group:
 - 19,314 qualifiers left the college sector and these Sector Leavers accounted for 42.4% of confirmed destinations.
 - 89.1% of Sector Leavers found positive destinations, an increase from last session's 88.3%.
 - 94.2% of qualifiers from SCQF (Scottish Credit and Qualifications Framework¹) 7+ went on to positive destinations.
 - Unemployment and unavailability for work for Sector Leavers reduced to 10.9% from 11.7% last session – although broken down by SCQF the distribution is notable: 18.3% at SCQF 1-6 compared with 5.8% at SCQF 7+.
4. Other highlights from all **confirmed** destinations in 2017-18 (both Sector Leavers and those who remain in college for further study) are:
 - 50,810 students qualified in 2017-18, with destinations confirmed for 45,520 (89.6%) up from 88.9% last session.
 - 95.4% of confirmed qualifiers moved on to positive destinations, up from 95.0%.
 - For those students who remained in education at college, 86.8% progressed to a higher level of study on the SCQF compared with 82.4% last session.

¹ Where a programme is not formally SCQF credit rated a 'broadly comparable' level can be assigned. This has been done by either comparing across to SCQF from other national frameworks if the programme has a level on another framework, or if this is not the case, using the SCQF Level Descriptors to identify the most appropriate level of learning for the programme of study. References to SCQF in this publication should be assumed to reflect this definition.

College Leaver Destinations 2017-18



Confirmed destinations of Sector Leavers



89.1%
Sector Leavers found positive destinations*, up 0.8% from 2016-17.



86.8%
of students who remained in college progressed to higher SCQF level of study, up 4.4%.



10.9%
of Sector Leavers unemployed/unavailable overall down 0.8% from 2016-17.



18.3%
of SCQF 1 - 6 Sector Leavers unemployed/unavailable, compared with 5.8% at SCQF 7+.



95.4%
of confirmed qualifiers moved on to positive destinations, up 0.4% from 2016-17.



94.2%
of SCQF 7+ qualifiers went on to positive destinations.

*Positive destinations are defined as qualifiers moving into work or further study.

Section 1: CLD Focus

5. As the CLD publication has evolved, Sector Leavers (those who have completed their journey in the college sector) have become the logical focus since this group allows observation of the effectiveness of the college sector in preparing students for life post-college. For this reason, the Sector Leavers are the primary focus of this year's publication.
6. Section 2.0 covers this Sector Leavers group in detail. All figures in this section are based on **confirmed destinations only** and breakdowns show numbers and proportions for SCQF1-6 to Higher Education Institution (HEI), SCQF7+ to HEI, Sector Leavers to work and Sector Leavers to negative destinations. Since the publication is concerned with where students go after leaving the college sector, this seems an appropriate division to provide an understanding of student movement and where work needs to be done.
7. Section 3.0 contains tables of SCQF progression for those who are continuing study in the sector. The tables here relate to previous publications to show trends.
8. The final sections provide the rationale for the CLD, and college/regional tables, this year including a sector leaver table for each college and region. These can be downloaded separately.

Section 2: Sector Leavers

Total qualifiers and confirmed destinations

9. In 2017-18 there were 50,810 student qualifiers from full-time courses. As a result of data matching exercises and supplementary surveys undertaken by the colleges, confirmed destinations account for 45,520 (89.6%) of these qualifiers which exceeds our 80% target for confirmed destinations.
10. Table 1 below provides an overview of the number of student qualifiers and confirmed destinations over the period 2013-14 to 2017-18.

Table 1: Student qualifiers and confirmed destinations 2013-14 to 2017-18

	CLD 2013-14	CLD 2014-15	CLD 2015-16	CLD 2016-17	CLD 2017-18
Student Qualifiers	52,556	50,198	50,682	50,298	50,810
Confirmed Destinations	45,144	43,387	44,183	44,716	45,520
% Confirmed Destinations	85.9%	86.4%	87.2%	88.9%	89.6%

11. This table demonstrates the improving proportion of confirmed destinations year-on-year which strengthens the validity of the findings in this report.

College Courses and Sector Leavers

12. The CLD is concerned with successful full-time qualifiers from college courses. Full-time college courses are most commonly one year in duration and are designed to allow students to progress from lower level courses to more advanced courses via learning pathways. Course literature commonly signposts that 'course A' will enable progression to 'course B' and steer the student towards employment in a particular area after completion of a number of progressing courses.
13. It is likely therefore that a student who enrolls at college after 4th year at school will have to study for a few years at college before they can expect to achieve a qualification at SCQF level 7 or 8. The journey is quicker depending on the point of entry and qualifications achieved prior to enrolment.
14. In light of this, the qualifiers are divided into those who will continue studies within college following this successfully completed course and those who have completed the college component of their learner journey: the Sector Leavers.
15. Sector Leavers are defined as those who do not stay in the college sector after qualifying and instead have moved into post-college destinations: work, study at university, or negative destinations such as unemployment after qualifying.

Table 2: 2017-18 Full-Time Qualifiers and Sector Leavers

	CLD Qualifiers 2017-18	Confirmed Destinations	Sector Leavers	Continuing College Study	Unconfirmed
SCQF 1-6	32,406	29,467 90.9%	7,917 24.4%	21,550 66.5%	2,939 9.1%
SCQF 7+	18,404	16,053 87.2%	11,397 61.9%	4,656 25.3%	2,351 12.8%
Total	50,810	45,520	19,314	26,206	5,290

16. Table 2 shows the total qualifiers, confirmed destinations and Sector Leaver numbers by SCQF level division for the 2017-18 CLD. Here we can observe that the majority of SCQF 1-6 qualifiers stay on at college: 66.5% compared to 24.4% who left the sector. At SCQF 7+ the inverse is observable: the majority of qualifiers left the sector: 61.9% compared to 25.3% continuing at college.
17. Chart A shows gradual change in the proportion of Sector Leavers from all levels from the confirmed destinations since 2015-16 (the period we have data of a quality allowing us to monitor the Sector Leavers). The trend for these leavers is to more positive destinations over the period 2015-16 to 2017-18. Positive

destinations this session increased for Sector Leavers by 0.8 percentage points (pp) to 89.1%.

Chart A: Sector Leaver Positive versus Negative Destinations

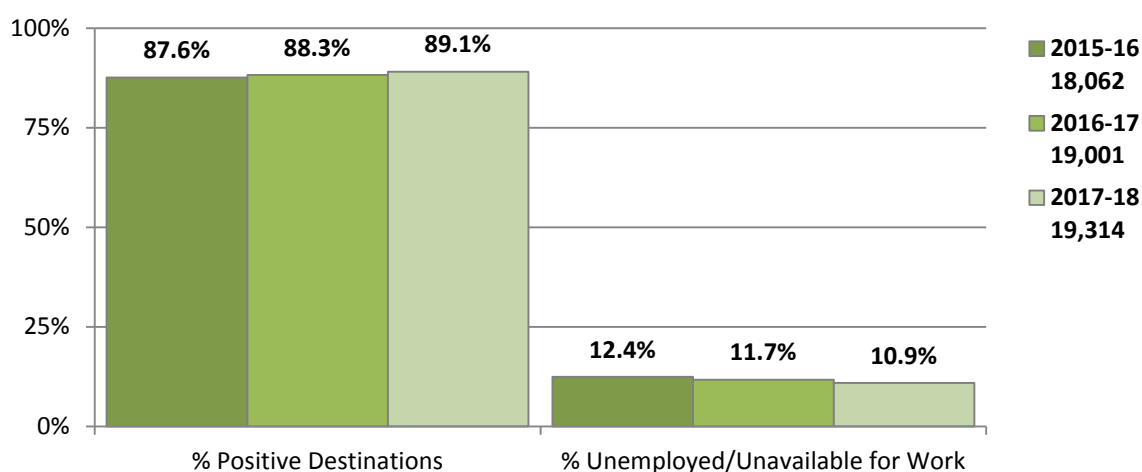


Table 3 Sector Leaver Comparison 2016-17 to 2017-18

	2016-17 Sector Leavers	% Sector Leavers	2017-18 Sector Leavers	% Sector Leavers	
Qualifiers Leaving College Sector	19,001 / 44,716	42.5%	19,314 / 45,520	42.4%	▽
SCQF 1-6 to University	1,251	6.6%	1,267	6.6%	▽
SCQF 7+ to University	6,582	34.6%	6,415	33.2%	▽
All levels into work	8,941	47.1%	9,519	49.3%	▲
Unemployed	1,476	7.8%	1,305	6.8%	▽
Unavailable for work ²	751	4.0%	808	4.2%	▲
		100%		100%	

18. Table 3 provides comparison of the destination proportions for students with confirmed destinations who left the sector in 2016-17 and 2017-18. Of the 19,314 Sector Leavers, the main movement was from SCQF 7+ moving on to university (which reduced by 1.4pp from 34.6% to 33.2%). By contrast, movement from all SCQF levels into work increased from 47.1% to 49.3%. In terms of negative destinations, unemployment again reduced this year from 7.8% to 6.8%.

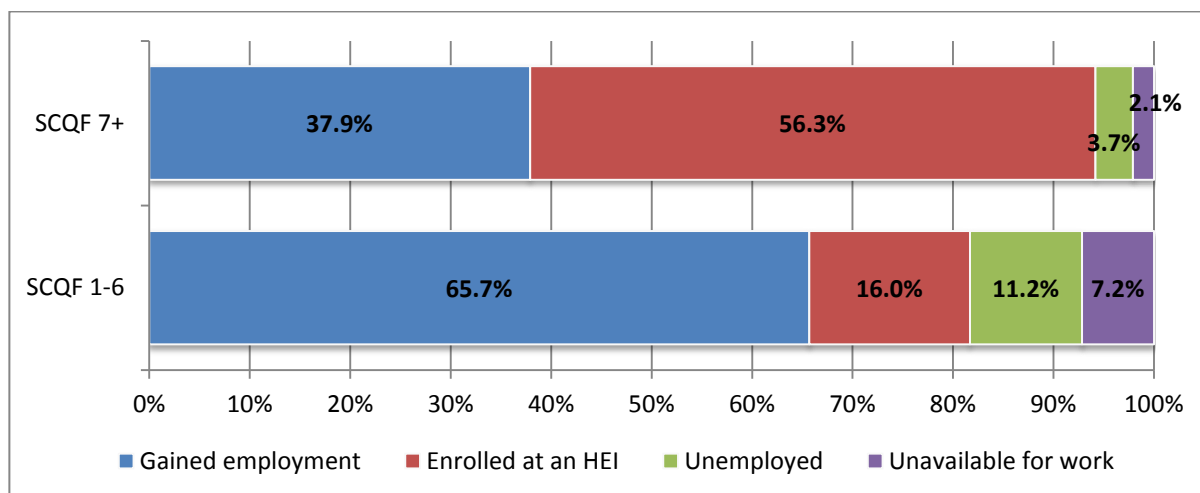
Sector Leaver Analysis

19. Previous iterations of this publication have focused on confirmed destination analysis. Last session the focus shifted towards a greater understanding of

² See Glossary for definition of *unavailable for work*.

those who leave the sector as it is this group that highlights the effectiveness of the college sector in preparing students for their post-college world. This publication primarily focuses on Sector Leavers. Chart B provides a more detailed overview of destination proportions for both groups.

Chart B: Confirmed destination of Sector Leavers by level, 2017-18



20. Unemployment and unavailability for work again show those completing SCQF 1-6 courses are more likely to end up in unemployment (at just under three times the proportion), although both groups saw a drop in unemployment compared to last session: SCQF 1-6 decreased from 12.7% to 11.2%, and SCQF 7+ decreased from 4.4% to 3.7%. Those from SCQF 1-6 also saw a 0.5pp increase in unavailability for work at 7.2%, compared to a fairly static 2.1% for the SCQF 7+ leavers.
21. Combining the totals of those gaining employment or enrolling at an HEI shows 81.7% of leavers who studied at the SCQF 1-6 level moved to a positive destination, compared to 80.6% last session. For SCQF 7+ level students 94.2% went on to further study or employment, compared to 93.6% last session.
22. We can also observe some interesting differences between the destinations for those studying at SCQF 1-6 versus SCQF 7+ students at college, the most interesting being the difference between the proportion of students at these levels who enrol at an HEI. It is evident that a student completing an SCQF 7+ course at college will be better qualified to progress to an HEI than someone at SCQF 1-6³.
23. For employment destinations, SCQF 1-6 students are more likely to go into work than SCQF 7+ leavers. The proportion for the SCQF 1-6 group will be higher because fewer from this group progress to study at an HEI, but the differences are worth noting: 65.7% of leavers from SCQF 1-6 level courses gain

³ See SFC's 2019 [Articulation publication](#) for details on movement from Scottish colleges to Scottish Universities.

employment within 3 to 6 months of leaving college compared to 37.9% for those completing SCQF 7+ programmes.⁴ Both groups show an increase over last session's figures: SCQF 1-6 into work showing an increase of 1.2pp and SCQF 7+ showing a 3.0pp increase.

24. Examining the division of Sector Leavers by gender⁵, we find females account for 57.2%: 4,061 from SCQF 1-6 and 6,995 from SCQF 7+, totalling 11,056 female Sector Leavers. Males account for 42.6%: 3,840 from SCQF 1-6 and 4,390 from SCQF 7+, totalling 8,230 male Sector Leavers. Table 4 gives a more detailed breakdown of the post-college destinations for males and females by SCQF level.

Table 4: Sector Leaver Destinations by Gender

	SCQF 1-6					SCQF 7+				
	Total	HEI%	Work %	Unemployed %	Unavailable %	Total	HEI%	Work%	Unemployed %	Unavailable %
Male	3,840	7.9%	75.1%	13.4%	3.6%	4,390	60.6%	34.3%	3.8%	1.3%
Female	4,061	23.7%	56.9%	9.0%	10.5%	6,995	53.6%	40.2%	3.6%	2.6%

25. We can see that at SCQF 1-6 the main difference between the genders involves the proportions of females moving to study in HEIs which is more than three times the proportion of males from the same levels: 23.7% compared to 7.9% for males. Both males and females predominantly go into work from this level with males pursuing work post-college 75.1% of the time compared to females at 56.9%. Unemployment for females is two thirds of that of males at 9.0% compared to 13.4% while we see females almost three times more likely to be unavailable for work than males.
26. At SCQF 7+, the picture is very different and the distribution of destinations is less marked. At this level males are more likely to go on to university study than females (60.6% compared to 53.6%), while females are more likely to go into work at 40.2% compared to 34.3%. Again at this level females are more likely to be unavailable for work at twice the proportion of the male group: 2.6% to 1.3%.
27. SIMD distribution of Sector Leavers at SCQF 1-6 drops progressively from the most deprived (1,136) to the least deprived (343) - Table 5a⁶. Movement to university across deciles ranges from 13.7% (in the second most deprived decile) to 18.7% from decile eight. Although the three most deprived deciles do

⁴ It should be noted that if the movement to study at an HEI is removed, we see that there is greater likelihood of those qualifying from SCQF 1-7 gaining employment than those who qualified from SCQF 1-6: 86.7% versus 78.2% respectively. The volume of movement at SCQF 7+ to HEIs masks this.

⁵ Other genders are not included in the analysis as numbers are too small.

⁶ SIMD decile assignment is based on known postcodes so total counts for SIMD analysis are less than overall counts.

have three of the four lowest conversion rates to university, there is an array of conversion across all deciles. Movement to work follows a similar pattern for the SCQF 1-6 group. The lowest movement to work is from decile one at 58.3% (decile one) but the highest level is found in decile six at 71.8%.

28. It is those who are unemployed and unavailable for work that follow the deprivation index most closely. In general the more deprived, the more likely to be unemployed – with decile seven the only decile not to follow this pattern. The range is also wide, with 16.5% unemployed at decile one compared to 7.6% at the least deprived decile 10. Unavailability for work follows this same pattern.

Table 5a: SCQF 1-6 Sector Leaver Destinations by SIMD⁷ 2016

		SCQF 1-6				
		Total	HEI%	Work %	Unemployed %	Unavailable %
Most Deprived	1	1,136	15.3%	58.3%	16.5%	9.9%
	2	1,099	13.7%	65.0%	12.5%	8.8%
	3	946	15.5%	61.8%	14.2%	8.5%
	4	899	16.2%	64.5%	11.7%	7.6%
	5	834	17.5%	66.3%	10.1%	6.1%
	6	770	14.2%	71.8%	8.8%	5.2%
Least Deprived	7	678	16.8%	68.0%	9.6%	5.6%
	8	680	18.7%	70.7%	5.9%	4.7%
	9	502	17.5%	70.3%	7.2%	5.0%
	10	343	17.2%	69.7%	7.6%	5.5%
		7,887	16.0%	65.7%	11.2%	7.1%

29. At SCQF 7+ examination of the deprivation index shows that numbers from the most-deprived deciles drop consistently until decile six when numbers level off around the one thousand mark per decile – Table 5b. In terms of movement post-college to university study, the less deprived the decile the more likely that university study is the destination: from decile one a Sector Leaver is likely to go to university just over half the time at 53.0%, while those least deprived go to university just under two-thirds of the time at 63.9%.
30. The highest level of work destinations at SCQF 7+ is from decile four at 41.9%, but there is a broad tendency that shows greater likelihood to enter work if you are in deciles one to five (the more deprived half) than six to ten. At the extremities, the least-deprived decile (decile 10) moved into positive destination 94.5% of the time compared to 92.4% from the most-deprived (decile one).

⁷ [Scottish Index of Multiple Deprivation 2016](#): the Scottish Index of Multiple Deprivation (SIMD) is The Scottish Government's official tool to identify areas of multiple deprivation in Scotland.

31. Again we see those who are unemployed following the deprivation index most closely. As with SCQF 1-6, in general the more deprived, the more likely the qualifier is to become unemployed.

Table 5b: SCQF 7+ Sector Leaver Destinations by SIMD 2016

		SCQF 7+			
		Total	HEI%	Work%	Unemployed % Unavailable %
Most Deprived	1	1,464	53.0%	39.4%	5.2%
	2	1,417	52.6%	40.4%	4.4%
	3	1,189	53.2%	40.1%	4.2%
	4	1,168	52.2%	41.9%	3.3%
	5	1,100	56.6%	37.7%	3.5%
	6	977	55.7%	38.9%	3.0%
Least Deprived	7	929	60.4%	36.5%	2.0%
	8	1,026	61.1%	34.6%	2.7%
	9	1,081	60.4%	34.7%	3.7%
	10	978	63.9%	30.6%	3.3%
		11,329	56.5%	37.8%	3.7%
					2.1%

32. Table 6 below provides information by subject groupings. It is worth pointing out that some percentages are based on small numbers, which make some percentages less reliable than others. What is clear is the benefit of staying in college to SCQF 7 or above as the benefits to destinations are clear across the table.
33. As Table 6 shows, *Care* students from SCQF 1-6 have an equal likelihood of going to an HEI or to work: 43.0%. They also show a relatively low rate of negative destinations at 14.0%; while for those in *Care* subjects qualifying from SCQF 7+ we see a swing to going on to university study at 53.9% while negative destinations drop to 5.1% for this group.
34. *Computing and ICT* shows the third highest proportion of SCQF 7+ qualifiers going on to university study at 71.8% (ignoring the low numbers for *Languages and ESOL*), with only 5.0% from this level finding negative destinations. By contrast, those studying *Computing and ICT* at SCQF 1-6 tend to go into work (63.1%), however more than a third (34.4%) of the 157 qualifiers at this level found negative destinations from this level – the highest level of negative destinations for any group apart from *Special Programmes*.
35. Sector Leavers from *Engineering* from SCQF 1-6 shows a strong move into work at 88.1% - second only to *Nautical Studies* - while those qualifying from *Engineering* at SCQF 7+ show similar levels of progress to university study and in to work: 46.5% and 49.2% respectively. Negative destinations from

Engineering at SCQF 7+ are less than half that of SCQF 1-6: 4.3% compared to 10.0%.

36. At SCQF 1-6 negative destinations range from 7.5% to 34.4% (excluding *Special Programmes* for now). *Computing and ICT* (discussed above), *Media* and *Business, Management and Administration* show the highest proportions of negative destinations. At SCQF 7+ negative destinations range from 2.0% to 11.3% (ignoring zero values), with the groupings with the highest levels of negative destinations being *Hairdressing, Beauty and Complementary Therapies, Media* and *Nautical Studies*.
37. Last session this publication noted that qualifiers from SCQF 1-6 *Special Programmes*, which are generally designed for students with additional support for learning, saw the lowest levels of positive destinations at 51.1%, which equates to 48.9% negative destinations. This has improved slightly this year with the distribution being 52.8% positive to 47.2% negative, but with almost half still finding negative destinations there is still work to be done.

Table 6: Sector Leavers by Subject Area

	SCQF 1-6					SCQF 7+				
	Total	HEI%	Work %	Unemployed %	Unavailable %	Total	HEI %	Work %	Unemployed %	Unavailable %
Art and design	252	44.4%	36.1%	9.9%	9.5%	847	60.1%	31.2%	5.7%	3.1%
Arts and Crafts										
Business, management and administration	234	5.6%	67.1%	15.0%	12.4%	1,896	67.9%	26.7%	3.2%	2.2%
Care	1,107	43.0%	43.0%	6.4%	7.6%	2,173	53.9%	41.0%	3.4%	1.7%
Computing and ICT	157	2.5%	63.1%	23.6%	10.8%	975	71.8%	23.2%	4.1%	0.9%
Construction	815	0.5%	79.0%	17.5%	2.9%	291	72.2%	23.4%	2.1%	2.4%
Education and training	123	2.4%	73.2%	13.8%	10.6%	237	16.9%	75.5%	4.6%	3.0%
Engineering	1,413	1.9%	88.1%	8.5%	1.5%	841	46.5%	49.2%	2.7%	1.5%
Hairdressing, beauty and complementary therapies	877	0.9%	76.7%	9.7%	12.7%	514	3.7%	85.0%	7.2%	4.1%
Hospitality and Tourism	544	1.7%	79.0%	12.5%	6.8%	440	41.8%	51.4%	3.2%	3.6%
Land-based industries	398	1.3%	80.4%	12.3%	6.0%	23	17.4%	73.9%	0.0%	8.7%
Languages and ESOL	335	9.6%	67.5%	6.9%	16.1%	5	100%	0.0%	0.0%	0.0%
Media	71	11.3%	57.7%	18.3%	12.7%	596	48.0%	41.6%	7.0%	3.4%
Nautical studies	53	0.0%	92.5%	3.8%	3.8%	102	1.0%	89.2%	9.8%	0.0%
Performing arts	59	25.4%	62.7%	8.5%	3.4%	564	41.7%	52.0%	3.9%	2.5%
Science	330	67.3%	23.0%	5.5%	4.2%	470	71.3%	24.7%	2.3%	1.7%
Social subjects	512	61.3%	26.8%	6.3%	5.7%	744	88.3%	9.7%	1.2%	0.8%
Special Programmes	335	0.0%	52.8%	29.6%	17.6%	-	-	-	-	-
Sport and leisure	302	5.0%	76.8%	13.6%	4.6%	681	56.1%	39.6%	2.3%	1.9%
All	7,917	16.0%	65.7%	11.2%	7.2%	11,397	56.3%	37.9%	3.7%	2.1%

Course relationship to work destinations

38. Of those Sector Leavers who moved into work (9,519 qualifiers), 7,449 gave information on the relationship between their studies and their work. This was 78.3% of this group. Table 7 shows two-thirds of Sector Leavers who answered this question found work related to their course of study.

Table 7: Course Relationship to work

Overall Cohort:		
Work related to course	4,956	66.5%
Work not related to course	2,493	33.5%
Total	7,449	

39. Table 8 shows work relationship to course by subject groupings. Figures were far better this year in establishing work to study relationships, but we still find some strange anomalies in this data. The proportions where the relationship is unknown vary from 1.8% to 49.3% unknown in comparison to last session's 9.6% to 62.2%. But again it is unlikely that only 38.2% of those studying engineering are obtaining jobs related to their studies with current STEM priorities. Examining those with the highest relationship between course and work, there continues to be a correlation between those subjects which are industry driven and those which include work placements that is worthy of observation.
40. The darker column shows the values for work that is related to study if we exclude the unknowns which serves to highlight which subject areas need to be more diligent in providing this information to improve accuracy.

Table 8: Course Relationship to Work by Subject Grouping

	Totals	Work related to course (% of known only)		Work related to course		Work not related to course		Work relationship unknown	
Art and design Arts and Crafts	355	137	43.5%	137	38.6%	178	50.1%	40	11.3%
Business, management and administration	664	362	62.8%	362	54.5%	214	32.2%	88	13.3%
Care	1,367	992	80.7%	992	72.6%	237	17.3%	138	10.1%
Computing and ICT	325	149	55.4%	149	45.8%	120	36.9%	56	17.2%
Construction	712	212	58.7%	212	29.8%	149	20.9%	351	49.3%
Education and training	269	211	84.7%	211	78.4%	38	14.1%	20	7.4%
Engineering	1,659	634	73.6%	634	38.2%	227	13.7%	798	48.1%
Hairdressing, beauty and complementary therapies	1,110	717	71.8%	717	64.6%	281	25.3%	112	10.1%
Hospitality and Tourism	656	407	71.7%	407	62.0%	161	24.5%	88	13.4%
Land-based industries	337	200	69.2%	200	59.3%	89	26.4%	48	14.2%
Languages and ESOL	226	119	53.6%	119	52.7%	103	45.6%	4	1.8%
Media	289	120	48.2%	120	41.5%	129	44.6%	40	13.8%
Nautical studies	140	102	95.3%	102	72.9%	5	3.6%	33	23.6%
Performing arts	330	152	50.0%	152	46.1%	152	46.1%	26	7.9%
Science	192	109	62.6%	109	56.8%	65	33.9%	18	9.4%
Social subjects	209	32	19.9%	32	15.3%	129	61.7%	48	23.0%
Special Programmes	177	95	76.0%	95	53.7%	30	16.9%	52	29.4%
Sport and leisure	502	206	52.6%	206	41.0%	186	37.1%	110	21.9%
	9,519	4,956	66.5%	4,956	52.1%	2,493	26.2%	2,070	21.7%

Section 3: SCQF Progression in the qualifiers going on to further study (all levels)

41. A great deal of work continues to be carried out to ensure SCQF levelling and broadly comparable levels are accurate to allow observation of progression within the learner journeys. Ideally progression upwards in SCQF should be evident as students move from one course to another, however it is not as clear cut as this as some students require learning at a similar level for a different skill – such as those working in construction – to afford them versatility, and others may be enhancing specific areas after qualifying at a higher level in a subject, for example qualifying in art then doing a jewellery course. Table 9 shows SCQF movement for those who continued in study after qualifying for all known SCQF levels.

Table 9: SCQF Progression for continued study (college and university)

Starting SCQF level	Count	Moving to a lower level	Staying at the same level	Progress to a higher level
1	31	0.0%	19.4%	80.6%
2	458	0.4%	39.3%	60.3%
3	1,032	2.9%	25.2%	71.9%
4	3,816	2.1%	14.7%	83.2%
5	8,176	3.1%	14.7%	82.3%
6	9,067	3.5%	8.5%	88.1%
7	5,980	1.7%	2.3%	96.0%
8	4,910	3.1%	6.8%	90.1%
9	139	19.4%	14.4%	66.2%
10	28	25.0%	46.4%	28.6%
	33,637	2.9%	10.3%	86.8%

42. As the table above demonstrates, for those continuing in study in college or university, the vast majority progress upwards: 86.8% (up from 86.3% last session). It is notable the highest conversion to upward movement is at SCQF 7, at 96.0%, where the HNC allows progress to HND at college as well as entry or articulation onto a degree. Of those not progressing upwards, we see 10.3% moving to study at the same level, i.e. widening their skillset at the same level, while 2.9% progress to a lower level, down from 3.5% last session.

Section 4: Further Information

43. The CLD measures are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.
44. It is our aim to continue to improve the quality of the dataset to facilitate comprehensive and accurate analysis for destinations of college students. As always, special note should be made of the efforts of the college sector in going the extra mile to secure as many confirmed destinations as possible. Again, the sector drove down the number of unconfirmed from 11.1% to 10.4%. The SFC extends its thanks to the efforts put in by those who are so central to this publication. We will continue the work to reduce the number of unconfirmed destinations next year through matching, our approach to collection and refinement of the process to further improve analysis. We would welcome feedback to inform modifications to the publication coverage and presentation.
45. Please pass any comments to Dr Scott Montgomery, email: smontgomery@sfc.ac.uk.

College Leaver Destinations 2017-18 Supplement: Developing Scotland's Young Workforce (KPI 4)

46. The SCQF progression of qualifiers continuing to further study is one of the central aspects of *Developing Scotland's Young Workforce* and KPI 4 which measures how many full-time qualifiers aged 16-24 progress under the definition of KPI 4. This is defined as those students who have successfully completed a full-time course, before moving into employment or higher level study.
47. Again this year, colleges and SFC have worked together to ensure that courses of study in this 2017-18 CLD collection are correctly mapped to SCQF levels for both the original course, and for continuing study, to allow us accurately to state what proportion of qualifiers moved forward, stayed the same or moved down with regard to SCQF.
48. Central to the KPI 4 is progression upwards in terms of SCQF level where a destination was to continue in education. Of the 16-24 year old cohort (36,061), 24,542 qualifiers continued to further study. Of these, the SCQF level for the destination course was ascertained for 24,299 with 21,006 moving upwards one or more SCQF levels (86.4% of those continuing study up from 86.0%). Table S1.0 shows SCQF movement from 2017-18 to 2018-19.

Table S1.0: 16-24 Group SCQF movement

Starting SCQF level	Count	Moving to a lower level	Staying at the same level	Progress to a higher level
1	31	0.0%	19.4%	80.6%
2	321	0.6%	41.1%	58.3%
3	769	3.8%	28.9%	67.4%
4	2,791	2.8%	16.5%	80.7%
5	5,682	2.9%	15.6%	81.5%
6	6,262	3.7%	8.5%	87.8%
7	4,509	1.6%	1.7%	96.6%
8	3,848	2.9%	6.4%	90.7%
9	73	26.0%	16.4%	57.5%
10	13	30.8%	23.1%	46.2%
	24,299	2.9%	10.6%	86.4%

49. The other aspect of the KPI 4 concerns those entering work (including Modern Apprenticeships) and training. Table S1.1 gives figures for those in the 16-24 group who meet these requirements.

Table S1.1: 16-24 Group Modern Apprenticeships/training/work

	Modern Apprenticeship	Training	Work
Qualifying Course SCQF Level			
1	0	0	4
2	0	1	10
3	30	11	80
4	211	54	420
5	903	62	1,136
6	368	15	839
7	283	4	960
8	113	5	1,295
9	0	0	59
10	0	0	114
	1,908	152	4,917

50. The KPI 4 is calculated as the proportion of 16-24 year old students who fall into the following categories: those moving upwards in SCQF, those in training, those in Modern Apprenticeships and those in other work. In the 2017-18 CLD this gives: 21,006 moving upwards in SCQF + 152 in training + 1,908 in Modern Apprenticeships + 4,917 in work = 27,983 qualifiers. This equates to **85.6%** of confirmed qualifiers (**27,983/32,702**) up 0.3pp from 85.3% in 2016-17 (see Table S1.2).

Table S1.2: KPI 4 comparison 2016-17 to 2017-18

	CLD 2016-17			CLD 2017-18		
		All Qual	Conf.Dest		All Qual	Conf.Dest
SCQF Progression	21,035	58.1%	64.0%	21,006	58.3%	64.2%
Training	277	0.8%	0.8%	152	0.4%	0.5%
Modern Apprenticeship	2,182	6.0%	6.6%	1,908	5.3%	5.8%
Work	4,515	12.5%	13.7%	4,917	13.6%	15.0%
Total	28,009	77.3%	85.3%	27,983	77.6%	85.6%
Confirmed Destinations	32,844			32,702		
Total Qualifiers	36,229			36,061		

College Leaver Destinations 2017-18 Supplement: College Destinations

51. Scotland has 26 colleges divided among the 13 regions. Many are single college regions, while some have a number of colleges in the region, e.g. Highlands and Islands, Glasgow and Lanarkshire. The colleges vary considerably in their geographical locations, course provision as well as the needs of the industries of the local areas. As such, direct comparison of the colleges is not always valuable.
52. The student full-time qualifiers from colleges vary considerably from 54 in Newbattle Abbey College to 5,696 at City of Glasgow College, with the five largest colleges each having well over 4,000 qualifiers in 2017-18.
53. Table S2.1 gives detail of individual college confirmed destination rates; Table S2.2 gives percentages of college cohorts in positive/other/negative/unconfirmed destinations; Table S2.3 shows the positive/negative split; while Table S2.4 covers the college figures for those entering study/work/other/negative destinations. Table S2.5 gives Sector Leaver information per college.

Note: all values under five have been removed from the following tables.

