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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 November 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/80/19/RB</b>
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<b>Subject:</b>	<b>Overview of provision at the West College Scotland Greenock Campuses</b>		

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## 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 21<sup>st</sup> 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 2<sup>nd</sup> 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 5<sup>th</sup> 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 15<sup>th</sup> 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

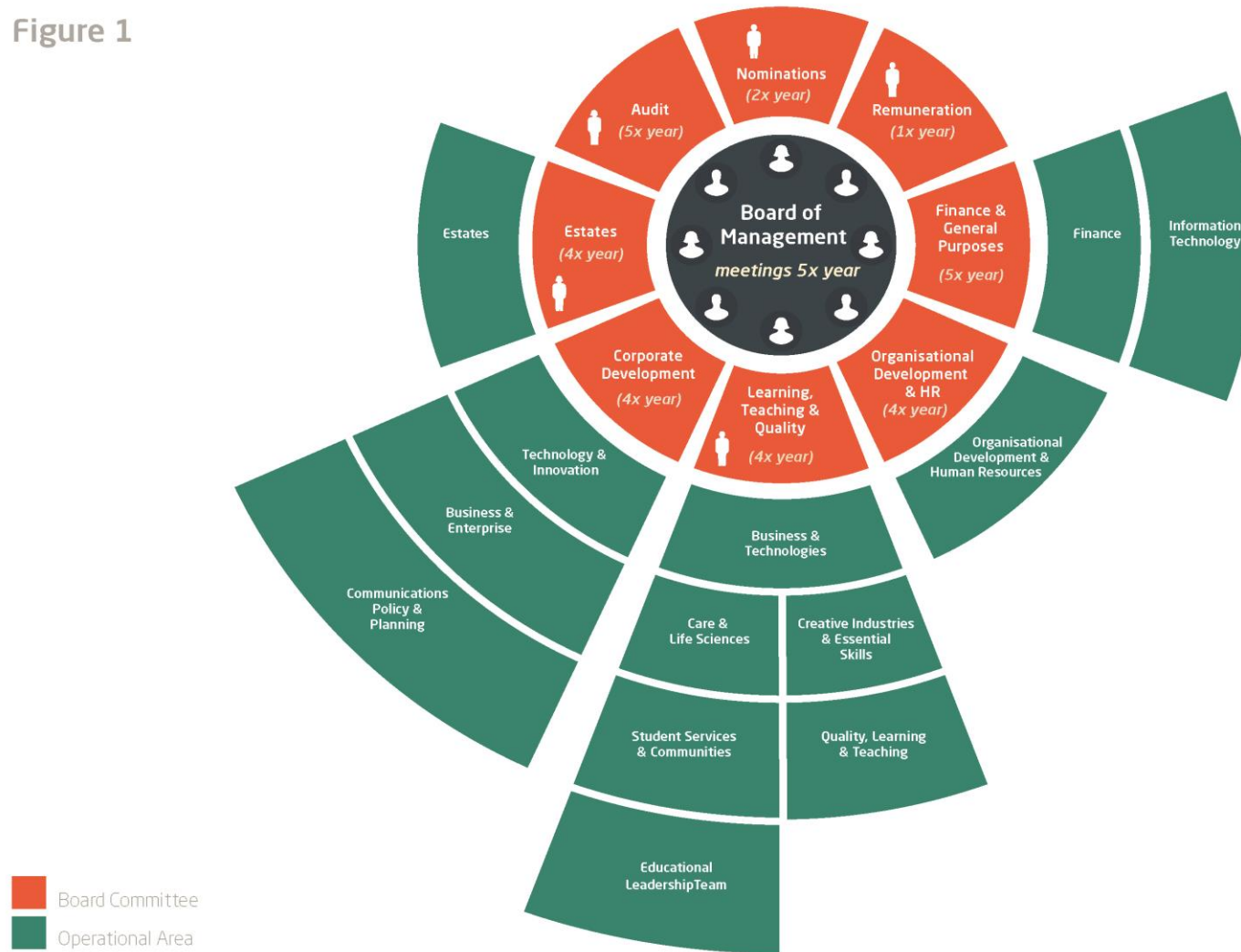
8.1 N/A.

## 9.0 BACKGROUND PAPERS

9.1 N/A.

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](http://www.educationscotland.gov.uk)

For further information about the Scottish Funding Council, see – [www.sfc.ac.uk](http://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](http://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](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](mailto: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.

