

A meeting of the Education & Communities Committee will be held on Tuesday 5 November 2019 at 2pm within the Municipal Buildings, Greenock.

Please note that consideration of the Education items of business will commence at 4pm or following conclusion of the Communities business, whichever is the later.

GERARD MALONE
Head of Legal and Property Services

BUSINESS

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| The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in the paragraphs of Part I of Schedule 7(A) of the Act as are set out opposite each item. | | |
| <u>COMMUNITIES</u> | | |
| NEW BUSINESS | | |
| 16. | Beacon Arts Centre Update Para 6 Report by Corporate Director Education, Communities & Organisational Development providing an update on progress with the Beacon Arts Centre | p |
| 17. | Whinhill Golf Course Paras 1, 6 & 9 Report by Corporate Director Education, Communities & Organisational Development on proposals for the future management of Whinhill Golf Course | p |

Enquiries to – **Sharon Lang** – Tel 01475 712112

Report To: Education & Communities Committee **Date:** 5 November 2019

Report By: Chief Financial Officer and Corporate Director Education, Communities and Organisational Development **Report No:** FIN/095/19/AP/IC

Contact Officer: Iain Cameron **Contact No:** 01475 712832

Subject: Communities 2019/20 Revenue Budget Report- Period 5 to 31 August 2019

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2019/20 Revenue Budget position at Period 5 to 31 August 2019.

2.0 SUMMARY

- 2.1 The total Communities Revenue Budget for 2019/20, excluding Earmarked Reserves, is currently £4,510,210. This is an increase of £1,120 from the approved budget. Appendix 1 provides details of this movement. The latest projection is an overspend of £28,000 which is a decrease in expenditure of £8,000 since the last Committee.
- 2.2 The main variances to highlight for the 2019/20 Revenue Budget are –
- (a) Projected overspend of £25,000 for Libraries & Museum which mainly relates to a an overspend on Employee Costs due to non-achievement of Turnover Savings, an underspend in Property Costs and a shortfall in Income.
 - (b) Projected overspend of £8,000 for Sports & Leisure. A £16,000 shortfall for Whinhill Golf Course is partially offset by an £8,000 underspend for Rankin Park mountain bike track maintenance.
 - (c) Projected overspend of £3,000 for Community Safety due to minor variances.
 - (d) Projected underspend of £8,000 for Community Halls. Income from School Lets is projected to over-recover by £10,000 with the balance relating to minor variances.
- 2.3 Earmarked Reserves for 2019/20 total £359,000 all of which is projected to be spent in the current financial year. To date, expenditure of £151,000 (42%) has been incurred. The spend to date per profiling was expected to be £145,000 resulting in expenditure being £6,000 ahead of schedule.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes the current projected overspend of £28,000 for the 2019/20 Communities Revenue Budget as at Period 5 to 31 August 2019.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities
and Organisational Development

4.0 BACKGROUND

- 4.1 The purpose of this report is to advise the Committee of the current position of the 2019/20 Communities Revenue Budget as at Period 5 to 31 August 2019 and highlight the main issues contributing to the projected overspend of £28,000.

5.0 2019/20 PROJECTION

- 5.1 The current Communities Revenue Budget for 2019/20 is £4,510,210. This is an increase of £1,120 from the approved budget. Appendix 1 provides details of the virements responsible for this increase.
- 5.2 The main issues to highlight in relation to the projected overspend of £28,000 (0.6%) for the 2019/20 Communities Revenue Budget are :-

Libraries & Museum: Projected Overspend £25,000

The projected overspend for Libraries & Museum is £25,000, a decrease of £8,000 since last Committee. Employee Costs are projected to overspend by £7,000. This is £13,000 less expenditure than previously reported and is due to a retirement in January 2020 not being replaced this Financial Year.

Libraries & Museum Property Costs are projected to underspend by £17,000, the majority of which relates to Non Domestic Rates (NDR) Empty Relief for the McLean Museum during refurbishment period.

Libraries & Museum Income is projected to under-recover by £32,000 (Libraries £19,000 and Museum £13,000), the same as reported to the last Committee.