Table S2.1: College Qualifier Destination Confirmation Rate

COLLEGE		Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)	
AYRSHIRE COLLEGE	▽	4,526	3,961	565	87.5%	▲
BORDERS COLLEGE	▲	682	606	76	88.9%	▽
DUMFRIES AND GALLOWAY COLLEGE	▽	925	838	87	90.6%	▽
DUNDEE AND ANGUS COLLEGE	▲	3,862	3,362	500	87.1%	▲
EDINBURGH COLLEGE	▽	5,203	4,519	684	86.9%	▽
FIFE COLLEGE	▲	3,345	3,210	135	96.0%	▲
FORTH VALLEY COLLEGE	▽	1,511	1,415	96	93.6%	▲
NEWBATTLE ABBEY COLLEGE	▽	54	52	0	96.3%	▲
NORTH EAST SCOTLAND COLLEGE	▲	3,853	3,721	132	96.6%	▽
SCOTTISH RURAL COLLEGE (SRUC)	▽	508	484	24	95.3%	▲
WEST COLLEGE SCOTLAND	▽	4,779	4,075	704	85.3%	▲
WEST LoTHIAN COLLEGE	▲	1,397	1,263	134	90.4%	▽
CITY OF GLASGOW COLLEGE	▲	5,696	5,096	600	89.5%	▽
GLASGOW CLYDE COLLEGE	▲	4,146	3,530	616	85.1%	▲
GLASGOW KELVIN COLLEGE	▽	1,574	1,379	195	87.6%	▲
NEW COLLEGE LANARKSHIRE	▲	4,635	4,183	452	90.2%	▽
SOUTH LANARKSHIRE COLLEGE	▲	1,412	1,340	72	94.9%	▲
ARGYLL COLLEGE (UHI)	▽	136	127	9	93.4%	▽
INVERNESS COLLEGE (UHI)	▲	759	725	34	95.5%	▲
LEWS CASTLE COLLEGE (UHI)	▽	85	82	0	96.5%	▲
MORAY COLLEGE (UHI)	▽	439	399	40	90.9%	▲
NORTH HIGHLAND COLLEGE (UHI)	▽	216	205	11	94.9%	▽
ORKNEY COLLEGE (UHI)	▽	42	40	0	95.2%	▲
PERTH COLLEGE (UHI)	▲	819	720	99	87.9%	▽
SHETLAND COLLEGE (UHI)	▽	62	60	0	96.8%	▽
WEST HIGHLAND COLLEGE (UHI)	▽	144	128	16	88.9%	▽
NATIONAL	▲	50,810	45,520	5,290	89.6%	▲

Table S2.2: College positive/other/negative/unconfirmed (all)

COLLEGE	Positive		Other		Negative		Unconfirmed	
AYRSHIRE COLLEGE	▲	3,797 83.9%	65 1.4%		99 2.2%		565 12.5%	
BORDERS COLLEGE	▼	569 83.4%	14 2.1%		23 3.4%		76 11.1%	
DUMFRIES AND GALLOWAY COLLEGE	▼	791 85.5%	21 2.3%		26 2.8%		87 9.4%	
DUNDEE AND ANGUS COLLEGE	▲	3,174 82.2%	54 1.4%		134 3.5%		500 12.9%	
EDINBURGH COLLEGE	▼	4,334 83.3%	84 1.6%		101 1.9%		684 13.1%	
FIFE COLLEGE	▲	3,047 91.1%	53 1.6%		110 3.3%		135 4.0%	
FORTH VALLEY COLLEGE	▲	1,330 88.0%	17 1.1%		68 4.5%		96 6.4%	
NEWBATTLE ABBEY COLLEGE	▲	52 96.3%	0 0.0%		0 0.0%		0 0.0%	
NORTH EAST SCOTLAND COLLEGE	▲	3,540 91.9%	54 1.4%		127 3.3%		132 3.4%	
SCOTTISH RURAL COLLEGE (SRUC)	▲	450 88.6%	11 2.2%		23 4.5%		24 4.7%	
WEST COLLEGE SCOTLAND	▲	3,885 81.3%	67 1.4%		123 2.6%		704 14.7%	
WEST LOTHIAN COLLEGE	▼	1,212 86.8%	13 0.9%		38 2.7%		134 9.6%	
CITY OF GLASGOW COLLEGE	▼	4,899 86.0%	47 0.8%		150 2.6%		600 10.5%	
GLASGOW CLYDE COLLEGE	▼	3,430 82.7%	10 0.2%		90 2.2%		616 14.9%	
GLASGOW KELVIN COLLEGE	▲	1,326 84.2%	16 1.0%		37 2.4%		195 12.4%	
NEW COLLEGE LANARKSHIRE	▼	3,949 85.2%	53 1.1%		181 3.9%		452 9.8%	
SOUTH LANARKSHIRE COLLEGE	▼	1,257 89.0%	12 0.8%		71 5.0%		72 5.1%	
ARGYLL COLLEGE (UHI)	▲	119 87.5%	0 0.0%		5 3.7%		9 6.6%	
INVERNESS COLLEGE (UHI)	▲	685 90.3%	10 1.3%		30 4.0%		34 4.5%	
LEWS CASTLE COLLEGE (UHI)	▲	79 92.9%	0 0.0%		0 0.0%		0 0.0%	
MORAY COLLEGE (UHI)	▲	384 87.5%	6 1.4%		9 2.1%		40 9.1%	
NORTH HIGHLAND COLLEGE (UHI)	▼	193 89.4%	0 0.0%		9 4.2%		11 5.1%	
ORKNEY COLLEGE (UHI)	▲	40 95.2%	0 0.0%		0 0.0%		0 0.0%	
PERTH COLLEGE (UHI)	▼	688 84.0%	14 1.7%		18 2.2%		99 12.1%	
SHETLAND COLLEGE (UHI)	▼	59 95.2%	0 0.0%		0 0.0%		0 0.0%	
WEST HIGHLAND COLLEGE (UHI)	▼	118 81.9%	0 0.0%		6 4.2%		16 11.1%	
NATIONAL	▲	43,407 85.4%	632 1.2%		1,481 2.9%		5,290 10.4%	

Table S2.3: College positive/other/negative (confirmed)

COLLEGE	Positive			Other		Negative	
AYRSHIRE COLLEGE	▲	3,797	95.9%	65	1.6%	99	2.5%
BORDERS COLLEGE	▲	569	93.9%	14	2.3%	23	3.8%
DUMFRIES AND GALLOWAY COLLEGE	▲	791	94.4%	21	2.5%	26	3.1%
DUNDEE AND ANGUS COLLEGE	▼	3,174	94.4%	54	1.6%	134	4.0%
EDINBURGH COLLEGE	▼	4,334	95.9%	84	1.9%	101	2.2%
FIFE COLLEGE	▼	3,047	94.9%	53	1.7%	110	3.4%
FORTH VALLEY COLLEGE	▲	1,330	94.0%	17	1.2%	68	4.8%
NEWBATTLE ABBEY COLLEGE	▲	52	100.0%	0	0.0%	0	0.0%
NORTH EAST SCOTLAND COLLEGE	▲	3,540	95.1%	54	1.5%	127	3.4%
SCOTTISH RURAL COLLEGE (SRUC)	▼	450	93.0%	11	2.3%	23	4.8%
WEST COLLEGE SCOTLAND	▼	3,885	95.3%	67	1.6%	123	3.0%
WEST LOTHIAN COLLEGE	▼	1,212	96.0%	13	1.0%	38	3.0%
CITY OF GLASGOW COLLEGE	▼	4,899	96.1%	47	0.9%	150	2.9%
GLASGOW CLYDE COLLEGE	▼	3,430	97.2%	10	0.3%	90	2.5%
GLASGOW KELVIN COLLEGE	▼	1,326	96.2%	16	1.2%	37	2.7%
NEW COLLEGE LANARKSHIRE	▲	3,949	94.4%	53	1.3%	181	4.3%
SOUTH LANARKSHIRE COLLEGE	▼	1,257	93.8%	12	0.9%	71	5.3%
ARGYLL COLLEGE (UHI)	▲	119	93.7%	0	0.0%	5	3.9%
INVERNESS COLLEGE (UHI)	▼	685	94.5%	10	1.4%	30	4.1%
LEWS CASTLE COLLEGE (UHI)	▲	79	96.3%	0	0.0%	0	0.0%
MORAY COLLEGE (UHI)	▲	384	96.2%	6	1.5%	9	2.3%
NORTH HIGHLAND COLLEGE (UHI)	▶	193	94.1%	0	0.0%	9	4.4%
ORKNEY COLLEGE (UHI)	▲	40	100.0%	0	0.0%	0	0.0%
PERTH COLLEGE (UHI)	▼	688	95.6%	14	1.9%	18	2.5%
SHETLAND COLLEGE (UHI)	▼	59	98.3%	0	0.0%	0	0.0%
WEST HIGHLAND COLLEGE (UHI)	▼	118	92.2%	0	0.0%	6	4.7%
NATIONAL	▲	43,407	95.4%	632	1.4%	1,481	3.3%

Table S2.4: College work/study/ other/negative (confirmed)

COLLEGE	Work			Study			Other		Negative	
AYRSHIRE COLLEGE	▲	665	16.8%	▶	3,132	79.1%	65	1.6%	99	2.5%
BORDERS COLLEGE	▲	202	33.3%	▼	367	60.6%	14	2.3%	23	3.8%
DUMFRIES AND GALLOWAY COLLEGE	▼	210	25.1%	▲	581	69.3%	21	2.5%	26	3.1%
DUNDEE AND ANGUS COLLEGE	▲	677	20.1%	▼	2,497	74.3%	54	1.6%	134	4.0%
EDINBURGH COLLEGE	▼	885	19.6%	▲	3,449	76.3%	84	1.9%	101	2.2%
FIFE COLLEGE	▲	873	27.2%	▼	2,174	67.7%	53	1.7%	110	3.4%
FORTH VALLEY COLLEGE	▲	429	30.3%	▼	901	63.7%	17	1.2%	68	4.8%
NEWBATTLE ABBEY COLLEGE	▼	0	0.0%	▲	51	98.1%	0	0.0%	0	0.0%
NORTH EAST SCOTLAND COLLEGE	▲	998	26.8%	▲	2,542	68.3%	54	1.5%	127	3.4%
SCOTTISH RURAL COLLEGE (SRUC)	▲	188	38.8%	▼	262	54.1%	11	2.3%	23	4.8%
WEST COLLEGE SCOTLAND	▲	693	17.0%	▼	3,192	78.3%	67	1.6%	123	3.0%
WEST LOTHIAN COLLEGE	▲	314	24.9%	▼	898	71.1%	13	1.0%	38	3.0%
CITY OF GLASGOW COLLEGE	▼	879	17.2%	▲	4,020	78.9%	47	0.9%	150	2.9%
GLASGOW CLYDE COLLEGE	▼	515	14.6%	▶	2,915	82.6%	10	0.3%	90	2.5%
GLASGOW KELVIN COLLEGE	▼	191	13.9%	▲	1,135	82.3%	16	1.2%	37	2.7%
NEW COLLEGE LANARKSHIRE	▼	869	20.8%	▲	3,080	73.6%	53	1.3%	181	4.3%
SOUTH LANARKSHIRE COLLEGE	▼	299	22.3%	▶	958	71.5%	12	0.9%	71	5.3%
ARGYLL COLLEGE (UHI)	▲	42	33.1%	▲	77	60.6%	0	0.0%	5	3.9%
INVERNESS COLLEGE (UHI)	▲	222	30.6%	▼	463	63.9%	10	1.4%	30	4.1%
LEWS CASTLE COLLEGE (UHI)	▲	25	30.5%	▼	54	65.9%	0	0.0%	0	0.0%
MORAY COLLEGE (UHI)	▼	40	10.0%	▲	344	86.2%	6	1.5%	9	2.3%
NORTH HIGHLAND COLLEGE (UHI)	▲	85	41.5%	▼	108	52.7%	0	0.0%	9	4.4%
ORKNEY COLLEGE (UHI)	▲	17	42.5%	▼	23	57.5%	0	0.0%	0	0.0%
PERTH COLLEGE (UHI)	▼	128	17.8%	▲	560	77.8%	14	1.9%	18	2.5%
SHETLAND COLLEGE (UHI)	▲	29	48.3%	▼	30	50.0%	0	0.0%	0	0.0%
WEST HIGHLAND COLLEGE (UHI)	▼	43	33.6%	▲	75	58.6%	0	0.0%	6	4.7%
NATIONAL	▲	9,519	20.9%	▼	33,888	74.4%	632	1.4%	1,481	3.3%

Table S2.5: Sector Leavers by College

Institution name	Combined					SCQF 1-6					SCQF 7+				
	Total	HEI %	Work %	Unemployed %	Unavailable %	Total	HEI %	Work %	Unemployed %	Unavailable %	Total	HEI %	Work %	Unemployed %	Unavailable %
AYRSHIRE COLLEGE	1,305	36.5%	51.0%	5.9%	6.7%	495	12.3%	67.1%	10.9%	9.7%	810	51.2%	41.1%	2.8%	4.8%
BORDERS COLLEGE	286	16.4%	70.6%	5.9%	7.0%	186	5.9%	74.7%	8.6%	10.8%	100	36.0%	63.0%	1.0%	0.0%
DUMFRIES AND GALLOWAY COLLEGE	387	33.6%	54.3%	6.2%	5.9%	209	13.4%	67.0%	11.0%	8.6%	178	57.3%	39.3%	0.6%	2.8%
DUNDEE AND ANGUS COLLEGE	1,457	40.6%	46.5%	7.5%	5.4%	664	16.7%	61.4%	13.1%	8.7%	793	60.7%	33.9%	2.9%	2.5%
EDINBURGH COLLEGE	2,060	48.1%	43.0%	4.5%	4.5%	866	25.4%	59.6%	7.7%	7.3%	1,194	64.5%	30.9%	2.1%	2.5%
FIFE COLLEGE	1,311	21.0%	66.6%	7.2%	5.2%	609	6.4%	74.5%	11.0%	8.0%	702	33.6%	59.7%	4.0%	2.7%
FORTH VALLEY COLLEGE	664	22.6%	64.6%	9.0%	3.8%	287	6.3%	71.8%	16.0%	5.9%	377	35.0%	59.2%	3.7%	2.1%
NEWBATTLE ABBEY COLLEGE	31	96.8%	3.2%	0.0%	0.0%	15	93.3%	6.7%	0.0%	0.0%	16	100.0%	0.0%	0.0%	0.0%
NORTH EAST SCOTLAND COLLEGE	1,930	38.9%	51.7%	5.6%	3.8%	899	10.1%	74.9%	9.3%	5.7%	1,031	64.0%	31.5%	2.3%	2.1%
SCOTTISH RURAL COLLEGE (SRUC)	222	0.0%	84.7%	9.5%	5.9%	222	0.0%	84.7%	9.5%	5.9%	0	-	-	-	-
WEST COLLEGE SCOTLAND	1,406	37.2%	49.3%	8.3%	5.3%	513	15.6%	60.8%	13.8%	9.7%	893	49.6%	42.7%	5.0%	2.7%
WEST LOTHIAN COLLEGE	556	34.4%	56.5%	6.3%	2.9%	239	18.0%	66.1%	10.9%	5.0%	317	46.7%	49.2%	2.8%	1.3%
CITY OF GLASGOW COLLEGE	2,574	58.2%	34.1%	5.5%	2.1%	305	5.6%	68.5%	16.4%	9.5%	2,269	65.3%	29.5%	4.1%	1.1%
GLASGOW CLYDE COLLEGE	1,468	58.1%	35.1%	6.0%	0.8%	510	35.9%	55.5%	7.5%	1.2%	958	69.9%	24.2%	5.2%	0.6%
GLASGOW KELVIN COLLEGE	581	58.0%	32.9%	5.7%	3.4%	199	49.2%	32.7%	13.1%	5.0%	382	62.6%	33.0%	1.8%	2.6%
NEW COLLEGE LANARKSHIRE	1,574	29.9%	55.2%	10.2%	4.6%	598	13.0%	59.5%	19.4%	8.0%	976	40.3%	52.6%	4.6%	2.6%
SOUTH LANARKSHIRE COLLEGE	643	40.6%	46.5%	10.0%	3.0%	265	27.2%	55.1%	11.7%	6.0%	378	50.0%	40.5%	8.7%	0.8%
ARGYLL COLLEGE (UHI)	55	9.1%	76.4%	5.5%	9.1%	43	2.3%	79.1%	7.0%	11.6%	12	33.3%	66.7%	0.0%	0.0%
INVERNESS COLLEGE (UHI)	313	16.3%	70.9%	7.7%	5.1%	308	16.6%	70.8%	7.5%	5.2%	5	0.0%	80.0%	20.0%	0.0%
LEWS CASTLE COLLEGE (UHI)	31	9.7%	80.6%	3.2%	6.5%	31	9.7%	80.6%	3.2%	6.5%	0	-	-	-	-
MORAY COLLEGE (UHI)	62	11.3%	64.5%	14.5%	9.7%	62	11.3%	64.5%	14.5%	9.7%	0	-	-	-	-
NORTH HIGHLAND COLLEGE (UHI)	100	3.0%	85.0%	8.0%	4.0%	98	3.1%	84.7%	8.2%	4.1%	0	-	-	-	-
ORKNEY COLLEGE (UHI)	20	15.0%	85.0%	0.0%	0.0%	20	15.0%	85.0%	0.0%	0.0%	0	-	-	-	-
PERTH COLLEGE (UHI)	178	10.1%	71.9%	6.7%	11.2%	174	10.3%	71.8%	6.3%	11.5%	0	-	-	-	-
SHETLAND COLLEGE (UHI)	40	25.0%	72.5%	0.0%	2.5%	40	25.0%	72.5%	0.0%	2.5%	0	-	-	-	-
WEST HIGHLAND COLLEGE (UHI)	60	11.7%	71.7%	8.3%	8.3%	60	11.7%	71.7%	8.3%	8.3%	0	-	-	-	-
All	19,314	39.8%	49.3%	6.8%	4.2%	7,917	16.0%	65.7%	11.2%	7.2%	11,397	56.3%	37.9%	3.7%	2.1%

Appendix: Methodology, Data Sources and Data Definitions

CLD Rationale

54. The CLD collection forms a central element in understanding the learner journey through and beyond college education. The dataset has evolved from the need to develop a robust sector-wide method of collecting information to enable the National Performance Measure on Destinations and Employment to be established and to monitor *Scotland's Youth Employment Strategy, Developing the Young Workforce*.
55. Prior to the first survey in 2013-14 there was a general lack of valid and reliable college leaver destination data for FE (non-advanced) qualifiers, while poor response rates were associated with the data collected by SFC for a number of years on full-time HE (advanced) qualifiers through the First Destinations Graduate Survey (FDG). These things demonstrated the need to establish a coherent, systematic and comprehensive way of collecting and reporting on the destinations of college students who successfully completed courses. The benefits of such a collection are manifold and include:
 - Facilitating reporting on full-time college leavers going into positive destinations year-on-year at national, regional and college level.
 - Demonstrating the impact of the college sector to the individual, the economy and to society.
 - Helping colleges to ensure relevance and effectiveness of provision.
 - Guiding colleges to equip learners to make informed choices.
 - Providing evidence to inform regional curriculum planning and to aid in the design of learning programmes.
56. Since the 2013-14 CLD publication (December 2015), the endeavour has been to improve the quality of the data to provide accurate information and conclusions. A great deal of work has been undertaken by the colleges to ensure the most robust picture of College Leaver Destinations from the dataset, while refinement of data matching has also been central to the high proportion of confirmed destinations.
57. Changes in the Further Education Statistics (FES) collection of college data were implemented in the 2016-17 session to provide a robust and accurate measure of progression of SCQF level or broadly comparable level for those continuing study.
58. Building on the enhancements for equalities data introduced in CLD 2015-16, we have continued to enrich our understanding of the sector this year through establishing the relationship of courses to jobs for those who enter the

workplace as a destination as well as providing analysis of rurality to enrich the detail and validity of analysis from this dataset.

Sources of Destinations

59. The CLD continues to build on 'best practice' as well as to improve data linkage for 16-24 year olds with Skills Development Scotland (SDS) and the Students Award Agency for Scotland (SAAS) to reduce the collection burden and to improve data integrity. The target confirmed destination rate again was set at 80% in line with the target rate for HESA's annual Destination of Leavers from Higher Education (DLHE). Table A1 shows the numbers and percentages from data linkage and other sources used in compiling this dataset.

Table A1: Sources of CLD 2017-18 Data

Source	Count	%
COLLEGE	5,199	10.2%
FAMILY	295	0.6%
FES	24,147	47.5%
INDIVIDUAL	9,260	18.2%
MISSING	5,597	11.0%
OTHER	555	1.1%
SDS	5,111	10.1%
UCAS	646	1.3%
	50,810	100%

60. We continue to develop the collection quality assurance processes and to refine and extend the use of data linkage to improve the completeness and robustness of these data. Other key areas for development include:
- Consistency of collection methods.
 - Integrity of destinations evidence collected anecdotally.
 - Confirmed destination rates.
 - Improving SCQF and broadly comparable level accuracy.
 - Addition of employment relationship to course field added.

Contextualising the College Sector

61. It is important to recognise what the college sector is to fully appreciate the value of the destinations information in this publication and why the distribution of destinations for college qualifiers fall as they do. There is an unfortunate tendency to see college and university as the same thing - since students can progress from one to the other - but this is an oversimplification and does not capture the differences within the tertiary sector.
62. The university sector is most easily understood: a significant proportion enrol on a degree course and four years later graduate from the programme with

their degree and, most frequently, move into the world of employment. A cursory examination of the Higher Education Statistical Agency's (HESA) destinations⁸ demonstrates this trend with university destinations almost the exact inverse of what is happening in the college sector. The focus on Sector Leavers in this publication perhaps adds a more comparable analysis of the college leavers, but the difference in the sectors should always be kept in mind.

Notes: Care should be taken when comparing figures in the publication to ensure percentages are of the same type for valid comparison – and especially when comparing with previous CLD publications.

Table and chart percentages are driven from raw figures so rounding may produce some apparent addition errors.

⁸ <https://www.hesa.ac.uk/data-and-analysis/students/destinations>

Definitions

Sector Leavers:	Qualifiers who do not stay in the college sector after qualifying and instead have move into post-college destinations: work, study at university and negative destinations such as unemployment. This CLD the national figure for Sector Leavers was 19,314 .
Unconfirmed qualifiers:	Qualifiers where contact could not be made.
Positive Destinations:	Defined in the <i>National Measure: Destination and Employment</i> as the number and proportion of college qualifiers in work, training and/or further study 3-6 months after qualifying. Separate figures are reported for FE (non-advanced) and HE (advanced) levels course qualifiers.
All qualifiers:	Refers to qualifiers for whom we have confirmed destinations <i>and</i> those qualifiers who remain unconfirmed. This CLD the national figure for all qualifiers was 50,810 .
Confirmed qualifiers:	Refers to only those qualifiers for whom we have confirmed destinations. This CLD the national figure for confirmed qualifiers was 45,520 .
Further study or training:	Qualifiers who are continuing with full-time or part-time study, training or research at college or university.
Entering employment:	For those in full-time and part-time work only (including self-employed/freelance, voluntary/unpaid, developing a professional portfolio/creative practice or on an internship). Also includes qualifiers who were not currently in employment but who secured employment that was set to commence by 31 March 2019.
Unemployed:	This applies to qualifiers <i>Unemployed and looking for work</i> .
Unavailable to work:	Qualifiers who are: <i>taking time out in order to travel; Permanently unable to work/retired; Temporarily</i>

sick/unable to work/looking after home/family; and those not employed but not looking for employment, further study or training.

KPI 4 definition: KPI 4 on *Destinations & Employment for Developing Scotland's Young Workforce*: The percentage of 16-24 year old college students who have successfully completed a full-time course moving into employment or higher level study. [Employment includes Modern Apprenticeships and continued study *must* show upwards progression in SCQF level.]

SCQF: [SCQF](#) refers to a programme's SCQF level or a 'broadly comparable' level for non-SCQF credit rated provision.

Note: The CLD percentages in this publication are reported as percentages of all qualifiers as well as a breakdown of the percentages for confirmed destinations. When making comparisons, care should be taken to ensure understanding of what a given percentage reflects since 'confirmed' versus 'all' can generate two very different pictures. For example, if we report on qualifiers entering a positive destination as a percentage of all qualifiers, we have 85.4% (43,407 of 50,810 qualifiers); if we report those same qualifiers as a percentage of those students for whom we have confirmed destinations, we have 95.4% (43,407 of 45,520 qualifiers with confirmed destinations).

Previous CLD Publications

63. Figures and percentages referring to previous CLD publications are taken from the original publications:

- [College Leaver Destinations 2013-14](#) (Experimental Statistics: data being developed) [Ref: SFC/ST/07/2015].
- [College Leaver Destinations 2014-15](#) [SFC/ST/07/2016].
- [College Leaver Destinations 2015-16](#) [SFC/ST/07/2017].
- [College Leaver Destinations 2016-17](#) [SFC/ST/07/2018].

Quality Standard Committee Meeting

Date – 24 October 2019

Time – 15:00 – 16:30

Location Ardgowan 4 – West College, Greenock Campus

Chair – Cathy MacNab (CM) Assistant Principal, Performance and Skills

Present:

Curriculum - Susan Carton (SC), Caroline Cullen (CC) , David Gemmell (DG) ,
Fiona McKenzie (FM), Lorna Smith (LS)

SA Rep Priya Kaur (PK)

Support Services: Fiona Goggins (FG), Johanne Porter (JP)

Apologies – John Redman, Morven Pringle, Isobel Lightbody, Janice Maxwell,
Jim McAllister, Paul McLaughlin, Margaret Scott

Action Minutes – Mary-Alison McDermott, Quality Department

Agenda

1. Apologies	
2. Actions arising from last meeting /session 2018-19	CM
STANDING ITEMS	
3. Approvals – to report	FG
4. Reports from verification	JP
5. Awarding Body Updates	FG
OTHER ITEMS	
6. Stakeholder feedback - SSES Survey 2019 - report a. Schedule for Survey 2 2017/18 b. Complaints – Annual Report	CM/JP
7. EU Directive- Accessibility – Project Action Group update	CM
8. Education Scotland – updates • Paper - Arrangements for assuring and improving the quality of provision and services in Scotland's Colleges (attached) • Paper – Collation of key messages from College Evaluation Reports and Enhancement Plans (attached)	For info For info

• EREP progress on actions (for discussion at meeting)	CM
9. SCQF Credit Rating Workshop 15 th November 10. SCQF Approvals activity – 25 th and 26 th November	FG
11. Student Association Update	SA President
12. Date and time of next meeting: Thursday 13 th February at 3:00 to 4:30, Clydebank Campus, Cunard Suite	

Actions Arising from the previous session 2018 – 2019)

- CM advised the Group that there was a single action outstanding from the previous session, which related to reviewing the college internal approval procedure and associated processes. This procedure will be revisited during session 2019-20. John Redman and Isobel Lightbody will be looking at this with a planned implementation date of August 2020-21.

CM also reminded the Committee members that

- The remit of the members is to oversee the quality of provision of learning in WCS, providing a high level of assurance over standards related to qualifications. All members of the Quality Standards Committee should actively input to the workings of the Committee and feel able to question, debate and challenge any agenda items.

Standing Items

Approvals to Report (FG)

- FG told the meeting that most Approvals are approved with condition. The most common reason for conditions being applied is due to paperwork not being fully completed on submission, mainly staff CPD records.
- A new course has been approved – Rockscool (RSL). This addition of this course will allow a further level of flexibility that City & Guilds and CMI do not allow on their own.
- AAT has also been approved, predominately for Distance Learning and Foundation Apprenticeships. Foundation Apprenticeships have mostly been approved with some still awaiting a group award number from SQA.

- SC added that Site Selection checks would be useful before approval.

Reports from Verification (FG)

The Group spoke about SQA Block 1 Verification activity

- FG requested that EV Notifications could be scheduled on a shared planner. End loaded verification resulted in a number of issues while staff are unavailable over the Summer Holiday period so spreading the EV activity across the whole session is useful.
- CM asked if Teams are reading/accessing messages on the Intranet and would it perhaps be useful to look FG said that Quality has done a lot of work to share this information and that an outlook calendar could be issued to those involved. DG felt that this was a good idea. He also felt that it would be good to go to staff and remind them how long evidence should be retained.
- FG advised that the Quality Portal on the Intranet is reviewed, and further materials uploaded.

Awarding Body updates – BIIAB are no longer a college awarding body.

ACTION

CM requested that Quality pull together the Key Points relating to the Verification process and issue electronically before February 2020.

The committee agreed that forming a Project Action Group from across campuses and curriculum areas would be helpful in identifying and seeking solutions to IV process improvements. CM will take this forward in Block 2 of this session.

Other Items

Stakeholder Feedback (CM)

- CM told the table that the Student Feedback Questionnaire is set by the Funding Council with target response rates of at least 50%. West College had an engagement rate of 32% (SSES April 2019).
- SC added that she felt that it would be helpful if we could establish how we could better support Students who withdraw from College, suggesting more focus placed on learning styles.

ACTION – CM will refer suggestion on learning styles CPD to the TEL team.

- CM suggested that more Focus groups should be organised and that Class Representatives should be used to assist in preparing more tailored surveys. Surveys should be thematically based, used over multiple areas and produce a top-level report under broad headings, so that cross college learning is able to be accessed.

The schedule for the upcoming Survey is as follows

- Opening March / April 2020
- We need to make 50% engagement
- Needs to be Independently assessed
- Will be anonymised

The base date for the 2019/2020 Survey is 4 March 2020 which *is the date that Students are live on the College Records.*

ACTION - CM will take forward a request that Student Records be updated and accurate on the census date.

Performance Indicators – the college FES submission has now been made for session 2018-19. It has been noted that the withdrawal rate from HNC has been much higher this year than in previous years. A college withdrawal report included analysis to establish reasons and early interventions are underway for the current session 2019-20.

The committee expressed some interventions used in their own areas - DG advised that in his area were used whiteboards and pens and they had a 0% withdrawal rate, while SC felt that removing digital methods of learning could disadvantage some students who need a wider variety of learning methods. LS mentioned that students have not been asked what studying they are doing in their non-College time and suggested digital materials are accessible outside of college to support learning. CM said that there are multiple factors involved and we should look to set up an online Staff Debate Forum.

ACTION – CM to request TELs to set up an online forum for staff to discuss approaches to improving retention.

Complaints – Annual Report (JP)

JP advised the group the Complaints figures for Year 2019 – 2020 (to date) are as follows

- 23 complaints have been received of which 6 are still being investigated
- 17 have been closed off, of which 3 could not be investigated due to lack of information/communication
- 10 complaints were not upheld
- 3 were upheld

- 1 complainant withdrew their complaint as the matter had been resolved to their satisfaction

Regular updates will come to the Committee.

EU Directive on Accessibility (CM)

There has been a communication from the Senior Management Team regarding the EU Directive on Accessibility to which we still be bound by after Brexit. CM told the group that the directive will impact all platforms used by the College and that a series of actions are already being taken. She also advised that Learning Technology department is launching a new platform on Moodle called CoLT (Centre of Learning Technology) wuith tools and resources for staff.

SC said that she will speak to Dr Hazel McFarlane who has recently been included in the Disability Power List 2019 of the 100 Most Influential Disabled People in the UK. SC will ask Dr McFarlane if she would be willing to come to the College to speak to staff groups about the Directive – **ACTION – SC**

Education Scotland Update (CM)

CM advised that the college Progress Visit would take place on 28/29th January 2020 and that preparations for staff updated and meetings would be soon underway. The purpose of the visit is to ensure the College is making sufficient progress on its Enhancement Plan actions. The Team from Education Scotland will be led my an HMI and teams will visit curriculum and support areas. The thematic areas for review will be agreed in advance of the visit.

SCQF Rating Workshop (CM)

The College has around 2500 Students on Credit Rated Units and all units are due for review. A workshop and approvals activity to support this are arranged for late November 2019.

Student Association Update (PK)

PK told the group that Fresher Events were held at all Campuses and these went well.

A Volunteer Officer will be working with the Student Association on the Mental Health and LGBT agenda. The Student Association hosted a Sustainability Event on 24th October 2019 where they handed out steel cups. There will be an “End of Block Jam” at Greenock Campus on 18th November. Business will be coming into the Colleges. Media Students will video the event and upload it onto the College Facebook page.

PK said that the majority of complaints that the Student Association receive relates to catering at the Waterfront Campus.

CM advised PK to keep records of the SA engagement activities and to continue to talk to students. Class Representatives recruitment is underway.

Any Other Business (ALL)

CC asked if there will be a review of the QVI Document. FG advised that it is being piloted online and that Beauty Therapy department are welcome to be involved. DG asked about HN Arrangements and how we are ensuring we are applying standard practices over all the Campuses. DG is keen to put in a standard process in place in the event that EV come to the College and ask how the 80% success rate was achieved. FG offered/will offer update training sessions on the process to all staff teams.

Both issues raised will form part of the bigger IV Project Action Group activity.

CC told the table that she had attended a four day “Non-Directive Coaching” course which included “Train the Trainer” elements. She said that it was very helpful and feels that the ideas mentioned in the course could be implemented throughout the College. A call had gone out to Heads and CQLs for individuals to take up one of three places on offer.

FM spoke about the School Vocational Programme. She advised that figures are down because schools now have the autonomy to deliver the programme and are doing so.

The meeting then concluded with date, time and location of the next meeting being set as

- Thursday 13th February at 3:00 to 4:30, Clydebank Campus, Cunard Suite, Clydebank

Report To:	Education & Communities Committee	Date:	5 November 2019
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/80/19/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712748
Subject:	Overview of provision at the West College Scotland Greenock Campuses		

1.0 PURPOSE

- 1.1 The purpose of this report is to give an overview of College provision at the West College Scotland Greenock Campuses.

2.0 SUMMARY

- 2.1 Elected Members have been approached by an action group Save Our College – Greenock sharing concerns about the drop in courses and student numbers at the Greenock Campuses of West College Scotland. The Council has no governance role for the West College Scotland but Elected Members asked for a report to be brought back to the Education and Communities Committee outlining the courses on offer and student numbers prior to and after the merger.
- 2.2 The report highlights inspection reports by Education Scotland prior to and post the merger (in 2013 and in 2015). Recruitment to and retention on courses has remained a concern for the College over this period.
- 2.3 The report outlines concerns about the drop in student numbers at the Greenock Campuses of West College Scotland. The report highlights the actions that West College Scotland are taking alongside partners to improve uptake in Greenock. Whilst the report highlights the drop in numbers, this is not to the extent of that outlined by the Save Our College group.
- 2.4 The curriculum offered by the College should be dynamic and subject to ongoing review to meet national, local, learner and industry needs.
- 2.5 The Greenock Campuses as part of West College Scotland have many strengths to build upon but there are areas for improvement. These areas for improvement should be delivered in partnership across the West College Scotland and across Inverclyde identifying and sharing best practice. The report is clear that actions and improvements should be forward looking to meet the needs of learners in the 21st Century and not retrospective looking.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the contents of this report.

Ruth Binks

Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 James Watt College was established in Greenock over 100 years ago. Prior to the merger in 2013, it consisted of four campuses spanning two local authority regions, Inverclyde and North Ayrshire. After the merger in 2013, the Kilwinning and Largs Campus became part of the Ayrshire College region and the campuses in Greenock at Finnart Street and the Waterfront were incorporated into the West College Region.
- 4.2 In the last year, Elected Members have asked for updates on numbers and courses provided by the West College Scotland, in particular the Greenock Campuses. This has been brought about by concerns about the College provision, decreasing numbers in Greenock and also because Elected Members have been contacted by a member of staff at the College representing the Save Our College – Greenock Group. There has been publicity about the Save Our College campaign through the Greenock Telegraph and Elected Members have been invited to meetings organised by the Save Our College staff member.
- 4.3 In addition to concerns raised about the College provision, the Convener of the Education and Communities Committee has recently written to the Chair of the Board of West College to ask that consideration be given to renaming the Greenock Campus the James Watt Campus. There is a strength of feeling in Inverclyde that this gives the campus a strong link to Greenock as the birth place of James Watt and that it places Greenock on the map.
- 4.4 The Save Our College Group has identified what they consider to be a downsizing of the Greenock Campus. This includes concerns about declining numbers of students and courses, and significant issues linked to the management of the Greenock Campus. As well as the impact on courses and students, concerns have been raised about College lecturers being asked to relocate to a different Campus, students being redirected to different Campuses and also for the opportunities for progression for students.
- 4.5 Through the media, action meetings, approaches to Elected Members and the production of a 10 point plan, the Save the College Group has disagreed with figures and statistics published by the West College Scotland management team and instead has produced alternative sets of figures.
- 4.6 Whilst Inverclyde Council works in partnership with the Board of West College Scotland it should be noted that Inverclyde Council has no governance role for the College. The governance of West College Scotland is outlined in Appendix 1. Although this report has been requested by Elected Members of Inverclyde Council, this report is for information and noting only and in the interests of good partnership working with the College for the benefits of all in Inverclyde and the wider West Region. Any changes to provision or plans for the College will be actioned by the College Board of Management through their Committee Structure.
- 4.7 This report will give an overview of the current College provision linking to any identified improvements through self-evaluation. It will also take into account concerns raised by members in relation to matters identified by the Save our College group.

5.0 CURRENT POSITION

- 5.1 The last HMI inspection of the James Watt College prior to the merger was published on 5 April 2013. The full report is attached as Appendix 2 but it should be noted that at that time, the inspection was not considered as a strong inspection with one aspect identified as effective and the other two areas inspected identified as limited. The main points for action from the inspection at that time were:
 - The College should significantly improve success rates for learners on full-time HE programmes where withdrawal rates are high and where attainment rates remain low.
 - Senior managers across all college functions should ensure that decisions and actions taken result in effective evaluation of learning and teaching throughout the College.

- 5.2 Whilst much has been made of the number of the courses previously and currently on offer, the external inspection report prior to merger indicates that the completion of courses was considerably below the national sector performance level and that attainment on courses was low. The main issue identified in the Review was the attainment on HE courses which was 59%. This has steadily improved since merger with 63.4% achieved in 2014-15 and 65.8% for 2017-18 in the Greenock Campuses. These figures are still lower success rates than the other campuses which achieved 70.2% in 2017-18 for HE full time courses.
- 5.3 The full list of all courses delivered last year and in the first year after merger is outlined in Appendix 3a. The Save Our College Group distributed another part-completed list in a different format and this has been updated for Greenock full time and attached as Appendix 3b. This has been updated to reflect the courses that actually ran rather than those offered through the prospectus. It would be expected in this timeframe that the course portfolio in any campus would have changed to respond to a different employment environment, Government priorities and student demand. The College advises that there has been a reduction of courses on offer but, given that the College had previously had a low attainment and completion rate on those courses, it should be expected that the College has revised and adapted its curriculum to ensure better attainment and higher quality provision. It is not the actual number of individual courses that matters but the choice available to students to develop appropriate skills for progression to employment or higher education.
- 5.4 The West College Scotland states that it strives to ensure that the curriculum on offer should always be flexible and be:
- responsive to demand.
 - meet employment and industry needs.
 - adaptive to awarding body & qualification changes.
 - meet Government and local priorities.
- 5.5 Concerns remain within the College about the curriculum at the Greenock Campuses being able to meet the objectives above. Historically, the College lost some contracts for apprenticeships with local employers. With increasing choice in the market for training, the Greenock Campuses, as with all colleges, have to compete for contracts with other training providers. This can only be done if the College has, and maintains, a high reputation for quality of provision and training. The College has to remain adaptive and responsive to demand for industry needs and to meet the choices of learners.
- 5.6 The major curriculum changes in Greenock are in part time courses, with more vocationally relevant courses in line with Government priorities. The College has focused on offering as wide a range of full time courses at further education level as possible. This allows learners to access a wider range of courses than may be available through schools and also for learners to consider alternative pathways prior to entering higher education. The College strives to offer as many HNC courses as possible.
- 5.7 The number of courses on offer should not be viewed in isolation as an indicator of success and will not meet the priorities outlined in paragraph 5.4. The College identify that the following areas are performing well at the Greenock Campuses:
- The School College partnership programme has increased by 25% since merger with almost 2,000 Inverclyde pupils attending college or being taught by college staff in school last year. The programme has a far more vocational focus with more accredited qualifications.
 - Curriculum areas are more engaged with industry. New Flexible Workforce Development classes have been introduced for local business upskilling and new community courses are being offered this session more designed for pathways to employment (i.e. childhood practice).
 - Numbers of students on Construction courses have increased and extra provision is being identified to meet City Deal future employment. The AC Whyte Academy is also now run in Greenock.
 - Engineering is increasing with a stronger focus on apprenticeship training.
 - Whilst computing numbers have declined, the introduction of Cyber Security has been

successful in the recruitment of more students to the subject area.