<b>Course Title - 2013-14</b>	<b>No longer on offer</b>
<b>Full time</b>	
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 (Café/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	
HND CREATIVE INDUSTRIES: TELEVISION	Now HNC Graphic Design
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	Now begin/intro to Hairdressing
NQ HAIRDRESSING YEAR 2	
NC 6 WELLNESS THERAPIES	
NQ HAIRDRESSING (FASTRACK)	
SVQ L2 BEAUTY THERAPY	
SVQ L3 BEAUTY THERAPY NAILS ROUTE	Combined into Beauty
SVQ L3 HAIRDRESSING	
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	
<b>Part Time</b>	
CMI - FIRST LINE MANAGEMENT AWARD INTRODUCTION (S6A1)	
AATS LEVEL 5 CERTIFICATE	
EXCEL FOR BEGINNERS	Demand reduced - replaced with vocational Community provision for 2019/20 and increased training for industry
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	Not sufficient demand & difficulties staffing but Curriculum looking at offering in the future.
BII PERSONAL LICENSE HOLDERS CERTIFICATE - REFRESHER	
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	Replaced by other Learner Development employability focused courses & the Respect programmes run within schools.
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 BAKWORKS	
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)	
<b>School courses</b>	
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
<b>Full time</b>	
HNC Computer Games Development	
<b>HNC Cybersecurity</b>	
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	
<b>C&amp;G Chemical Process DSM MA at SCQF Level 5</b>	
<b>HNC Professional Cookery/Patisserie</b>	
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	
<b>NQ Certificate for Work Readiness 1A at SCQF Level 4</b>	
NQ Enterprising Events at SCQF Level 2	
NQ Step at SCQF Level 4	
NQ Step at SCQF Level 3	
<b>NQ Steps 2 Work at SCQF Level 4</b>	
<b>HNC Coaching and Developing Sport</b>	
<b>HNC Fitness, Health and Exercise</b>	
<b>HND Fitness, Health and Exercise</b>	
<b>NQ Sport and Fitness at SCQF Level 5</b>	
HNC Social Sciences	
<b>NQ Access to Humanities SWAP at SCQF Level 6</b>	
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
<b>HND Complementary Therapies</b>
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
<b>Part time</b>
<b>HN Cybersecurity</b>
<b>NQ in Cyber Security with Coding at SCQF Level 6 (January)</b>
CMI Introduction to First Line Management
An Introduction to Business and Administration
Managing Stress Resilience
<b>IOSH Working Safely</b>
PDA Carpentry and Joinery at SCQF Level 7
SVQ Plumbing at SCQF Level 7
NQ Painting & Decorating at SCQF Level 4 January
<b>BPEC INITIAL GAS</b>
<b>Lead Bossing and Welding</b>
<b>Liquid Petroleum Gas</b>
SVQ Carpentry & Joinery at SCQF Level 6
SVQ Painting & Decorating at SCQF Level 6
<b>MOT Annual Assessment</b>
<b>C&amp;G Process Technology at SCQF Level 3 - FWDF</b>
<b>C&amp;G Process Technology at SCQF Level 5 - FWDF</b>
<b>C&amp;G Process Technology at SCQF Level 6 FWDF</b>
Inverclyde Council Engineering Trainees
NC Engineering Systems with Renewable Energy (January) at SCQF Level 5
<b>C&amp;G Chemical Process DSM MA at SCQF Level 5</b>
<b>C&amp;G Chemical Process DSM MA at SCQF Level 5</b>
<b>Elementary ESOL</b>
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
<b>School courses</b>
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	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	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

**Sport**

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 Profesional	7			new	y	n		
HND Fitness Health & Exercise	8					new		