Sports & Leisure: Projected Overspend £8,000

Whinhill Golf Income is projected to under-recover by £16,000 and a slight improvement on the £23,000 under-recovery last year. The projected under-recovery of income is partially offset by a projected underspend of £8,000 for Rankin Park mountain bike track maintenance.

Community Safety: Projected Overspend £3,000

The projected overspend relates to minor variances and is £5,000 less expenditure than reported to the last Committee.

Community Halls: Projected Underspend £8,000

Community Halls Employee Costs are projected to overspend by £2,000, the same as previously reported to Committee.

Income from School Lets is projected to over-recover by £10,000, the same as previously reported to Committee.

6.0 EARMARKED RESERVES

- 6.1 Earmarked Reserves for 2019/20 total £359,000 all of which is projected to be spent in the current financial year. To date, expenditure of £151,000 (42%) has been incurred. The spend to date per profiling was expected to be £145,000 resulting in expenditure being £6,000 ahead of schedule.

7.0 VIREMENTS

7.1 There are no virements this Committee Cycle.

8.0 IMPLICATIONS

8.1 Finance

All financial implications are discussed in detail within the report above.

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 | Budget Years | Proposed Spend this Report £000 | Virement From | Other Comments |
|-------------|----------------|--------------|---------------------------------|---------------|----------------|
| N/A | | | | | |

8.2 Legal

There are no specific legal implications arising from this report.

8.3 Human Resources

There are no specific human resources implications arising from this report.

8.4 Equalities

There are no equalities issues within this report.

(a) Has an Equality Impact Assessment been carried out?

| | |
|---|--|
| | YES (see attached appendix) |
| X | NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required |

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

| | |
|---|--|
| | YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed. |
| X | NO |

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

| |
|---|
| |
| X |

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

8.5 Repopulation

There are no repopulation issues within this report.

9.0 CONSULTATION

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

Communities Budget Movement - 2019/20**Period 5 - 1st April 2019 to 31st August 2019**

| Service | Approved Budget | Inflation £000 | Movements | | | Revised Budget |
|-----------------------------------|-----------------|-------------------|------------------|----------------------------------|-------------------------------|-----------------|
| | 2019/20 £000 | | Virement £000 | Supplementary Budgets £000 | Transferred to EMR £000 | 2019/20 £000 |
| Libraries & Museum | 1,550 | 1 | | | | 1,551 |
| Sport & Leisure | 1,171 | | | | | 1,171 |
| Community Safety | 552 | | | | | 552 |
| Community Halls | 984 | | | | | 984 |
| Grants to Voluntary Organisations | 252 | | | | | 252 |
| Totals | <u>4,509</u> | <u>1</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>4,510</u> |

Movement Details

£000

External ResourcesInflation

NDR

1

1Virement0Supplementary Budget01

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 5 -1st April 2019 to 31st August 2019**

| <u>Out Turn</u> <u>2018/19</u> <u>£000</u> | <u>Budget</u> <u>Heading</u> | <u>Budget</u> <u>2019/20</u> <u>£000</u> | <u>Proportion</u> <u>of Budget</u> | <u>Actual to</u> <u>30-Jun-19</u> <u>£000</u> | <u>Projection</u> <u>2019/20</u> <u>£000</u> | <u>(Under)/Over</u> <u>Budget</u> <u>£000</u> | <u>Percentage</u> <u>Over / (Under)</u> |
|--|---------------------------------|--|---------------------------------------|---|--|---|--|
| | | | | | | | |
| Total Material Variances | | | | | | 0 | |