- Creative Industries curriculum has been amended to provide interdisciplinary live project working, with increased students in TV production, which is only run in Greenock.
- Sport provision has been introduced into Greenock and has recruited well. Social Sciences, Science and Early Years courses remain well subscribed.

Some individual courses have been grouped together e.g. rather than run individual courses for creative arts they have been grouped together to give more student choice and a more realistic industry related experience.

5.8 The curriculum areas with the most marked reductions in student numbers are in line with those subject areas reducing nationally and have also reduced in the other campuses but to a lesser extent. These are:

- Beauty and Hairdressing.
- Music performance and Art and Design.
- Business and Computing.
- Some areas of Care (although this has increased in Greenock this session).
- Community Computing Classes at Libraries were showing a steady decline in numbers and have now been withdrawn. This is acknowledged in the CLD 3 year strategic plan where partners are hoping to work better together to identify learner pathways and avoid duplication.

5.9 Progression through courses can be an issue especially when transferring from HNC to HND. By the very nature of the hierarchy of the progression, not all students will opt to progress from an HNC to an HND and this makes it hard to predict and plan for uptake. This is an issue nationally and not unique to the Greenock Campus. Some HNCs are designed not to progress to an HND but are designed for progression directly into employment or to university. Other courses will progress to a second year HND. Of the 15 HNCs run at Greenock last session that do have progression to HND 2nd year, 8 have HNDs available in Greenock and 3 of these HNDs are only run in Greenock and not any other campus. An advantage of the merger is that students can be offered progression pathways as an automatic progression in another campus without having to reapply to another college.

5.10 Various interpretations of the number of students (rather than courses on offer) are available, with the Save Our College - Greenock group disagreeing with the figures provided by College management. No single source of figures can give an accurate reflection of the picture because it is very difficult to compare like with like. For instance, enrolments are not the same as completions, head counts will vary between full time and part time, and some statistics will have taken into account all other colleges operating under the James Watt name prior to the merger as well as the Greenock campus. The headline figure of 22,000 compared against 4,000 is simply not accurate and does not compare like with like. The figures provided by the College are attached as Appendix 4 and outline the complexity of the situation. The reducing enrolment numbers have continued a trend from the reductions previously experienced in James Watt College (56% reduction from 2005 until the time of merger). There is no doubt that the fall in numbers identified by West College since merger is also a cause for concern.

The reduced numbers will also affect enrolment for courses, make courses less viable and affect the curriculum on offer. Whilst there are some positives in the overall picture, there is still work to be done to encourage more students to attend the West College Scotland Greenock Campuses.

5.11 In terms of 'student activity' (the measure of student funded learning hours), Greenock represented 30.8% of campus based learning in West College Scotland in 2014-15 and is now 23.4%.

5.12 The main reduction in the Greenock campuses has been enrolments from students living in Inverclyde and in addition, those from Argyll and Bute, North Ayrshire and Renfrewshire. 27% of enrolments in the Greenock campuses are from students living outside of Inverclyde (at merger it was 29%). It has been claimed that students in Inverclyde are being made to go to

Paisley. In reality, there has been a 20% reduction in students from Inverclyde in the Paisley campus, although there has been a small increase in Clydebank.

- 5.13 Whilst student numbers have declined, there has been an increase in under 16 year olds enrolled in Greenock due to the increase in school college partnership activity. Despite the Inverclyde population ageing, the proportion of older learners in Greenock is less than in the Paisley and Clydebank campuses. This is a key group the College plan to target through increased community provision in partnership with the Council and more flexible offerings to suit a more adult market. Work is needed to understand more why older people are not accessing college education in Inverclyde and what provision will suit their needs.

Reasons for the decline in students overall could include:

- Nationally, since the merger, there has been a 13% fall in 16-24-year-olds in full-time education. In the last two years alone, this has fallen by 7%.
- Inverclyde's rate of population is declining and this will include 16-24 year olds. The 18-21 year age group in Inverclyde has reduced by 13% since merger.
- The competition for the 16-24 age group is intense. The stay on rate at schools in Inverclyde is significantly higher than comparator authorities and this is increasing. Since merger 38% more 5th year pupils are now staying on at school, where previously college would have been a common destination.
- A labour market that uses private providers for training.
- Increased school leavers entering Higher Education rather than Further Education when leaving school (although this could be at the College). In 2009/10 Inverclyde pupils entering Higher Education was 34.9% against a national average of 36.2%. In 2017/18 41.9% of Inverclyde pupils entered Higher Education against a national average of 41.1%.

- 5.14 The solution to the decline in numbers has to be through effective partnership working with Inverclyde Council, employers and the local community. The offer from the College cannot be retrospective looking and seek to replicate pre-merger days. The most recent external report of West College Scotland published by HMI on 15th May 2015 is attached as Appendix 5 and shows a largely positive picture. The College produces an Evaluation Report and Enhancement Plan (Appendix 6) which is submitted by the Board as part of ongoing governance arrangements and is fully validated by Education Scotland and the Scottish Funding Council.

The College, alongside partners, is currently taking forward the following actions:

- Working with the Council to identify an appropriate site for a new state of the art building for the Greenock Campus.
- Ensuring that self-evaluation underpins all actions for improvement at all of the campuses in the West College Scotland, ensuring alignment of the curriculum to employer needs and that student attainment is continued to be improved.
- Working as part of the Community Learning and Development 3 year strategy to ensure that appropriate pathways are in place for all aspects of community based learning and there is no duplication or omissions.
- Working to adapt curriculum delivery to better suit an older age group of student and contribute to upskilling, helping those experiencing 'in work poverty' and contributing to economic growth and productivity in Inverclyde.
- Continuing to work with schools and Skills Development Scotland to increase the uptake of Foundation Apprenticeships.
- Continuing to work with the GTCS and the College staff to ensure that high quality learning and teaching remain at the forefront of all improvements taken forward by the West College Scotland.

- 5.15 A social and economic assessment of West College Scotland was undertaken by EKOS consultants and published in December 2014. This is attached as Appendix 7. EKOS also undertook work on the Inverclyde Repopulation Strategy and Action Plan which were reported to the Inverclyde Alliance in March 2019.

6.0 IMPLICATIONS

Finance

6.1

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

6.2 N/A.

Human Resources

6.3 N/A.

Equalities

6.4 Has an Equality Impact Assessment been carried out?

☐

Yes See attached appendix

☒

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

6.5 A thriving college sector will support the repopulation of Inverclyde.

7.0 CONSULTATIONS

7.1 N/A.

8.0 CONCLUSIONS

8.1 N/A.

9.0 BACKGROUND PAPERS

West College Scotland Board & Committee Structure Providing Governance Oversight

Figure 1



James Watt College

5 April 2013

A report by HM Inspectors
on behalf of the
Scottish Funding Council

Full report



The external review process

HM Inspectors undertake an independent review of the quality of provision in Scotland's colleges on behalf of the Scottish Further and Higher Education Funding Council under a service level agreement between the council and Education Scotland. External review teams include HM Inspectors, associate assessors and a student team member.

During external reviews, members of the review teams observe learning and teaching and hold discussions with learners, staff and stakeholders. They consider information on learner attainment and evaluate learner progress and outcomes. They meet with members of the Board of Management and obtain feedback from community groups, partners and employers who work with the college.

The purpose of this report is to convey the main outcomes arising from the external review, to acknowledge the college's strengths and to provide a clear agenda for future action to improve and enhance quality.

This external review results in judgements of **effective** or **limited effectiveness** or **not effective** that express the external review team's overall evaluation of *high quality learning, learner engagement and quality culture*.

The report also uses the following terms to describe numbers and proportions:	
almost all	over 90%
most	75-90%
majority	50-74%
less than half	15-49%
few	up to 15%

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1. Introduction

The external review

The bespoke external review by Education Scotland took place during the week beginning 4 February 2013.

The Scottish Funding Council (SFC) and Education Scotland have agreed a bespoke approach to a number of external reviews in year 2012-13. This approach takes account of the challenges and complexities of the transition period towards full regionalisation within the college sector. Education Scotland carried out a scoping exercise to identify key themes for external review, based on the identification of potential risk. These themes were discussed and agreed with SFC and the college. The judgements expressed by Education Scotland refer only to these themes:

- attainment rates on full-time Higher Education (HE) programmes;
- leadership for and systematic evaluation of learning and teaching, and support services; and
- promotion of and legislative compliance regarding equality and diversity.

We examined learning and teaching and other important activities that impact on the quality of the learner experience. We evaluated these, as appropriate, against the three key principles of *high quality learning*, *learner engagement* and *quality culture*, using the **reference quality indicators** outlined in *External quality arrangements for Scotland's colleges, updated August 2012*. We used information from previous visits to the college to decide the scope of the review.

The external review team talked with learners, staff at all levels in the college, stakeholders, and members of the Board of Management.

2. Judgement of *Effectiveness* in relation to identified themes

Section A: Statements of Effectiveness

The effectiveness of James Watt College's arrangements to maintain and enhance the quality of its provision in relation to:

- attainment rates on full-time HE programmes; and
- leadership for and systematic evaluation of learning and teaching, and support services

is **limited**.

This judgement means that there are some strengths in the college's arrangements for quality enhancement. However, there are weaknesses in arrangements for *high quality learning* and *quality culture* in relation to these themes. If not addressed, the importance of these weaknesses will continue to limit the effectiveness of the college's arrangements.

The college has effective arrangements to maintain and enhance the quality of its provision in relation to:

- promotion of and legislative compliance regarding equality and diversity.

This judgement indicates that the college has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders in relation to this theme.

Section B: Supporting statements

Attainment rates on full-time HE programmes

The majority of full-time HE learners complete their programmes and gain relevant qualifications. Most of those who are successful progress into employment or further study. Most learners achieve more widely through a range of activities, including work experiences. Overall, learner satisfaction is high. Learners are well prepared for HE programmes and make good progress from prior learning. However, although learner success rates have increased, progress has been slow and the success rate is considerably below the sector performance level. Also, although student early withdrawal has improved, and further withdrawal rates have improved in other modes of attendance, further withdrawal in full-time HE programmes has worsened which has had an adverse impact on student attainment.

Leadership for and systematic evaluation of learning and teaching, and support services

Leadership and evaluation of support services is effective and well embedded. While the college's arrangements for leadership for and systematic evaluation of learning and teaching have improved, with some positive impact on aspects of the learner experience, evaluation is not yet systematic and there are inconsistencies in how this is carried out by curriculum staff across the college. More than half of teaching staff do not participate effectively in the initiatives to improve teaching and a few staff do not participate at all. Curriculum staff are empowered to take responsibility for quality, but not all do so effectively. A few programme teams do not evaluate provision fully, discuss learning and teaching and interrogate performance indicators (PI) sufficiently well to inform actions and plan improvement. As a result, there has been limited improvement in successful outcomes for learners, and in learning and teaching in some subject areas.

Promotion of and legislative compliance regarding equality and diversity

The college has effective arrangements in place regarding recent legislation. Equality and diversity is promoted within the curriculum. However, not all teaching staff promote equality and diversity consistently during learning activities.

Section C: Areas of positive practice

- The majority of full-time HE learners complete their programme and gain relevant qualifications. Within full-time HE programmes, learners achieve more widely through a range of activities, including work experiences.
- Early withdrawal rates for learners on full-time HE programmes have improved over the three-year period from 2009-2010.
- Overall, learners are satisfied with their programmes and the college support services.
- In most subject areas, teaching staff and learner services staff support further education (FE) learners who are progressing on to HE programmes well and prepare them effectively for progression.
- College learner services are proactive and effective in supporting learners through their time at college.
- The college processes and procedures for the evaluation of learning and teaching and services to support learners are supported well by continuing professional development for staff.
- The college has in place effective systems and procedures to ensure legislative compliance with equality and diversity legislation. The college takes positive actions to address gender imbalances in programmes.

Section D: Areas for development

- Attainment rates in a third of full-time HE programmes remain low and many have decreased over three years.
- Further student withdrawal rates on full-time HE programmes have increased over a three-year period.
- The evaluation of learning and teaching, at programme and individual levels, is not carried out consistently across teaching areas and staff. It is not yet embedded well, which limits its effectiveness.
- Equality and diversity is not promoted consistently well during learning activities.

Section E: Main points for action

- **The college should significantly improve success rates for learners on full-time HE programmes where withdrawal rates are high and where attainment rates remain low.**
- **Senior managers across all college functions should ensure that decisions and actions taken result in effective evaluation of learning and teaching throughout the college.**

3. Attainment rates on full-time HE programmes

How effective is the college at achieving and maintaining high levels of retention, attainment and progression?

While the majority of full-time HE learners complete their programme and gain relevant qualifications, the improvement in college-wide attainment rates for these programmes is too slow. The proportion of learners completing their programme successfully is considerably below the national sector performance level.

Early withdrawal rates for full-time HE learners have improved over the three-year period from 2009-10 to 2011-12. This rate is now only marginally behind the rate for the 2010-11 national sector performance level. However, further student withdrawal rates for full-time HE learners have increased steadily over the three-year period, and they remain behind the 2010-11 sector level. In contrast, further student withdrawal rates in other modes of delivery within the college have improved over the last three years and these are now marginally better than the sector levels.

In 2011-12, 59% of HE learners completed their programme successfully compared to the latest published national sector performance level for 2010-11 of 67%. This represents an improving trend for the college over the three-year period from 2009-10. A further 16% of learners completed with partial success. However, a few full-time HE programme areas perform significantly below the sector performance level for that subject area. Increased further student withdrawal rates play a key role in lowering rates of attainment in many of these programmes.

How well do learners make progress, attain qualifications and achieve more widely?

In most subject areas, FE learners are prepared well for progression to HE programmes. The college recruitment interview process takes good account of the prior learning, attainment and achievement of learners.

Within full-time HE programmes, learners successfully develop skills in citizenship as well as preparing well for employment. There are good examples across the college of productive partnerships with employers, where learners extend their knowledge and understanding of employment in different sectors. The majority of learners who complete successfully achieve positive destinations in further learning or employment. Learners participate in a range of external competitions and gain additional industry qualifications that further enhance their employment prospects.

4. Leadership for and systematic evaluation of learning and teaching, and support services

How effective is the leadership for learning and teaching?

The college's learning strategy provides clear direction on college values and six key learning aims. The *Quality Learning and Teaching Forum* is committed to promoting the strategy and sharing innovative approaches to learning and teaching. Sub-groups of the *Quality Learning and Teaching Forum* focus on college-wide priorities and engage a number of staff from across the college in progressing these. Most teaching staff are familiar with the learning strategy and understand the direction it provides. The college has made good progress since the last Annual Engagement Visit in engaging staff in activities to improve and enhance the quality of learning and teaching. However, this has not yet had a significant impact on HE attainment.

Leadership of learning and teaching is supported well by continuing professional development (CPD). Individual targets are linked appropriately to operational plans and CPD requirements. The cross-college *Peer Evaluation Groups (PEG)* initiative supports peer evaluation, professional dialogue and the sharing of practice. This initiative improves the confidence and professional knowledge of participating teaching staff in utilising a range of approaches which meet the diverse range of learner needs. This has grown out of an increase in staff participation in the teaching qualification for Further Education and professional development awards (PDA) and is supported well by senior managers. However, only around a third of teaching staff participate in the *PEG* initiative and not all staff participate in activities to improve and enhance their professional practice. More than half the teaching staff do not participate effectively in the initiatives to improve teaching and a few staff do not participate at all. This results in insufficient numbers of staff identifying with the useful direction given by the Learning Strategy including, for example, promoting equality and diversity within class activities.

Most staff apply their subject knowledge well in their teaching and further enhance this through the use of industrial links and guest speakers. Overall, the majority of staff use appropriate teaching approaches to meet the needs of their learners and use the college virtual learning environment and internet based resources effectively. In some subject areas such as hairdressing, staff engage in team work and peer support to extend the variety and range of teaching approaches. However, many teaching staff employ unimaginative methods and a few adopt dull and uninspiring approaches, providing little opportunity for learners to engage in activities to extend their learning. This is particularly evident within a few Essential Skills classes, where learner feedback reflects a negative learning experience. Not all teaching staff have fully exploited the potential of information technology to support learning and provide additional resources. Also, in a few subject areas, teaching staff fail to address low learner aspirations and this is reflected in poor attendance and attainment.

The majority of *Curriculum Managers* and staff are uncertain about attributing poor full-time HE attainment and withdrawal to curriculum-based issues. Furthermore, managers are aware that learning and teaching approaches in some areas of the

college are still not fully effective. This has diminished the quality of the learning experience for a number of learners.

How effective is the leadership for services to support learners?

Senior managers provide strong and clear leadership for the vision and direction of the services to support learners. Managers and staff take responsibility for the development of learner services and are encouraged to be creative in their plans to enhance these. Managers and staff clearly identify with the aims for learning and they work effectively in partnership with teaching teams to provide services to support learners. Teams monitor and evaluate their progress against *Operational Plans* which they revise twice a year. Learner services staff monitor effectively the services they deliver to learners and provide a useful breakdown of these which helps to inform future planning and anticipate where learners will need support.

A comprehensive staff development strategy underpins actions identified through internal review. Support service staff identify CPD needs with their line manager, in support of individual targets that are clearly linked to operational plans. Managers in support services are responsive to current legislation and national guidance and promote this effectively in the college. Service departments work effectively with a range of partners and external agencies at strategic and operational levels to enhance services and develop opportunities to promote wellbeing, employability and community engagement. Staff are proactive and effective in supporting learners throughout their time in college. The college administration team monitors learner attendance well and this has contributed to improvements in early withdrawal rates across the college. However, these actions have not yet impacted on the further withdrawal rates of full-time HE learners.

How effective is the leadership for enhancing quality and maintaining a quality culture?

Senior managers convey a clear vision for enhancing quality within the college. They encourage and support self-evaluation which is intended to drive quality improvement in learning and teaching, and in services to support learners. The majority of staff are committed to engaging with learners and each other to embed a culture of quality improvement for services to improve the learner experience. Many learners engage with and contribute to the quality culture and inform self-evaluation activities and action planning well.

Development Managers, Curriculum Managers and teaching staff take responsibility for making decisions which impact on the quality of learning and teaching. Most managers take ownership of their areas of responsibility and are imaginative in their plans to enhance learning and teaching. They monitor and evaluate achievement of targets effectively and on this basis, revise operational plans twice per year. The majority of staff understand clearly the link between this process and the wider vision for learning and teaching across the college. Areas of potential risk are identified through a 'traffic light' system. This coupled with a *remediation programme* enables teaching teams with the support of senior managers to institute an improvement process for programmes with weak PIs. This process has focused attention on low

performing programmes and has resulted in removal of a few programmes from the portfolio. However, it is too soon to measure the impact of this in terms of improved performance.

The college internal review processes are well thought out and are used effectively in the majority of teaching areas to enhance learning, teaching and support for learners. The majority of teaching staff use a wide range of effective approaches to collect feedback from staff, learners and stakeholders which they consider well in decision making. This feedback is used effectively to shape programme content and delivery, ensuring that needs of learners and of stakeholders are met.

The majority of staff are committed to the revised quality approaches and engage effectively in the college's internal review and self-evaluation processes, identifying actions that impact positively on learner experience. The *PEG* initiative encourages reflective practice amongst teaching staff, resulting in improvements in learning and teaching for those staff who participate. However, not all staff are committed to the revised quality approaches and more than half of teaching staff do not actively engage with the *PEG* initiative. A few staff have little or no meaningful involvement with college quality processes, including any evaluation of their learning and teaching. The evaluation of learning and teaching lacks consistency and, as a consequence, it is not yet embedded effectively across the college and in all teaching teams.

All teaching teams undertake portfolio reviews twice per year. These reviews are informed well by PI data and learner, staff and stakeholder feedback. The majority of teaching teams identify trends and set appropriate targets for improving the learning and teaching experience. The majority of teaching teams review and reflect on these action plans well, identifying progress and setting further goals. However, there is considerable variability and many teams do not record goals in a way that supports effective monitoring. A few teams do not fully evaluate provision or discuss learning and teaching satisfactorily. They fail to interrogate PIs sufficiently well to inform actions and plan improvement in learning and teaching.

5. Promotion of and legislative compliance regarding equality and diversity

How well does the college adhere to its statutory principles?

The college has effective arrangements in place regarding recent equality and diversity legislation. The college has a systematic and comprehensive approach to collection of data and reports on equality and diversity down to programme level. All staff receive appropriate training. As a result, the majority of programme teams reflect on equality and diversity in their self-evaluation activities and use the PI data to inform action plans.

How well does the college develop and deliver programmes and services to meet the needs of learners from all backgrounds and circumstances?

The college promotes equality and diversity through a themed week across college campuses, engaging around half the learners effectively in a range of activities. Equality and diversity is also promoted in all FE programmes through the *Learner Development* unit. A few teaching teams are aware of particular gender imbalances in their subject areas and take action to address deep-rooted stereotypes. They promote their subject well in schools and initiate activities that generate interest, for example, establishing '*computing for girls*' clubs, a model that has been widely taken up across the area. However, a few staff fail to actively promote equality and diversity in class and miss opportunities to introduce and discuss equality and diversity issues. Consequently, learners do not all demonstrate an understanding of equality and diversity issues.

The college has responded well to the needs of learners in its local area, many of whom come from areas of deprivation. As a result it has increased the number on full-time FE programmes by 7% over the last three years. It offers a range of appropriate programmes and support services for these learners, including imaginative programmes for those with additional learning and support needs. The college has developed its essential skills provision, incorporating the concepts of Curriculum for Excellence, with a clear focus on wider achievement. The college pre-enrolment stages are effective in identifying the support needs of learners, enabling appropriate learning support to be planned and put into place. Learners recognise and value the support as readily available, easy to access and helpful.

6. The college and its context

In carrying out the bespoke external review of James Watt College, Education Scotland took the following college context fully into account.

James Watt College was established in Greenock over 100 years ago. Today it consists of four campuses spanning two local authority regions, Inverclyde and North Ayrshire. The college operates in two of Scotland's areas of severe social and economic deprivation and around half of learners at James Watt College come from one of the 30% most deprived postcode areas in Scotland. Both areas have high levels of unemployment, Inverclyde at 12.2% and North Ayrshire at 12.9%, against a national average of 7.9%. The college works in partnership with local employers and community and voluntary organisations. It has also developed links with local schools in Inverclyde and North Ayrshire and over 800 S3-S6 school learners undertake Skills for Work and a range of other programmes. The college has developed articulation arrangements with local universities and works in collaboration with several colleges.

The college articulates its strategic direction through the *Learning Vision 2015 and beyond*. This document was produced in 2011-12 and the *Learning Vision* sets out the college's values, aims and purpose: *we are all about learning*. The *College Plan* 2009-11 has been reviewed to ensure it is still meaningful for 2012-13 but it has not been revised due to planned mergers and the emerging vision for two new regions. The operational plans of the curriculum centres and the learner services area take account of the 2012-13 Outcome Agreements for both the West Region and Ayrshire.

The college offers a diverse range of programmes in each of its two main campuses. It provides learning opportunities for 12,900 learners on courses from access level programmes at SCQF levels 1 and 2, to Higher National Diploma, Degree and SCQF level 9 PDAs. The college enrolls 84% of its learners on FE courses and 16% of learners are enrolled on HE courses.

The curriculum is delivered through six academic centres, each with its own *Development Manager*. The six centres are: Innovation; Enterprise; Partnership; Wellbeing; Energy and Community. The college employs over 500 staff, roughly split between teaching staff and support staff. Within teaching staff, 96% hold a current teaching qualification. The college recently reduced its management structure and most senior managers now have significant cross-campus roles.

The college's projected turnover for the academic year 2012-13 is approximately £34.654m with grant-in-aid from the SFC accounting for around 88% of the total. The target weighted SUMs for 2012-13 is 142,753.

Subject to Ministerial approval, the Kilwinning and Largs campuses will form part of the Ayrshire college region and the two campuses in Greenock at Finnart Street and the Waterfront will be incorporated into the West college region. The colleges are aiming for a vesting date of 1 August 2013.

7. What is a Judgement of *Effectiveness* in relation to identified themes?

Education Scotland uses a judgement of *Effectiveness* in relation to a theme within a bespoke review to express the findings of the review team. The judgement of effectiveness takes into account all the evidence gathered through the bespoke review in relation to that theme. Such judgements express outcomes as:

**effective;
limited effectiveness; or
not effective.**

This judgement is further detailed by supporting statements which substantiate the judgement of effectiveness. Education Scotland evaluates and reports according to the three key principles. In this report, the principles and supporting statements relate to:

Key principle 1 – High quality learning (two supporting statements)

Key principle 3 – Quality culture (one supporting statement)

Judgements of effectiveness and supporting statements provide stakeholders with assurances, or otherwise, about the quality of a college's provision. These judgements are based on trends and track record of a college, the findings at the time of the external review, and the college's capacity to continue improving.

A judgement of *effective* indicates that the college has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This judgement means that, in relation to quality assurance and enhancement, the college is led well, has robust arrangements and is likely to continue to improve the quality of its services for learners and other stakeholders.

A judgement of *limited effectiveness* indicates that the effectiveness of the college's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders is **limited**. This judgement means that there are some strengths in the college's arrangements for quality enhancement. However, there are weaknesses in arrangements for *high quality learning* and/or *learner engagement* and/or *quality culture*. If not addressed, the importance of these weaknesses will continue to **limit the effectiveness** of the college's arrangements.

A judgement of *not effective* indicates that the college's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders are **not effective**. This judgement means that there are significant weaknesses in the arrangements for *high quality learning* and/or *learner engagement* and/or *quality culture*. There is a high probability that, without significant and comprehensive action, with external monitoring and support, the college will fail to improve current low-quality provision and outcomes to an

acceptable level. Education Scotland does not have evidence that the college has the capacity and commitment to identify and implement effective and comprehensive action.

Scottish Funding Council response to judgements

If the overarching judgement is **effective**, the Council will expect the college to engage with Education Scotland in follow-up activity, as appropriate, and, one year after the publication of the review reports, to provide a report, endorsed by its governing body (see *Council guidance to colleges on quality from August 2012*, paragraphs 62-66 [SFC/13/2012](#) setting out its response to the review).

If the overarching judgement is of **limited effectiveness** or is **not effective**, the Council will require the institution to prepare and fulfil an action plan to address the shortcomings identified (see paragraph 67 of guidance). Education Scotland will provide advice to SFC on the adequacy of the action plan and on how it is being implemented. SFC, taking in to account any advice from Education Scotland, will normally require a formal follow-up review at an appropriate time, usually within no more than two years.

8. What happens next?

Education Scotland will continue to monitor progress during annual engagement visits to the college.

There will be feedback to the learners at the college.

One year on from this report, the college will produce a report setting out what it has done to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities. There will be a link to this report from Education Scotland's website.

Dr Janet Davidson
HM Inspector

9. Further information

The review and judgements relate to the college as a whole and do not provide information about individual programmes of study or subjects. For further information on these or any other queries, contact the college or look on its website - <http://www.jameswatt.ac.uk/>

For further information about Education Scotland, the external review methodologies, or other information about reviews, see - www.educationscotland.gov.uk

For further information about the Scottish Funding Council, see – www.sfc.ac.uk

10. How can you contact us?

If you would like a printed copy of this report

This report has been produced as a web-only publication and is available on our website at www.educationscotland.gov.uk.

This supports the sustainability of natural resources and the Scottish Government's Greener Scotland agenda. Copies of the report can be printed for individual use. Please contact the Business Management and Communications Team (BMCT) if you wish to enquire about our arrangements for translated text or copies of this report in other formats.

If you wish to comment about this college report or about college external reviews

We welcome comment on our reports. It is important, too, that we act upon the views of readers of our reports. To assist us in this process, we would encourage you to click the link below which will take you to our readability survey.

[Readability Survey](#)

Alternatively if you are reading this report in hard copy please type the following address into your web browser.

http://www.educationscotland.gov.uk/Images/FEReadabilitysurvey130612_tcm4-719342.doc

If you wish to comment about any of our reviews, contact us at enquiries@educationscotland.gsi.gov.uk or alternatively you should write in the first instance to BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

You can find our complaints procedure on our website or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

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Appendix 1

Glossary of terms

CPD	Continuing Professional Development
FE	Further education
HE	Higher education
HNC	Higher National Certificate
HND	Higher National Diploma
<i>PEG</i>	<i>peer evaluation group</i>
PDA	Professional Development Award
PI	Performance Indicator
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
SQA	Scottish Qualifications Authority
SVQ	Scottish Vocational Qualification

Appendix 2

The Scottish Credit and Qualifications Framework

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				DOCTORAL DEGREE	
11				INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5
10				HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	
9			PROFESSIONAL DEVELOPMENT AWARD	BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4
8		HIGHER NATIONAL DIPLOMA		DIPLOMA OF HIGHER EDUCATION	
7	ADVANCED HIGHER	HIGHER NATIONAL CERTIFICATE		CERTIFICATE OF HIGHER EDUCATION	SVQ3
6	HIGHER				
5	INTERMEDIATE 2 CREDIT STANDARD GRADE				SVQ2
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	NATIONAL CERTIFICATE	NATIONAL PROGRESSION AWARD		SVQ1
3	ACCESS 3 FOUNDATION STANDARD GRADE				
2	ACCESS 2				
1	ACCESS 1				

The Scottish Credit and Qualifications Framework brings together all Scottish mainstream qualifications into a single unified framework. The framework includes: degree provision, HNC and HND, SQA National Qualifications, and SVQs. There are 12 levels ranging from Access 1 at SCQF level 1 to Doctoral degree at SCQF level 12. Each qualification whether a unit, group of units or larger group award has also been allocated a number of SCQF credits. Each credit represents 10 notional hours of required learning. Doctoral degrees based on a thesis are an exception to this.

Other learning may be credit rated and included in the framework provided it leads to a clear set of learning outcomes and has quality-assured learner assessment. All of Scotland's colleges were awarded SCQF Credit Rating powers in January 2007.

Course Title - 2013-14	No longer on offer
Full time	
HNC ADMINISTRATION & INFORMATION TECHNOLOGY	
HNC BUSINESS	
HNC COMPUTER GAMES DEVELOPMENT	
HNC COMPUTING SOFTWARE DEVELOPMENT	Replaced by Cyber Security as more relevant to employment
HNC COMPUTING TECHNICAL SUPPORT	
HND BUSINESS	Not sufficient demand to run - available Paisley (also removed Clydebank)
HND COMPUTER GAMES DEVELOPMENT	
HND COMPUTING: SOFTWARE DEVELOPMENT	Replaced by Cyber Security
HND COMPUTING TECHNICAL SUPPORT	
NC ADMINISTRATION AND OFFICE SKILLS	Now a combined course to allow more flexibility
NC BUSINESS	
NC COMPUTER GAMES DEVELOPMENT	Combined into a generic computing NC including Cyber Security
NC DIGITAL MEDIA COMPUTING	
NC DIGITAL MEDIA COMPUTING SCQF6	
NC CONSTRUCTION SKILLS	
NPA CONSTRUCTION: BRICKLAYING & HARD LANDSCAPING	
NPA CONSTRUCTION: CARPENTRY & JOINERY SKILLS	
NPA CONSTRUCTION: PLUMBING & BUILDING MAINTENANCE SKILLS	
NPA CONSTRUCTION: PAINTING & DECORATING	
HNC ELECTRICAL ENGINEERING	
HNC ENGINEERING SYSTEMS WITH RENEWABLE ENERGY	
BODY REPAIR & REFINISHING	
IMI L1 CAR MECHANICS - MAINTENANCE & REPAIR	
IMI L1 MOTOR CYCLE MAINTENANCE	
IMI L2 CAR BODY REPAIR & RE-FINISHING	
IMI L2 CAR MECHANICS - MAINTENANCE & REPAIR	
IMI L2 MOTOR CYCLE MAINTENANCE	
IMI L3 CAR MECHANICS - MAINTENANCE & REPAIR	
IMI L3 DIPLOMA MOTOR CYCLE MAINTENANCE	
NC ENGINEERING SYSTEMS WITH ELECTRICAL	
NC ENGINEERING PRACTICE	
NC ENGINEERING SYSTEMS	
HNC TRAVEL	
INTRODUCTION TO TRAVEL WITH CABIN CREW TRAINING	
NC INTERNATIONAL TRAVEL WITH AIRPORT GROUND OPERATIONS	
SVQ L1 HOSPITALITY SERVICES (Caf�� Bistro Chef)	
SVQ L2 FOOD & DRINK SERVICE	
SVQ LEVEL 2 PROFESSIONAL COOKERY	
CAREERWISE	
COMMERCIAL VENTURES	
INTRODUCTION TO CRAFT SKILLS	
MOVING ON/MOVIN IN	
COME DINE WITH US	
STEP 1	
TRANSITIONS	
HNC BIOMEDICAL SCIENCE/APPLIED SCIENCE	
NC INTRO TO APPLIED SCIENCE	
LEVEL 5 APPLIED SCIENCE	
LEVEL 6 APPLIED SCIENCE	
NC PHARMACY SERVICES	
HNC 3D COMPUTER ANIMATION	Not sufficient demand but animation options within Computer Games & Graphic Design
HNC CREATIVE INDUSTRIES	
HNC MUSIC BUSINESS	
HNC MUSIC	
HNC SOUND PRODUCTION	
HNC VISUAL COMMUNICATION	Now HNC Graphic Design
HND CREATIVE INDUSTRIES: TELEVISION	
HND MUSIC BUSINESS	
HND MUSIC	
HND SOUND PRODUCTION	
HND VISUAL COMMUNICATION (GRAPHIC DESIGN)	
NC ART AND DESIGN	Now within generic NC Creative Industries
NC DJ PRODUCER	
NC MUSIC	
NC MUSIC (JANUARY START)	
NC SOUND PRODUCTION	
NC MEDIA STUDIES	
HNC BEAUTY THERAPY	
HNC COMPLEMENTARY THERAPIES	
HNC FASHION MAKE-UP	
HND MAKE-UP ARTISTRY	

NC 6 MEDIA MAKE-UP	
NC BEAUTY THERAPY	
INTRODUCTION TO FASHION MAKE-UP	
NPA COSMETOLOGY HAIRDRESSING	
NQ HAIRDRESSING YEAR 2	Now begin/intro to Hairdressing
NC 6 WELLNESS THERAPIES	
NQ HAIRDRESSING (FASTRACK)	
SVQ L2 BEAUTY THERAPY	
SVQ L3 BEAUTY THERAPY NAILS ROUTE	
SVQ L3 HAIRDRESSING	Combined into Beauty
SVQ LEVEL 3 HAIRDRESSING FASTRACK	
DIPLOMA EDUCATION & SOCIAL SERVICES	
HNC CARE AND ADMINISTRATIVE PRACTICE	
HNC EARLY EDUCATION & CHILDCARE	
HNC SOCIAL CARE	
INTERMEDIATE 1 CARE	
INT 2 EARLY EDUCATION & CHILDCARE	
INTERMEDIATE 2 HEALTH CARE	
NC INTERMEDIATE 2 SOCIAL CARE	
NC ACCESS TO NURSING	
NC EARLY EDUCATION & CHILDCARE	
NC HIGHER HEALTH CARE	
NC HIGHER SOCIAL CARE	
PREPARE TO CARE	
HNC SOCIAL SCIENCES	
HND SOCIAL SCIENCES YEAR 2	Not sufficient demand at this level but replaced by an Access course
NC HIGHER SOCIAL SCIENCES & CRIMINOLOGY	
NC POLICE SERVICE	
NC UNIFORMED SERVICES	
Part Time	
CMI - FIRST LINE MANAGEMENT AWARD INTRODUCTION (S6A1)	
AAT5 LEVEL 5 CERTIFICATE	
EXCEL FOR BEGINNERS	
GREENOCK CENTRAL LIBRARY	
GOUROCK LIBRARY	
PORT GLASGOW LIBRARY	
SOUTH WEST LIBRARY	
MILLING 2 SHORT COURSE	
NC ADMINISTRATION AND OFFICE SKILLS (WINTER START)	
NC DIGITAL MEDIA COMPUTING (JANUARY START)	
SVQ L2 BUSINESS & ADMIN (AUGUST START)	
MA IT PROFESSIONAL level 3	
WORD PRESS	
UPSKILLING INVERCLYDE JANITORS	
SVQ3 PAINT	
SVQ 3 CARPENTRY AND JOINERY	
SVQ PLUMBING LEVEL 3	
Employability: Construction & Engineering	
IMI L1 CAR MECHANICS - MAINTENANCE & REPAIR (JANUARY START)	
MA - CHEMICAL PROCESS	
MA ENGINEERING MAINTENANCE (INSTRUMENTATION AND CONTROL)	
NC ENGINEERING SYSTEMS (JANUARY START)	
PAT TESTING	
RENEWABLE ENERGY AWARENESS	
SVQ 2 ENGINEERING PEO 2	
BII PERSONAL LICENSE HOLDERS CERTIFICATE	
BII PERSONAL LICENSE HOLDERS CERTIFICATE - REFRESHER	Not sufficient demand & difficulties staffing but Curriculum looking at offering in the future.
ELEMENTARY FOOD HYGIENE	
SWEDISH PLACEMENTS	
HYDRAULICS INTRODUCTORY COURSE	
AWARD IN AIRPORT SERVICES & GROUND OPERATIONS (AUGUST START)	
SIECE - CHINESE TEACHERS	
SVQ LEVEL 2 PROFESSIONAL COOKERY	
Access to College & Training Level 1	
Access to College & Training Level 2	
Access to College & Training Level 3	
LEARNER DEVELOPMENT ARMCHAIR MOBILITY	
LEARNER DEVELOPMENT ASSISTIVE TECHNOLOGIES	
LEARNER DEVELOPMENT CRAFTY CREATIONS	
LEARNER DEVELOPMENT BE DRAMATIC	
LEARNER DEVELOPMENT BAKEWORKS	
LEARNER DEVELOPMENT BACK TO BASICS	
LEARNER DEVELOPMENT COMMUNITY ENTERPRISE	
LEARNER DEVELOPMENT COMPUTING FOR FUN	