**Travel & Tourism**

NC International Travel with Airport Ground Operations	5 or 6	y	y	y	y	y	n	Stuggled 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	
<b>Level of Study</b>	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%
<b>Mode of Study</b>	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%
<b>Gender</b>	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%
<b>Age</b>	<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%
<b>SIMD Decile</b>	(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%
<b>All Clydebank Enrolments</b>		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	
<b>Level of Study</b>	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%
<b>Mode of Study</b>	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%
<b>Gender</b>	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%
<b>Age</b>	<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%
<b>SIMD Decile</b>	(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%
<b>All Greenock Enrolments</b>		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	
<b>Level of Study</b>	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%
<b>Mode of Study</b>	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%
<b>Gender</b>	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%
<b>Age</b>	<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%
<b>SIMD Decile</b>	(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%
<b>All Paisley Enrolments</b>		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	
<b>Aberdeen City</b>	3	0.1%	0	0.0%	1	0.0%	1	0.0%	1	0.0%	2	0.0%	-1	-33.3%
<b>Aberdeenshire</b>	9	0.2%	2	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%	-8	-88.9%
<b>Angus</b>	7	0.1%	0	0.0%	0	0.0%	1	0.0%	2	0.0%	1	0.0%	-6	-85.7%
<b>Argyll &amp; Bute</b>	259	5.4%	254	4.4%	269	4.0%	222	3.9%	256	3.5%	262	3.8%	3	1.2%
<b>Clackmannanshire</b>	4	0.1%	2	0.0%	4	0.1%	3	0.1%	4	0.1%	3	0.0%	-1	-25.0%
<b>Dumfries and Galloway</b>	6	0.1%	1	0.0%	3	0.0%	5	0.1%	15	0.2%	5	0.1%	-1	-16.7%
<b>Dundee City</b>	2	0.0%	1	0.0%	2	0.0%	2	0.0%	1	0.0%	2	0.0%	0	0.0%
<b>East Ayrshire</b>	21	0.4%	23	0.4%	15	0.2%	14	0.2%	36	0.5%	13	0.2%	-8	-38.1%
<b>East Dunbartonshire</b>	184	3.8%	243	4.2%	123	1.8%	88	1.5%	49	0.7%	81	1.2%	-103	-56.0%
<b>East Lothian</b>	2	0.0%	0	0.0%	2	0.0%	0	0.0%	1	0.0%	3	0.0%	1	50.0%
<b>East Renfrewshire</b>	39	0.8%	31	0.5%	14	0.2%	7	0.1%	124	1.7%	105	1.5%	66	169.2%
<b>Edinburgh, City of</b>	10	0.2%	5	0.1%	8	0.1%	3	0.1%	5	0.1%	1	0.0%	-9	-90.0%
<b>Na h-Eileanan Siar</b>	0	0.0%	4	0.1%	1	0.0%	2	0.0%	4	0.1%	1	0.0%	1	----
<b>Falkirk</b>	6	0.1%	6	0.1%	7	0.1%	3	0.1%	14	0.2%	4	0.1%	-2	-33.3%
<b>Fife</b>	17	0.4%	8	0.1%	6	0.1%	4	0.1%	4	0.1%	2	0.0%	-15	-88.2%
<b>Glasgow City</b>	1432	29.8%	1305	22.6%	1604	24.1%	1291	22.6%	1581	21.3%	1548	22.2%	116	8.1%
<b>Highland</b>	8	0.2%	3	0.1%	2	0.0%	1	0.0%	14	0.2%	7	0.1%	-1	-12.5%
<b>Inverclyde</b>	75	1.6%	139	2.4%	169	2.5%	111	1.9%	656	8.8%	382	5.5%	307	409.3%
<b>Midlothian</b>	4	0.1%	0	0.0%	0	0.0%	0	0.0%	3	0.0%	4	0.1%	0	0.0%
<b>Moray</b>	1	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0	-1	-100%
<b>North Ayrshire</b>	22	0.5%	11	0.2%	61	0.9%	3	0.1%	71	1.0%	62	0.9%	40	181.8%
<b>North Lanarkshire</b>	175	3.6%	194	3.4%	233	3.5%	122	2.1%	225	3.0%	100	1.4%	-75	-42.9%
<b>Orkney/Shetland Islands</b>	1	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	-1	-100%