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 5 - 1st April 2019 to 31st August 2019**

| 2018/19 Actual £000 | Subjective Heading | Approved Budget 2019/20 £000 | Revised Budget 2019/20 £000 | Projected Out-turn 2019/20 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---------------------------|---|---------------------------------------|--------------------------------------|--|--|----------------------------|
| 1,715 | Employee Costs | 1,677 | 1,680 | 1,699 | 19 | 1.1% |
| 756 | Property Costs | 719 | 720 | 703 | (17) | (2.4%) |
| 1,383 | Supplies & Services | 1,216 | 1,216 | 1,211 | (5) | (0.4%) |
| 4 | Transport Costs | 3 | 3 | 3 | 0 | - |
| 79 | Administration Costs | 73 | 73 | 73 | 0 | - |
| 1,270 | Other Expenditure | 1,113 | 1,138 | 1,131 | (7) | (0.6%) |
| (351) | Income | (292) | (320) | (282) | 38 | (11.9%) |
| 4,856 | TOTAL NET EXPENDITURE | 4,509 | 4,510 | 4,538 | 28 | 0.6% |
| | Earmarked Reserves | 0 | 0 | 0 | 0 | |
| | TOTAL NET EXPENDITURE excluding Earmarked Reserves | 4,509 | 4,510 | 4,538 | 28 | |

| 2018/19 Actual £000 | Objective Heading | Approved Budget 2019/20 £000 | Revised Budget 2019/20 £000 | Projected Out-turn 2019/20 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---------------------------|--------------------------|---------------------------------------|--------------------------------------|--|--|----------------------------|
| 1,573 | Libraries & Museum | 1,550 | 1,551 | 1,576 | 25 | 1.6% |
| 1,475 | Sports & Leisure | 1,171 | 1,171 | 1,179 | 8 | 0.7% |
| 552 | Community Safety | 552 | 552 | 555 | 3 | 0.5% |
| 1,005 | Community Halls | 984 | 984 | 976 | (8) | (0.8%) |
| 251 | Grants to Vol Orgs | 252 | 252 | 252 | 0 | - |
| 4,856 | TOTAL COMMUNITIES | 4,509 | 4,510 | 4,538 | 28 | 0.6% |
| | Earmarked Reserves | 0 | 0 | 0 | 0 | |

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

| <u>Project</u> | <u>Lead Officer/ Responsible Manager</u> | <u>Total Funding 2019/20</u> | <u>Phased Budget Period 5 2019/20</u> | <u>Actual Period 5 2019/20</u> | <u>Projected Spend 2019/20</u> | <u>Amount to be Earmarked for 2021/22 & Beyond</u> | <u>Lead Officer Update</u> |
|--------------------------------|--|--------------------------------------|---|--|--|--|---|
| | | £000 | £000 | £000 | £000 | £000 | |
| Community Fund | Tony McEwan | 344 | 145 | 151 | 344 | 0 | First tranche of payments made, balance to be spent by end of 2019/20. Report to Policy and Resources Committee due November 2019 |
| Gourock Pool Opening Extension | Tony McEwan | 15 | 0 | 0 | 15 | 0 | Funding to extend opening of Gourock Pool until end of September 2019. |
| Total | | 359 | 145 | 151 | 359 | 0 | |

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report to: | Education & Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Education, Communities & Organisational Development and Chief Financial Officer | Report No: | EDUCOM/87/19/TM |
| Contact Officer: | Hugh Scott | Contact No: | 712828 |
| Subject: | Communities Capital Programme 2019 - 2023 Progress | | |

1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Communities Capital Programme and to highlight the overall financial position.

2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the Communities Capital Programme.
- 2.2 Overall, the Committee is projecting to contain the costs of the 2019-2023 Capital Programme within available budgets.
- 2.3 Appendix 1 contains details of the projected spend and cashflow for the Capital Programme over the 2 years of the current programme together with a projected allocation for future years.
- 2.4 Expenditure at 3rd October 2019 is 57.64% of the 2019/20 approved budget. No slippage is currently being reported.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the progress with the specific projects as detailed in Appendix 1.

Ruth Binks
Corporate Director Education,
Communities & Organisational
Development

Alan Puckrin
Chief Financial Officer

4.0 BACKGROUND

4.1 This report shows the current position of the approved Communities Capital Programme reflecting the allocation of resources approved by Inverclyde Council on 21st March 2019.