LEARNER DEVELOPMENT CRAFT WORKSHOP	
LEARNER DEVELOPMENT DANCE	
LEARNER DEVELOPMENT DRAMA	
LEARNER DEVELOPMENT ENRICHMENT	
LEARNER DEVELOPMENT FITZGERALD - DRAMA	
LEARNER DEVELOPMENT - FOCUS	
LEARNER DEVELOPMENT - GLENBURN WORKSHOP	
LEARNER DEVELOPMENT COOKERY	
LEARNER DEVELOPMENT LOCHGILPHEAD	
LEARNER DEVELOPMENT MCPHERSON CENTRE	
LEARNER DEVELOPMENT OBAN	
LEARNER DEVELOPMENT PHOTOGRAPHY ENTERPRISE	
LEARNER DEVELOPMENT RAVENSCRAIG	
LEARNER DEVELOPMENT SCOTLAND PAST AND PRESENT	
LEARNER DEVELOPMENT ST LUKES ART	
LEARNER DEVELOPMENT LEP TOP	
LEARNER DEVELOPMENT STEP LINK	
LEARNER DEVELOPMENT SUMMER SCHOOL	
ADVANCED HIGHER LABS	
HIGHER ENGLISH	Expanded to meet demand
HIGHER MATHS	Not recruited - offering Nat 5 for 2019-20
HIGHER PSYCHOLOGY	Intro course run instead
HIGHER SPANISH	Not recruited
MICROBIOLOGY (SHORT COURSE)	
MA LIFE SCIENCE	
NPA SOUND PRODUCTION (MARCH 2014)	
ADVANCED BARBERING COURSE (EVENING)	
BALMAIN HAIR EXTENSIONS	
FOUNDATION BARBERING COURSE (EVENING)	
NPA COSMETOLOGY HAIRDRESSING (JANUARY START)	
NC 6 WELLNESS THERAPIES (JAN START)	
PARTY MAKE UP	
SVQ L2 HAIRDRESSING MA	
SVQ L3 HAIRDRESSING MODERN APPRENTICE	
CONFIDENCE BUILDING	
INTRO TO CUSTOMER SERVICE	
EMERGENCY FIRST AID IN THE WORKPLACE	
HEALTH & SOCIAL CARE	
FIRST AID AT WORK	
FIRST AID AT WORK REFRESHER	
HIGHER SOCIAL CARE (JAN START)	
INTRODUCTION TO CHILDCARE (JAN START)	
PDA CHILDHOOD PRACTICE	
PDA IN HEALTH AND SOCIAL CARE SUPERVISION	
SVQ LEVEL 2 HEALTH AND SOCIAL CARE	
SVQ LEVEL 3 CYP	
SVQ LEVEL 3 HEALTH AND SOCIAL CARE	
TRANSITION TO HNC	
EMPLOYABILITY GOLD (CARE)	
INTRO TO POLICE SERVICES (JANUARY START)	
School courses	
SPORT & RECREATION SKILLS FOR WORK S4	
SKILLS FOR WORK - CONSTRUCTION CRAFTS	
SKILLS FOR WORK ENGINEERING	
SKILLS FOR WORK HAIRDRESSING	
SKILLS FOR WORK - SCHOOL - EARLY EDUCATION	
SKILLS FOR WORK - INTG 1 HOSPITALITY - ROTHESAY	
SCHOOLS S5 COMPUTER GAMES DEVELOPMENT	
S3-4 COMPUTER GAMES DEVELOPMENT	
S5 SCHOOLS AUTO	
HIGHER PSYCHOLOGY (SCHOOL)	
SCHOOLS HAIR FINNART	
SCHOOLS BEAUTY	
SCHOOL CONSTRUCTION	
ENGINEERING SKILLS TECH STUDIES INT2 SCHOOLS	
GAIN PROJECT (SCHOOLS)	
SCIENCE FOR PRIMARY SCHOOLS	
ADVANCED HIGHER LABS (SCHOOLS)	
SCHOOLS TASTERS - COMPUTER GAMES / AUTO ENGINEERING / CONSTRUCTION / HAIRDRESSING / ENGINEERING	

Course Title 2018-19	New
Full time	
HNC Computer Games Development	
HNC Cybersecurity	
HND Computer Games Development	
NC Technical Support with Cyber Security at SCQF Level 5	
HNC Administration and IT	
HNC Business	
NQ Intro to Business and Administration at SCQF Level 5	
SVQ Plumbing at SCQF Level 7	
NQ Construction at SCQF Level 4	
NPA Brickwork at SCQF Level 5	
NPA Construction: Carpentry & Joinery at SCQF Level 5	
NPA Construction: Painting & Decorating at SCQF Level 5	
SVQ Carpentry & Joinery at SCQF Level 6	
IMI L1 Car Body Repair and Refinishing at SCQF Level 4	
IMI L1 Car Mechanics - Maintenance and Repair at SCQF Level 4	
IMI L2 Car Mechanics - Maintenance and Repair at SCQF Level 5	
IMI L3 Car Mechanics - Maintenance and Repair at SCQF Level 6	
IMI Vehicle Body Refinishing Level 6	
IMI L1 Motor Cycle Maintenance at SCQF Level 4	
IMI L2 Diploma in Motor Cycle Maintenance and Repair at SCQF Level 5	
IMI Awards L3 Diploma in Motor Cycle - Maintenance and Repair at SCQF Level 6	
NQ Building Services Engineering at SCQF Level 5	
HNC Electrical Engineering	
HNC Engineering Systems with Renewable Energy	
HND Engineering Systems with Renewable Energy	
NC Electrical Engineering at SCQF Level 5 Year	
NC Engineering Systems with Renewable Energy at SCQF Level 5	
C&G Chemical Process DSM MA at SCQF Level 5	
HNC Professional Cookery/Patisserie	
HNC Travel and Tourism	
SVQ in Professional Cookery at SCQF Level 5	
SVQ Professional Cookery at SCQF Level 5 (January)	
SVQ in Professional Cookery at SCQF Level 6	
Diploma in Education & Social Services at SCQF Level 8	
HNC Care and Administrative Practice	
HNC Childhood Practice	
HNC Social Services	
NQ Access to Nursing - SWAP at SCQF Level 5	
NQ Care at SCQF Level 5	
NC Early Education and Childcare at SCQF Level 6	
NQ Care at SCQF Level 6	
NQ Social Care at SCQF Level 6	
NQ Come Dine with Us at SCQF Level 3	
Computing & Media at SCQF Level 3 Oban	
NQ Commercial Ventures at SCQF Level 4	
NQ Certificate for Work Readiness 1A at SCQF Level 4	
NQ Enterprising Events at SCQF Level 2	
NQ Step at SCQF Level 4	
NQ Step at SCQF Level 3	
NQ Steps 2 Work at SCQF Level 4	
HNC Coaching and Developing Sport	
HNC Fitness, Health and Exercise	
HND Fitness, Health and Exercise	
NQ Sport and Fitness at SCQF Level 5	
HNC Social Sciences	
NQ Access to Humanities SWAP at SCQF Level 6	
NQ Social Science at SCQF Level 5	
NQ Social Sciences & Criminology at SCQF Level 6	
HNC Applied Science	

NQ Access to HN Science at SCQF Level 6
NC Applied Science at SCQF Level 5
NC Pharmacy Services at SCQF Level 6
HNC Creative Industries: Television
HNC Music Business
HNC Creative Industries: Music
HNC Sound Production
HNC Graphic Design
HND Creative Industries: Television
HND Music Business
HND Music
HND Sound Production
HND Graphic Design
NC Creative Industries at SCQF Level 6
NQ in DJ/Music Producer at SCQF Level 5
NC Creative Industries: Media at SCQF Level 6
NC Music at SCQF Level 6
NC Creative Industries: Sound Production at SCQF Level 6
NC Creative Industries: Television Production at SCQF Level 6
HNC Beauty Therapy
HNC Complementary Therapies
HNC Fashion Make-Up
HND Complementary Therapies
HND Fashion Make-Up
HND Make-Up Artistry
NC Make-up Artistry at SCQF Level 6
NC Complementary Therapies
NQ Begin Hairdressing at SCQF Level 4
NC Hairdressing at SCQF Level 5
NC Hairdressing at SCQF Level 5 Fast track
NC Hairdressing at SCQF Level 6
NQ Begin Beauty Therapy at SCQF Level 5
SVQ in Beauty Therapy at SCQF Level 5
Part time
HN Cybersecurity
NQ in Cyber Security with Coding at SCQF Level 6 (January)
CMI Introduction to First Line Management
An Introduction to Business and Administration
Managing Stress Resilience
IOSH Working Safely
PDA Carpentry and Joinery at SCQF Level 7
SVQ Plumbing at SCQF Level 7
NQ Painting & Decorating at SCQF Level 4 January
BPEC INITIAL GAS
Lead Bossing and Welding
Liquid Petroleum Gas
SVQ Carpentry & Joinery at SCQF Level 6
SVQ Painting & Decorating at SCQF Level 6
MOT Annual Assessment
C&G Process Technology at SCQF Level 3 - FWDF
C&G Process Technology at SCQF Level 5 - FWDF
C&G Process Technology at SCQF Level 6 FWDF
Inverclyde Council Engineering Trainees
NC Engineering Systems with Renewable Energy (January) at SCQF Level 5
C&G Chemical Process DSM MA at SCQF Level 5
C&G Chemical Process DSM MA at SCQF Level 5
Elementary ESOL
Award in Airport Services & Ground Operations
REHIS Elementary Food Hygiene at SCQF Level 5
SVQ Food & Drink Service at SCQF Level 5 (January)
SVQ Professional Cookery at SCQF Level 5

SVQ Professional Cookery (Babcock) at SCQF Level 5
HNC Childhood Practice Year 1 Evening
PDA Health & Social Care Four Seasons Baillieston (10) at SCQF Level 7
PDA Supervision 1 FWDF 1819 QUARRIERS
Childhood Practice SCQF Level 5
NQ Entry to Caring Services at SCQF Level 4
NQ Social Care at SCQF Level 6 January
LEARNER DEVELOPMENT BAKEWORKS at SCQF Level 2
LEARNER DEVELOPMENT COMMUNITY ENTERPRISE
LEARNER DEVELOPMENT COMPUTING FOR FUN
LEARNER DEVELOPMENT CRAFTY CREATIONS
LEARNER DEVELOPMENT ENRICHMENT
LEARNER DEVELOPMENT Health and Wellbeing
LEARNER DEVELOPMENT HOLISTICS
LEARNER DEVELOPMENT Look Read and Write
LEARNER DEVELOPMENT Basic Skills McPherson Centre
LEARNER DEVELOPMENT Photography Enterprise at SCQF Level 6
LEARNER DEVELOPMENT Scotland Past and Present
LEARNER DEVELOPMENT ST LUKES ART
LEARNER DEVELOPMENT TOP Cookery
LEARNER DEVELOPMENT TOP DIY
LEARNER DEVELOPMENT TOP ART
Learner Development Summer School Greenock Campus
LEARNER DEVELOPMENT Develop your Senses McPherson Centre
LEARNER DEVELOPMENT Music McPherson Centre
LEARNER DEVELOPMENT TOP Wellness Therapies at SCQF Level 6
LEARNER DEVELOPMENT TOP Computing
NQ Certificate for Work Readiness at SCQF Level 4
PDA Personal Training at SCQF Level 7
NQ Introduction to Fitness Instruction at SCQF Level 6
NQ Introduction to Sports Coaching at SCQF Level 6
NQ Police Service at SCQF Level 5 (January)
NQ Police Service at SCQF Level 5
NQ #SUSSED Skills in Understanding Social Science Employment Destinations at SCQF Level 5
Microbiology at SCQF Level 1
BIOLOGY FOR PHARMACY CANDIDATES
SVQ Life Science & Related Science Industries MA at SCQF Level 6
SVQ Life Science & Related Industries MA (Industrial Route) at SCQF Level 7
SVQ Life Science & Related Industries MA (Educational Route) at SCQF Level 7
Photography: Digital Imaging (Evening)
NQ Music at SCQF Level 6 January
NQ Sound Production with DJing at SCQF level 6 January
Higher English (Evening Class)
Presentation and Effective Communication Skills FWDF - April Start
Presentation and Communication Skills FWDF
Infant Massage (Training to be a Trainer) (January)
VARIOUS EMPLOYERS - MINDFULNESS AT WORK - FWDF 1718 100918
Alzheimer Scotland Outreach at SCQF Level 4
Chats Outreach
NQ Hairdressing at SCQF Level 4 January Start
SVQ Hairdressing at SCQF Level 5 MA
SVQ Hairdressing at SCQF Level 5 MA Year 2
SVQ Hairdressing at SCQF Level 6 MA Year 1
Children's Learning and Development: An Introduction
Supporting Children with Additional Support Needs
Introduction to Psychology at SCQF Level 4
School courses
Respect Programme (Schools)
Personal Development (Schools)
Employability Award Respect Programme (Schools) at SCQF Level 4

Bespoke School Taster
Computer Games Development at SCQF Level 5 (Schools) S4
Foundation Apprenticeship in Software Development at SCQF Level 6 (Schools)
Foundation Apprenticeship in Software Development at SCQF Level 6 (Schools)
Foundation Apprenticeship in Civil Engineering at SCQF Level 6 (Schools)
Foundation Apprenticeship in Social Services CYP at SCQF Level 6 (Schools)
Foundation Apprenticeship in Social Services Children and Young People at SCQF Level 6 (Schools)
Foundation Apprenticeship in Social Service and Health Care at SCQF Level 6 (Schools)
Schools Taster - Construction / Vehicle Body Repair / Computer Games / Travel & Tourism / Hairdressing / Make Up / Beauty
NQ Building Services at SCQF Level 4 (Schools)
SFW Construction Craft Skills at SCQF Level 5 (Schools)
SFW Construction at SCQF Level 4 (Schools) S4
IMI Introduction to Body Repair at SCQF Level 3 (Schools)
Bloodhound (Schools)
IMI Intro to Motor Vehicle Industry Greenpower at SCQF Level 3 (School)
NPA Make-up Artistry at SCQF Level 5 (Schools)
Greenock Engineering Primary School Taster
Foundation Apprenticeship in Engineering at SCQF Level 6 (Schools)
SFW Engineering Skills at SCQF Level 5 (Schools)
NQ Engineering at SCQF Level 4 (Schools) S4
Schools Hospitality & Tourism Takeover
Hospitality Skills at SCQF Level 5 - Rothesay Academy (Schools) S3
SFW Hospitality at SCQF Level 5 - Rothesay Academy (Schools) S5/6
Childcare at SCQF Level 4 (Schools) S4
SFW Early Education & Childcare at SCQF Level 5 (Schools) S5/6
Art Craftwork Craigmarloch Link at SCQF Level 2 (Schools)
Woodworking Craigmarloch Link at SCQF Level 3 (Schools)
Schools Link (Learner Development)
Hair and Beauty at SCQF Level 4 (Schools)
NQ Hair and Beauty at SCQF Level 4 (Schools)
NPA Television Production at SCQF Level 5 (Schools)
NPA Music Business at SCQF Level 6 (Schools)
Personal Achievement Gold Award at SCQF Level 1 Newark Primary Schools P6-7
Introduction To Sound Production at SCQF Level 4 (Schools)
An Introduction To Television Production (S4 schools)
HN S5 (Schools) Body
HN Human Body Structure & Function (Schools) at SCQF Level 8
Higher Psychology (Schools) Year 1
Sport at SCQF Level 4 (Schools) S4
Sport at SCQF Level 5 (Schools) S4
Science (Schools) Primary
Laboratory Skills at SCQF Level 5 (Schools)

Greenock full time

Course Name:

Level 2013 2014 2015 2016 2017 2018

Creative Industries

NC Art & Design / Graphic Design	6	y	y	y	n	n	n	Combined into NC Creative Industries
HNC 3D Animation	7	y	n	n	n	n	n	Not sufficient demand to run
HNC Graphic Design / Visual Communication	7	y	y	y	y	y	n	Currently run HNC/D alternate years due to demand
HND Graphic Design / Visual Communication	8	y	y	y	n	n	y	
NC Media / NC Creative Industries	6	y	y	y	y	y	y	
NC Film/TV Production and Photography	6		new	y	y	y	y	
HNC Creative Industries: Television	7	y	y	y	y	y	y	
HND Creative Industries: Television	8	y	y	y	y	y	y	
NC Music	5	y	y	y	y	y	y	
HNC Music	7	y	y	y	y	y	y	
HNC Music Business	7	y	y	y	y	y	y	
HND Music	8	y	y	y	y	y	y	
HND Music Business	8	y	y	y	y	y	y	
NC DJ/Music Producer	5	y	y	y	y	y	y	
NC Sound Production	6	y	y	y	y	y	y	
HNC Sound Production	7	y	y	y	y	y	y	
HND Sound Production	8	y	y	y	y	y	y	

Beauty & Complementary Therapies

Begin / Intro Beauty Therapy	4	y	y	y	y	y	y	
Intro / NC Complementary Therapies					new	y		
SVQ Level 2 / NC Beauty Therapy	5	y	y	y	y	y	y	
SVQ Level 2 Beauty Therapy: Nails	5	y	y	y	y	y	n	FE Beauty courses combined into Begin Beauty and NC Beauty
SVQ Level 3/NC Beauty Therapy	6	y	y	y	y	y	n	
SVQ Level 3 Beauty Therapy Nails	6	y	y	y	y	y	n	
SVQ Level 3 Wellness Therapy	6	y	y	y	y	n	n	
HNC Beauty Therapy	7	y	y	y	y	n	y	
HNC Complementary Therapies	7	y	y	y	y	y	y	
HND Beauty Therapy	8		new	y	y	n	n	Not enough progressing students
HND Complementary Therapy	8		new	y	y	n	y	Not enough progressing 17-18

Business, Administration & Accounting

NC Administration	5	y	y	y	y	y	y	
NC Business	5	y	y	y	y	y	y	
Intro to Business and Administration	5				new	y		
HNC Administration & IT	7	y	y	y	y	y	y	
HNC Business	7	y	y	y	y	y	y	
HND Administration & IT	8		new	y	y	y	n	Not sufficient progressing students
HND Business	8	y	y	y	y	y	n	Not sufficient progressing students

Childcare

Entry to Early Education and Childcare / Int 2	5	y	y	y	y	y	n	
NC Early Education & Childcare	6	y	y	y	y	y	y	
HNC Early Education & Childcare / Childhood Practice	7	y	y	y	y	y	y	
BA / Diploma in Education & Social Services	8	y	y	y	y	y	y	
PDA Childhood Practice	8					new	y	

Computing & Computer Games

NC Computer Games Development	5	y	y	y	y	y	n	Not enough demand 18-19 but running 19-20
NC Computing with Digital Media	5	y	y	y	y	y	n	Replaced by NC Cyber
NC Technical Support (changed name to incl Cybersecurity)	5	n	y	n	n	y	y	
HNC Computer Games Development	7	n	y	y	y	y	y	
HNC Computing: Software Development	7	y	y	y	n	n	n	Not enough demand
HNC Computing: Technical Support	7	y	y	y	y	y	n	Replaced by Cyber Security
HNC Cyber Security							new	
HND Computer Games Development	8	y	y	y	y	y	y	
HND Computing: Networking	8	y	y	y	y	y	y	Now replaced by Cyber Security
HND Computing - Software Development	8	y	y	n	n	n	n	

Construction

NC Construction Skills/ Introduction to Construction	4	y	y	y	y	y	y	
NPA Construction: Carpentry & Joinery	5	y	y	y	y	y	y	
NPA Construction: Bricklaying and Hard Landscaping	5	y	y	y	y	y	y	
NPA Construction: Interior Decoration / Painting & Decor	5	y	y	y	y	y	y	
NPA Construction Building Services (Plumbing route)	5	y	y	y	y	y	y	

Energy & Environment /Electronics

NC / Int 2 - Electrical Engineering	5	y	y	y	y	y	y
NC Engineering Practice / Int 2: Renewable Energy Techno	5	y	y	y	y	y	y
NC Engineering Systems with Renewable Energy	5	y	y	y	y	y	y
HNC Electrical Engineering	7	y	y	y	y	y	y
HNC Engineering Systems with Renewable Energy	7	y	y	y	y	y	y
HND Engineering Systems with renewable energy	8		new	y	y	y	y

Hairdressing

Begin Hairdressing / Intro / Cosmetology	4	y	y	y	y	y	y
NQ (changed to NC) Hairdressing (Level 5)	5	y	y	y	y	y	y
SVQ Level 3 - Hairdressing / NQ level 6	6	y	y	y	y	y	y

Health & Social Care

Care Level 4 / Int 1 / NQ Assess to Caring	4	y	y	y	y	y	n	Not sufficient demand & poor PIs. Replaced with part time provision to better meet student needs
Prepare to Care (Incorporated SVQ 2)	5	y	y	y	y	n	n	
Care Level 5	5	y	y	y	y	y	y	
PDA Education Support Assistance (Jan)	5						new	
NC Higher Health Care / NQ Care Level 6	6	y	y	y	y	y	y	
NC Higher Social Care (now Health & Social Care)	6	y	y	y	y	y	y	
HNC Care and Administrative Practice	7	y	y	y	y	y	y	
HNC Social Care (now HNC Social Services)	7	y	y	y	y	y	y	

Hospitality & Professional Cookery

SVQ Level 1: Hospitality Services	4	y	y	y	y	y	n
SVQ/ NC Professional Cookery (Level 5)/Food & Drink	5	y	y	y	y	y	y
SVQ/NC Professional Cookery (Level 6)	6	y	y	y	y	y	y
HNC Professional Cookery	7						new

Learner Development

Access to College & Training (ACT 1)	2		y	y	n	n	n	
Come Dine with Us	2	y	y	y	y	y	y	
Development / NC Development Course	2		y	y	y	y	y	
Enterprising Events / Community Life	2		y	y	y	y	y	
Work Prep 1	2		y	y	n	y	n	
Access to College & Training (ACT 2)	3		y	y	n	n	n	
Careerwise	3	y	y	y	n	n	n	
Commercial Ventures	3	y	y	y	y	y	y	
Step 1	3		y	y	y	y	y	
Step 2	3		y	y	y	y	y	
Access to College & Training (ACT 3)	4		y	y	n	n	n	
Steps 2 Work	4		y	y	y	y	y	
Certificate for Work Readiness	3 or 4				new	y	y	This replaced other courses and is provision with more employability focus

Make Up Artistry

SVQ Intro to Make-up Artistry	5	y	y	n	n	n	n	combined with NC
NC Makeup Artistry Level 6	6	y	y	y	y	y	y	
HNC Fashion Make-up	7	y	y	y	y	y	y	
HND Make-up Artistry	8	y	y	y	y	y	y	

Motor Vehicle

IMI Car Body Repair & Refinishing Level 1	4	y	y	y	y	y	y
IMI Car Mechanics - Maintenance & Repair Level 1	4	y	y	y	y	y	y
IMI Diploma in Motor Cycle Maintenance Level 1	4	y	y	y	y	y	y
IMI Car Body Repair & Refinishing Level 2	5	y	y	y	y	y	y
IMI Car Mechanics - Maintenance & Repair Level 2	5	y	y	y	y	y	y
IMI Diploma in Motor Cycle Maintenance Level 2	5	y	y	y	y	y	y
IMI Car Mechanics - Maintenance & Repair Level 3	6	y	y	y	y	y	y
IMI Diploma in Motor Cycle Maintenance Level 3	7	y	y	y	y	y	y

Nursing

Access to Nursing	5	y	y	y	y	y	y
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Science

NC Introduction to Applied Science	4	y	y	y	y	y	n
NC Applied Science Level 5	5	y	y	y	y	y	y
NC Applied Science Level 6 / Access to HN	6	y	y	y	y	y	y
NC Pharmacy Services	6	y	y	y	y	y	y
HNC Applied Science	7	y	y	y	y	y	y
HND Biomedical Science	8		new	y	y	y	n
Numbers too small to run (ran with 7 in 2017)							

Social Sciences

NC Uniformed Services	4	y	y	y	n	n	n
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Social Science Int 1 and 2 / NC Social Sciences	5 or 6				new	y	y
NC Introduction to Criminal Justice	5				new	y	y
NC Police Service	5	y	y	y	y	y	y
NC Higher Social Sciences and Criminology	6	y	y	y	y	y	y
HNC Social Sciences	7	y	y	y	y	y	y
HND Social Sciences	8	y	y	y	n	n	n

Not sufficient numbers & Access course was introduced instead to better meet student demand

NC Sport & Fitness Level 4	4	new	y	n	n	n	Sport provision was introduced when Ayrshire College decided to move out of Largs. No extra funding was received to do this but the college took on Sport provision for these students
NC Sport & Fitness Level 5	5	new	y	y	y	y	
HNC Coaching and Development Sport	7	new	y	y	y	y	
HNC Fitness Health & Exercise	7	new	y	y	y	y	
Personal Trainer & Fitness Professional	7			new	y	n	
HND Fitness Health & Exercise	8					new	

NC International Travel with Airport Ground Operations	5 or 6	y	y	y	y	y	n	Struggled to recruit but running part time Service Air courses
NC Introduction to Tourism and Events	5	y	y	y	y	n	n	
HNC Travel & Tourism	7	y	y	y	y	y	y	

Learning Activity at WCS

Post-Merger: 2013/14 – 2018/19

October 2019

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Report Summary

Purpose

This report has been compiled to provide the College with a clear and accurate picture of post-merger learning activity in order to help identify and explain trends, convergent or divergent, between our campuses.

Scope

Our study spans six academic years – from 2013/14 to 2018/19, the latest year of complete student data. All student enrolments (173,914) were initially obtained, before Distance Learning records (48,494) were removed to ensure the data reflected real on-campus activity.

Campus Enrolments

As shown in Table 7, enrolments at the College – for both full-time and part-time courses – have increased by 3.3% between 2013/14 and 2018/19. This is largely driven by enrolments at Clydebank campus increasing by 45.3%. Enrolments at the Greenock campus have fallen by 17.7% and at the Paisley campus by 5.6% in the same period. *(an enrolment can reflect someone on a single one day course or on a full time course)*

Tables 8 and 9 show full-time and part-time enrolments for each campus separately. Full-time and part-time enrolments at the College grew by 2.4% and 3.9% respectively. At campus level, full-time enrolments increased in Clydebank by 3.4% and at Paisley by 26.3%, but fell at Greenock by 24.2%. Part-time enrolments grew at Clydebank by 85.9%, however, fell by 11.9% and 21.1% at Greenock and Paisley.

Curriculum Enrolments

At Clydebank, the Science, Social Science and Sport (+893), Outreach (+677) and Care (+393) have seen the greatest increases in enrolments in the post-merger period. The Hair, Beauty and Make-Up Artistry (-188), Business and Computing (-186) Creative Arts (-133) sectors have seen the greatest reductions in enrolments at Clydebank campus.

The greatest increases in enrolments at Paisley are in Hospitality, Tourism and ESOL (+803), Learner Development (+192) and Construction (+188). Care (-1,220), Business and Computing (-766) and Creative Arts (-283) have the largest reductions.

Enrolment increases by sector at Greenock are considerably smaller when compared to Clydebank and Paisley, whilst decreases are more common and proportionately greater than the other two campuses. The largest increases come from the Science, Social Science and Sport (+76), Construction (+72) and Creative Arts (+44) sectors. The largest reductions in enrolments come from the Learner Development (-372) with less part time activity, Business and Computing (-344) and Care (-273) sectors.

Student Body

This report also provides data on the demography of the student body. Tables 1-3 show data on level/mode of study, gender, age and SIMD, whilst Tables 4-6 provide a breakdown of student domiciles.

In terms of level and mode of study, whilst numbers fluctuate, there were no discernible differences or trends between the campuses. However, differences can be found when looking at gender, age, deprivation and domicile.

Clydebank consistently has a greater proportion of its student body which is female than the other two campuses. Paisley starts at the same point as Clydebank in the first year of merger, but in the last 3 years it is more similar to Greenock, with a more equal split between genders.

From 2013/14 to 2018//19, the average age of students at Clydebank increased from 24 to 25 whilst at Paisley the figure has stayed the same at 27. However, the average age of students at Greenock has a different trajectory, reducing from 23 to 21 over the same period.

At merger, the proportion of the student body under the age of 24 was similar at Clydebank (67.6%) and Greenock (68.8%), whilst Paisley (57.0%) had a lower proportion. Over the last six years, Clydebank (62.5%) is more comparable with Paisley (57.6%), but Greenock's trajectory goes in the opposite direction (74.3%).

Students from SIMD 20 areas are well-represented as a proportion of the student bodies at each campus. With rates as high as 50.5% and as low as 38.4%, universities – who are required to widen access to their institutions – would be envious of our rates. However, Clydebank's share is consistently higher than Greenock and Paisley's share.

Finally, student domicile is another area of marked difference between the campuses. When comparing the proportion of each student body who reside in the home local authority of that campus, differences are clear. The proportion of students at the Greenock campus who reside in Inverclyde (ranging from 65.5% to 72.8%) is consistently and considerably higher than Clydebank and Paisley students from West Dunbartonshire (44.71% to 60.3%) and Renfrewshire (56.0% to 63.8%) respectively.

In addition to this, when comparing each campuses top 5 local authorities by enrolments, Clydebank has significant increases in all 5, Greenock has significant reductions in 4 and Paisley has reductions in 3, but has a noteworthy increase from one particular local authority. Whilst Clydebank has substantial increases in enrolments from West Dunbartonshire (64.5%) and Paisley has a modest increase from Renfrewshire (0.9%), Greenock has a significant decline from Inverclyde (-15.6%).

Conclusion

When comparing data from the first year of merger and the latest available year, a number of marked differences between the campuses emerge. Enrolments have increased substantially at Clydebank, fallen slightly at Paisley and significantly at Greenock.

The fact that the data indicates that the Greenock campus is an outlier in terms of age and domicile may help explain this. There is a concentration of students under the age of 24 as well as from a single local authority at the Greenock campus – populations which are notably reducing. This, coupled with the evidence that enrolments at the campus are not increasing in other local authorities, may help explain the sharp decline.

On the other hand, the Clydebank campus has grown significantly over the measured period. Again, possible explanations may be found where the data indicates that Clydebank is an outlier. For example, its greater representation of females, older students and

deprived communities – in addition to growing in its home local authority and other local authorities in significant numbers – may help explain its different trajectory to the Greenock campus.