<b>Perth and Kinross</b>	2	0.0%	3	0.1%	2	0.0%	3	0.1%	4	0.1%	6	0.1%	4	200.0%
<b>Renfrewshire</b>	214	4.5%	258	4.5%	376	5.6%	277	4.8%	640	8.6%	572	8.2%	358	167.3%
<b>Scottish Borders</b>	1	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	1	0.0%	0	0.0%
<b>South Ayrshire</b>	9	0.2%	17	0.3%	90	1.4%	32	0.6%	85	1.1%	60	0.9%	51	566.7%
<b>South Lanarkshire</b>	82	1.7%	75	1.3%	42	0.6%	40	0.7%	122	1.6%	175	2.5%	93	113.4%
<b>Stirling</b>	37	0.8%	28	0.5%	26	0.4%	31	0.5%	34	0.5%	18	0.3%	-19	-51.4%
<b>West Dunbartonshire</b>	2151	44.7%	3157	54.6%	3590	53.9%	3452	60.3%	3453	46.5%	3539	50.7%	1388	64.5%
<b>West Lothian</b>	8	0.2%	4	0.1%	5	0.1%	2	0.0%	5	0.1%	4	0.1%	-4	-50.0%
<b>Outside of Scotland/Unknown</b>	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	
<b>Aberdeen City</b>	3	0.1%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	-1	-33.3%
<b>Aberdeenshire</b>	7	0.1%	2	0.0%	0	0.0%	2	0.0%	1	0.0%	0	0.0%	-7	-100%
<b>Angus</b>	1	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	2	0.0%	1	100%
<b>Argyll &amp; Bute</b>	345	5.9%	313	5.7%	311	6.4%	274	6.4%	297	6.0%	250	5.2%	-95	-27.5%
<b>Clackmannanshire</b>	1	0.0%	2	0.0%	4	0.1%	6	0.1%	0	0.0%	0	0.0%	-1	-100%
<b>Dumfries and Galloway</b>	5	0.1%	2	0.0%	4	0.1%	3	0.1%	0	0.0%	8	0.2%	3	60.0%
<b>Dundee City</b>	13	0.2%	1	0.0%	2	0.0%	1	0.0%	3	0.1%	2	0.0%	-11	-84.6%
<b>East Ayrshire</b>	18	0.3%	14	0.3%	4	0.1%	11	0.3%	3	0.1%	5	0.1%	-13	-72.2%
<b>East Dunbartonshire</b>	47	0.8%	20	0.4%	5	0.1%	7	0.2%	6	0.1%	8	0.2%	-39	-83.0%
<b>East Lothian</b>	8	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	-7	-87.5%
<b>East Renfrewshire</b>	3	0.1%	54	1.0%	16	0.3%	23	0.5%	14	0.3%	59	1.2%	56	1866%
<b>Edinburgh, City of</b>	7	0.1%	1	0.0%	2	0.0%	3	0.1%	3	0.1%	2	0.0%	-5	-71.4%
<b>Na h-Eileanan Siar</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	0	0.0%	0	----
<b>Falkirk</b>	6	0.1%	2	0.0%	2	0.0%	2	0.0%	2	0.0%	0	0.0%	-6	-100%
<b>Fife</b>	1	0.0%	1	0.0%	2	0.0%	1	0.0%	2	0.0%	0	0.0%	-1	-100%
<b>Glasgow City</b>	175	3.0%	210	3.9%	203	4.2%	150	3.5%	180	3.7%	143	3.0%	-32	-18.3%
<b>Highland</b>	2	0.0%	2	0.0%	5	0.1%	4	0.1%	2	0.0%	1	0.0%	-1	-50.0%
<b>Inverclyde</b>	4116	70.9%	3620	66.5%	3186	65.5%	2858	66.6%	3380	68.7%	3472	72.8%	-644	-15.6%
<b>Midlothian</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	3	0.1%	3	-----
<b>Moray</b>	1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%	4	0.1%	3	300.0%
<b>North Ayrshire</b>	259	4.5%	236	4.3%	154	3.2%	136	3.2%	82	1.7%	102	2.1%	-157	-60.6%
<b>North Lanarkshire</b>	18	0.3%	20	0.4%	17	0.3%	19	0.4%	25	0.5%	4	0.1%	-14	-77.8%
<b>Orkney/Shetland Islands</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	----
<b>Perth and Kinross</b>	2	0.0%	1	0.0%	3	0.1%	1	0.0%	1	0.0%	1	0.0%	-1	-50.0%
<b>Renfrewshire</b>	608	10.5%	714	13.1%	742	15.3%	545	12.7%	609	12.4%	492	10.3%	-116	-19.1%
<b>Scottish Borders</b>	1	0.0%	1	0.0%	1	0.0%	1	0.0%	134	2.7%	0	0.0%	-1	-100%
<b>South Ayrshire</b>	68	1.2%	84	1.5%	88	1.8%	100	2.3%	11	0.2%	104	2.2%	36	52.9%
<b>South Lanarkshire</b>	12	0.2%	21	0.4%	9	0.2%	9	0.2%	2	0.0%	21	0.4%	9	75.0%
<b>Stirling</b>	3	0.1%	8	0.1%	5	0.1%	6	0.1%	152	3.1%	2	0.0%	-1	-33.3%
<b>West Dunbartonshire</b>	61	1.1%	108	2.0%	93	1.9%	127	3.0%	3	0.1%	69	1.4%	8	13.1%
<b>West Lothian</b>	1	0.0%	0	0.0%	2	0.0%	4	0.1%	1	0.0%	1	0.0%	0	0.0%
<b>Outside of Scotland/Unknown</b>	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