5.0 INVERKIP COMMUNITY HUB – STORAGE

5.1 Provision of £50K was made in the 2018/19 budget to expand/increase the storage provision at the recently completed Inverkip Community Hub facility. Detail design work was progressed in consultation with the Hub Committee. Planning consent and Building Warrant are in place. The Contractor has been appointed and works are in progress with the concrete foundation installation currently progressing. (Note that the concrete work was condemned and remedial work currently being undertaken by the Contractor). Contract completion is due early February 2020.

6.0 LADY ALICE BOWLING CLUB

6.1 Provision of an additional £65K was made in the 2018/19 budget to augment the current earmarked reserve of £145K. The current Appendix 1 has been updated to reflect the total allocation. Officers within Legal Services have now obtained the necessary court authority, following public consultation, to allow 25 year lease to be offered to the Club and are now finalising the grant of the lease with the Club's solicitors. Court authority was necessary in this instance as the park is inalienable common good land. The grant of this lease will then allow the Club to apply for Lottery or other external funding to supplement the current allocation. The design proposals for the extension have now been completed to allow a formal planning application to be submitted.

7.0 INDOOR SPORTS FACILITY FOR TENNIS

7.1 As previously reported, Inverclyde Leisure (IL) has prepared a business case and stage 1 assessment in respect of the provision of a facility within the existing Rankin Park site with a view to seeking funding from the Lawn Tennis Association (LTA) and SportsScotland to augment the Council funding that has been made available. A detailed business case on the Stage 2 application was presented to Elected Members prior to the Committee meeting in March 2019.

The stage 2 application process is ongoing with positive engagement between IL, SportsScotland, the Lawn Tennis Association, and Tennis Scotland in mid-August. IL has been advised that it will receive official notification of the result of the stage 2 application in the coming months.

8.0 INVERCLYDE LEISURE SPEND TO SAVE

8.1 The projects at Boglestone Community Centre and Lady Octavia Sports Centre are complete with final accounts agreed.

8.2 The Port Glasgow Swimming Pool project is nearing completion with the final works projected to be completed over the next few months. The main Express fitness circuit was successfully launched at the start of September 2019.

9.0 GRIEVE ROAD COMMUNITY CENTRE

9.1 Provision of £200K was made in the 2019/20 budget to address a partial refurbishment/upgrade of the facility.

- Kitchen works in progress.
- Corridor ceiling and lighting complete.
- Essential electrical works complete.

- CCTV installation imminent.
- External lights and electrical roller shutter to be fitted.
- Toilet refurbishment including disabled toilet currently being designed.
- Building Warrant to be submitted for structural alterations to windows in main hall.
- Hall floor to be sanded and sealed on completion of other works.

Schedule completion date is 31st March 2020.

10.0 YOUTH CONNECTIONS BURNS SQUARE

10.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment/upgrade of the facility.

- Essential electrical works complete.
- Replacement boiler ordered.
- Roof, render, windows and roller shutter design in progress with tender imminent.
- New kitchen design in progress.

Schedule completion date is 31st March 2020.

11.0 WEMYSS BAY COMMUNITY CENTRE

11.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment/upgrade of the facility.

- Kitchen upgrade, corridor ceiling and lighting complete.
- Essential electrical works complete.
- Conversion of reception area to cleaners store complete.
- Roofing works to commence on site imminently, external lighting works to follow-on.
- Building Warrant to be submitted for structural alterations to windows in main hall.
- Toilet upgrade currently being designed.
- Concrete base for external storage complete and delivery of storage unit imminent.
- Hall floor to be sanded and sealed on completion of other works.

Schedule completion date is 31st March 2020.

12.0 IMPLICATIONS

Finance

12.1 The expenditure at 3rd October 2019 is £856K compared to an approved budget of £1.485m. This is expenditure of 57.64% of the approved budget after 50% of the year. No slippage is currently being reported.