Overview of the WCS Student Body

Table 1: Composition of the Student Body at the WCS Clydebank Campus

		2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
Level of Study	Further Education	3800	79.1%	4886	84.5%	5741	86.3%	4832	84.5%	6164	83.1%	5448	78.0%
	Higher Education	1007	20.9%	897	15.5%	915	13.7%	889	15.5%	1255	16.9%	1535	22.0%
Mode of Study	Full-time	2369	49.3%	2305	39.9%	2307	34.7%	2472	43.2%	2510	33.8%	2450	35.1%
	Part-time	2438	50.7%	3478	60.1%	4349	65.3%	3249	56.8%	4909	66.2%	4533	64.9%
Gender	Female	2761	57.4%	3554	61.5%	3964	59.6%	3338	58.3%	4148	55.9%	4015	57.5%
	Male	2045	42.5%	2225	38.5%	2688	40.4%	2373	41.5%	3242	43.7%	2940	42.1%
	Other/Undeclared	1	0.0%	4	0.1%	4	0.1%	10	0.2%	29	0.4%	28	0.4%
Age	<16	509	10.6%	491	8.5%	717	10.8%	806	14.1%	1787	24.1%	1057	15.1%
	16-24	2746	57.1%	2847	49.2%	3249	48.8%	2712	47.4%	3138	42.3%	3309	47.4%
	25-34	770	16.0%	946	16.4%	1119	16.8%	952	16.6%	1106	14.9%	1186	17.0%
	35-44	385	8.0%	582	10.1%	646	9.7%	532	9.3%	674	9.1%	734	10.5%
	45-54	256	5.3%	515	8.9%	543	8.2%	435	7.6%	460	6.2%	414	5.9%
	55-64	101	2.1%	300	5.2%	283	4.3%	234	4.1%	219	3.0%	236	3.4%
	65>	40	0.8%	102	1.8%	99	1.5%	50	0.9%	35	0.5%	45	0.6%
SIMD Decile	(Most Deprived) 1	1200	25.0%	1392	24.1%	1693	25.4%	1541	26.9%	1764	23.8%	1820	26.1%
	2	1011	21.0%	1330	23.0%	1530	23.0%	1353	23.6%	1624	21.9%	1605	23.0%
	3	637	13.3%	788	13.6%	832	12.5%	622	10.9%	1054	14.2%	896	12.8%
	4	425	8.8%	586	10.1%	597	9.0%	582	10.2%	685	9.2%	613	8.8%
	5	379	7.9%	421	7.3%	565	8.5%	393	6.9%	584	7.9%	536	7.7%
	6	206	4.3%	257	4.4%	286	4.3%	260	4.5%	393	5.3%	350	5.0%
	7	276	5.7%	293	5.1%	405	6.1%	389	6.8%	391	5.3%	345	4.9%
	8	246	5.1%	258	4.5%	260	3.9%	186	3.3%	338	4.6%	331	4.7%
	9	261	5.4%	264	4.6%	295	4.4%	218	3.8%	364	4.9%	292	4.2%
	(Least Deprived) 10	166	3.5%	194	3.4%	193	2.9%	177	3.1%	222	3.0%	195	2.8%
All Clydebank Enrolments		4807		5783		6656		5721		7419		6983	

Table 2: Composition of the Student Body at the WCS Greenock Campuses

		2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
Level of Study	Further Education	4972	85.8%	4337	79.7%	3919	80.6%	3505	81.6%	4104	83.2%	3981	83.5%
	Higher Education	824	14.2%	1108	20.3%	943	19.4%	789	18.4%	826	16.8%	788	16.5%
Mode of Study	Full-time	2726	47.0%	3134	57.6%	2691	55.3%	2541	59.2%	2355	47.8%	2065	43.3%
	Part-time	3070	53.0%	2311	42.4%	2171	44.7%	1753	40.8%	2575	52.2%	2704	56.7%
Gender	Female	3022	52.1%	2902	53.3%	2552	52.5%	2189	51.0%	2558	51.9%	2392	50.2%
	Male	2771	47.8%	2541	46.7%	2306	47.4%	2098	48.9%	2361	47.9%	2364	49.6%
	Other/Undeclared	3	0.1%	2	0.0%	4	0.1%	7	0.2%	11	0.2%	13	0.3%
Age	<16	1472	25.4%	1158	21.3%	1124	23.1%	673	15.7%	1203	24.4%	1720	36.1%
	16-24	2517	43.4%	2729	50.1%	2471	50.8%	2311	53.8%	2338	47.4%	1822	38.2%
	25-34	688	11.9%	677	12.4%	591	12.2%	598	13.9%	601	12.2%	540	11.3%
	35-44	379	6.5%	333	6.1%	280	5.8%	309	7.2%	348	7.1%	316	6.6%
	45-54	426	7.3%	296	5.4%	213	4.4%	186	4.3%	234	4.7%	177	3.7%
	55-64	204	3.5%	160	2.9%	119	2.4%	137	3.2%	124	2.5%	127	2.7%
	65>	109	1.9%	92	1.7%	63	1.3%	80	1.9%	82	1.7%	67	1.4%
SIMD Decile	(Most Deprived) 1	1527	26.3%	1426	26.2%	1256	25.8%	1130	26.3%	1272	25.8%	1139	23.9%
	2	1061	18.3%	1033	19.0%	772	15.9%	796	18.5%	847	17.2%	768	16.1%
	3	506	8.7%	503	9.2%	413	8.5%	360	8.4%	371	7.5%	370	7.8%
	4	527	9.1%	583	10.7%	573	11.8%	316	7.4%	421	8.5%	680	14.3%
	5	389	6.7%	328	6.0%	300	6.2%	268	6.2%	369	7.5%	256	5.4%
	6	483	8.3%	518	9.5%	378	7.8%	351	8.2%	327	6.6%	293	6.1%
	7	387	6.7%	365	6.7%	255	5.2%	209	4.9%	287	5.8%	178	3.7%
	8	475	8.2%	339	6.2%	615	12.6%	591	13.8%	630	12.8%	716	15.0%
	9	344	5.9%	284	5.2%	232	4.8%	211	4.9%	338	6.9%	313	6.6%
	(Least Deprived) 10	97	1.7%	66	1.2%	68	1.4%	62	1.4%	68	1.4%	56	1.2%
All Greenock Enrolments		5796		5445		4862		4294		4930		4769	

Table 3: Composition of the Student Body at the WCS Paisley Campus

		2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
Level of Study	Further Education	7266	81.0%	10146	86.7%	7363	81.6%	7503	82.7%	8974	83.6%	6657	78.7%
	Higher Education	1702	19.0%	1511	13.3%	1656	18.4%	1569	17.3%	1762	16.4%	1806	21.3%
Mode of Study	Full-time	2929	32.7%	3247	27.8%	3558	39.5%	3587	39.5%	3634	33.8%	3700	43.7%
	Part-time	6039	67.3%	8450	72.2%	5460	60.5%	5485	60.5%	7102	66.2%	4763	56.3%
Gender	Female	5119	57.1%	6801	58.1%	4822	53.5%	4835	53.3%	5437	50.6%	4189	49.5%
	Male	3840	42.8%	4882	41.7%	4182	46.4%	4219	46.5%	5269	49.1%	4244	50.1%
	Other/Undeclared	9	0.1%	14	0.1%	15	0.2%	18	0.2%	30	0.3%	30	0.4%
Age	<16	725	8.1%	1045	8.9%	1084	12.0%	1268	14.0%	1434	13.4%	889	10.5%
	18-24	4388	48.9%	6251	53.4%	4518	50.1%	4426	48.8%	5097	47.5%	3985	47.1%
	25-34	1473	16.4%	2011	17.2%	1578	17.5%	1569	17.3%	1793	16.7%	1469	17.4%
	35-44	1008	11.2%	1116	9.5%	878	9.7%	811	8.9%	1012	9.4%	992	11.7%
	45-54	923	10.3%	871	7.4%	663	7.4%	662	7.3%	853	7.9%	708	8.4%
	55-64	384	4.3%	359	3.1%	278	3.1%	308	3.4%	523	4.9%	385	4.5%
	65>	66	0.7%	41	0.4%	20	0.2%	28	0.3%	24	0.2%	35	0.4%
SIMD Decile	(Most Deprived) 1	2054	22.9%	2947	25.2%	2139	23.7%	2100	23.1%	2383	22.2%	1900	22.5%
	2	1392	15.5%	2026	17.3%	1452	16.1%	1522	16.8%	1830	17.0%	1378	16.3%
	3	1048	11.7%	1336	11.4%	943	10.5%	1058	11.7%	1187	11.1%	1035	12.2%
	4	897	10.0%	1136	9.7%	844	9.4%	867	9.6%	1042	9.7%	871	10.3%
	5	705	7.9%	893	7.6%	755	8.4%	762	8.4%	827	7.7%	595	7.0%
	6	729	8.1%	785	6.7%	647	7.2%	692	7.6%	865	8.1%	679	8.0%
	7	450	5.0%	561	4.8%	434	4.8%	429	4.7%	524	4.9%	427	5.0%
	8	598	6.7%	789	6.7%	644	7.1%	646	7.1%	798	7.4%	548	6.5%
	9	740	8.3%	813	7.0%	840	9.3%	722	8.0%	857	8.0%	718	8.5%
	(Least Deprived) 10	355	4.0%	411	3.5%	321	3.6%	274	3.0%	423	3.9%	312	3.7%
All Paisley Enrolments		8968		11697		9019		9072		10736		8463	

Table 4:Domicile of the WCS Clydebank Campus Student Body

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19		Change	
Aberdeen City	3	0.1%	0	0.0%	1	0.0%	1	0.0%	1	0.0%	2	0.0%	-1	-33.3%
Aberdeenshire	9	0.2%	2	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%	-8	-88.9%
Angus	7	0.1%	0	0.0%	0	0.0%	1	0.0%	2	0.0%	1	0.0%	-6	-85.7%
Argyll & Bute	259	5.4%	254	4.4%	269	4.0%	222	3.9%	256	3.5%	262	3.8%	3	1.2%
Clackmannanshire	4	0.1%	2	0.0%	4	0.1%	3	0.1%	4	0.1%	3	0.0%	-1	-25.0%
Dumfries and Galloway	6	0.1%	1	0.0%	3	0.0%	5	0.1%	15	0.2%	5	0.1%	-1	-16.7%
Dundee City	2	0.0%	1	0.0%	2	0.0%	2	0.0%	1	0.0%	2	0.0%	0	0.0%
East Ayrshire	21	0.4%	23	0.4%	15	0.2%	14	0.2%	36	0.5%	13	0.2%	-8	-38.1%
East Dunbartonshire	184	3.8%	243	4.2%	123	1.8%	88	1.5%	49	0.7%	81	1.2%	-103	-56.0%
East Lothian	2	0.0%	0	0.0%	2	0.0%	0	0.0%	1	0.0%	3	0.0%	1	50.0%
East Renfrewshire	39	0.8%	31	0.5%	14	0.2%	7	0.1%	124	1.7%	105	1.5%	66	169.2%
Edinburgh, City of	10	0.2%	5	0.1%	8	0.1%	3	0.1%	5	0.1%	1	0.0%	-9	-90.0%
Na h-Eileanan Siar	0	0.0%	4	0.1%	1	0.0%	2	0.0%	4	0.1%	1	0.0%	1	----
Falkirk	6	0.1%	6	0.1%	7	0.1%	3	0.1%	14	0.2%	4	0.1%	-2	-33.3%
Fife	17	0.4%	8	0.1%	6	0.1%	4	0.1%	4	0.1%	2	0.0%	-15	-88.2%
Glasgow City	1432	29.8%	1305	22.6%	1604	24.1%	1291	22.6%	1581	21.3%	1548	22.2%	116	8.1%
Highland	8	0.2%	3	0.1%	2	0.0%	1	0.0%	14	0.2%	7	0.1%	-1	-12.5%
Inverclyde	75	1.6%	139	2.4%	169	2.5%	111	1.9%	656	8.8%	382	5.5%	307	409.3%
Midlothian	4	0.1%	0	0.0%	0	0.0%	0	0.0%	3	0.0%	4	0.1%	0	0.0%
Moray	1	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0	-1	-100%
North Ayrshire	22	0.5%	11	0.2%	61	0.9%	3	0.1%	71	1.0%	62	0.9%	40	181.8%
North Lanarkshire	175	3.6%	194	3.4%	233	3.5%	122	2.1%	225	3.0%	100	1.4%	-75	-42.9%
Orkney/Shetland Islands	1	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	-1	-100%
Perth and Kinross	2	0.0%	3	0.1%	2	0.0%	3	0.1%	4	0.1%	6	0.1%	4	200.0%
Renfrewshire	214	4.5%	258	4.5%	376	5.6%	277	4.8%	640	8.6%	572	8.2%	358	167.3%
Scottish Borders	1	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	1	0.0%	0	0.0%
South Ayrshire	9	0.2%	17	0.3%	90	1.4%	32	0.6%	85	1.1%	60	0.9%	51	566.7%
South Lanarkshire	82	1.7%	75	1.3%	42	0.6%	40	0.7%	122	1.6%	175	2.5%	93	113.4%
Stirling	37	0.8%	28	0.5%	26	0.4%	31	0.5%	34	0.5%	18	0.3%	-19	-51.4%
West Dunbartonshire	2151	44.7%	3157	54.6%	3590	53.9%	3452	60.3%	3453	46.5%	3539	50.7%	1388	64.5%
West Lothian	8	0.2%	4	0.1%	5	0.1%	2	0.0%	5	0.1%	4	0.1%	-4	-50.0%
Outside of Scotland/Unknown	16	0.3%	7	0.1%	0	0.0%	1	0.0%	1	0.0%	19	0.3%	3	18.8%

Table 5: Domicile of the WCS Greenock Campus Student Body

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19		Change	
Aberdeen City	3	0.1%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	-1	-33.3%
Aberdeenshire	7	0.1%	2	0.0%	0	0.0%	2	0.0%	1	0.0%	0	0.0%	-7	-100%
Angus	1	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	2	0.0%	1	100%
Argyll & Bute	345	5.9%	313	5.7%	311	6.4%	274	6.4%	297	6.0%	250	5.2%	-95	-27.5%
Clackmannanshire	1	0.0%	2	0.0%	4	0.1%	6	0.1%	0	0.0%	0	0.0%	-1	-100%
Dumfries and Galloway	5	0.1%	2	0.0%	4	0.1%	3	0.1%	0	0.0%	8	0.2%	3	60.0%
Dundee City	13	0.2%	1	0.0%	2	0.0%	1	0.0%	3	0.1%	2	0.0%	-11	-84.6%
East Ayrshire	18	0.3%	14	0.3%	4	0.1%	11	0.3%	3	0.1%	5	0.1%	-13	-72.2%
East Dunbartonshire	47	0.8%	20	0.4%	5	0.1%	7	0.2%	6	0.1%	8	0.2%	-39	-83.0%
East Lothian	8	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	-7	-87.5%
East Renfrewshire	3	0.1%	54	1.0%	16	0.3%	23	0.5%	14	0.3%	59	1.2%	56	1866%
Edinburgh, City of	7	0.1%	1	0.0%	2	0.0%	3	0.1%	3	0.1%	2	0.0%	-5	-71.4%
Na h-Eileanan Siar	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	0	0.0%	0	----
Falkirk	6	0.1%	2	0.0%	2	0.0%	2	0.0%	2	0.0%	0	0.0%	-6	-100%
Fife	1	0.0%	1	0.0%	2	0.0%	1	0.0%	2	0.0%	0	0.0%	-1	-100%
Glasgow City	175	3.0%	210	3.9%	203	4.2%	150	3.5%	180	3.7%	143	3.0%	-32	-18.3%
Highland	2	0.0%	2	0.0%	5	0.1%	4	0.1%	2	0.0%	1	0.0%	-1	-50.0%
Inverclyde	4116	70.9%	3620	66.5%	3186	65.5%	2858	66.6%	3380	68.7%	3472	72.8%	-644	-15.6%
Midlothian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	3	0.1%	3	-----
Moray	1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%	4	0.1%	3	300.0%
North Ayrshire	259	4.5%	236	4.3%	154	3.2%	136	3.2%	82	1.7%	102	2.1%	-157	-60.6%
North Lanarkshire	18	0.3%	20	0.4%	17	0.3%	19	0.4%	25	0.5%	4	0.1%	-14	-77.8%
Orkney/Shetland Islands	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	----
Perth and Kinross	2	0.0%	1	0.0%	3	0.1%	1	0.0%	1	0.0%	1	0.0%	-1	-50.0%
Renfrewshire	608	10.5%	714	13.1%	742	15.3%	545	12.7%	609	12.4%	492	10.3%	-116	-19.1%
Scottish Borders	1	0.0%	1	0.0%	1	0.0%	1	0.0%	134	2.7%	0	0.0%	-1	-100%
South Ayrshire	68	1.2%	84	1.5%	88	1.8%	100	2.3%	11	0.2%	104	2.2%	36	52.9%
South Lanarkshire	12	0.2%	21	0.4%	9	0.2%	9	0.2%	2	0.0%	21	0.4%	9	75.0%
Stirling	3	0.1%	8	0.1%	5	0.1%	6	0.1%	152	3.1%	2	0.0%	-1	-33.3%
West Dunbartonshire	61	1.1%	108	2.0%	93	1.9%	127	3.0%	3	0.1%	69	1.4%	8	13.1%
West Lothian	1	0.0%	0	0.0%	2	0.0%	4	0.1%	1	0.0%	1	0.0%	0	0.0%
Outside of Scotland/Unknown	14	0.2%	6	0.1%	1	0.0%	0	0.0%	0	0.0%	11	0.2%	-3	-21.4%

Table 6: Domicile of the WCS Paisley Campus Student Body

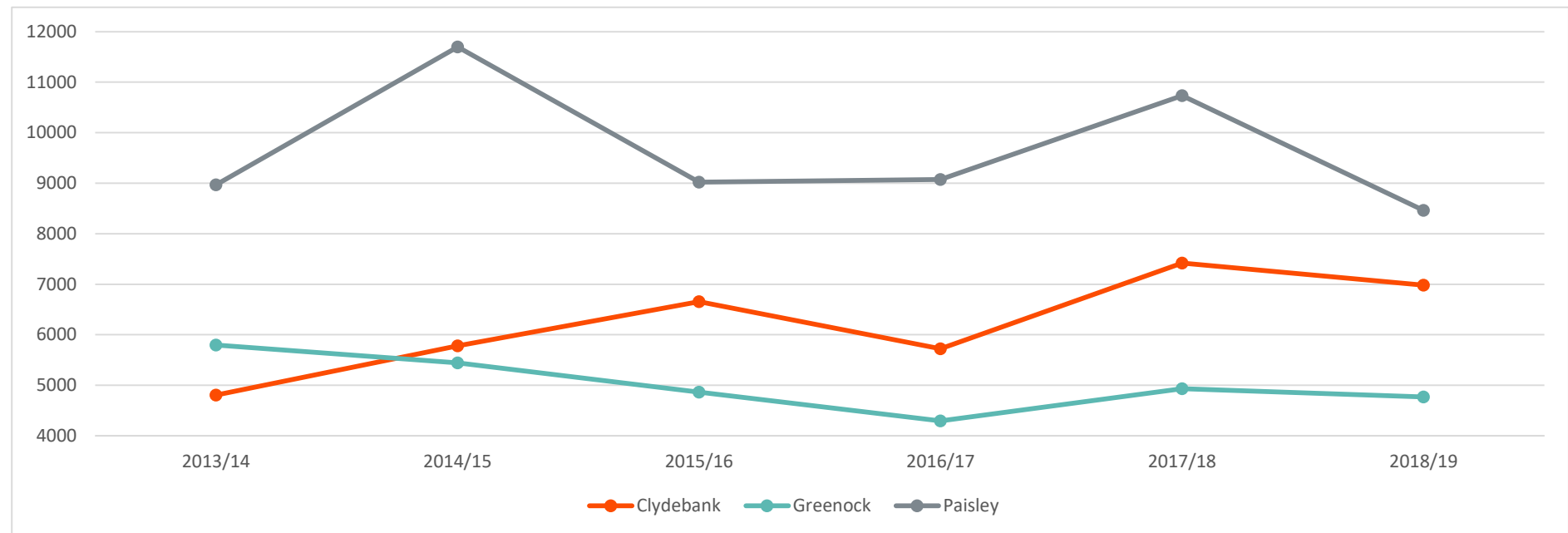
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19		Change	
Aberdeen City	8	0.1%	11	0.1%	3	0.0%	0	0.0%	3	0.0%	2	0.0%	-6	-75.0%
Aberdeenshire	9	0.1%	2	0.0%	2	0.0%	3	0.0%	12	0.1%	11	0.1%	2	22.2%
Angus	9	0.1%	2	0.0%	3	0.0%	3	0.0%	4	0.0%	5	0.1%	-4	-44.4%
Argyll & Bute	110	1.2%	217	1.9%	149	1.7%	146	1.6%	192	1.8%	135	1.6%	25	22.7%
Clackmannanshire	8	0.1%	3	0.0%	2	0.0%	2	0.0%	10	0.1%	6	0.1%	-2	-25.0%
Dumfries and Galloway	23	0.3%	17	0.1%	22	0.2%	14	0.2%	22	0.2%	24	0.3%	1	4.3%
Dundee City	4	0.0%	6	0.1%	12	0.1%	5	0.1%	3	0.0%	8	0.1%	4	100.0%
East Ayrshire	84	0.9%	102	0.9%	79	0.9%	83	0.9%	99	0.9%	77	0.9%	-7	-8.3%
East Dunbartonshire	94	1.0%	131	1.1%	79	0.9%	22	0.2%	34	0.3%	44	0.5%	-50	-53.2%
East Lothian	2	0.0%	4	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%	-1	-50.0%
East Renfrewshire	495	5.5%	418	3.6%	159	1.8%	121	1.3%	307	2.9%	280	3.3%	-215	-43.4%
Edinburgh, City of	13	0.1%	16	0.1%	13	0.1%	2	0.0%	20	0.2%	18	0.2%	5	38.5%
Na h-Eileanan Siar	0	0.0%	4	0.0%	1	0.0%	1	0.0%	3	0.0%	5	0.1%	5	----
Falkirk	40	0.4%	38	0.3%	23	0.3%	29	0.3%	33	0.3%	30	0.4%	-10	-25.0%
Fife	27	0.3%	17	0.1%	7	0.1%	5	0.1%	21	0.2%	13	0.2%	-14	-51.9%
Glasgow City	1317	14.7%	1750	15.0%	1206	13.4%	1182	13.0%	1437	13.4%	1161	13.7%	-156	-11.8%
Highland	21	0.2%	25	0.2%	9	0.1%	14	0.2%	19	0.2%	11	0.1%	-10	-47.6%
Inverclyde	472	5.3%	824	7.0%	475	5.3%	465	5.1%	726	6.8%	378	4.5%	-94	-19.9%
Midlothian	1	0.0%	1	0.0%	5	0.1%	1	0.0%	4	0.0%	9	0.1%	8	800.0%
Moray	5	0.1%	4	0.0%	0	0.0%	0	0.0%	6	0.1%	5	0.1%	0	0.0%
North Ayrshire	333	3.7%	293	2.5%	106	1.2%	78	0.9%	110	1.0%	142	1.7%	-191	-57.4%
North Lanarkshire	148	1.7%	174	1.5%	176	2.0%	171	1.9%	218	2.0%	73	0.9%	-75	-50.7%
Orkney/Shetland Islands	3	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.1%	8	0.1%	5	166.7%
Perth and Kinross	4	0.0%	5	0.0%	6	0.1%	3	0.0%	8	0.1%	12	0.1%	8	200.0%
Renfrewshire	5146	57.4%	6548	56.0%	5607	62.3%	5787	63.8%	6278	58.5%	5192	61.3%	46	0.9%
Scottish Borders	4	0.0%	3	0.0%	14	0.2%	4	0.0%	1	0.0%	14	0.2%	10	250.0%
South Ayrshire	144	1.6%	220	1.9%	274	3.0%	277	3.1%	372	3.5%	223	2.6%	79	54.9%
South Lanarkshire	161	1.8%	126	1.1%	60	0.7%	55	0.6%	174	1.6%	192	2.3%	31	19.3%
Stirling	13	0.1%	13	0.1%	17	0.2%	17	0.2%	29	0.3%	11	0.1%	-2	-15.4%
West Dunbartonshire	184	2.1%	693	5.9%	487	5.4%	574	6.3%	556	5.2%	306	3.6%	122	66.3%
West Lothian	24	0.3%	15	0.1%	6	0.1%	6	0.1%	22	0.2%	15	0.2%	-9	-37.5%
Outside of Scotland/Unknown	58	0.6%	15	0.1%	3	0.0%	2	0.0%	4	0.0%	52	0.6%	-6	-10.3%

Full-time and Part-time Study

Table 7: All Post-Merger Students Enrolled at WCS by Campus (excluding Distance Learning)

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change (#)	Change (%)
Clydebank	4807	5783	6656	5721	7419	6983	2176	45.3%
Greenock	5796	5445	4862	4294	4930	4769	-1027	-17.7%
Paisley	8968	11697	9019	9072	10736	8463	-505	-5.6%
WCS	19571	22925	20537	19087	23085	20215	644	3.3%

Chart A: All Post-Merger Students Enrolled at WCS by Campus

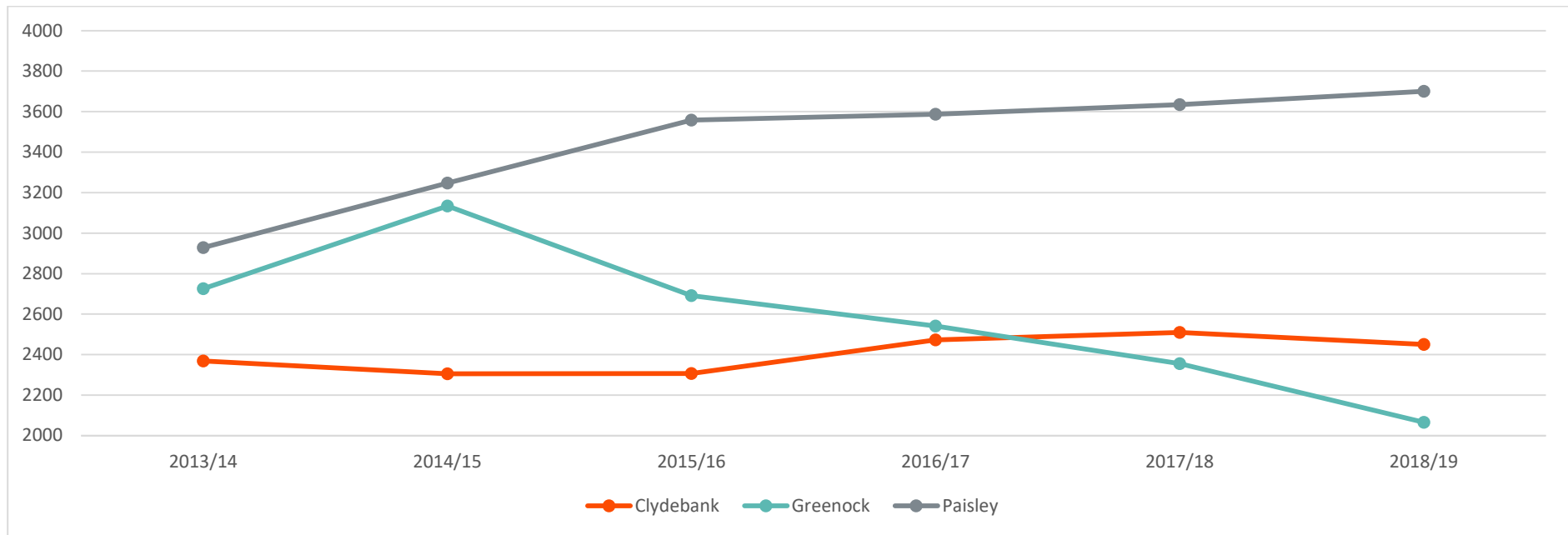


Full-time Study

Table 8: All Post-Merger Students Enrolled for Full-time Study at WCS by Campus

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change (#)	Change (%)
Clydebank	2369	2305	2307	2472	2510	2450	81	3.4%
Greenock	2726	3134	2691	2541	2355	2065	-661	-24.2%
Paisley	2929	3247	3558	3587	3634	3700	771	26.3%
WCS	8024	8686	8556	8600	8499	8215	191	2.4%

Chart B: All Post-Merger Students Enrolled for Full-time Study at WCS by Campus

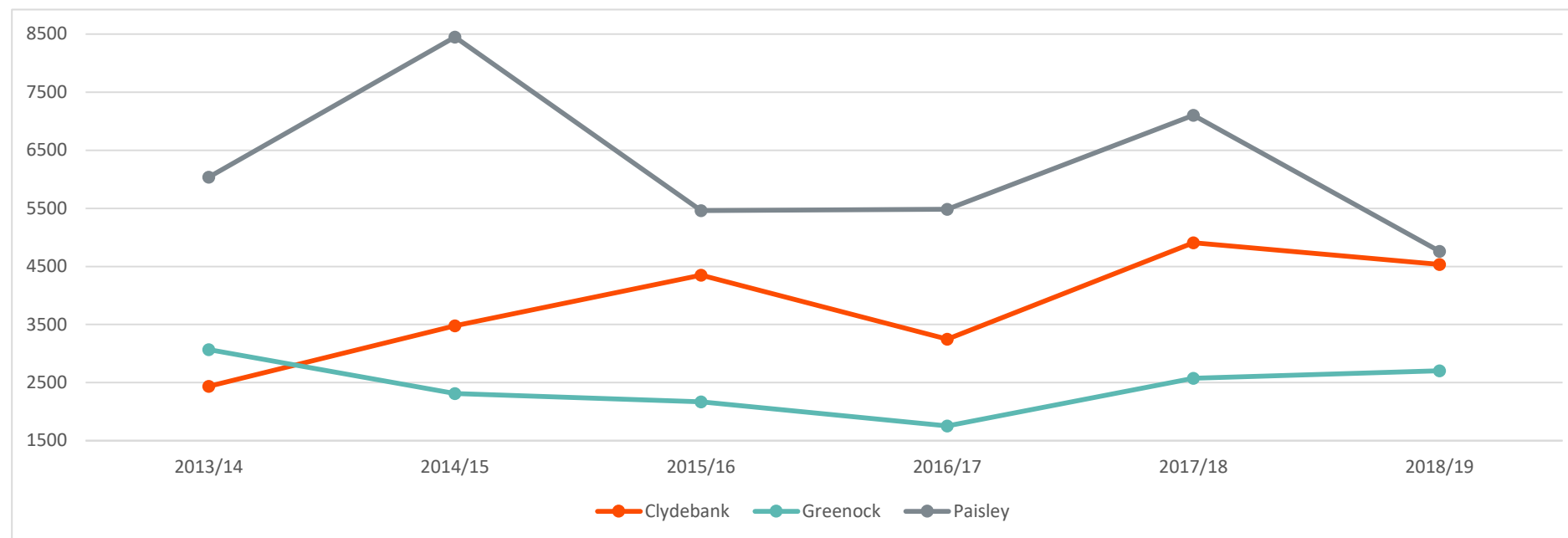


Part-time Study

Table 9: All Post-Merger Students Enrolled for Part-time Study at WCS by Campus (excluding Distance Learning)

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change (#)	Change (%)
Clydebank	2438	3478	4349	3249	4909	4533	2095	85.9%
Greenock	3070	2311	2171	1753	2575	2704	-366	-11.9%
Paisley	6039	8450	5460	5485	7102	4763	-1276	-21.1%
WCS	11547	14239	11980	10487	14586	12000	453	3.9%

Chart C: All Post-Merger Students Enrolled for Part-time Study at WCS by Campus



Campus Student Activity

Table 13: SFC fund student activity by credits (40 hours of learning).

The table below shows the proportion of credits by campus (2013-14 figures not included since this was by a different SFC method of measuring student activity)

	2014/15	2015/16	2016/17	2017/18	2018/19		Difference
Clydebank	31.1%	30.8%	31.4%	32.5%	32.5%		1.4%
Greenock	30.8%	29.4%	26.8%	25.5%	23.4%		-7.3%
Paisley	38.2%	39.9%	41.8%	42.0%	44.1%		5.9%

West College Scotland

15 May 2015

A report by HM Inspectors
on behalf of the
Scottish Funding Council

Full report



Scottish Funding Council
Promoting further and higher education

The external review process

HM Inspectors undertake an independent review of the quality of provision in Scotland's colleges on behalf of the Scottish Further and Higher Education Funding Council (SFC) under a service level agreement between the council and Education Scotland. External review teams include HM Inspectors, associate assessors and a student team member.

During external reviews, members of the review teams observe learning and teaching and hold discussions with learners, staff and stakeholders. They consider information on learner attainment and evaluate learner progress and outcomes. They meet with members of the Board of Management and obtain feedback from community groups, partners and employers who work with the college.

The purpose of this report is to convey the main outcomes arising from the external review, to acknowledge the college's strengths and to provide a clear agenda for future action to improve and enhance quality.

This external review results in judgements of **effective** or **limited effectiveness** or **not effective** that express the external review team's overall evaluation of *high quality learning, learner engagement and quality culture*.

The report also uses the following terms to describe numbers and proportions:	
almost all	over 90%
most	75-90%
majority	50-74%
less than half	15-49%
few	up to 15%

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1. Introduction

The external review

The external review by Education Scotland took place during the week beginning 9 March 2015.

We examined learning and teaching and other important activities that impact on the quality of the learner experience. We evaluated these against the three key principles of *high quality learning*, *learner engagement* and *quality culture*, using the 13 reference quality indicators outlined in *External quality arrangements for Scotland's colleges, updated August 2013*. We also included QIs 2.2 *Relevance of programmes and services to learner needs* and 6.3 *Managing and responding to changing environments* to support our evaluations. We used information from previous visits to the college to decide the scope of the review.

We found examples of excellence which we describe in this report on pages 18 and 19.

The external review team talked with learners, staff at all levels in the college, members of the Board of Management, employers, external agencies and other users of the college.

2. The college and its context

In carrying out the external review of West College Scotland, Education Scotland took the following college context fully into account.

West College Scotland was created on 1 August 2013 by the merger of Clydebank College in Clydebank, the Greenock campus of James Watt College and Reid Kerr College in Paisley. The area which the college serves spans three local authority areas of West Dunbartonshire, Inverclyde and Renfrewshire. The college also delivers provision to communities in other council areas including Glasgow, East Dunbartonshire, East Renfrewshire and Argyll and Bute. West College Scotland delivers vocational education and training to the west of Scotland, a catchment area of 1.2 million people, representing 23% of the resident population of the country.

The college operates from three main campuses in the towns of Clydebank, Greenock and Paisley and currently employs 1,200 members of staff. Following merger, the college restructured curriculum and support staff teams and harmonised staff terms and conditions of employment. The college has recently completed the appointment of staff to roles within the new structure.

All three immediate local authority areas, served by the college, claim a rich industrial heritage, including shipbuilding, engineering and textiles. Each, though, has struggled to replace these industries as they declined and as a consequence have experienced many decades of structural economic change. Many local communities continue to face serious economic and social challenges surrounding skills, employment, deprivation and depopulation.

The college organises provision through ten *curriculum sectors*. Programmes are offered in almost all subject areas from level 2 to level 10 on the Scottish Credit and Qualifications Framework (SCQF). In 2013-14, the college enrolled 30,700 students of which, around 25% were studying full-time. Provision includes a wide range of distance learning programmes and school-college provision for 40 secondary schools across the region.

The college works with a range of external strategic partners across the region. These include Community Planning Partnerships within local authority areas. The college has links with approximately 500 local businesses and a wide range of third-sector and other key agency partners.

The college is contracted to deliver an overall target of approximately 223,171 wSUMs in 2014-15. In 2013-14 the college enrolled 30,700 learners, of whom, around 25% were studying full-time. The college currently employs 1,200 members of staff and has a revenue budget of £55m, of which 69% is grant-in-aid from Scottish Funding Council (SFC).

3. Outcomes of External Review

Judgement of *Effectiveness*

Section A: Overarching judgement

West College Scotland has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders.

This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any identified minor weaknesses, and is likely to continue to improve the quality of its services for learners and other stakeholders.

Section B: Supporting statements

Learner progress and outcomes

In a few subject areas, the success rates for learners on full-time programmes are in line with the best in the sector. Learner success rates in full-time programmes for 2013-14 is slightly below the national sector performance level. Full-time early withdrawal rates are in line with the national sector performance level. Successful completion rates for part-time programmes are well below national sector performance benchmarks. Further withdrawal rates for full-time further education programmes is two percentage points better than the national sector performance level. Part-time further withdrawal rates are in line with the national sector performance level. Most learners attain core skills units in communication, information and communications technology (ICT), numeracy, problem solving and working with others. College programmes meet the needs of most learners well. Across a number of curriculum areas learners benefit from participating in relevant work-experience placements. However, this is not consistent across all vocational areas and the college is taking actions to address this. The majority of learners who complete their programmes gain certificated awards. Almost all learners make good progress during their programme of study. A number of learners widen their experience and skills through participating in fundraising activities for local and national charities.

Learning and teaching processes

Programmes are available for learners to study through attendance at one of the college's campuses, or more remotely through distance or online learning routes. Almost all learners are actively involved in learning activities in practical classes and are motivated by teaching staff to do well. Almost all teaching staff plan their teaching effectively. Some curriculum areas have strong employer links and teaching staff work hard to develop effective employer engagement to enhance

their delivery of teaching approaches. During some theory lessons, learners experience an insufficient range of effective approaches to teaching particularly when wholly teacher-led, and on these occasions learners remain passive. Learner access to ICT systems is variable and on occasions unreliable. As a result, learners become frustrated and do not make best use of ICT routinely to enhance their learning. Almost all learners benefit from regular guidance and support which they value highly. Teaching staff have an over-reliance on feedback from learners as the main mechanism for evaluating learning and teaching. Actions identified for improvement are not always sufficiently detailed to enable progress to be monitored.

Learner engagement

Almost all learners have an enjoyable educational experience, are motivated in their learning and speak highly of their college. Most learners contribute to personalising aspects of their learning through discussions with teaching staff and the views of learners feature strongly in shaping and improving programmes. To date, 459 class representatives have been appointed. However, the majority of representatives have not yet attended tailored training sessions to support them in their representative roles. As a result, there are inconsistent approaches to the collation of learner views across subject areas. The work of the Student Association and college processes for collecting learner views are not yet fully aligned, and, as a result, learners' collective views do not fully influence development at college level. The college does not communicate to class representatives or learner groups whether their priority issues and concerns are being discussed and actioned at college level.

Leadership and Quality Culture

The college's strategic aims are articulated clearly in the Regional Outcome Agreement (ROA) of 2014-17. They indicate a clear direction for the college. Staff feel that the merger and restructure process has been well handled by senior managers and that they are included and consulted. Partnership working is strong across all areas of the college's work. Teaching staff have worked well together to shape the work of their curriculum areas. Managers recognise that a concerted focus on learning and teaching is needed to raise the standard across the college to a consistently high level. Support services managers provide clear direction for staff, with a comprehensive and well-considered student support service structure in place. Over the past two years, the college has set about effective harmonisation of most curriculum quality processes. The outcome is a set of well-conceived, integrated *Fourth Way* approaches to programme review and planning, which build on good practice in legacy colleges. Managers do not communicate effectively high-level messages about prioritising improvement in part-time further education (FE) outcomes.

Section C: Areas of positive practice

- In a few subject areas, the success rates for learners on full-time programmes are in line with the best in the sector.
- An extensive range of programmes delivered to secondary school pupils across seven local authority areas provides a useful introduction to vocational learning.
- The wide range of online and community-based programmes takes good account of the needs of employed learners and those who cannot easily access provision on a college campus.
- Almost all learners are involved actively in learning, particularly during practical classes, and are motivated by teaching staff to do well.
- The learning environment and atmosphere during most teaching sessions is positive and purposeful.
- During most lessons teaching staff make good use of questioning to reinforce learning, check understanding and determine progress made.
- The college works productively with employers to design and deliver programmes which meet industry needs well.
- All learners benefit from constructive and supportive relationships with staff and speak very highly of their college experiences.
- Most learners contribute positively to planning aspects of their learning.
- Staff feel that the merger and restructure process has been well handled by senior managers and that they are included and consulted. As a result, the principal and senior managers are trusted by staff.
- Partnership working is strong across the college and many learners and staff benefit from a wide range of partnerships at local and regional levels.

Section D: Areas for development

- The successful completion rate for part-time FE programmes is 69%, nine percentage points below national sector performance level. Overall performance within the majority of curriculum areas for these programmes is low.
- Learner access to college ICT (mainly computers hardware and software) is variable and on occasions unreliable.
- Actions identified for improvement by programme teams are not always sufficiently detailed to enable progress to be monitored.
- Many class representatives are unclear about the appropriate processes for dealing with campus or college-wide issues.
- Managers do not communicate effectively high-level messages about prioritising improvement in part-time FE outcomes.