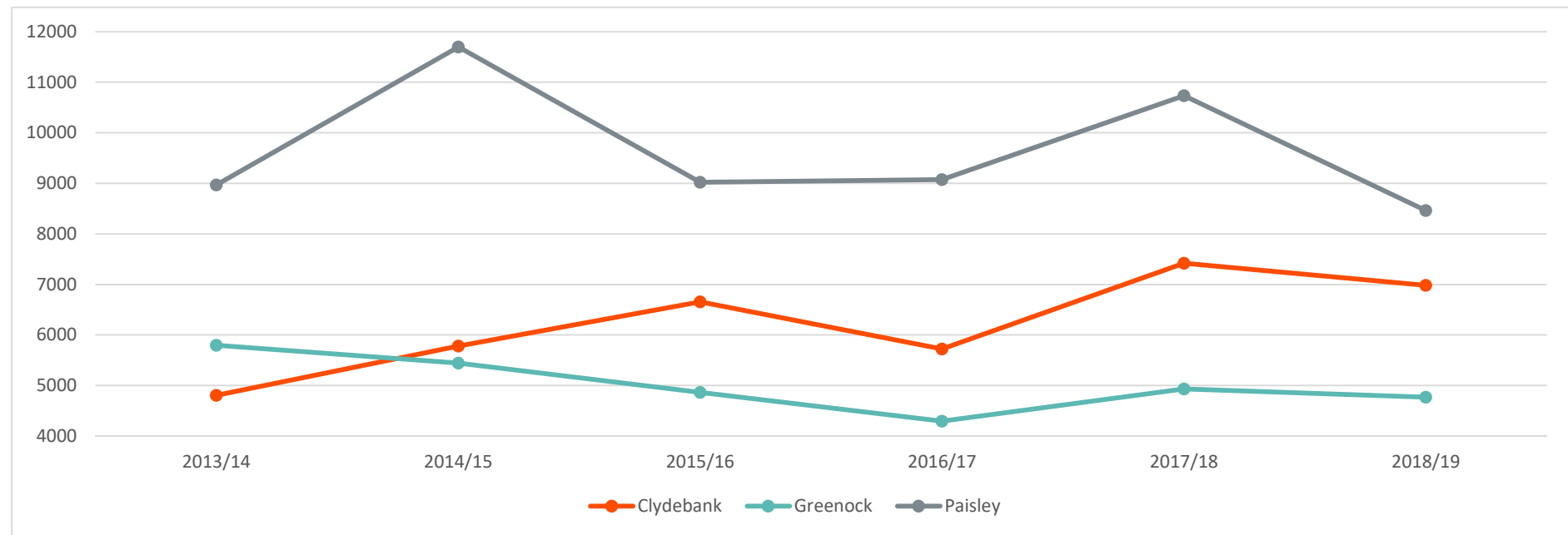
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19		Change	
<b>Aberdeen City</b>	8	0.1%	11	0.1%	3	0.0%	0	0.0%	3	0.0%	2	0.0%	-6	-75.0%
<b>Aberdeenshire</b>	9	0.1%	2	0.0%	2	0.0%	3	0.0%	12	0.1%	11	0.1%	2	22.2%
<b>Angus</b>	9	0.1%	2	0.0%	3	0.0%	3	0.0%	4	0.0%	5	0.1%	-4	-44.4%
<b>Argyll &amp; Bute</b>	110	1.2%	217	1.9%	149	1.7%	146	1.6%	192	1.8%	135	1.6%	25	22.7%
<b>Clackmannanshire</b>	8	0.1%	3	0.0%	2	0.0%	2	0.0%	10	0.1%	6	0.1%	-2	-25.0%
<b>Dumfries and Galloway</b>	23	0.3%	17	0.1%	22	0.2%	14	0.2%	22	0.2%	24	0.3%	1	4.3%
<b>Dundee City</b>	4	0.0%	6	0.1%	12	0.1%	5	0.1%	3	0.0%	8	0.1%	4	100.0%
<b>East Ayrshire</b>	84	0.9%	102	0.9%	79	0.9%	83	0.9%	99	0.9%	77	0.9%	-7	-8.3%
<b>East Dunbartonshire</b>	94	1.0%	131	1.1%	79	0.9%	22	0.2%	34	0.3%	44	0.5%	-50	-53.2%
<b>East Lothian</b>	2	0.0%	4	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%	-1	-50.0%
<b>East Renfrewshire</b>	495	5.5%	418	3.6%	159	1.8%	121	1.3%	307	2.9%	280	3.3%	-215	-43.4%
<b>Edinburgh, City of</b>	13	0.1%	16	0.1%	13	0.1%	2	0.0%	20	0.2%	18	0.2%	5	38.5%
<b>Na h-Eileanan Siar</b>	0	0.0%	4	0.0%	1	0.0%	1	0.0%	3	0.0%	5	0.1%	5	----
<b>Falkirk</b>	40	0.4%	38	0.3%	23	0.3%	29	0.3%	33	0.3%	30	0.4%	-10	-25.0%
<b>Fife</b>	27	0.3%	17	0.1%	7	0.1%	5	0.1%	21	0.2%	13	0.2%	-14	-51.9%
<b>Glasgow City</b>	1317	14.7%	1750	15.0%	1206	13.4%	1182	13.0%	1437	13.4%	1161	13.7%	-156	-11.8%
<b>Highland</b>	21	0.2%	25	0.2%	9	0.1%	14	0.2%	19	0.2%	11	0.1%	-10	-47.6%
<b>Inverclyde</b>	472	5.3%	824	7.0%	475	5.3%	465	5.1%	726	6.8%	378	4.5%	-94	-19.9%
<b>Midlothian</b>	1	0.0%	1	0.0%	5	0.1%	1	0.0%	4	0.0%	9	0.1%	8	800.0%
<b>Moray</b>	5	0.1%	4	0.0%	0	0.0%	0	0.0%	6	0.1%	5	0.1%	0	0.0%
<b>North Ayrshire</b>	333	3.7%	293	2.5%	106	1.2%	78	0.9%	110	1.0%	142	1.7%	-191	-57.4%
<b>North Lanarkshire</b>	148	1.7%	174	1.5%	176	2.0%	171	1.9%	218	2.0%	73	0.9%	-75	-50.7%
<b>Orkney/Shetland Islands</b>	3	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.1%	8	0.1%	5	166.7%
<b>Perth and Kinross</b>	4	0.0%	5	0.0%	6	0.1%	3	0.0%	8	0.1%	12	0.1%	8	200.0%
<b>Renfrewshire</b>	5146	57.4%	6548	56.0%	5607	62.3%	5787	63.8%	6278	58.5%	5192	61.3%	46	0.9%
<b>Scottish Borders</b>	4	0.0%	3	0.0%	14	0.2%	4	0.0%	1	0.0%	14	0.2%	10	250.0%
<b>South Ayrshire</b>	144	1.6%	220	1.9%	274	3.0%	277	3.1%	372	3.5%	223	2.6%	79	54.9%
<b>South Lanarkshire</b>	161	1.8%	126	1.1%	60	0.7%	55	0.6%	174	1.6%	192	2.3%	31	19.3%
<b>Stirling</b>	13	0.1%	13	0.1%	17	0.2%	17	0.2%	29	0.3%	11	0.1%	-2	-15.4%
<b>West Dunbartonshire</b>	184	2.1%	693	5.9%	487	5.4%	574	6.3%	556	5.2%	306	3.6%	122	66.3%
<b>West Lothian</b>	24	0.3%	15	0.1%	6	0.1%	6	0.1%	22	0.2%	15	0.2%	-9	-37.5%
<b>Outside of Scotland/Unknown</b>	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 (%)
<b>Clydebank</b>	4807	5783	6656	5721	7419	6983	2176	45.3%
<b>Greenock</b>	5796	5445	4862	4294	4930	4769	-1027	-17.7%
<b>Paisley</b>	8968	11697	9019	9072	10736	8463	-505	-5.6%
<b>WCS</b>	19571	22925	20537	19087	23085	20215	644	3.3%