12.2 The current budget is £3.054m for Communities projects. The Current Projection is £3.054m.

| Education & Communities | Approved Budget £000 | Current Position £000 | Overspend / (Underspend) £000 | Comments |
|-------------------------|-------------------------|--------------------------|-------------------------------------|----------|
| Total Communities | 3,054 | 3,054 | - | |
| Total | 3,054 | 3,054 | - | |

Legal

12.4 There are no legal issues.

Human Resources

12.5 There are no human resources issues.

Equalities

12.6 Has an Equality Impact Assessment been carried out?

| | |
|---|--|
| | YES (see attached appendix) |
| X | 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. See below. |

Individual projects consider DDA issues as part of the development of the detailed designs and Building Standards approval (where required). There are no equalities issues.

Repopulation

12.7 The regeneration works outlined in this report should contribute to retaining and increasing the population within the area. There are no repopulation issues.

13.0 CONSULTATION

13.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Chief Finance Officer.

13.2 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Policy and Communications has not been consulted.

13.3 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

14.0 LIST OF BACKGROUND PAPERS

14.1 Communities Capital Programme Technical Progress Reports October 2019. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

COMMUNITIES CAPITAL REPORT

COMMITTEE: EDUCATION & COMMUNITIES

Appendix 1

| Project Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|-----------------------|--------------------------|--------------------------------|----------------------------|---------------------------|--------------------|--------------------|--------------------|---------------------|-------------------|---------------------------------|--------------------------------|
| | <u>Est Total Cost</u> | <u>Actual to 31/3/19</u> | <u>Approved Budget 2019/20</u> | <u>Revised Est 2019/20</u> | <u>Actual to 03/10/19</u> | <u>Est 2020/21</u> | <u>Est 2021/22</u> | <u>Est 2022/23</u> | <u>Future Years</u> | <u>Start Date</u> | <u>Original Completion Date</u> | <u>Current Completion Date</u> |
| | <u>£000</u> | <u>£000</u> | <u>£000</u> | <u>£000</u> | <u>£000</u> | <u>£000</u> | <u>£000</u> | <u>£000</u> | | | | |
| Communities | | | | | | | | | | | | |
| Inverkip Community Hub Storage | 50 | 7 | 43 | 43 | 1 | 0 | 0 | 0 | 0 | | | |
| Lady Alice Bowling Club Toilets | 210 | 14 | 0 | 0 | 0 | 196 | 0 | 0 | 0 | | | |
| Indoor Sports Facility For Tennis | 500 | 0 | 0 | 0 | 0 | 500 | 0 | 0 | 0 | | | |
| Inverclyde Leisure Spend to Save - Boglestone Community Centre | 830 | 115 | 685 | 715 | 715 | 0 | 0 | 0 | 0 | | | |
| Leisure Pitches AMP - Lifecycle Fund | 601 | 112 | 18 | 18 | 0 | 50 | 280 | 141 | 0 | | | |
| Grieve Road Community Centre | 200 | 0 | 175 | 175 | 3 | 25 | 0 | 0 | 0 | | | |
| Youth Connections Burns Square | 100 | 0 | 80 | 80 | 0 | 20 | 0 | 0 | 0 | | | |
| Wemyss Bay Community Centre Refurbishment | 100 | 0 | 80 | 80 | 1 | 20 | 0 | 0 | 0 | | | |
| Inverclyde Leisure Spend to Save - Port Glasgow Baths | 150 | 0 | 130 | 130 | 80 | 20 | 0 | 0 | 0 | | | |
| Complete On Site - Inverclyde Leisure Spend to Save | 40 | 0 | 40 | 40 | 37 | 0 | | | | | | |
| Complete On Site | 273 | 0 | 234 | 204 | 19 | 69 | 0 | 0 | 0 | | | |
| | 3,054 | 248 | 1,485 | 1,485 | 856 | 900 | 280 | 141 | 0 | | | |

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|-------------------------|--|-----------------------------------|
| Report To: | Education and Communities Committee | Date: 5 November 2019 |
| Report By: | Ruth Binks Corporate Director Education, Communities and Organisational Development | Report No: EDUCOM/88/19/HS |
| Contact Officer: | Hugh Scott | Contact No:7 15459 |
| Subject: | Inverclyde Leisure: Annual Report 2018/19 | |

1.0 PURPOSE

- 1.1 The purpose of this report is for the Education and Communities Committee to note Inverclyde Leisure's Annual Report 2018/19.