Section E: Main points for action

- **The college should ensure that its strategies for improvement, including those for improving attainment, are communicated and implemented effectively.**
- **The college should ensure that learners can routinely access reliable ICT systems to improve their learning.**
- **The college should ensure arrangements to capture learners' views are comprehensive and are used to influence college-wide developments.**

4. How well are learners progressing and achieving relevant, high quality outcomes?

How effective is the college at achieving and maintaining high levels of retention, attainment and progression?

West College Scotland was created on 1 August 2013 from a merger of three legacy colleges; Reid Kerr, Clydebank and part of James Watt. There is no historical data on which to base any trend analysis. For the purposes of this report the combined 2013-14 data has been considered as a baseline.

Full-time early withdrawal rates are in line with the national sector performance. Early withdrawal rates for part-time programmes are slightly worse than the national sector performance level. Further withdrawal rates for full-time further education programmes is two percentage points better than the national sector performance level. Further withdrawal rates for full-time higher education (HE) programmes is one percentage point worse than the national sector performance level. Part-time further withdrawal rates are in line with the national sector performance level.

Learner success in full-time programmes for 2013-14 is slightly below the national sector performance level. In full-time FE programmes 65% of learners completed their programme successfully which is one percentage point below national sector performance. A further 13% completed with partial success. In full-time HE programmes 69% of learners completed their programme successfully which is two percentage points below national sector performance. A further 13% completed with partial success.

The successful completion rates for part-time FE programmes is 69% which is nine percentage points below national sector performance. In part-time FE programmes the partial success rates are 24% which is considerably higher than the national performance level of 13%. The successful completion rates for part-time HE programmes is 73% which is five percentage points below national sector performance. A further 16% of learners complete with partial success which is two percentage points higher than the national sector performance level.

The college collects data on learners' progression routes and identifies that many learners progress to further study, training, apprenticeships or employment.

How well do programmes and services meet learners' needs?

Almost all learners are satisfied with their learning experiences and programmes of study. The college offers a very wide range of programmes at different levels and through various modes of delivery from introductory access level (SCQF level 2) to degree level (SCQF level 10) which meets the needs of learners, the local community and employers well. Programmes have appropriate entry requirements and offer progression routes onto further learning and employment options. As a result, learners access and exit provision at a level appropriate to their needs. A wide range of programmes is delivered in community locations and is enabling many learners to access college programmes within their local area. Online and distance learning programmes provide accessible, flexible learning options. An extensive range of

programmes delivered to secondary school pupils across seven local authority areas provides a useful introduction to vocational learning.

College programmes incorporate activities to develop skills for employability. These experiences prepare learners well for employment and further learning. Across a number of curriculum areas learners benefit from participating in relevant work-experience placements. However, this is not consistent across all vocational areas and the college is taking actions to address this.

At the beginning of academic session 2014-15, a significant number of learners did not receive sufficient communication from staff about college arrangements for disbursing student support funds. College managers responded promptly to address this and have put measures in place to improve arrangements for communicating with learners and processing applications for funding.

How well do learners make progress, attain qualifications and achieve more widely?

The majority of learners who complete their programmes gain certificated awards. Almost all learners make good progress during their programme of study. They gain useful skills which prepare them well for employment or further study. Within some programme areas, learners gain additional vocational qualifications. Examples include Cisco and Microsoft vendor qualifications and certificates in First Aid and Care.

In a few subject areas, the success rates for learners on full-time programmes are in line with the best in the sector. These include FE construction programmes and HE programmes in social subjects and sport and leisure. However, successful completion rates across a number of full-time programmes, dispersed across subject areas, is low and requires improvement. Successful completion rates are low in many part-time FE programme areas. Many learners leave early or do not attain the programme award.

Learners in many programmes achieve more widely and enhance their employability options through participating in local and national skills competitions. Examples include hair and beauty learners winning awards at the National Association of Hairdressing and Therapists competition and a photography learner winning first prize at the 2014 *Picture This* competition. A number of learners widen their experience and skills through participating in fundraising activities for local and national charities.

Most learners attain core skills units in *communication, information and communications technology, numeracy, problem solving and working with others*. Almost all learners develop and enhance their essential and employability skills. During their programme of study almost all learners increase their confidence in learning and develop skills for working collaboratively with their peers.

5. How effective are the college's learning and teaching processes?

How well does the college design and deliver programmes and services to meet the needs of learners from all backgrounds and circumstances?

The college's range of programmes, meets the needs of learners well. During session 2013-14, curriculum teams worked effectively to standardise the content of full-time programmes across all campuses. This approach ensures learners receive similar experiences which prepares them well for progression to work and further learning.

The wide range of online and community-based programmes takes good account of the needs of employed learners and those who cannot easily access provision on a college campus. There is an appropriate range of programmes and services to support learners who require additional help to engage purposefully in learning experiences. Many programmes include opportunities for learners to participate in work-experience placements. Whilst the college has a strong culture of inclusiveness, opportunities to promote equality and diversity actively within programmes are not always fully developed.

A recently-implemented approach by the college to link essential skills with the four capacities of Curriculum for Excellence is supporting teaching staff to promote these skills more effectively to FE learners. Through use of an online recording and monitoring tool, *Your Essential Skills*, learners record and enhance their wider skill development.

How well do learners learn?

Learners enjoy their classes and value their learning experiences. Learner relationships with staff are productive and are based on mutual respect. Learners value highly their constructive relationships with teaching staff and gain confidence and self-esteem as a result of their positive interaction. Most learners benefit from the additional help they receive from teaching staff outwith timetabled classes.

Almost all learners are involved actively in learning, particularly during practical classes, and are motivated by teaching staff to do well. In most classes learners work effectively independently and in groups. They make good use of a range of resources including tools and equipment to develop vocational skills and enhance their own learning.

Learners progress well in most subjects. They build on their previous learning to further develop vocational and employability skills. Completed learner work demonstrates a clear understanding of industry expectations.

How well do planning, teaching and the use of resources ensure effective learning?

Almost all teaching staff plan teaching activities effectively. They form purposeful relationships with learners and respond positively to meet their individual needs. Most curriculum areas have strong links with employers and teaching staff work diligently to engage with employers to enhance programme delivery. Teaching staff regularly invite guest speakers from industry or businesses to contribute to college programmes. Most teaching teams work collaboratively with local companies to provide work-experience

placement opportunities for learners. They make good use of these activities to assist learners to develop and extend their skills and to help them compete for, and achieve, apprenticeships and employment outcomes. The learning environment and atmosphere during most teaching sessions is positive and purposeful.

During practical sessions teaching staff enthuse learners and motivate them to succeed. However, during some theory lessons teaching staff do not use a sufficiently wide range of learning and teaching approaches and some classes are overly or wholly teacher-led. In these classes learning is too passive and is not sufficiently engaging. Classrooms and workshops are generally well-equipped and appropriately resourced. However, learner access to college ICT (mainly computer hardware and software) is variable and on occasions unreliable. A number of computers are broken or slow to use. As a result, learners become frustrated and do not make best use of ICT routinely to enhance their learning.

How well is assessment used to promote effective learning?

Across almost all programmes, teaching staff schedule activities effectively to enable learners to plan and prepare for assessment. These arrangements ensure that assessments take place at appropriate points and are planned evenly across programmes to avoid overburdening learners.

During most lessons teaching staff make good use of questioning to reinforce learning, check understanding and determine progress made. These approaches generally work well. Teaching staff make good use of feedback arrangements to promote learning and build learner confidence. They confirm progress made and support learners well to identify gaps in their knowledge, skills and understanding.

There are effective arrangements in place to support learners who have additional barriers to learning to participate in assessed activities. These include additional time to complete assessments and use of readers or scribes. Learners make use of assistive technologies for assessment purposes where appropriate.

How well are potential and current learners provided with information, advice and support?

The college's well-developed website and supplementary materials provide potential learners with good access to information about college provision and services. The online application facility enables learners to apply for a college place, quickly and easily. Pre-entry arrangements for learners with mild or complex needs are very effective. The *Student Services and Communities* team works collaboratively with local secondary schools and community groups to ensure learners are placed onto appropriate programmes.

Learners value the helpful support, advice and guidance provided by teaching staff on an ongoing basis. All full-time FE learners have timetabled guidance sessions within their programmes. Guidance staff customise and tailor guidance sessions to meet the needs of learners. Most learners on HE programmes make effective use of a personal development plan to monitor their performance and explore vocational options. Learners make good use of this process to reflect on the skills they are acquiring and the progress they are making. In a few teaching departments, industry representatives

visit the college to advise learners of employment opportunities. In these subject areas learners recognise the relevance of their learning and draw on this to set informed personal goals related to future employment. Almost all learners draw productively on regular, helpful feedback and discussions with their teachers to reflect on the progress they are making.

A few curriculum teams use social networking sites effectively to provide support, advice and feedback to learners. These approaches are valued by learners.

How well does the college sustain continuous enhancement of learning and teaching through self-evaluation and internal review activities?

The college works productively with employers to design and deliver programmes which meet industry needs well. Teaching staff involve learners in providing feedback about their programme through unit evaluations, communication with class representatives and general discussions. There are many examples of teaching staff making improvements to the content of programmes, sequence of units and timetabling arrangements in response to feedback received from learners.

Most teaching staff use curriculum team discussions and extensive reporting procedures to analyse and reflect on learning and teaching approaches. However, this is often not sufficiently evaluative and teaching staff are overly-reliant on drawing on feedback received from learners as the main mechanism for evaluating learning and teaching. Staff are aware of what works well in different curriculum areas and are beginning to discuss effective practice more widely across campuses. Shared continuous professional development activities, team activities and scheduled *Faculty Days* are supporting staff to work increasingly with colleagues across different campuses. However, curriculum team discussions are not focused sufficiently on innovation and creativity within teaching practice and pedagogy.

Where actions for improvement in under-performing programmes are identified, teaching staff have been successful in making changes. These include, revising the sequence of units, adapting programme content and assessment arrangements and improving accommodation. However, actions identified for improvement are not always sufficiently detailed to enable improvement progress to be monitored.

6. How well are learners engaged in enhancing their own learning and the work and life of the college?

How well do learners engage in enhancing their own learning?

All learners benefit from constructive and supportive relationships with staff and speak very highly of their college experiences. The majority of learners describe their experience of West College Scotland as positive.

Most learners contribute positively to planning aspects of their learning. This includes, selecting project topics, planning the use of learning resources and influencing learning activities during lessons. In the majority of classes, learners proactively influence the pace of learning and the approaches adopted to undertake class activities. These arrangements are valued highly by learners, who use them well to choose topics and subjects which interest and benefit them.

Across a number of subject areas learners enhance their own learning through participating in additional activities. For example, in programmes in Applied Science and Make-up Artistry, learners work collaboratively with school pupils to assist them to complete project work. Learners on the National Certificate Dance programme attend workshops hosted by external trainers from a number of Scottish and UK-wide dance companies. These experiences are valued greatly by learners. They help learners to develop self-confidence and support them well to consider future employment opportunities.

Class representatives work productively and collaboratively with curriculum staff. They engage in regular, informal dialogue about issues relating to their programme and learning experiences. When learners express concern about aspects of their provision, most staff respond promptly to action improvements. Through attendance at course team meetings, most class representatives convey the views of their peers well. As a result, learners' opinions feature regularly and strongly in programme reviews. Matters raised include teaching approaches, assessment scheduling and other programme-related issues. In most curriculum areas class representatives support their peers effectively to resolve issues and enhance learning experiences.

Almost all learners report that their programme includes helpful arrangements for accessing advice and guidance. Learners make good use of these services to monitor their progress, identify areas of strength and, where appropriate, to plan for improvement. Almost all learners are satisfied with the support they receive from teaching and support staff.

How well do learners engage in enhancing the work and life of the college?

The college has a strong commitment to learner engagement and has recently appointed staff roles aimed at supporting this work and enhancing and improving liaison with the Student Association. The Head of Student Services works productively and collaboratively with the Student Association and college staff to coordinate and enhance learner engagement activities. To support the work of the Student Association the college has appointed a *Stakeholder Experience*

Coordinator and a number of part-time *Student Experience Assistants*. However, these are very recent appointments and post-holders have not yet drawn up work plans.

Student Experience Focus Groups are scheduled termly across each of the college's three campuses. However, their profile is low and meetings are generally not well attended. Staff receive formal feedback from learners relating to their college experiences, through submission of completed learner surveys. However, the college recognises that there is a need for improvement to the timing and speed of analysis and more timeous sharing with learners of collated survey outcomes. The President and Vice President of the Student Association represent the student body at college Board level and attend most of the key Board operational committees regularly. They have been particularly active in creating external links with organisations that have been providing support for a number of health campaigns, including those designed to support smoking cessation.

The college has recruited 459 class representatives. However, the majority of representatives have not yet attended tailored training sessions to support them in their representative roles. As a result, there are inconsistent approaches to collation of learner views across subject areas. The college does not communicate to class representatives or learner groups whether their priority issues and concerns are being discussed and actioned at college level. Many class representatives are unclear about the appropriate processes for dealing with campus or college-wide issues. As a result, current arrangements for collation of learner views, and for these views to be shared with the Student Association are not fully effective.

Class representatives meet regularly with curriculum staff and provide helpful and clear feedback to curriculum teams both informally and through formal review meetings. Some learners, individually or through their class representatives, contribute to wider college improvement processes. Examples include providing input to college procurement practices and participation in developing and improving the college application process for distribution of student support funds. To ensure effective learner representation and allow for absence cover, the college is planning to assign two class representatives to each full-time group of learners.

7. How well does the college recognise and respond to changes in its environment?

College managers and staff have responded positively and enthusiastically to deliver the Scottish Government's Post-16 policies. Staff work cooperatively with key stakeholders to support and deliver change across the large geographical region the college serves. The *Developing a Collective Ambition Programme* promoted to staff at the beginning of merger outlines the college's aspiration in terms of developing a distinct culture. West College Scotland's *Fourth Way* vision seeks to direct and assist staff to adopt fresh policies and procedures to support the new, much larger institution. The implementation of the *Fourth Way* is ensuring staff are consulted and involved in establishing new ways of working.

Prior to and since merger, college managers have carried out an extensive review of the curriculum offer across all of the legacy colleges. They have drawn on this process to rationalise provision across campuses, to create consistency in the use of awarding bodies and to establish progression routes and address some inconsistencies in programme design.

The college places very high value on communicating ongoing developments to staff. The principal leads information events on all main college campuses. A dedicated page on the staff intranet enables staff to pose questions to college managers. Through these activities staff receive answers and updates regularly from senior managers. This approach is ensuring staff across college campuses are aware of and are committed to college aims and objectives. College staff whose individual post was affected adversely by the merger process were supported by managers to take up an alternative job role. Staff feel that the merger and restructure process has been well handled by senior managers and that they are included and consulted. As a result, the principal and senior managers are trusted by staff.

To minimise risk to critical areas of college operation, the college invested in college-wide ICT infrastructure and systems to ensure effective cross-campus communication. This included systems to support the virtual learning environment, student records systems, HR database and staff and student intranets. The new ICT systems enable staff working across all campuses to receive and send email and have access to resources when working in different locations. These arrangements are working well and are supporting effective curriculum planning and data-gathering. However, investment in front-line ICT systems used by learners has not been prioritised. As a result, learners often experience difficulties when accessing college computers or using college purchased software. College managers are focusing on improving outcomes for full-time learners and are making good progress towards this aim. However, attainment outcomes for part-time learners, for which the college recruits considerable numbers, have declined recently and are now low. College managers recognise the urgent need to improve outcomes for part-time learners and have recently introduced plans to deliver this aim.

8. How well is the college led and how well is it enhancing the quality of its services for learners and other stakeholders?

The college's strategic aims are articulated clearly in the ROA of 2014-17. They indicate a clear direction for the college and its potential to enhance regional economic development. Strategic aims align well with national and local priorities, particularly in relation to enhancing employability opportunities for people in the local area. The principal and senior managers work well with the Regional Board of Management to provide strong strategic direction for the college.

Senior managers have worked effectively and sensitively to establish a strong foundation for the new college. Communication with staff about proposed change has been highly effective and new arrangements have built on positive aspects of the legacy colleges to inform the *Fourth Way*. The *Collective Ambition Programme* is having a positive impact on the college culture. Most college staff are enthusiastic about the potential of the new college to enhance its influence within the region and are committed to providing a wider, better-integrated service to learners. The college is in the process of translating the aims and objectives of the ROA into a set of simple, clear objectives in a draft Corporate Plan which is due to be launched in the near future.

The principal and senior management team provide effective leadership, focused strongly on establishing a confident, outward-facing organisation. The *Educational Leadership Team*, which includes senior managers responsible for curriculum and support services, is working well together to provide direction and support to staff. A curriculum staffing structure is now in place. Assistant Principals and Heads of Sector provide effective leadership and have worked hard to minimise disruption to learners throughout the merger process. Curriculum Quality Leaders (CQL), appointed in August 2014, are contributing positively and are demonstrating increasing levels of confidence as leaders of learning. Since merger, most college managers have prioritised the establishment of staffing structures and formation of workable operating procedures. They recognise there is a need for a more concentrated focus on raising the standard of learning and teaching to a consistently high level. The college has recently appointed *Teaching Enhancement Lecturers* to enhance evaluation of learning and teaching and coordinate actions for improvement.

College managers work collaboratively with teaching staff to draw up sets of draft common principles to support review and action-planning processes for the curriculum and learning and teaching. These principles translate the college's strategic aims to easily-understood overarching themes which are relevant to most areas of the college's work. The principles are being used by staff within curriculum planning and self-evaluation processes and are providing a useful and relevant framework for team discussions.

Most teaching staff are working collaboratively with colleagues in other campuses to share good practice and shape the work of their curriculum areas. Many staff report these activities have re-energised their approaches to learning and teaching. An extensive and effective range of staff development activities is helping staff to adapt to new processes and management responsibilities.

Support services staff are enthusiastic and managers provide effective leadership for their areas of responsibility. *Quality Days* are facilitating useful discussion between

curriculum and support staff to enhance the quality of support services. A range of improvements have resulted from these discussions including the introduction of a new learner application system. The college has implemented various continuous professional development initiatives to assist support services staff to manage change and the implementation of new systems. Support service managers recognise that the provision and reliability of ICT services to support learning and teaching is not yet consistent across the college. Self-evaluation reporting for support services teams are aligned to the college's operational planning cycle. However, approaches to self-evaluation are not yet consistent across all support areas. They focus predominantly on operational issues and do not evaluate sufficiently the impact of service delivery on learners and staff. Plans are advanced to implement a revised support services self-evaluation process with an enhanced focus on the learner experience.

College staff and managers are committed to the continuous enhancement of the quality of provision. Since the formation of the new college, new faculty and curriculum teams have worked well together to identify areas which require improvement. Heads of Sector provide strong leadership and direction for quality enhancement and are supported well by a team of specialist quality managers. Heads of Sector provide good support to recently appointed CQLs who are increasingly taking responsibility for improving the quality of provision at programme level.

A college-wide *Portfolio Review* process has generated useful baseline intelligence about what works well and what needs to change in programme design and delivery. However, in some subject areas, there is insufficient analysis of performance indicator data and not enough account taken of learner comments and actions for improvement. The follow-up *Curriculum Programme Review* process is used constructively by faculty managers to drive forward changes. Actions for improvement, though broad, are generally focused on relevant themes, including programme design, consistency of standards and improved recruitment processes. *Interim course evaluation* provides useful opportunities for staff to engage in mid-year evaluation of progress against targets. However, not all programme teams have carried out mid-year evaluations. It is too early to measure the effectiveness of new quality systems on the achievement of actions for improvement or the impact of monitoring by managers. Targets for improvement in retention and attainment are stated clearly within the ROA. However, managers do not communicate effectively high-level messages about prioritising improvement in part-time FE outcomes.

9. How extensive and effective are college partnerships with communities, other learning providers, employers and agencies?

Partnership working is strong across the college and many learners and staff benefit from a wide range of partnerships at local and regional levels. Most curriculum areas have effective links with industry and employers which impact positively on learners and help to ensure the college contributes effectively to workforce development. Many staff, across a number of subject areas work hard at nurturing positive partnerships with local and national companies to provide appropriate training for their employed staff and apprentices. The principal is the elected Chair of Renfrewshire Chamber of Commerce.

The college works closely and collaboratively with seven local authorities to deliver a broad range of programmes which meet the needs of school-aged learners well. Since the merger the range of provision has increased. As a result, some school pupils now attend programmes delivered at college campuses outwith their own local authority. School representatives report that the college is very responsive to the needs of local school-aged learners and that communication with college staff is very effective. Often, approaches mirror best practice, which is in line with the principles outlined in *Developing the Young Workforce: Scotland's Youth Employment Strategy*.

One particularly positive example is provision of a Higher National Certificate Engineering programme to 16 school-based learners across two days a week. This provision will expand to 40 places next year. College staff attend schools' open days and parents' evenings where they promote the range of college provision. Collaborative working between college subject areas and external community partners, is very positive.

The college has received recognition for partnership working. It was highly commended in the Times Educational Supplement FE Awards 2015 for its contribution to support the display of the Great Tapestry of Scotland. The college also provides an extensive programme of community-based learning programmes. The college works effectively and collaboratively with a number of universities and this enables many learners to progress to degree-level study.

10. Signposting excellent practice

During the Education Scotland external review, the college submitted examples of what it considered to be excellent practice and the review team also identified examples worthy of dissemination.

10.1 Staff and learner engagement in equalities through the procurement process

Staff and learners from across West College Scotland's three legacy campuses identified widely varying costs associated with purchasing protective clothing and equipment. Learners have to buy items in order to undertake vocational programmes including hairdressing, beauty, makeup artistry, hospitality and sport. Each legacy college had different styles of clothing and equipment and staff and learners identified a need to standardise them and to create a West College Scotland brand. Together, they identified a need to negotiate with suppliers to achieve best value for money.

Across subject areas, staff and learners set up *Procurement Teams*. Each team agreed in principle the type of clothing and equipment required for their designated programmes. Learner representatives consulted with fellow learners across subject areas with regard to style, colour and equipment requirements. *Procurement Teams* drew on feedback received to draw up a specification for tender. Potential suppliers were contacted by the *Procurement Team* and submitted tenders were scrutinised and suppliers agreed.

Throughout this process learners were supported by staff from the college's own procurement team in relation to procurement best practice and legal compliance with public-sector purchasing approaches. This support was helpful and provided useful training for the learner-devised procurement team.

As a result of this initiative, learners across West College Scotland now pursue vocational provision wearing college-branded uniforms. This approach ensures delivery of a collegiate identity when undertaking outdoor activities or during work-experience placements. It was particularly helpful to female sport learners as previously supplied clothing was uncomfortable and did not fit properly. Learners report being proud of the sport shirts, chef whites and protective tabards they now wear when attending college programmes.

Involvement in the procurement process has been a very positive experience for learners. Furthermore, as a result of involvement in this initiative, cost savings have been passed directly onto learners.

10.2 Development of employability skills through effective external partnership working

Prior to Glasgow's hosting of the Commonwealth Games, the college's hair, beauty and make-up artistry staff and learners submitted a tender to deliver hair and beauty services to athletes participating in the Games. The tender was successful and learners across the college's three campuses were recruited to deliver the services to competing athletes. Services were delivered by learners through paid work experience placements over the 21 days of the Games. Salons were open from 9.00am to 9.00pm and learners had to fit shift patterns around other commitments. Over 100 learners provided hair

cutting, styling and beauty services to athletes from across the Commonwealth. These experiences were greatly valued by both athletes and learners. For many learners this was the first time they had applied beauty treatments to clients with darker skin tones. They also became familiar with a wide range of hair styling and cutting techniques required by individuals from different cultural backgrounds. The Commonwealth Games work experience was a great success and equipped learners very well for future employability opportunities.

West College Scotland's learners and staff worked in partnership with Paisley Thread Museum to bring the Great Tapestry of Scotland exhibition to Paisley. The tapestry is the largest in the world, measuring 469 feet and consisting of 160 separate panels.

The challenge for the college was to devise a cost-effective and secure method of framing the tapestry which would allow it to be easily displayed and transported. College staff and National Progression Award (NPA) learners set about constructing 160 stand-alone frames which would display the tapestry panels to best effect. They liaised and consulted with the museum and other stakeholders to ensure the finished project promoted the tapestry effectively. Upon completion, the tapestry was unveiled at a high-profile ceremony attended by local dignitaries, the NPA learners and members of their families. Participating learners received volunteering certificates from the local provost. As a result of their experiences, six of the learners were recruited for employment by local firms. The rest of the NPA group of learners progressed onto further learning choices.

11. What is an overarching judgement?

Education Scotland uses an overarching judgement of *Effectiveness* to express the findings of the review team. The judgement of effectiveness takes into account all the evidence gathered through the external review. Such judgements express outcomes as:

effective;
limited effectiveness; or
not effective.

This judgement is further detailed by supporting statements which substantiate the judgement of effectiveness. Education Scotland evaluates and reports according to the three key principles. In this report, the principles and supporting statements relate to:

Key principle 1 – High quality learning (supporting statements numbers 1 and 2)

Key principle 2 – Learner engagement (supporting statement number 3)

Key principle 3 – Quality culture (supporting statement number 4)

Judgements of effectiveness and supporting statements provide stakeholders with assurances, or otherwise, about the quality of a college's provision. These judgements are based on trends and track record of a college, the findings at the time of the external review, and the college's capacity to continue improving.

A judgement of *effective* indicates that the college has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any minor weakness, and is likely to continue to improve the quality of its services for learners and other stakeholders.

A judgement of *limited effectiveness* indicates that the effectiveness of the college's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders is **limited**. This judgement means that there are some strengths in the college's arrangements for quality enhancement. However, there are weaknesses in arrangements for *high quality learning* and/or *learner engagement* and/or *quality culture*. If not addressed, the importance of these weaknesses will continue to **limit the effectiveness** of the college's arrangements.

A judgement of *not effective* indicates that the college's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders are **not effective**. This judgement means that there are significant weaknesses in the arrangements for *high quality learning* and/or *learner engagement* and/or *quality culture*. There is a high probability that, without significant and comprehensive action, with external monitoring and support, the college will fail to improve current low-quality provision and outcomes to an acceptable level. Education Scotland does not have evidence that the college has the capacity and commitment to identify and implement effective and comprehensive action.

Scottish Funding Council response to judgements

If the overarching judgement is **effective**, the Council will expect the college to engage with Education Scotland in follow-up activity, as appropriate, and, one year after the publication of the review reports, to provide a report, endorsed by its governing body (see *Council guidance to colleges on quality from August 2012*, paragraphs 62-66 [SFC/13/2012](#) setting out its response to the review.)

If the overarching judgement is of **limited effectiveness** or is **not effective**, the Council will require the institution to prepare and fulfil an action plan to address the shortcomings identified (see paragraph 67 of guidance). Education Scotland will provide advice to SFC on the adequacy of the action plan and on how it is being implemented. SFC, taking into account any advice from Education Scotland, will normally require a formal follow-up review at an appropriate time, usually within no more than two years.

12. What happens next?

Education Scotland will continue to monitor progress during annual engagement visits to the college.

There will be feedback to the learners at the college.

One year on from this report, the college will produce a report setting out what it has done to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities. There will be a link to this report from Education Scotland's website.

Andrew Brawley
HM Inspector

13. Further information

The review and judgements relate to the college as a whole and do not provide information about individual programmes of study or subjects. For further information on these or any other queries, contact the college or look on its website - <http://www.westcollegescotland.ac.uk/> .

For further information about Education Scotland, the external review methodologies, or other information about reviews, see www.educationscotland.gov.uk

For further information about the Scottish Funding Council, see – www.sfc.ac.uk

14. How can you contact us?

This report has been produced as a web-only publication and is available on our website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/WestCollegeScotland.asp>. If you would like to receive this report in a different format, for example, in a translation please contact the administration team on 01506 600381.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to The Complaints Manager, Denholm House, Almondvale Business Park, Livingston, EH54 6GA.

Text phone users can contact us on 01506 600236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

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Appendix 1

Glossary of terms

CQL	Curriculum Quality Leader
FE	Further education
HE	Higher education
ICT	Information and communications technology
NPA	National Progression Award
ROA	Regional Outcome Agreement
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
wSUM	Student unit of measurement

Appendix 2

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner		Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher			Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2			Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award	SVQ 1
3	National 3 Access 3			
2	National 2 Access 2			
1	National 1 Access 1			

Evaluative Report and Enhancement Plan

31st October 2018

Version 2 January 2019



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1. Introduction

West College Scotland is one of Scotland's largest colleges, with around 22000 students on full time or part time study, and employing 1200 staff across our campuses in Clydebank, Greenock and Paisley. The College successfully delivered 167,500 credits, across a wide range of full and part time programmes and met target activity in the Regional Outcome Agreement. Almost 25% of our activity is delivered to students from the 10% most deprived areas in Scotland. This presents challenges for both students and staff, and we are proud of our track record in supporting success.

Our College now has over 600 successful working partnerships with employers across the West of Scotland including FTSE listed organisations, local charities, local authorities and small /medium sized companies. This provides opportunities for student work placement, real life work experience and a chance for students to work on live projects. An added benefit is the ability to engage employers in shaping our curriculum.

As one of the largest employers in the West of Scotland region, we take an active role in shaping regional economic strategy, using our connections and scale to help build a modern workforce that can support economic regeneration. Partnership working in the College is corporate priority and a major strength, verified through external recognition of our work and success in a number of external awards.

This evaluative report supports our decision- making processes and judgements. In line with the quality reporting and planning requirements outlined in the 'Arrangements for assuring and improving the quality of provision and services in Scotland's colleges', the report aligns to the quality framework, 'How Good Is Our College?' It provides a comprehensive summary of our activities, areas of positive practice and areas for development arising from session 2017/18. The report includes an Enhancement Plan, detailing progress made since 2016/17 and quality enhancement actions covering the periods 2018-19 to 2020-21.

The report informs our stakeholders of the quality of provision and services delivered by the College, and provides a clear plan for further improvement and enhancement of the student experience, through rigorous evaluation.

2. Methodology

West College Scotland has a set of robust evaluation processes in place across all curriculum and service areas that support learning. In light of the introduction, in 2016, of the new set of quality arrangements, 'How Good is Our College? (HGIOC)' the College took the opportunity to review and reshape the curriculum evaluation procedure, with an aim of improving standards of evaluation at course level and providing a sound evidence base to inform teaching department portfolio review and sector level curriculum planning.

Evaluation processes for curriculum and support areas are well established and embedded in the quality cycle of activity. Curriculum teams evaluate against College Curriculum Principles, which are consistent across all course teams. The same principles permeate through the annual portfolio review (September/October) and the annual Curriculum Planning and Review (November) processes. Support team evaluation complements the operational planning cycle and the same College Principles are used as appropriate to the area. Both curriculum and support areas self - evaluate against the quality indicators in the quality framework 'How Good Is Our College?'

The College uses evidence from stakeholder feedback, performance indicators, external review and audit to support our evaluation outcomes. We engage with, listen to, stakeholders and partners in assessing the quality of our provision, and use our evaluation activities to develop actions for continual quality improvement and enhancement.

3. Outcomes of Evaluation

3.1. Outcomes and Impact

3.1.1. Wellbeing, Equality and Inclusion [\[HGIOC QI 3.1\]](#)

Areas of Positive Practice

- The College responds well to equalities legislation with a strong student-centred focus from the Equalities, Diversity and Inclusion (EDI) Committee, ambitious targets in its Equality Outcomes, Gender Action Plan and the Access & Inclusion Strategy. A range of relevant and current policies and procedures provide direction and support for both staff and students.
- Curriculum teams are aware of how deprivation affects students within their programmes, and make a range of appropriate adjustments, interventions and actions on support measures, offering flexible and personalised learning opportunities.
- Teaching staff make alternative arrangements for assessment to meet the needs of the individual, providing additional assessment support, modifying timetables, and teaching materials, to ensure each individual is provided with sufficient support for attainment.
- The College reviews and updates staff training in equalities and diversity that meets the needs of students. For example, all Curriculum and Quality Leaders have undertaken Unconscious Bias training, have considered, and shared methods to mitigate the risk of bias in the curriculum.
- The Scottish Funding Council in its Gender Progress Report identified engagement with the Student Association in the development of the Gender Action Plan, as good practice. In partnership with the NUS, we delivered workshops, to the SFC, on engaging students in advancing equality, at the national Gender Conference.
- Positive initiatives to meet targets include joint school/college awareness information sessions, targeted course promotion, and gender imbalance awareness raising with local authorities, schools and employers. For example, the Women into Construction partnership activity with Renfrewshire Council, is now in its second year and has increased recruitment of females on our HN Construction programme.
- The College is proactive in engaging and contributing, nationally, with initiatives that impact on equalities, bringing in, and sharing practice that improves success outcomes for students.
- The College offers real work opportunities to some of the most disadvantaged students in our region, through the Learner Development area's strong focus on employability. The department's innovative approach to a Certificate of Work Readiness programme, resulted in positive destinations for almost all students, and won the CDN Employer Connection Award, in 2017/18. This programme has expanded across all three campuses, increasing opportunities for engagement by students from different local authority regions.

- The College has successfully developed the British Sign Language (BSL) Action Plan in consultation with our local communities, students and staff. This has enhanced student and stakeholder interactions with the College, with student feedback being integral to the shaping of the plan.
- Our ESOL curriculum re-design has resulted in attainment rates above sector average, and includes a new range of SCQF credit rated activity, providing more opportunities for accredited student learning pathways.
- Student Association representation on the College EDI Committee, ensures that staff are proactive in taking forward and supporting student led initiatives, such as raising awareness of challenges students face around disabled parking.
- The College staff work in close partnership with 'Who Cares Scotland' and this contributed positively to staff understanding of the specialist support required for this group. The College has increased the number of disclosed care experienced students at application stage, and curriculum teams are increasingly developing awareness and further referring care experienced students on programme. In 2017-18, the College, compared with 137 in 2016-17, directly supported 256 care-experienced students in the 16 to 26 year old age group.
- The "Your Future Starts Here" marketing campaign, in session 2017-18, captured the diversity of our students, using College students as models, promoting real life student case studies and providing a balanced representation across all age-groups, ethnicity and gender. In 2017-18, the College increased the number of applicants who disclosed a disability and/or declared themselves from a black or minority ethnic group.
- The Student Association takes an active role in supporting the LGBT community within the College, with a dedicated SA officer appointed. The SA set up support group meetings and drop in sessions for students. Those who attended the meetings valued the support given.
- The College monitors applications, enrolments and achievements by protected characteristics, which successfully contributes to delivery of a tailor made curriculum to meet the needs of protected groups. The EDI Committee monitors student complaints against protected characteristics, to ensure that these groups are enabled to provide feedback and that their chance of a positive complaint resolution is equitable.
- The College recognises the impact that mental health issues may have on student learning and places a high priority on support for mental health. Front line staff, and all of the Student Association team, have been trained in Mental Health First Aid, providing a prompt and responsive first line contact and signposting service for students and the College provides good access to dedicated counsellors.

Areas for Development

- Further interventions are to be designed and implemented, with a view to improving the success and progression rates for care-experienced students.
- A more cohesive, college wide approach, aligning and developing current initiatives, is required, to support good mental health.
- There is more scope to work with the Student Association to promote and celebrate our inclusive culture across all curriculum areas and campuses.

3.1.2. Equity, attainment and achievement for all learners [HGIOC QI 3.2]

Areas of Positive Practice

- Success rate year on year trends for full time and part time students continue to improve, with our FE FT attainment outcomes above sector performance. This trend has improved because of the College prioritising curriculum focus in moving partial success to full success and improving access to pastoral support and guidance.