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



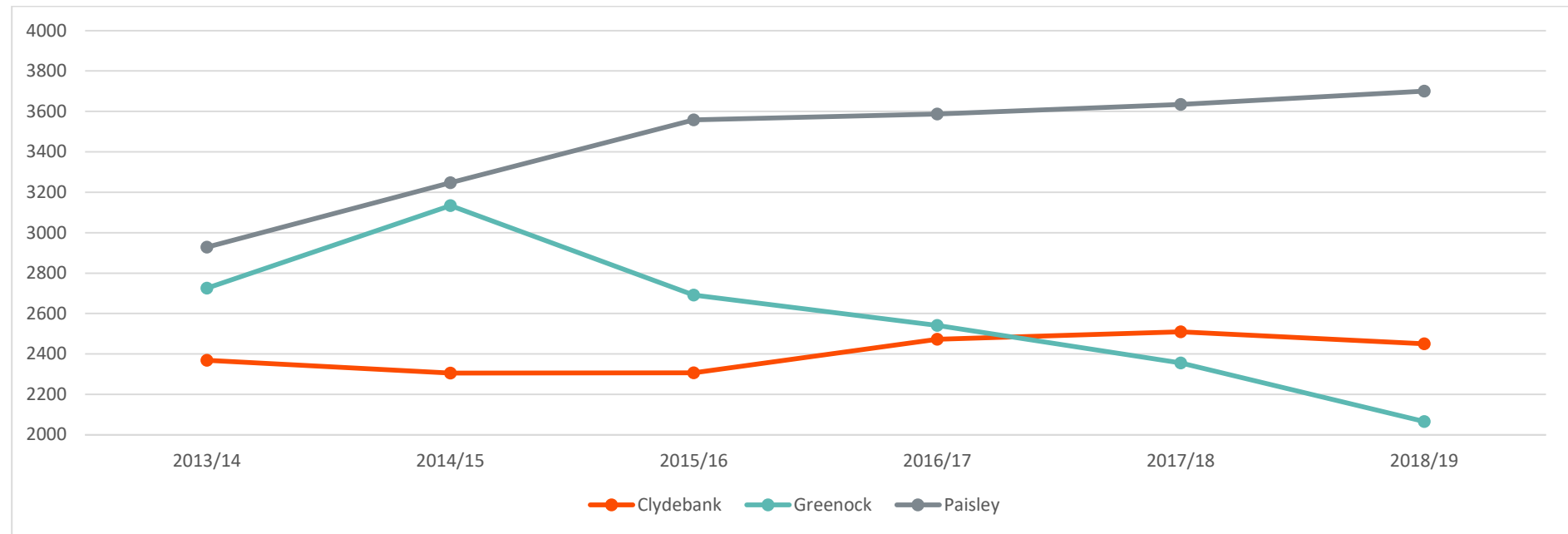


## Full-time Study

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 (%)
<b>Clydebank</b>	2369	2305	2307	2472	2510	2450	81	3.4%
<b>Greenock</b>	2726	3134	2691	2541	2355	2065	-661	-24.2%
<b>Paisley</b>	2929	3247	3558	3587	3634	3700	771	26.3%
<b>WCS</b>	8024	8686	8556	8600	8499	8215	191	2.4%

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

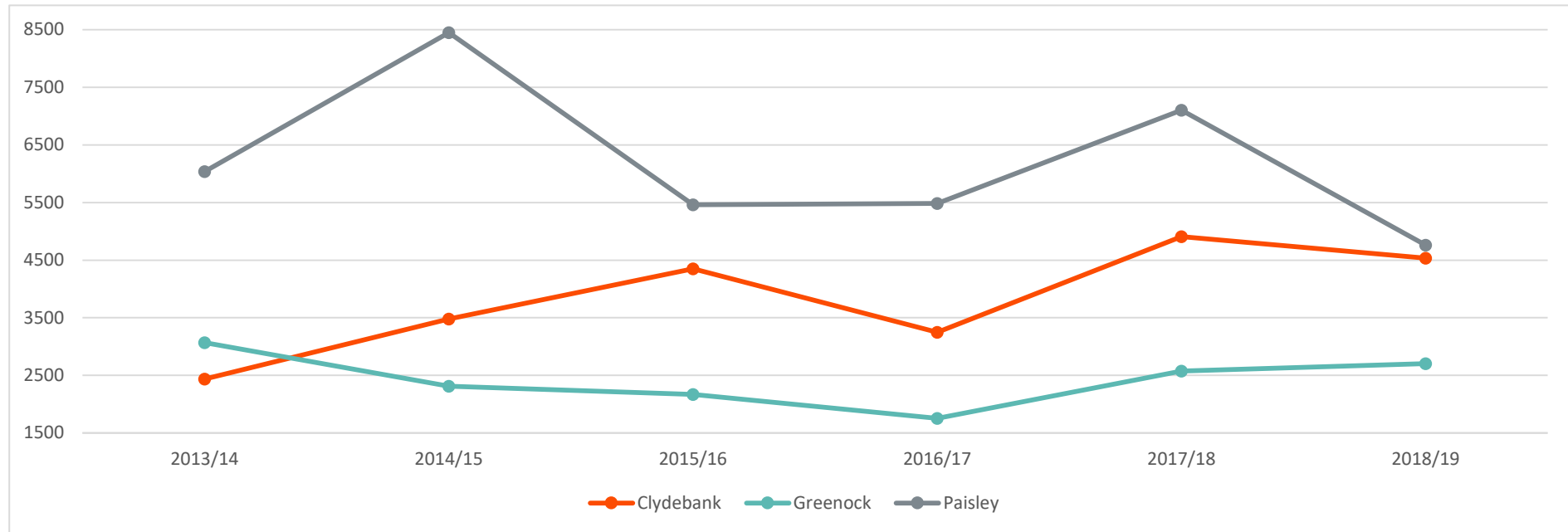


## Part-time Study

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 (%)
<b>Clydebank</b>	2438	3478	4349	3249	4909	4533	2095	85.9%
<b>Greenock</b>	3070	2311	2171	1753	2575	2704	-366	-11.9%
<b>Paisley</b>	6039	8450	5460	5485	7102	4763	-1276	-21.1%
<b>WCS</b>	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)

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>Difference</b>
<b>Clydebank</b>	31.1%	30.8%	31.4%	32.5%	32.5%	1.4%
<b>Greenock</b>	30.8%	29.4%	26.8%	25.5%	23.4%	-7.3%
<b>Paisley</b>	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**



## 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](http://www.educationscotland.gov.uk)

For further information about the Scottish Funding Council, see – [www.sfc.ac.uk](http://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.