Full Success	2013-14	2014-15	2015-16	2016-17 Sector	2016-17	2017-18 Sector	2017-18 WCS
FE full time	65.3%	59.8%	63.7%	65.3%	68.7%	66.1%	69.4%
HE full time	68.7%	67.1%	65.4%	71.6%	68.7%	71.3%	69.4%
FE part time	69.1%	64.2%	51.7%	77.1%	67.6%	78.2%	72.3%
HE part time	74%	76.3%	77.5%	78.6%	76.1%	80.4%	80.2%

- A range of improvement measures are in place as an outcome of the Student Journey project and following a re-alignment of Enabling Services. These actions have contributed to increasing success rates for students stay until the end of their programmes. An improved bursary funding application process, timely processing of applications, assessment support and on course support and guidance, contributed to this improvement.
- The table below shows the success rates trends for key groups of students, for 2017-18, on programmes which last 160 hours or more:

Courses lasting 160 hours or more	2014-15	2015-16	2016-17	2017-18
Under 18 year olds (all FE and HE)	56.2%	58.6%	63.7%	63.6%
18-20 year olds (all FE and HE)	63.3%	65.2%	67.8%	68.5%
FE females (all FE and HE)	61.7%	51.2%	64%	63.7%
FE males (all FE and HE)	60.8%	60.8%	66.6%	71.1%
HE females (all FE and HE)	72.2%	68.2%	72.3%	73.9%
HE males (all FE and HE)	61.8%	63.7%	70.5%	66.5%
BME students (all FE and HE)	59.4%	60.2%	60.8%	63.5%
Students with a declared disability (all)	62.5%	60.2%	68.1%	67.3%
Care Experienced FT FE	64.7%	53.8%	58.7%	54.2%
Care Experienced FT HE	71.4%	66.7%	53.8%	50.0%
SIMD 10 all (FE and HE)		57.6%	64.8%	65.1%
SIMD 20 all (FE and HE)		57.5%	62.2%	65.6%
Students from SIMD10 Full time FE	57.6%	61.1%	64.7%	65.8%
Students from SIMD10 Full time HE	63.6%	61.7%	66%	63.9%

- Review of the annual trend outcomes indicates variable trend levels of successful outcomes across key groups of students. A sector benchmarking exercise highlighted some gaps between the college success outcomes against the sector average attainment in some key groups. Most notably

for ethnic minorities, where the college outcome, while improving year in year, is just under 8% below sector. Similarly, care experienced student outcomes are just over 3% below sector.

- The College Leavers Destinations (CLD) for session 2016-17 showed that 96.3% (95.7% for 2015/16) of full-time successful students, who confirmed their destination after completion, went on to positive post course destinations. This was slightly lower than the College target, while higher than the sector comparative figure at 95%. Positive destinations include progressing to further study or into employment, reflecting well on the value of their learning experience in securing next steps. At HE level the positive destinations for confirmed students improved by 1.2%, on the previous session, to 96%, while the FE figure rose slightly to 96.4% (96.2% in the previous session).
- The College has participated in the Scottish Government Improvement Project, engaging staff and students in making quality improvements that positively impact on retention and attainment, with more full time FE level students staying to the end of their programmes and successfully achieving their qualification aim.
- We are the only Scottish college to secure “Work Ready Plus” funding and have directly engaged with agencies. The College continues to support fifty individuals, mainly adults with additional support needs, into positive outcomes such as further progression to work and study.

Areas for development

- Regular and consistent analysis of performance data for all students will ensure targeted actions for improving attainment are directed at the right groups and individuals, especially for those key groups of students where the attainment gap is widest (Care Experienced and Ethnic Minorities).
- The College will work to increase the rate of confirmed destinations for college leavers, for both FE and HE level qualifiers.

3.2. Delivery of learning and services to support learning

3.2.1 Curriculum [HGIQC QI 2.2]

Areas of Positive Practice

- The College, in line with the Region Outcome Agreement objectives, meets the needs of its local and regional stakeholders very well and responds effectively to national priorities. The College curriculum is well-planned and has particular strengths in an employability focus, with strong employer engagement supporting curriculum design and delivery. High proportions of students (91% in the SFC SSES survey, April 2018) agree that their time at college helped them develop knowledge and skills for the workplace.
- A systematic curriculum planning process ensures that local, regional and national strategic drivers contribute well in delivering a relevant curriculum. The College curriculum is well-designed to enable progression pathways between SCQF levels, including cross campus learning opportunities. Curriculum teams have worked effectively together to shape curriculum delivery and realign courses to enable this progression.
- Overall, students feel their course is relevant to employment opportunities and that they are making good progress and gaining valuable skills. Curriculum Planning Reviews report curriculum areas as being focussed on the need to develop student skills for employment, with almost all

students to experiencing real life work experience, placements and/or live project work at industry standard.

- Almost all students are satisfied with the design of their curriculum and enjoy all aspects of their course.
- Curriculum teams provide programmes which are designed well to meet the needs of students and stakeholders. Through systematic Portfolio Review and Curriculum Planning Review (CPR) processes, teams evaluate and plan the curriculum effectively, including input from class representatives. Appropriate changes are made to ensure courses are linked well to industry and to student progression needs.
- The design, rationale and development of the curriculum takes full account of market intelligence and labour market data, ensuring the curriculum is amended to meet student current and future employment needs. When reviewing and redesigning the curriculum, the Heads of Sector benefit from the involvement of dedicated college staff to provide information on government policy, labour market trends and employment predictions. Internal monthly Policy Bulletins also ensure that staff are aware of any changes and developments in the policy context that may be relevant for their area.
- Staff have a good understanding of their industry and use employer engagement very effectively to drive the curriculum and focus on the important employment related aspects. The College has developed bespoke facilities and designed curriculum content to meet business needs for specialist skills, evidenced particularly through the strong engagement curriculum areas had with the Flexible Workforce Development Fund.
- Successful delivery of the Future Development Workforce Fund (FDWF) in 2017-18 provided high levels of employer satisfaction across a wide range of subject areas – with almost 80% agreed / strongly agreed that the training was value for money.
- The college leads on the regional steering group responsible for developing and implementing our Foundation Apprenticeship strategy across our four local authorities, resulting in a partnership approach to shaping and promoting the programme to improve uptake.
- Extensive staff networking and representation with awarding bodies and other external agencies, has improved curriculum planning and assessment outcomes.
- The College offers courses, with accreditation from around 25 different awarding bodies ensuring that, within a curriculum area, students are provided with qualifications most in demand for their specialism. Sound quality assurance arrangements are in place across the College with a Quality Assurance and Examinations team providing oversight of regulatory approvals and accreditation activities, and qualifications verification activities. This ensures that College claims for certification for students are quality assured and have value in the wider world.
- The College has a strong commitment to STEM running throughout the curriculum. The College achieved STEM accreditation from the STEM Foundation, was awarded best, and sector leading practice for 'strategy and planning', partnership working with employers' and the 'impact of STEM' on our student learning SFC defined STEM specific courses account for 23.5% of overall College activity.

- A joint regional approach to school and college timetabling improves opportunities for school pupils to undertake a wider range of college learning activities.
- Articulation arrangements are in place with partner institutions offering students established and guaranteed pathways to further study. This engages and motivates students to stay on course and success rates are high within these programmes.
- A number of initiatives in reimagining the curriculum in areas where PIs have been low, have resulted in improvements in student feedback and outcomes. For example, a reimagined curriculum in Creative Industries at FE level, providing personalised pathways and interdisciplinary project-based learning, resulted in full success and positive progression for students.
- Community and Learner Development programmes provide positive pathways to accreditation and further opportunities for study. Our access programmes deliver positive learning experiences to the hardest to reach groups in society. There has been a significant growth in the delivery of Childhood practice short courses at SCQF level 4, to address the national priority for 1140 hours of nursery experience for the workforce in that area.
- International work placement opportunities has given around 85 students the opportunity to gain real work experience in other countries. The opportunities extended across a number of subject specialisms – computing, hospitality, professional cookery, travel and tourism, motor vehicle engineering, construction and hairdressing) and has greatly enhanced their student experience.

Areas for Development

- The delivery of essential skills in the form of career management skills, is not fully embedded within all of the curriculum provision, and do not consistently assist all students in recognising wider opportunities for future employment or self-employment.
- Building on current initiatives such as Curriculum Reimagined, there is much scope to increase flexibility and personalisation of learning opportunities for students across a broader range of curriculum areas.
- The number of students undertaking Foundation Apprenticeships is below target and the College will work with partners, to increase this number.

3.2.2. Learning, teaching and assessment [HGIOC QI 2.3]

Areas of Positive Practice

- Feedback from surveys continues to highly rate the student experience of learning and teaching with 97% of students feeling that staff encourage them to take responsibility for their own learning. Overall, the survey responses for 2017-18 were broadly similar to the previous year. Variations in trends from survey responses inform planning for teaching staff development through the Teaching and Learning Communities.
- The standard of teaching is high and motivational across all campuses, with students feeling welcome and well supported.

- Guidance support is effective, particularly in non-advanced programmes, in helping students stay on their programmes and achieve their qualification aim.
- Formal opportunities for sharing of ideas, teaching approaches and strategies for improvement are well received by teaching staff. Faculty Days take place on each campus, with teaching staff from different campuses sharing practice.
- At course level, our Curriculum and Quality Leaders took part in a cross campus and cross subject specialism networking event. This facilitated the sharing of positive recruitment practice and retention strategies across teams and resulted in curriculum revising their current practice to improve recruitment.
- The College continues to improve the pedagogical development of teaching staff offering CPD routes to accredited teaching qualifications and opportunities to engage in Teaching and Learning Communities that enhance teaching practice.
- Curriculum Planning Review documentation indicated that social media platforms are being more widely embedded and creatively used to enhance the learning, teaching and assessment and engage students. Students report positively on the use of social media, although in some areas, ICT issues limit engagement.
- The College engages with awarding bodies in curriculum and assessment design with some staff actively involved in qualifications development work and engaged as external reviewers, ensuring currency in subject qualifications knowledge and providing staff developmental opportunities.
- The College Portfolio Review and CPR processes are used to inform and prioritise Estates developments and, as a result, curriculum areas in Creative Industries in the Paisley campus, have benefited, with a new location for the Photography department and a state of the art graphic design studio in the Abercorn Business Centre. The Paisley library and resource centre has moved to a more central location with easier access for all students.
- The College engages in a wide range of external activities, such as the Energy Skills Partnerships, Digital Skills Partnership and *FUTUREquipped* (SFC funded pilot project to explore models for collaboration and innovation). This develops and improves staff capacity for innovation in learning and teaching, across curriculum areas.
- The College has a flexible approach to the delivery of learning, with staff focussing well on supporting students who had been absent or may be struggling.

Areas for Development

- Learning and teaching approaches could be modified to better meet the needs of all students, including those who may benefit from further challenge.
- In some areas of the College campuses, the student learning experience is negatively impacted by the ICT infrastructure.
- The quality of student engagement, and use of student feedback, to inform teaching practice is variable in its use for planning and delivery of learning.

3.2.3. Services to support learning [HGIQC QI 2.4]

Areas of Positive Practice

- Overall, essential skills have a high profile across the College and are delivered well.
- Various staff forums present opportunities for managers and curriculum leaders to network and share practice, leading to quality improvements and improved outcomes for students.
- All curriculum areas work well with the schools liaison team to provide school/college transition support by offering a range of interventions such as, curriculum taster sessions, online learning taster units and presentation talks to schools. This helps school pupils acquire knowledge to make informed choices about their learning and chosen study path.
- Participation in the Scottish Government Attainment Improvement Project provides opportunities for teaching and support staff to work together and to coordinate the impact each have on the learning experience.
- The College Learning Technologists team offer dedicated support to curriculum areas to assist teaching staff in developing digital skill sets and online teaching delivery competences that enhance learning and teaching. Teaching departments have welcomed this development, with the Care department, for example, engaging in one to one support and troubleshooting on site of delivery.
- Student feedback on Moodle is positive and this is generally a reliable mechanism for access to class learning materials and for keeping up to date remotely.
- IT investment, where available and focussed in learning and teaching environments, has a positive impact on the student experience. For example, Creative Cloud and the use of MiniMax in Creative Industries ensures students are working to industry standards and requirements.

Areas for Development

- There are further developments required in the processes for applications and programme funding to ensure they are equally accessible by all students.
- Awareness and understanding of the role of the Student Association and the class representative system could be further enhanced to influence and shape the delivery of learning.
- There is still work to be done on implementing a systematic and equitable approach to developing student career management skills.
- Further investment in ICT for learning and teaching is required to ensure that all students experience have parity of experience in accessing suitable industry standard technology.

3.3. Leadership and Quality Culture

3.3.1. Governance and leadership of change [HGIOC QI 1.1]

Areas of Positive Practice

- The Board of Management, Principal and SMT agree clear strategic priorities. A refreshed version of the Corporate Plan aligns effectively with key regional and national priorities. Strategic priorities emerged from a joint Board and SMT event held in April 2018, and which involved engaging and thought-provoking input from key external speakers representing both industry and education.
- A detailed Regional Outcome Agreement sets out the College context and ambitions, and progress is regularly monitored through the Committee structure and by the Senior Management Team.
- Key messages from the fortnightly, formal SMT meetings are communicated to staff through the College Intranet and staff have indicated that they welcome these updates.
- The Student Association is very well supported by the College and engages effectively with the SMT and Board of Management. The role of the SA in governance representation at Committee and Board level has continually developed and matured and the SA are able to contribute effectively at Board and Committee level.
- The student voice is very much part of a planned and systematic approach to governance representation, and joint College/SA initiatives have included, for example, Mental Health awareness raising, a move to a No Smoking campus, promotion of an LGBT agenda, support for Period Poverty and Safe Sex initiatives. The College has, in place, a Student Experience Team who work closely with, and provide ongoing support for, the Student Association. A formal partnership agreement is in place, signed by the Board and the SA President.
- Building our Collective Ambition – being part of West College Scotland, is a staff behaviours framework, focusing on how, as colleagues, we best exhibit positive behaviours which improve our internal working and services. This framework has been used positively in referencing acceptable behaviours standards in grievance and other conduct related disputes and discussions.
- The College designed and delivered a regional skills survey to better understand the current and future skills requirements of businesses; in order to understand how WCS can support them. The survey was completed by 231 organisations employing 65,000 people. This information is disseminated to course teams to better inform the CPR process.
- The College has a strong commitment to Developing the Young Workforce (DYW) and the key priority of employer engagement has been very effectively prioritised and well directed to ensure high levels of industry relevance within the curriculum to enhance learning and teaching. Very strong partnership working across the five main local authority areas provides high quality local knowledge to align College plans to meet regional needs.
- Strategic Partnerships have been enhanced by helping to establish and set-up In-House Academy facilities with corporate partners. The College has been able to provide a range of support services that help develop business processes and improve employee work practices.

- The College is committed to staff well-being and activities and outcome are monitored by the Health and Safety Committee. The College enjoyed success as winners of the CDN Healthy Working lives awards and was revalidated at Gold status for initiatives during session 2017/18.
- Staff Equality focus groups at each campus have enabled us to better understand the results of our EDI Staff Survey, issued in 2017, and have enhanced actions to meet our Equality Outcomes.
- Key messages are communicated, by the Educational Leadership Team (ELT), to curriculum teams via the Heads of Sector, who receive an update following weekly ELT meetings. This ensures consistency of message to Heads and provides a summary of priority areas for action.
- Strong external college partnerships have resulted in enhanced stakeholder involvement in influencing and enhancing curriculum planning and delivery. This includes productive working with the local Chambers of Commerce, training collaborations with large local and national employers. There is good collaborative planning between college and local authorities for the school college curriculum and effective transition support mechanisms in place for school pupils accessing college.
- The student experience is significantly enhanced by strong partnership and the external focus of the College. Our partners provide positive feedback on how they value the level of engagement with the College. The College has hosted delegations of international staff and strong international partnerships have enabled students and staff to visit and experience different learning cultures outside of Scotland.
- The College works effectively within its Community Planning Partnerships, across the five main local authorities. Work with Renfrewshire has included very successful provision for the local Poverty Commission and delivery within the Ferguslie Learning Centre which is situated in the most deprived area in the whole of Scotland.

Areas for Development

- Strategic priorities identified in the new Corporate Plan will be taken forward through existing operational planning and evaluative processes.
- The impact of key staff behaviours, as outlined in 'Building our Collective Ambition' , are yet to be fully evaluated. .

3.3.2. Leadership of evaluation leading to improvement [HGIOC QI 1.4]

The College has a positive culture of review and evaluation leading to continual improvements in the delivery of learning and the services that support learning.

Areas of Positive Practice

- The College has long standing Curriculum Principles, developed by curriculum staff, are used consistently across curriculum evaluation processes. The curriculum evaluation cycle was updated during session 2017/18 and evaluation measures mapped against each of the HGIOC quality indicators, the College Regional Outcome Agreement Measures and corporate strategic priorities.
- Arrangements for support staff evaluation are strengthened and based on the same College principles as those used for teaching departments and mapped against quality indicators in the

HGIOC framework. All college teams compile operational plans, self-evaluation reports and action plans for improvement. The Student Association have an active input at support staff evaluation discussions, enabling improved communications and understanding of priorities.

- The Corporate Development Directorate evaluate against a range of Scottish Government Employer surveys, adequately ensuring that our business development plans take account of emerging workforce skills requirements and anticipates business support needs. This helps inform Curriculum Planning and gives staff a better understanding of potential market skills deficits.
- The College holds an annual evaluation and grading event in September, which is designed to support and develop shared understanding of the process of college high-level quality principles and evaluation. There is real strength in this event with College Executive team, SMT Heads and the Student Association collaboratively working in small groups to research and present the College evidence base to support evaluation of the quality indicators in the HGIOC framework. As the event embeds in the evaluation cycle and matures it will be further enhanced by more external stakeholder participation in testing the evidence.
- Our Curriculum Planning Review (CPR) is carried out in November annually, and draws on the curriculum team evaluations and portfolio review outcomes. Each Head of Sector leads a broad curriculum area, and as part of the CPR process, evaluates performance on a six-point grade. The grading system used mirrors HGIOC grades and is used to report year on year trends. The CPR criteria is standardised and designed to help shape future curriculum planning, drawing on our regional skills footprint.
- The College Educational Leadership team and Curriculum Heads provide peer review support for all curriculum course teams. This activity provides developmental feedback, to staff, on completing their portfolio review submissions. It has helped to improve actions that feed into the full Curriculum Planning and Review, carried out late autumn.
- Community and school teams are involved in joint evaluation activities with regional local authority partners, evaluating against joint quality indicators from both sets of 'How Good is our....' Frameworks. This has been successful in bringing an external focus into the evaluation activities, improved networking and sharing of practice, and in clarifying development plans that improve the quality of service provided to local authorities.
- Curriculum leaders regularly review key performance indicators and set targets for improvement. The College uses a Best Outcome report to inform curriculum areas of slippage against college attainment targets, ROA and college sector benchmarks.
- The College Continuing Professional Development Review (CPDR) process provides a formal mechanism for teaching staff to highlight their CPD requirements and includes a professional dialogue around learning and teaching CPD.
- A review of the curriculum Evaluation Cycle was undertaken and changes, implemented in session 2017-18, provided staff with formal documentation and agreed milestones.
- Student feedback features in all support areas evaluation, through sharing of survey responses specific to support area, enabling specific action planning around issues relevant to student needs.

Areas for Development

- The positive aspects of the College senior team and stakeholder's annual evaluation and grading event could be enhanced by further internal rigour around the testing of evidence that supports evaluation.
- The quality of staff reflection on learning and teaching is variable, and could be improved by a systematic approach and more effective sharing of practice.
- Curriculum performance targets are not yet sufficiently aspirational, clearly communicated, nor fully systematically monitored through the existing evaluation processes.
- Support areas evaluation activities do not yet fully evidence impact on the student experience.

4. Capacity to Improve Statement

The session 2018-19 started with the appointment of a new Principal and Chief Executive, Liz Connolly, who offers continuity in leadership, having been Vice Principal, Corporate Development, for the previous five years. The Board and Senior Management Team are committed to maintaining a sustainable and financially viable organisation and College staff engage productively with partners to share ideas, resources and costs, at all levels. Realignment of roles and responsibilities within the College Senior Management team present opportunities for quality improvement, through streamlining processes and departmental structures to ensure delivery of, and support for, high quality learning provision. Our aim is to provide the best possible learning experience for our students, in a stable environment that provides challenge and opportunity for the best outcome of each and every individual.

The College strategic and operational plans relate well to government and regional priorities. Strategic priorities are periodically reviewed to ensure currency. In 2017-18 we launched 'Building our Collective Ambition' – a behaviours framework for building a positive and enabling culture across our staff. During session 2018-19 our Student Association will launch a Student Behaviours Framework, aligned to the staff version and ensuring students understand and learn behaviours, appropriate to their future destinations in work or further study.

Attainment rates and positive destinations for our full time FE students continue to improve year on year against targets. Significant improvements have been made in part time success rates. The College recognises that success outcomes for key groups of special interest students can be improved, and is progressing actions to reduce attainment gaps that improve life chances for our most disadvantaged students. We also acknowledge that our part time programme successes can be improved through more rigorous evaluation and clear understanding of what works best in supporting these students to achieve. Against the backdrop of desire to continually improve the rates of success on all programmes, our student surveys consistently provide positive feedback on the College as a place of learning that motivates and engages them. Almost all are satisfied with their college experience. New programmes that meet regional needs and government priorities, are identified through evaluation, such as Cyber Resilience courses.

Our staff are motivated to continually improve and enhance the student experience, and curriculum review has produced innovations in the redesign of curriculum in Creative Industries, building employability skills development and work placement into Science, career development planning initiatives in Hair, Beauty and Complementary Therapies, as well as many other examples of positive interactions that improve student outcomes.

The College continues to face constraints in meaningful financial investment overall in ICT infrastructure. A rolling programme of investment of resources in targeted areas, to some extent, mitigates risk to the learning experience. The current student platform, Access All Areas, will be replaced with the implementation of new student platform, MyDay, which will integrate all student systems to a single sign on, providing enhance communication channels and ease of access to information for students.

We face challenges around retention in some programmes, ensuring student feedback drives improvement, and supporting the Student Association in reaching out and representing all students, no matter where they learn. We will continue to improve our evaluative processes so that reflection on learning and teaching has the highest priority in terms of action planning.

The College recognises that increased competition from other learning providers, changes in demographics, student expectations of a more flexible offering and the requirement to prioritise 'in region' delivery, will all bring challenges. A 'Future Proofing our College' plan identifies these challenges and details how we will amend curriculum and practices to ensure our college is financially sustainable and provides the best possible learning opportunities for our students and communities.

Going forward we aim to build on the good work that has already taken place in improving systems and processes. A new efficient and time saving financial system is in pilot phase. Staff CPD programmes are pre-planned, providing legislative and regulatory updates, as well as offering opportunities for professional and vocational skills developments. The roll out of i-Reflect, a professional reflection online tool for teaching staff, will enable staff to monitor the impact of changes they make in delivering learning, and seamlessly share reflections with other staff and teams.

5. Summary of Grades

<p>Outcomes and Impact: How good are we at ensuring the best possible outcomes for all of our learners?</p> <ul style="list-style-type: none"> 3.1. Wellbeing, equality and inclusion 3.2. Equity, attainment and achievement for all learners. 	Good
<p>Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver?</p> <ul style="list-style-type: none"> 2.2. Curriculum 2.3. Learning, teaching and assessment 2.4. Services to support learning 	Very good
<p>Leadership and Quality Culture: How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> 1.1. Governance and leadership of change 1.4. Evaluation leading to improvement 	Very good

Approved by the Board of Management

Keith Mc
Chair

Signed

Date

4/2/2019

Liz Connolly
Principal and Chief Executive

Signed

Date

4/2/2019

6. Enhancement Plan 2016/17 to 2020/21

Outcomes and Impact

Wellbeing, Equality and Inclusion [HGIOC QI 3.1]

Action Arising from	Areas for Development	Planned Action	Target Date	Progress Update
EREP 2016/17	The College will continue to work to enhance processes for early identification and support of Care Experienced students and identify any further interventions which may help support the 16-26 year olds specifically to achieve better success rates and progress.	Progress the actions in the Corporate Parenting Plan, including expanding the Corporate Parenting Support Team to include wider representation from the curriculum staff; promoting the positive success stories of Care Experienced students and extending the programme of staff development.	June 2018	Actions and progress updates are regularly supplied to, and monitored by, the Scottish Government. The College has incorporated a Stand Alone for students who are estranged from their families.
		Undertake further analysis of student success rates for care experienced students at curriculum level.	February 2018	Completed – evident in evaluation for Support Services Directorate
EREP 2017/18	Further interventions will be designed and implemented to improve the success and progression rates for care experienced students.	Improve the early identification of care experienced students across all programmes.	Dec 2018	
		Ensure the progress of care experienced students is consistently monitored and support is given to maximise attainment opportunities.	June 2018	
EREP 2017/18	A more cohesive, college wide approach, aligning and developing current initiatives, is required, to support good mental health.	Deliver the strategic plan for improving mental health and wellbeing of staff and students	June 2021	
		Develop new support resources	June 2019	
		Develop relationships to support the promotion of mental health and well-being	November 2019	
		Develop a series of 'activity' to nurture wellbeing in the college.	June 2020	

EREP 2017/18	There is more scope to work with the Student Association to promote and celebrate our inclusive culture across all curriculum areas and campuses.	Identify and deliver joint curriculum and SA activities that promote and celebrate inclusion	Dec 2020	
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Equity, attainment and achievement for all learners [HGIOC QI 3.2]

Action Arising from	Areas for Development	Planned Action	Target Date	Progress Update
EREP 2016/17	The College recognises that student retention and attainment is low for a few categories of students and in a few subject areas. Curriculum teams have improvement actions in place to address specific curriculum areas and the College will work to further share practice and work collaboratively to address retention and attainment improvements for specific categories of student.	Actively participate in, and share learning from, the Scottish Government Improvement Project	June 2019	Completed Year 1 activities
		Ensure Portfolio Review is robust in identifying trends and meeting actions for improvement at course level.	March 2018	Completed
		Review, and act on, SIMD10 data analysis at both curriculum and college level.	June 2018	Completed
		Review recruitment and attainment for BME	February 2018	Completed
		Deliver on the Gender Action Plan targets for improving student success.	June 2018	Completed and reported at National Gender Conference
2017/18	Regular and consistent analysis of performance data for all students will ensure targeted actions for improving attainment are directed at the right groups and individuals, especially for those key groups of students where the attainment gap is widest	<p>Ensure current evaluation processes are sufficiently analytical to adequately capture outcomes for all students (particularly those from special interest groups – notably care experienced, FT HE, ethnic minority students and students from multiple deprivation groups).</p> <p>Improve staff skill set for monitoring real time data to achieve SMART actions in course evaluations.</p> <p>Use dashboard analytics to better communicate and monitor attainment targets</p>	<p>June 2019</p> <p>June 2018</p> <p>June 2020</p>	
2017/18	The rate of confirmed destinations for college leavers could be improved, for both FE and HE level qualifiers.	Review current destinations collection processEffectively plan for, and deploy college resources, the capture of destination data	November 2018	

		Work with Marketing to review promotion methods to best capture destinations	December 2018	
			January 2018	

Delivery of learning and services to support learning

Curriculum [HGIQC QI 2.2]

Action arising from	Areas for Development	Planned Action	Target Date	Progress
EREP 2016/17 and EREP 2017/18	Essential skills in the form of career management skills, are not fully embedded within all of the curriculum provision, and do not consistently assist all students in recognising wider opportunities for future employment or self-employment.	Share outcomes from current Sector specific career management initiatives.	February 2018	Heads of Sector shared practice in their area – there is inconsistency in approach.
		Devise a college wide standard for the on-course provision of career management skills development.	June 2018	To be taken forward into session 2018-19
		Review staff support, and increase student awareness, of core skills development within programmes.	August 2018	Complete - Refined programme offering in conjunction with partner employers. Designed and delivered a regional skills survey - Surveyed 231 organisations employing 65000 people see 1.4 sheet.
EREP 2017/18	There is more work to do to increase flexibility and personalisation of learning opportunities for students across a broader range of curriculum areas, building on current initiatives such as Curriculum Reimagined.	Share learning from the pilots and, where suitable, roll out intervention strategies and outcomes across the curriculum	June 2019	
EREP2017/18	The number of students undertaking Foundation Apprenticeships is below target and the College will work with partners, to increase this number.	Modify the FA offering to improve effectiveness	December 2018	
		Work with external partners to improve recruitment of FA students	June 2020	

Learning, teaching and assessment [HGIOC QI 2.3]

Action arising from	Areas for Development	Planned Action	Target Date	Progress
EREP 2016/17	Learning and teaching approaches could be refreshed in a few programme areas – for example, the pace of learning does not always vary sufficiently to meet the needs of the class group and as a result, students may disengage from learning. Some staff do not take opportunities to reinforce standards of timekeeping and attendance.	Develop staff capacity in using existing technology and digital pedagogical approaches to learning and teaching.	November 2018	Ed Scotland review reports TEL updates /Teaching and Learning Communities Digital programme of CPD, Uptake and impact – Ed Scot report Sector sharing days
		Use student feedback to reflect on teaching practice, and make adjustments to the delivery and pace of learning that meets the needs of students on each programme.	June 2018	Teaching and Learning Communities TLC), facilitated by the Teaching Enhancement Lecturers) offer workshops to teaching staff. Student feedback is used in curriculum evaluation to inform practice. The iReflect tool is tested and launched.
EREP 2016/17	In some areas of the College campuses, the ICT infrastructure negatively impacts on the learning experience. Students report that IT reliability is poor, delays in logging on to their student account, slow internet connections and equipment breakdown cited as the most common faults.	Prioritise the available ICT budget to impact on student learning, where possible.	August 2018	ICT for learning and teaching has been prioritised
		Submit a case to SFC for specific funding for ICT.	March 2018	Discussions with the Funding Council are still ongoing
		Focus teams on making practical adjustments to curriculum delivery to best utilise all available resources (teaching staff, digital technology, software, specialist rooms).	December 2017	CPR activities in November 2017 highlighted adjustments made.
EREP 2017/18	Learning and teaching approaches could be modified to better meet the needs of all students, including those who may benefit from further challenge.	Develop a L&T evaluation framework that is flexible to meet the needs of teaching staff	June 2019	
		Ensure all teaching staff are engaging in peer review and evaluation of their teaching practice to an accepted professional standard	June 2021	

EREP 2017/18	In some areas of the College campuses, the student learning experience is negatively impacted by the ICT infrastructure.	Continue to prioritise ICT spend to improve L&T Plan for industry standard software in curriculum areas where it is required.	June 2019 June 2020	
EREP 2017/18	The quality of student engagement, and use of student feedback, to inform teaching practice is variable in its use for planning and delivery of learning.	Year on Year increase the use of I-Reflect amongst staff and students Monitor curriculum actions in the use of student feedback and share practice	June 2021 June 2019	

Services to support learning [HGIOC QI 2.4]

Action arising from	Areas for Development	Planned Action	Target Date	Progress
EREP 2016/17	It is recognised that staff have varying degrees of experience in dealing with, and responding to, mental health issues that impact on the learning experience. The College is therefore making mental health a priority, training additional staff as Mental Health First Aiders and working with the Student Association to support both staff and students in addressing the mental health agenda.	Train additional Mental Health First Aiders within the College, including the Student Association Executive team.	December 2017	Completed – Front Line staff and SA officers trained in mental health awareness and SA high profile in priority planning for 2017/18.
		Expand the range of CPD available to staff in mental health.	June 2018	Completed – in CPD offering
		Hold a cross College ‘Mental Health sprint group’, including representation from the Student Association, to identify further actions for improvement.	January 2018	Completed and informed the Mental Health Strategy
EREP 2017/18	There are further developments required in the processes for applications and programme funding to ensure they are equally accessible by all students.	Continued close working between Students Associations and college teaching staff, including bi-annual focus groups, will ensure that refinements to the system are enacted in advance of the opening of funding applications.	June 2019	

EREP 2017/18	Awareness and understanding of the role of the Student Association and the class representative system could be enhanced further to influence and shape the delivery of learning.	Combined activities, involving members of the Student Association, the Quality Department (Student Experience Team) and Curriculum area, will promote and raise the profile of the SA on each campus.	June 2020	
EREP 2017/18	There is still work to be done on implementing a systematic and equitable approach to developing student career management skills	Establish and commence work with pilot groups of students to deliver effective career management plans Share and enhance current practice Develop a consistent approach and shared resources/tools across all departments	Dec 2018 May 2019 June 2020	
EREP 2017/18	Further investment in ICT for learning and teaching is required to ensure that all students experience have parity of experience in accessing suitable industry standard technology.	Analysis of existing IT requirements is focussed, robust and prioritised in order to maximise the highest impact on learning and teaching. Undertake projects to mitigate any impacts of restrictions in the level of investment in IT.	June 2019 December 2020	

Leadership and Culture

Governance and leadership of change [HGIOC QI 1.1]

Action arising from	Areas for Development	Planned Action	Target Date	Progress Update
EREP 2017/18	The College has refreshed the Corporate Plan 2018-2021 and the strategic priorities identified in this plan will be taken forward through existing operational planning and evaluative processes.	Refreshed corporate plan approved.	Dec 2018	
EREP 2017/18	The key staff behaviours outlined in 'Building our Collective Ambition' will be embedded throughout the organisation as the expected standard of relationship building for staff and students alike.	Awareness sessions will be delivered to all staff.	April 2019	
		A culture study will be carried out to assess working relationships.	December 2020	

Leadership of Learning and Teaching [HGIOC QI 1.2]

Action arising from	Areas for Development	Planned Action	Target date	Progress since 2016/17
EREP 2016/17	Peer support and practical tools for teaching teams to reflect on, and evaluate learning and teaching, is not yet fully embedded, to enable sharing of innovative and creative practice across different curriculum specialisms.	Develop peer support for new staff and mentoring opportunities for experienced staff, within the curriculum.	June 2018	New teaching starts induction strengthened to include mandatory meeting with Teaching Enhancement Lecturers
				Learning and development pedagogical pathways are strong in a few areas /departments but continues to be an area for development
		Pilot the new I-Reflect software with a teaching department from each Faculty	April 2018	Pilot I reflect complete – software updated based on feedback
				I- Reflect launched to staff – demo and showcased at CQL meetings. Administrative support in place.
		Strengthen the focus on reviewing Learning and Teaching practices within the new CPDR process.	December 2018	CPDR process updated to include a professional dialogue prompt on professional practice, focussed around teaching improvement methodologies. Feedback and reflection.
				CPDR meetings taking place October /November 2018 – evidence from meetings will be reviewed by the Educational Leadership Team and the Staff Development Group.

Leadership of evaluation leading to improvement [HGIOC QI 1.4]

Action arising from	Areas for Development	Planned Action	Target date	Progress
EREP 2016/17	In some areas, self-evaluation reporting and action planning is not yet sufficiently robust in evidencing the impact on the student experience and outcomes of learning and teaching.	Introduce a programme of training and development, for teaching and support staff who lead on evaluation activities within their areas.	Feb 2018	A peer review process for developing evaluation competences in Curriculum and Quality Leaders started in June 2017, and will be continued into session 2018-19, with a pre-planned and systematic review schedule.
		Embed processes across the College that facilitate the sharing of practice in evaluative reporting to ensure a consistent standard of analysis is evident.	August 2018	ELT/Heads of Sector provided feedback to CQLs on the quality of their evaluative reporting for session. Further work on establishing a WCS standard of evaluation, for both reviewers and CQLs will be ongoing throughout session 2018-19.
		Regularly and consistently monitor, review and feedback on the quality of evaluative reporting and action planning.	June 2018	This will be taken forward into session 2018-19 as part of the quality enhancement cycle of activity.