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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](http://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 <a href="http://www.sqa.org.uk/readyreckoner">www.sqa.org.uk/readyreckoner</a>		↑	Professional Apprenticeship
11			↑	Professional Apprenticeship SVQ 5
10			↑	Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate
8	Higher National Diploma	↑	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	↓	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

**31<sup>st</sup> 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 Sector	2017-18 Sector	2017-18 WCS
FE full time	65.3%	59.8%	63.7%	65.3%	68.7%	66.1%	<b>69.0%</b>
HE full time	68.7%	67.1%	65.4%	71.6%	68.7%	71.3%	<b>69.4%</b>
FE part time	69.1%	64.2%	51.7%	77.1%	67.6%	78.2%	<b>72.3%</b>
HE part time	74%	76.3%	77.5%	78.6%	76.1%	80.4%	<b>80.2%</b>

- 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%	<b>63.6%</b>
18-20 year olds (all FE and HE)	63.3%	65.2%	67.8%	<b>68.5%</b>
FE females (all FE and HE)	61.7%	51.2%	64%	<b>63.7%</b>
FE males (all FE and HE)	60.8%	60.8%	66.6%	<b>71.1%</b>
HE females (all FE and HE)	72.2%	68.2%	72.3%	<b>73.9%</b>
HE males (all FE and HE)	61.8%	63.7%	70.5%	<b>66.5%</b>
BME students (all FE and HE)	59.4%	60.2%	60.8%	<b>63.5%</b>
Students with a declared disability (all)	62.5%	60.2%	68.1%	<b>67.3%</b>
Care Experienced FT FE	64.7%	53.8%	58.7%	<b>54.2%</b>
Care Experienced FT HE	71.4%	66.7%	53.8%	<b>50.0%</b>
SIMD 10 all (FE and HE)		57.6%	64.8%	<b>65.1%</b>
SIMD 20 all (FE and HE)		57.5%	62.2%	<b>65.6%</b>
Students from SIMD10 Full time FE	57.6%	61.1%	64.7%	<b>65.8%</b>
Students from SIMD10 Full time HE	63.6%	61.7%	66%	<b>63.9%</b>

- 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 [HGIOC 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

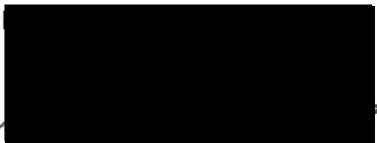
<p>Outcomes and Impact: How good are we at ensuring the best possible outcomes for all of our learners?</p> <ul style="list-style-type: none"> <li>• 3.1. Wellbeing, equality and inclusion</li> <li>• 3.2. Equity, attainment and achievement for all learners.</li> </ul>	Good
<p>Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver?</p> <ul style="list-style-type: none"> <li>• 2.2. Curriculum</li> <li>• 2.3. Learning, teaching and assessment</li> <li>• 2.4. Services to support learning</li> </ul>	Very good
<p>Leadership and Quality Culture: How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> <li>• 1.1. Governance and leadership of change</li> <li>• 1.4. Evaluation leading to improvement</li> </ul>	Very good

### Approved by the Board of Management

Keith Mc  
Chair

Signed

Date



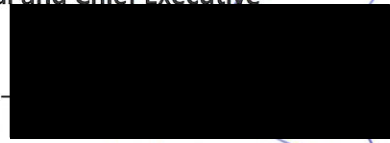
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4/2/2019

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
<b>EREP 2016/17</b>	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	
<b>EREP 2017/18</b>	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	
<b>EREP 2017/18</b>	A more cohesive, college wide approach, aligning and developing current initiatives, is required, to support good mental health.	<p>Deliver the strategic plan for improving mental health and wellbeing of staff and students</p> <p>Develop new support resources</p> <p>Develop relationships to support the promotion of mental health and wellbeing</p> <p>Develop a series of 'activity' to nurture wellbeing in the college.</p>	<p>June 2021</p> <p>June 2019</p> <p>November 2019</p> <p>June 2020</p>	

**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

Equity, attainment and achievement for all learners [HGIOC QI 3.2]

Action Arising from	Areas for Development	Planned Action	Target Date	Progress Update
<b>EREP 2016/17</b>	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
<b>2017/18</b>	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	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).	June 2019	
		Improve staff skill set for monitoring real time data to achieve SMART actions in course evaluations.	June 2018	
		Use dashboard analytics to better communicate and monitor attainment targets	June 2020	
<b>2017/18</b>	The rate of confirmed destinations for college leavers could be improved, for both FE and HE level qualifiers.	Review current destinations collection process Effectively 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	
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## Delivery of learning and services to support learning

### Curriculum [HGIQC QI 2.2]

Action arising from	Areas for Development	Planned Action	Target Date	Progress
<b>EREP 2016/17 and EREP 2017/18</b>	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.
<b>EREP 2017/18</b>	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	
<b>EREP2017/18</b>	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
<b>EREP 2016/17</b>	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.
<b>EREP 2016/17</b>	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.
<b>EREP 2017/18</b>	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	

<b>EREP 2017/18</b>	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	
<b>EREP 2017/18</b>	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
<b>EREP 2016/17</b>	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
<b>EREP 2017/18</b>	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	

<b>EREP 2017/18</b>	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	
<b>EREP 2017/18</b>	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	
<b>EREP 2017/18</b>	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
<b>EREP 2017/18</b>	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	
<b>EREP 2017/18</b>	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
<b>EREP 2016/17</b>	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
<b>EREP 2016/17</b>	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.

<b>EREP 2017/18</b>	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	
<b>EREP 2017/18</b>	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	
<b>EREP 2017/18</b>	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	
<b>EREP 2017/18</b>	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
<b>1(a)* The volume of Credits delivered</b>					
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
<b>1(b)(i) The proportion of Credits delivered to learners aged 16-19 and 20-24</b>					
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%
<b>1(b)(ii) The proportion of Credits delivered to full-time learners aged 16-19 and 20-24</b>					
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%
<b>1(c)* The proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>					
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	27.2%	24.9%	28%	28.50%	29%
<b>1(d) The proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>					
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%
<b>2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>	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%
<b>3. The proportion of Credits delivered to learners enrolled on STEM courses</b>					
Proportion of Credits delivered to learners enrolled on STEM courses	23.4%	23.5%	23%	24%	25%
<b>4(a)* The proportion of enrolled students successfully achieving a recognised qualification</b>					
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%

<b>4(b)* The proportion of enrolled MD10 students successfully achieving a recognised qualification</b>					
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%
<b>4(c)* The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>					
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%
<b>4(d)* The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>					
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%
<b>4(e)* The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>					
Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	65.8%	66.8%	66%	68%	70%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	886	917	928	960	960
<b>6. The proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>					
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	41.9%	41.1%	50%	55%	60%
<b>7.* The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>					
Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	-		57%	60%	60%
<b>8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>					
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%
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey) (not confirmed by SFC)</b>					
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%
<b>10 Gross carbon footprint (tCO2e)</b>	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 1<sup>st</sup> 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
<b>Total</b>	<b>1,430</b>	<b>£20.4m</b>	<b>£28.7m</b>

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
<b>Total</b>	<b>920</b>	<b>£12.6m</b>	<b>£18.6m</b>

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 period<sup>1</sup>. 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 values<sup>2</sup>. Cumulative impacts have therefore adjusted/discouted 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.

<sup>1</sup> HM Treasury Recommended timescale to measure major physical infrastructure projects.

<sup>2</sup> See HM Treasury Green Book for more information

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/220541/green\\_book\\_complete.pdf](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.

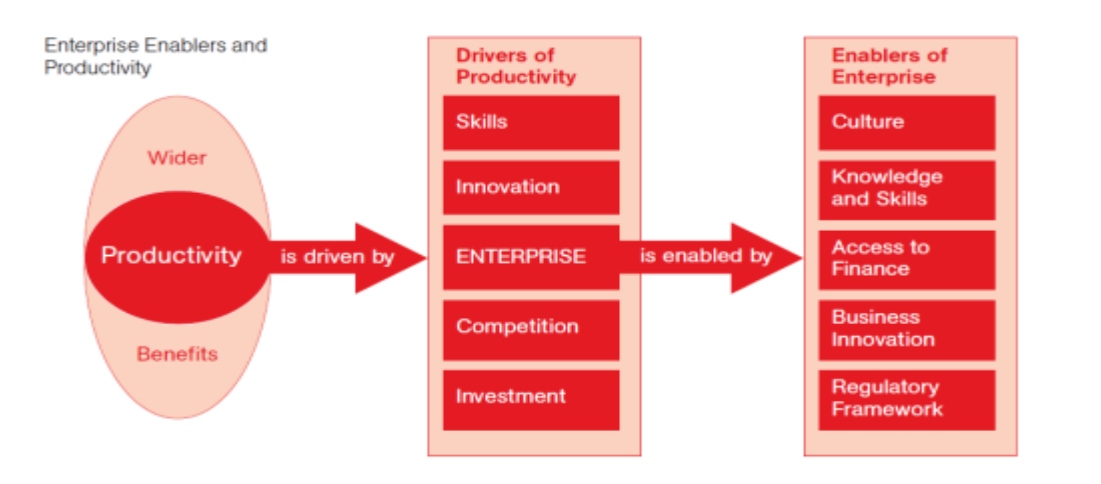
#### 4.1.1 Impact and Benefits for Business

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 Enablers<sup>3</sup>



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:

- ❑ research<sup>4</sup> 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.

<sup>3</sup> HM Treasury, Enterprise: Unlocking the UKs Talent (2008)

<sup>4</sup> Institute for the Study of Labour

A 2013 report published by the Department of Business Innovation and Skills (BIS)<sup>5</sup> 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%**.

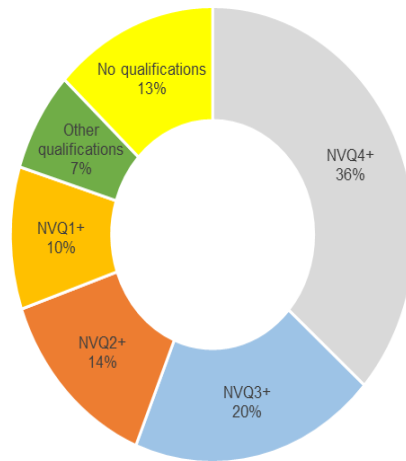
Income and employment deprivation are key issues across the region i.e. those that are in employment but receive a wage below the 'living wage' and those not in employment or are 'underemployed'. Across the three local authorities, income deprivation ranges from one-quarter to almost half the working 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.

---

<sup>5</sup> The Impact of Further Education Learning, BIS, 2013, Research Paper No. 104.

Figure 4.2: Economic Activity by Qualification Level



Those with an NVQ4+ represent over one-third of the working age population that are economically active, compared with 30% that have no or lower level qualifications (up to NVQ1+).

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 Studies<sup>6</sup>

██████████

██████████ 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."*

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<sup>6</sup> Student case studies provided by WCS

██████████

██████████ 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”.*

██████████ 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.”*

██████████

Former student ██████████ has recently become a teacher at WCS.

██████████ 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<sup>7</sup>**, 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.

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<sup>7</sup> 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 crime<sup>8</sup>. 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.

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<sup>8</sup> 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 charities<sup>9</sup>;
- 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 Beautiful<sup>10</sup>; and
- supporting the Woodland Trust plant trees at Nature Trail in Shielhill Glen<sup>11</sup>.

This again helps illustrate the important role that the College plays in the local community.

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<sup>9</sup> <http://news.scotland.gov.uk/News/Students-Provide-Games-Highlights-a7b.aspx>

<sup>10</sup> [http://www.jameswatt.ac.uk/news/news\\_detail.aspx?newsid=2264](http://www.jameswatt.ac.uk/news/news_detail.aspx?newsid=2264)

<sup>11</sup> <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