EREP 2017/18	The positive aspects of the College senior team and stakeholders annual evaluation and grading event, could be enhanced by further internal rigour around the testing of evidence that supports evaluation.	Plan for the allocation of QI responsibility to small teams of senior managers and test evidence at specific points in the year	November 2018	
		Engage with external stakeholders in testing the evidence for evaluation	June 2019	
		Share testing outcomes on a regular basis	June 2019	
EREP 2017/18	The quality of staff reflection on learning and teaching is variable, and could be improved by a systematic approach and more effective sharing of practice.	Sector and faculty sharing days will incorporate opportunities for sharing of professional reflection approaches, outcomes and impact.	June 2019	
		Strengthen the role of the course team in providing peer review of teaching practice.	March 2019	
		Use student feedback effectively to inform improvements	March 2020	
EREP 2017/18	Curriculum performance targets are not yet sufficiently aspirational, clearly communicated, nor fully systematically monitored through the existing evaluation processes.	Communicate expectations of college and sector benchmarks best outcomes as the minimum standard of KPIs.	November 2018	January 2019? Sector PIs published
		Review PIs and actions for improvement at regular intervals	June 2019	
		Share practices of high performing areas/departments	June 2019	
EREP 2017/18	Support areas evaluation activities do not yet fully evidence impact on the student experience.	Strengthen the role of student representation in the design and delivery of support services	June 2019	
		Review the support service evaluation process to better align with operational planning cycles	Dec 2018	
		Introduce peer review of evaluation for operational managers	Dec 2019	

Appendix A – Regional Outcome Measurement Table

OA National Measure	Actual 2016-17	Actual 2017/18	Projection 2018-19	Projection 2019-20	Projection 2020-21
1(a)* The volume of Credits delivered					
Core Credits target (region)	159,047	-	157,855	157,855	157,855
% towards core Credits target (region)	100%	-	100%	100%	100%
The volume of Credits delivered (ESF)	7,086	-	6,368	6,368	6,368
The volume of Credits delivered (core + ESF)	166,133	167,479	164,223	164,223	164,223
1(b)(i) The proportion of Credits delivered to learners aged 16-19 and 20-24					
Proportion of Credits delivered to learners aged 16-19	40.5%	38.6%	40%	40%	40%
Proportion of Credits delivered to learners aged 20-24	21.3%	22.3%	22%	22%	22%
1(b)(ii) The proportion of Credits delivered to full-time learners aged 16-19 and 20-24					
Proportion of Credits delivered to full-time learners aged 16-19	46.9%	45.4%	45%	45%	45%
Proportion of Credits delivered to full-time learners aged 20-24	23.3%	25.4%	24%	24%	24%
1(c)* The proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	27.2%	24.9%	28%	28.50%	29%
1(d) The proportion of Credits relating to learners from different protected characteristic groups and Care Experienced					
Proportion of Credits delivered to Male learners	43.9%	44.3%	42%	42%	42%
Proportion of Credits delivered to Female learners	56.0%	55.3%	58%	58%	58%
Proportion of Credits delivered to BME learners	4.1%	4.5%	5%	5.5%	6%
Proportion of Credits delivered to students with a known disability	17.6%	20.0%	18.5%	19%	19%
Proportion of Credits delivered to students with Care Experience	1.88%	1.48%	2.5%	3%	3%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	97	342	130	150	165
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.4%	0.83%	0.45%	0.5%	0.6%
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.7%	5.3%	4.5%	5%	5%
Proportion of Credits delivered at HE level to learners from SHEP schools	4.4%	5%	8%	8%	8%
3. The proportion of Credits delivered to learners enrolled on STEM courses					
Proportion of Credits delivered to learners enrolled on STEM courses	23.4%	23.5%	23%	24%	25%
4(a)* The proportion of enrolled students successfully achieving a recognised qualification					
Percentage of FTFE enrolled students achieving a recognised qualification	68.7%	69.2%	70%	73.5%	73.5%
Percentage of PTFE enrolled students achieving a recognised qualification	67.6%	72.3%	69%	71%	73%
Percentage of FTHE enrolled students achieving a recognised qualification	68.7%	69.4%	72%	74.5%	74.5%
Percentage of PTHE enrolled students achieving a recognised qualification	76.9%	80.2%	75%	75%	75%

4(b)* The proportion of enrolled MD10 students successfully achieving a recognised qualification					
Percentage of MD10 FT FE enrolled students achieving a recognised qualification	64.9%	65.8%	66%	67.5%	68%
Percentage of MD10 PT FE enrolled students achieving a recognised qualification	64.7%	68.3%	68%	70%	72%
Percentage of MD10 FT HE enrolled students achieving a recognised qualification	64.9%	63.9%	68%	70.5%	72%
Percentage of MD10 PT HE enrolled students achieving a recognised qualification	79.1%	81.4%	74%	74%	75%
4(c)* The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges					
Percentage of senior phase FT FE pupils achieving a vocational qualification	70.1%	68.2%	-	-	-
Percentage of senior phase PT FE pupils achieving a vocational qualification	70.1%	60.8%	60%	65%	70%
Percentage of senior phase FT HE pupils achieving a vocational qualification	33.3%	50%	-	-	-
Percentage of senior phase PT HE pupils achieving a vocational qualification	-	66.7%	74%	74%	74%
4(d)* The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification					
Percentage of CE FT FE enrolled students achieving a recognised qualification	58.7%	54.2%	60%	62%	63%
Percentage of CE FT HE enrolled students achieving a recognised qualification	53.8%	50%	66%	68%	70%
4(e)* The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification					
Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	65.8%	66.8%	66%	68%	70%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	886	917	928	960	960
6. The proportion of full-time learners with substantial 'work placement experience' as part of their programme of study					
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	41.9%	41.1%	50%	55%	60%
7.* The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	-		57%	60%	60%
8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
Proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.5%	-	97.5%	98%	98%
Proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.1%	-	97%	98%	98%
9. The percentage of students overall, satisfied with their college experience (SSES survey) (not confirmed by SFC)					
Percentage of full-time students overall, satisfied with their college experience	95%	93.3%	94%	95%	95%
Percentage of part-time students overall, satisfied with their college experience	97.5%	93.8%	95%	95%	95%
Percentage of distance learning students overall, satisfied with their college experience	89.2%	92.8%	93%	95%	95%
10 Gross carbon footprint (tCO2e)	4,859	-	4,785	4,770	4,550



Economic and Social Impact Assessment of West College Scotland

Final Report for



December 2014

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Executive Summary

This Executive Summary presents the key economic and social impacts generated through West College Scotland's operations. The impacts are reported at the regional level.

Economic Impacts

Every year the College generates the following benefits and impacts for the regional economy:

- Jobs – 1,430 gross / 960 net
- Economic output (GVA) of £20.4m gross / £12.6m net
- Expendable income (salaries) of £28.7m gross / £18.6m net

The £5.7m investment in the Finnart Street Campus has created benefits in the local construction sector:

- PYE jobs – 40 gross / 30 net
- Economic output (GVA) of £2.0m gross / £1.4m net
- Expendable income (salaries) of £1.1m gross / £0.8m net

Long term impacts

Over 25 years the College is estimated to make a significant contribution to the local economy, measured at:

- Economic wealth (GVA) - £219m
- Disposable income (salaries) - £324m



Labour Market Effects

The College helps support a more competitive economy and labour market through providing access to good quality education and training. Having a skilled workforce will generate a number of positive knock on effects for both businesses and students:

- Improved levels of productivity in the economy
- Student learning can be tailored to meet business needs
- Bring new and innovative ways of thinking into the economy
- Students with qualifications have greater access to employment opportunities and are able to command higher salaries



Social and Community Impacts

- | | |
|-------------------------------------|--|
| ➤ Supporting town centres | ➤ Improving sustainability and resource efficiency |
| ➤ Providing local jobs | ➤ Enhancing social capital |
| ➤ Supporting the local supply chain | ➤ Volunteering and charity work |
| ➤ Generating cultural capital | |

1. Introduction

This report has been prepared on behalf of West College Scotland (WCS) to consider and identify the key economic and social impacts that the College generates within the regional economy across its three main campuses – Renfrewshire, Inverclyde and West Dunbartonshire.

WCS first came to be in August 1st 2013 as a result of a merger between three Further Education Colleges across the West of Scotland - Clydebank, Reid Kerr and James Watt.

WCS is active in six local authority areas across 15 communities and plays an important role both as a major employer (representing 1% of the total regional employment base) and as a regional hub for education, learning and training.

1.1 The Report

The remainder of the report looks at:

- [Chapter 2: Approach to Measuring Economic Activity](#) - presents our broad approach to undertaking the economic impact assessment;
- [Chapter 3: Demand Side Impacts](#) - considers the scale of the economic activity that the College supports and generates within the regional economy;
- [Chapter 4: Supply Side Impacts](#) - looks at the wider qualitative impacts generated for the economy as a whole, and for the individuals that gain qualifications/attend training courses;
- [Chapter 5: Social and Community Impacts](#) - reviews the wider role the College plays in supporting local communities and driving forward positive change; and
- [Chapter 6: WCS Logic Model](#) – diagram showing the key linkages between the College and the economic, social and community impacts.

2. Approach to Measuring Economic Activity

Our approach to this study has been to implement the latest, best practice approach to economic impact assessment (EIA). This is described in various guidance documents issued by organisations such as HM Treasury, Department for Business Innovation and Skills, the European Commission and the Homes and Communities Agency.

Historically, EIA has failed to capture the full spectrum of activity and influence that was both directly and indirectly attributable to the College sector, and therefore underrepresented their value to the local, regional and national economies.

When trying to capture, analyse, and quantify the economic and wider value of the College sector it is important to consider both the:

- **supply side impacts** i.e. how the College sector influences the productive capacity (resources, capabilities, and linkages) and competitiveness of the target geographic areas; and
- **demand side impacts** – these impacts are considered to be the more direct activity i.e. spending on wages, goods and services, and the expenditure of students within the target geographies.

Broadly speaking, the economic activity of the sector can be grouped into the following indicators in order to measure the economic and wider value.

Supply side impacts:

- **human capital/skills impacts** – increasing the supply of workforce skills and impacting positively on labour productivity;
- **consultancy/business support impacts** – through one-to-one or one-to-many business support provision; and
- **other impacts** – intangible impacts such as improving the profile and attractiveness of the region.

Demand side impacts:

- **direct on-site impacts** – generated through direct employment and expenditure on wages, goods, and services by the College (income based);

- **direct off-site impacts** – generated through students of the College spending money in the economy; and
- **infrastructure impacts** – from investment in capital developments through building new/redeveloping facilities and maintaining the College's estate.

This approach is based on the premise that impact assessment includes multiple dimensions and is not solely focused on 'traditional' financial indicators in order to robustly quantify the value to the economy.

The supply side impacts are more challenging to quantifiably measure and are out-with the scope of this study. We have, however, provided a qualitative review of how the College positively influences the supply side of the labour market/economy ([Section 4](#)). This includes a review of wider research papers, feedback from both students (current and former) and local businesses who work/engage with the College.

Technical Note

Throughout the report a number of technical economic terms are used:

- gross jobs:
 - the direct jobs that are supported by the College i.e. staff members or headcount
 - jobs associated with the maintenance of the College's estate
 - jobs supported by student spend in the local economy – retail and service sector jobs;
- the economic output associated with these jobs (salaries and Gross Value Added - GVA) is based both on information supplied by the College and taken as sector averages from official published data;
- net jobs – the out-turn of the gross jobs taking account of:
 - the impact the College is estimated to have on other businesses and the labour market (displacement)
 - the proportion of impacts that will benefit those outwith the defined spatial areas (leakage)
 - the positive spin-off benefits generated through income and supplier multiplier effects;

- PYEs – the jobs are based on Person Year Equivalents (PYE). This method allows the number of people (or headcount) that are employed by the College (which will vary between; on-campus/off-campus, and full-time, part-time, permanent, temporary and contract) to be estimated as an annual equivalent post;
- GVA - is a measure of the value of goods and services produced before allowing for depreciation or capital consumption. GVA measures the income generated by businesses after the subtraction of input costs but before costs such as wages and capital investment. GVA is the Government's preferred method for measuring economic performance; and
- net cumulative discounted impacts – the total quantified value of the net additional GVA impact over a 25-year timeframe taking account of the date at which the development will be completed and occupied, and the time value of money i.e. £1 today is worth more than £1 next year. We have used the HM Treasury Social Time Preference Rate (3.5%) to discount the estimated impacts.

3. Demand Side Impact

This section considers and quantifies the demand side impacts generated through the College's operations and activities.

Gross Economic Impact

The gross economic impacts are reported below. Please note, all impacts are considered at the regional level (Renfrewshire, Inverclyde and West Dunbartonshire).

Table 3.1: Gross Economic Impacts

	PYE Jobs	Annual GVA	Annual Salaries
On-site impacts	1,130	£13.1m	£24.7m
Off-site impacts	160	£3.7m	£1.8m
Maintenance	140	£3.6m	£2.2m
Total	1,430	£20.4m	£28.7m

Note: Jobs rounded to nearest 10, GVA and salaries to nearest £0.1m

In addition to this annually occurring activity within the regional economy, the College recently undertook some capital development works to upgrade the Finnart Street Campus in Greenock – c. **£5.7m investment**. The investment has generated additional benefits and new activity within the wider construction sector. The one-off economic activity generated by this investment is considered below.

Table 3.2: Gross Economic Impacts – Capital Development Works

	PYE Jobs	GVA	Salaries
Capital development works	40	£2.0m	£1.1m

Note: Jobs rounded to nearest 10, GVA and salaries to nearest £0.1m

Net Economic Impact

In order to undertake a robust assessment of the economic activity generated through the College, the gross impacts cannot be considered in isolation and must take account of a range of other factors including: displacement, leakage and multiplier effects, see [Table 3.3](#). Please note that gross and net impacts are not cumulative, but that net impacts are the outturn of the gross impacts after accounting for additionality factors.

Table 3.3: Net Economic Impacts

	PYE Jobs	Annual GVA	Annual Salaries
On-site impacts	760	£8.9m	£16.7m
Off-site impacts	130	£2.9m	£1.4m
Maintenance	30	£0.8m	£0.5m
Total	920	£12.6m	£18.6m

Note: Jobs rounded to nearest 10, GVA and salaries to nearest £0.1m

Long Term Economic Impact

The economic data presented above consider the annually occurring economic activity generated through the College's activities. However, in order to get a true sense of the economic contribution the College makes to the region, we need to estimate the ongoing economic activity associated with the operation and maintenance of the College during a 25-year period¹. It is therefore important that we measure the longer term cumulative economic impact of the project.

When considering the longer term effects, it is important to understand wider market factors such as the time periods over which new economic activity is generated and the 'present value' of impacts i.e. adjusting historical and future impacts into today's values². Cumulative impacts have therefore adjusted/delayed the economic and financial impacts using the HM Treasury recommended rate of 3.5%.

Below we have considered the net cumulative effects over a 25-year period - please note that this accounts for all the economic activity generated by the College.

A review of the cumulative impacts identifies the significant scale of the economic activity that the College could generate within the regional economy.

Over a 25-year timeframe the College's activities are estimated to generate net additional **economic output (GVA) of £219m and expendable income (salaries) of £324m** within the regional economy.

¹ HM Treasury Recommended timescale to measure major physical infrastructure projects.

² See HM Treasury Green Book for more information

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220541/green_book_complete.pdf

4. Supply Side Impact

As highlighted above, the supply side impacts are more challenging to measure and we have therefore considered these in a more qualitative sense. Firstly, we need to define what we mean by supply side impacts and how we will measure the College's contribution to these. Our approach is summarised below.

4.1 Human Capital/Skills Impacts

How do we measure this?

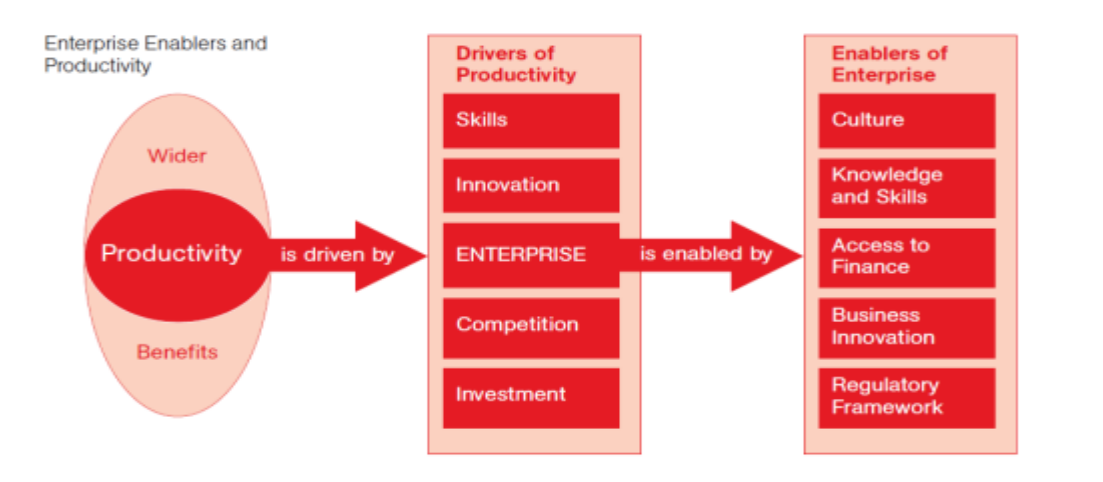
- ❑ impact/benefit for local businesses and the economy from a qualified and skilled workforce:
 - improved productivity
 - new and innovative ways of thinking; and
- ❑ impact/benefit for students and graduates:
 - greater opportunities to access employment opportunities
 - higher wage levels for qualified workforce.

4.1.1 Impact and Benefits for Business

There are **clear linkages between investment in skills/training and driving productivity and growth** in the marketplace.

Figure 4.1 below breaks down the key building blocks for developing and driving a successful economy, and highlights the important role and linkages that the development of skills play in supporting growth.

Figure 4.1: HM Treasury: Growing the Economy - Drivers and Enablers³



Wider research from [the Institute for the Study of Labour](#) identifies a number of other indicators where the development of skills, training and qualifications has a positive effect on businesses and the economy as a whole:

- ❑ research⁴ looking at the amount of time and money spent on vocational training shows that [every hour spent training the workforce has the potential to accelerate the growth of Gross Domestic Product \(GDP\) by 0.55%](#);
- ❑ better fit of skills – helps to ensure the [supply of graduates meets demand from the private sector](#); and
- ❑ [increased employment retention rates](#) and lower levels of 'churn' – cost savings for the business.

4.1.2 Impact and Benefits for Graduates

We have reviewed secondary data sources and wider research papers that suggest people that gain (particularly higher level) qualifications have greater opportunities in the labour market.

³ HM Treasury, Enterprise: Unlocking the UK's Talent (2008)

⁴ Institute for the Study of Labour

A 2013 report published by the Department of Business Innovation and Skills (BIS)⁵ identifies a number of benefits arising for individuals as a result of attaining a qualification or completing training at College:

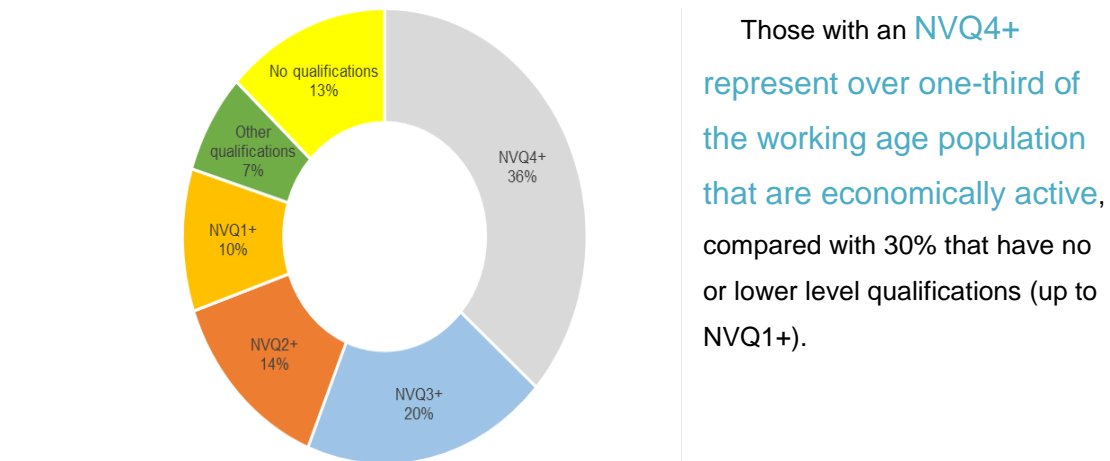
- ❑ over one-third of men (35%) and 29% of women indicated that they **had got a better job**;
- ❑ 18% of men and 12% of women reported that they had **received a promotion**;
- ❑ 58% who completed their course or training indicated that they were **receiving more satisfaction from their job**; and
- ❑ 22% of those that undertook a qualification/training reported that their **average earnings increased by 2.8%**.

Income and employment deprivation are key issues across the region i.e. those that are in employment but receive a wage below the 'living wage' and those not in employment or are 'underemployed'. Across the three local authorities, income deprivation ranges from one-quarter to almost half the working age population, and **employment deprivation is between one- third and half** of the working age population.

Figure 4.2 below shows the proportion of economically active people (i.e. those that are either currently in, or actively seeking employment) across the region broken down by the level of qualification they have obtained.

⁵ The Impact of Further Education Learning, BIS, 2013, Research Paper No. 104.

Figure 4.2: Economic Activity by Qualification Level



This helps to demonstrate that (across the region) you are more likely to be employed if you have a recognised qualification.

Young people are a key policy focus both at a national and regional level through the Single Outcome Agreement(s). Across the three local authorities that make-up the wider region, **between one-quarter and one-third of all school leavers go on to access college provision.**

College headcount data shows that **50% of all students attending WCS come from Renfrewshire, Inverclyde or West Dunbartonshire** - showing the importance of local college facilities for young people in the region.

Across the regional area, there are 7,160 people registered as unemployed and claiming Job Seekers Allowance (JSA). Of these, **young people represent nearly one-quarter of claimants.** In contrast, young people only account for 17% of the resident population across the region (that could work, aged 16-64) – therefore this shows the imbalance that exists across the demographic profile with young people more likely to be unemployed.

Below we have presented some case studies of students/graduates that have accessed education and training courses at the College and the difference it has made to their lives.

Student and Graduate Case Studies⁶

██████████

██████████ came into WCS in academic year 2012-13, a young father determined to embark upon a career in Electrical Engineering. He gained entry to the Intermediate II Electrical Installation course and he excelled. ██████████ was accepted onto the HNC Electrical Engineering course in August 2013 and soon realised that HNC Electrical Engineering was one of the most difficult curriculum areas within the College and his choice of course was going to push him to the limits.

██████████ immediately showed a keenness to learn and demonstrated a real understanding of engineering. This understanding combined with a strong work ethic enabled ██████████ to gain a Grade 'A' pass within the Graded Unit for HNC Electrical Engineering. On finishing the course ██████████ gained employment with a local company NES (Scotland) Ltd, a leading employer within the electrical installation & maintenance sector.

He is now going through a full apprenticeship and has demonstrated what a local student can do with the right qualification behind him. Without doubt ██████████ took the more difficult route, he picked a curriculum that he knew would be challenging and that there was no guarantee of success. His fortitude and decision making has really paid off.

"The help from the College has been phenomenal; they've helped me massively, accommodating the fact that I have a son and the responsibilities that come along with this, they helped me with CV writing, cover letters and even helped me with posting when I was struggling – they went above and beyond for me and I'm very grateful for that."

"Who knows what the future holds, maybe I'll go to University and study further so I can go and work offshore. My main aim is just to give my son a better life – I want to give him all the things I didn't have and make my family proud."

⁶ Student case studies provided by WCS

[REDACTED]

[REDACTED] is a recent graduate of WCS who has now set up her own hairdressing salon.

"I had always wanted to be a hairdresser for as long as I can remember. My friend used to do hair and I just loved watching her. When she went to college, I decided to follow in her footsteps.

I gained an SVQ level 3 Hairdressing at WCS and while I was there I worked in well-known Glasgow salons such as Rita Rusk and the Rainbow Room.

I really enjoyed my time at the College. It was a great experience and I learned so many new techniques. The College course gave me a broad overview of everything and this was strengthened by industry visits and course trips to London".

[REDACTED] has now opened up her own salon in Clydebank and has been able to apply what she learned during her course to her business venture.

"The help and support I continue to get from my former lecturers at WCS has been wonderful. I'm really grateful to them for that.

I'm delighted to be able to give something back by setting up in the local area – I even employ some WCS students."

[REDACTED]

Former student [REDACTED] has recently become a teacher at WCS.

[REDACTED] studied for three years at WCS, completing her Level 2, HNC and HND in Sports Coaching. She then went on to complete her Honours Degree at the University of the West of Scotland, followed by a Post Grad in Teaching at Stirling University.

"I left school at sixteen, not knowing what I wanted to do. However, I went to a careers' fair and became interested in becoming a fitness instructor for the RAF. But I was too young, so decided to go to college to study Sports Coaching instead.

I hadn't enjoyed school, so was pleasantly surprised to find that being a student at WCS was very different. The teaching style and environment is much more relaxed. I guess that's because you're not forced to be there and you're solely responsible for your own success.

The lecturers were very approachable. There was always someone to talk to if you needed a bit of extra help or advice."

4.2 Consultancy/Business Support Impacts

How do we measure this?

- ☐ bespoke and tailored support for businesses to increase capacity, skills development and productivity.

The College has a close relationship with key employers across the region, delivering project specific and tailored support and training. Below we consider some case study examples where the College has worked in partnership with the private sector to support their growth and development.

Business Case Studies



The Scottish Leather Group (SLG) is the largest manufacturer of leather across the UK and a key regional employer.

They employ about 600 people across three locations - Bridge of Weir, Paisley and Glasgow. It supplies luxury finished leather to blue chip companies such as Aston Martin, Jaguar, Lincoln, American Airlines and Virgin.

Working in partnership with Invest in Renfrewshire, Scottish Enterprise and WCS, the SLG developed the [Apprenticeship Academy](#), part of Scottish Leather Group's talent strategy. The partnership helped to deliver the first MA in leather manufacture.

Initially, WCS took 20 individuals through their SVQ2 and trained six in-house assessors. Over the years, the College has trained another six assessors.

Maureen Ross is Group Head of Human Resources at SLG:

"Demand for our products was growing quickly which meant we had to address a skills shortage both internally and externally. After a group-wide analysis, we identified an opportunity to up-skill our people and attract new talent to the business. That's why we decided to set up the SLG Academy. It allows us to attract, develop and manage new talent from the local areas, as well as give new skills to our loyal employees."

The Modern Apprenticeship programme was delivered by WCS at the Paisley Campus and on-site at SLG's own facilities in Glasgow, Bridge of Weir and Paisley. Since it was launched, twenty apprentices have been recruited to what has become an award-winning venture.

However, it is not just new recruits to the company who have benefited from training: more than one hundred existing members of staff have also gained the MA qualification.

Maureen continues:

"Central to the Apprenticeship Academy has been our partnership with WCS. We have a great relationship with them. They listen to what we need as a business and together we develop bespoke training for our staff."

“The College have done a fantastic job, for example in delivering the Leather Production & Manufacturing SVQ2 course and now also at SVQ Level 3. Together, we’ve expanded the training on offer so that it includes SVQs in Business Administration, Engineering and Business Improvement Techniques.”

The partnership approach has helped to integrate national qualifications, improve educational standards and raise skills levels among the workforce.



BAE SYSTEMS

WCS has enjoyed a decade-long partnership with BAE Systems in Glasgow and in that time has provided vocational training to many staff and apprentices at the company's shipbuilding facilities on the River Clyde.

In 2014-15 the College is training 25 first-year apprentices in a variety of skills, including fabrication, welding, sheet metal and engineering. This brings to more than fifty the total number of BAE Systems apprentices studying at WCS, with second and third year apprentices on NC and HNC programmes. The company recently announced that it will increase its apprentice intake for 2015-16 with a further 105 apprentices.

Graeme Whiteford is Early Careers Manager at BAE Systems Naval Ships:

“When it comes to apprenticeships, our partners at WCS have been instrumental in ensuring that the College environment is viewed by our apprentices as an extension to the workplace. That’s really important for us.

“WCS have adopted a number of our working practices and safety procedures, invested in machinery and equipment consistent with that used in our yards and even installed company noticeboards within their facilities.

“The partnership works well for both parties with BAE Systems receiving excellent training and providing WCS with a means by which it can develop its own staff by allowing them to visit and learn from industry.

“Most importantly, the partnership plays a key role in ensuring that apprentices are trained to the highest standards. “

In addition training apprentices, the College provides Leadership, Project Management, Presentation Skills and Information Technology training in conjunction with BAE's Business Project Management team.

Drew McHard is Project Management Capability and Resource Manager at BAE Systems' facility in Glasgow:

"I'm always impressed by the "can-do" attitude of the staff at WCS. They are always engaged, willing to work in partnership and are responsive to our changing training needs. Importantly, they understand our business."

"The length and depth of our relationship with WCS is evidence itself of how pleased we are with the consistently high quality of training provided by them."

Through working with the College, **BAE have been able to identify increased capabilities in the workforce** which has had a positive impact on performance and cost reductions through increased productivity.



With more than 3,000 staff, Inverclyde Council is one of the largest employers in the west of Scotland. The scale of its operations means it is always looking to improve the skills of its workforce, ensuring they have the training they need to provide the best services to the people of Inverclyde.

The Council also recognises it has an important role in delivering training more widely, to encourage economic development and make Inverclyde attractive to businesses.

This is where its partnership with WCS comes in. Together, over the years work has been undertaken to design the courses which have helped build and sustain a motivated and well-trained workforce. The most common course the College delivers is the CMI (Chartered Management Institute) First Line Manager qualification. This programme, run annually, is for supervisors who have operational responsibilities for specific areas of the business.

It is designed to give staff the communications and motivational skills to grow their part of the business. The flexible approach means Council staff attend “twilight” classes at College 1 day a week for twelve weeks.

Elsbeth Tierney, Facilities Manager at Inverclyde Council:

“No business can afford to stand still. This is as true for local authorities as it is for private businesses.

“Inverclyde Council have an established, long-term relationship with WCS which over the years has benefited the development of hundreds of our staff. As a council, we know better than anybody the economic and employability challenges facing Inverclyde and nobody is working harder to meet them.”

In July 2014, WCS delivered a new course in construction and engineering to council janitors and the College and council are hoping to expand this training in the years ahead.

Elsbeth continues:

“It’s great to have a College like WCS to work with. Their range of courses, the level of expertise and their ability to respond quickly to our training needs all provide tremendous value for us as employers, as well as for our workforce.”

5. Social and Community Impacts

WCS is more than just an employment and education hub and plays an important and multi-faceted role in supporting the communities in which it is located. The key areas in which the College contributes to supporting the region are considered and discussed in more detail below.

Supporting Town Centres

The College has a large estate portfolio that includes three main campuses and various satellite facilities throughout the West of Scotland. [The main campus locations are based within the three main commercial centres for each local authority](#); Paisley (Renfrewshire), Greenock (Inverclyde), and Clydebank (West Dunbartonshire). It should also be noted that the College has a sizeable presence in Barrhead (East Renfrewshire) at the Foundry Business Centre as a co-location partner.

The College supports these town centres in a number of important ways, including:

- ❑ bringing people into the town centre – students travel in to access the College facilities and will spend money in the local economy. Overall, student [expenditure is estimated at c. £11.6m per annum](#)⁷, with £9.0m of this being spent in the regional area;
- ❑ As outlined in [Section 4](#) this student spend, which will primarily be within the service and retail sector was estimated to support 160 gross PYE jobs in the region – helping to sustain the viability of these sectors. Since 2010 the retail and food/beverage services sub-sector has lost 1,000 jobs across the region, therefore bringing new footfall and importantly, expenditure into the area is vital for town centres to thrive;
- ❑ the College [helps attract new people to the area and create a more vibrant ‘feel’](#) within the town.

⁷ This includes the assumed rental costs of those that move to the area.

For example, of the 7,000 students (total headcount) that attend the College, around 900 – 1,000 Full Time students come from outwith the region and/or a reasonable commuting distance and therefore will likely move to the area;

- ❑ bringing new people to the area will also to some extent **contribute to supporting the night time economy** in the towns, i.e. restaurants, bars, clubs, cinemas, etc; and
- ❑ an additional indirect benefit of having more footfall and people in the town centres is ‘**passive policing**’ i.e. will remove the actual or perceived fear of crime.

Local Employment

As highlighted above, the College plays a dual role in supporting the regional economy, both as a provider of support directly to businesses via bespoke training, etc but also through ensuring that graduates have the skills and qualifications needed to support them to enter and compete in the labour market.

The College also provides direct employment for 1,130 people, with **60% of staff living in the regional area** and 99% from the West of Scotland.

The College also **works with local partners to support the employability agenda**. Recent activity includes a partnership with West Dunbartonshire Council and the Department for Work and Pensions (DWP) to establish the **West Employability Hub**, which provides a one-stop shop for training and jobs advice for 16-24 year olds who are currently claiming JSA.

As well as job coaching, job creation and formal training, the project also arranges work experience and offer courses in communication, confidence-building, literacy, numeracy and interview skills.

Local Supply Chain

Although covered above in the demand side economic impacts, it is important to bring out the wider impact on the local supply chain through ongoing contracts and one-off expenditure with local companies.

A review of the 2013/14 suppliers list shows that the College worked with 160 suppliers from the regional area, equating to some £3.7m in expenditure. This represents c. 18% of the College's total supply chain spend which helps highlight the strong links with local suppliers for a range of contracts ranging from building and maintenance to IT support and professional services.

The **supply chain spend of the College is estimate to support 110 PYE jobs** in the regional economy.

Social Capital

One of the key areas in which Further Education, and the 'college experience' can enrich the lives of students, but is often overlooked is that of **Social Capital**.

Social Capital is a difficult concept to define and measure, but in the main it relates to developing networks through engaging with other people (both formal and informal networks), that encourage civic participation and have shared values/beliefs.

Individuals that experience higher levels of social capital are more likely to be healthier, happier, have better employment outcomes and less likely to be involved with crime⁸. These can also be considered as quality of life indicators.

The College provides a unique opportunity for students to expand their existing networks and form new connections. For many that are coming straight from secondary education this will be an opportunity to mix with a wider range of people from different backgrounds - gender, age, race, religion, sexuality, etc.

A good example of how the College helps facilitate development of new networks, build capacity, and enhance social capital is providing opportunities to take part in new activities.

For example; clubs or groups (e.g. the Student Association), health and fitness (e.g. gym facilities on campus and College sports clubs), socialising venues (e.g. student union, and library). There is also evidence which suggests that adult learning contributes to changes in attitudes and behaviours that promote social capital.

⁸ The Social Capital Project, Office for National Statistics

Volunteering and Charity Work

As a key hub within the local community, the College (and students) are involved in a number of charitable and volunteering projects both collectively and as individuals. This includes:

Sponsorship:

- WCS sponsors a number of local sports teams and clubs e.g. sponsoring St Mirren FC (football) and St Mirren WCS (ladies basketball); and
- the College also sponsors local groups and events e.g. Paisley Colour Photography Club, Mission Discovery, and Inverclyde and Renfrewshire Chamber of Commerce.

Whilst it would be impossible to list all the various volunteering projects and charity work that the College and students are involved with, we have provided some examples to illustrate the diverse range of activities:

- Commonwealth Games Athletes' Village Salon was operated by WCS with donations going to official Glasgow 2014 charities⁹;
- student awards hosted by the College have recognised the various volunteering contribution students have made to local organisations, including: Quarriers Village, the Ardgowan Hospice and British Heart Foundation shops, the No Knives Better Lives campaign and Keep Scotland Beautiful¹⁰; and
- supporting the Woodland Trust plant trees at Nature Trail in Shielhill Glen¹¹.

This again helps illustrate the important role that the College plays in the local community.

⁹ <http://news.scotland.gov.uk/News/Students-Provide-Games-Highlights-a7b.aspx>

¹⁰ http://www.jameswatt.ac.uk/news/news_detail.aspx?newsid=2264

¹¹ <http://www.clydemuirshiel.co.uk/tag/west-college-scotland/>

Environmental Impacts

As part of its ongoing contribution to environmental sustainability, and reflecting the recent merger and large estate portfolio, the College has recently signed up to the [Scottish College Carbon Management Programme](#), a joint project which brings together Zero Waste Scotland, the Scottish Funding Council and Environmental Association for Universities and Colleges (EAUC).

The Programme provides carbon reduction, resource efficiency and cost reduction support, which includes:

- undertaking a baseline assessment of carbon and costs for energy, water, transport and waste management;
- providing specialist technical site audits to identify potential carbon and cost savings;
- on-going technical mentoring and support during CMP revision;
- additional tailored support for participants on funding, governance and reporting; and
- advice linked to Outcome Agreements and the Universities and Colleges Climate Commitment for Scotland.

This project will help the College to decrease its carbon footprint and become a more sustainable and resource efficient organisation.

In addition, the College offers a number of training courses for upskilling that are primarily targeted at tradesman who are considering new opportunities within the renewables and green energy sector.

Cultural Impacts

The College helps support the development of culture and the arts (cultural capital) in a number of ways, as considered below.

Firstly, WCS offers a diverse range of courses including; Art, Design, Interior Architecture, Fine Art, Graphic Design, Photography, Music, Music Business, Sound Production, Dance, Technical Theatre, TV, Media and Radio.

In addition, students studying on Media/Television courses work daily in producing broadcast material for the College TV station and students from Dance and Drama work with the PACE Youth Theatre Group.

Another key way in which the College contributes to promoting culture and the arts is through the [WCS Festival Programme](#) which [showcases the talents and expertise of WCS students](#) across a variety of performances, exhibitions and celebrations both on campus and within the local communities throughout the year.

A full listing of the cultural performances is available on the WCS website, however, in summary it includes a diverse range of cultural attractions, such as:

- plays and music concerts; and
- exhibitions relating to
 - make-up
 - photography
 - fine art
 - visual communication
 - tapestry art.

In addition, the College has been recognised for the work it did in bringing the Great Tapestry of Scotland to the Anchor Mill in Paisley.

The College was approached for help by the Paisley Thread Museum and by the community-based arts project, Weaving Musical Threads. Students helped design and build the supporting framework for the Tapestry to be displayed for public viewing.

6. West College Scotland Logic Model