2.0 SUMMARY

- 2.1 The attached Annual Report 2018/19 covers the third year of Inverclyde Leisure's three-year business plan.
- 2.2 Inverclyde Leisure manages a number of facilities on behalf of Inverclyde Council, including leisure facilities, playing fields and pitches, both 3G and grass. It also manages and facilitates a range of community facilities including the three town halls as well as community hubs and halls
- 2.3 Inverclyde Leisure's Annual Report 2018/19 outlines its performance in a range of areas from corporate and operational achievements to its financial performance over the past year.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee notes the Inverclyde Leisure Annual Report 2018/19.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

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|------------|--|--|
| 4.0 | BACKGROUND | |
| 4.1 | In March 2018, Inverclyde Leisure (IL) presented an update to its current three-year Business Plan to the Education and Communities Committee. The attached Annual Report 2018/19 covers IL's final year of its three-year business plan. | |
| 4.2 | <p>Inverclyde Leisure facilities</p> <p>Inverclyde Leisure manages a number of facilities on behalf of Inverclyde Council, including:</p> <ul style="list-style-type: none"> • 10 leisure facilities; • 3 Town Halls; • 6 3G Pitches; • 6 Voluntary Managed Halls • 3 Community Hubs; • 17 Grass Pitches; • 1 Athletics Stadium; and • 4 Community Facilities <p>More specifically, those facilities are:</p> <ul style="list-style-type: none"> • Waterfront Leisure Complex & Fitness Gym; • Greenock Sports Centre & Fitness Gym; • Ravenscraig Sports Centre & Stadium; • Battery Park Pavilion & Pitches; • Indoor Bowling Club Port; • Birkmyre Park Gym & Pitches; • Greenock Town Hall; • Boglestone Fitness Gym and Boglestone Community Centre; • Port Glasgow Town Hall; • Gourock Pool & Gourock Fitness Gym; • Gamble Halls, Gourock; • Lady Octavia Sports Centre; • Port Glasgow Swimming Pool; • Parklea Community Sports Facility; • Gourock Park; and • Broomhill Park. | |
| | <p>Successes include:</p> <ul style="list-style-type: none"> • IL had a successful year in terms of income, having delivered £6.9m, an increase of £200k on previous year and also delivered a small operating surplus. Income in core activities also grew by over £350k which allowed IL to reduce Inverclyde Council funding by £92k and invest £229k capital expenditure in the year. • Usage has increased from the previous year with community facilities and pitches contributing to 1.61 million visits. This was increase of approximately 5% on the previous year. | |

| | | |
|-----|--|--|
| | <ul style="list-style-type: none"> • Positive customer service feedback was recognised through the national Benchmarking framework (NPS). IL achieved 1st place out of 509 leisure, clubs, public and private, for outstanding service; • Customer satisfaction, as part of the NPS surveys placed Inverclyde Leisure 3rd best in Scotland with 87% of Inverclyde residents being satisfied with local leisure facilities; • Parks and Pitches in the year saw significant changes in operations with a full review of the service resulting in a decrease in costs by 33% but also increasing parks' and pitches' income by 18%. IL also supported Greenock Morton at Parklea, the Paisley and Johnstone football league at Battery Park, Denmark under 19s women's national team, Poland's under 17s football team as well as a number of Inverclyde Football, Rugby and Athletics club bookings; • Fitness Gyms and Sports Facilities experienced a growth in total membership of 374 members and overall income growing by £179K. The team delivered many new initiatives at the Bowling, Lady Octavia, Ravenscraig and Boglestone. The team also helped drive the sporting and event programme. This included Primary School Athletics, Group Fitness Launches, Gourrock Triathlon, Kilmacolm Running Festival and launching Tennis at Greenock Sports Centre; • Swim School income remained steady with a slight growth at Port Glasgow Pool. Skate School continued to grow, finishing the year with the excellent skate show produced by our dedicated team selling over 1,000 tickets. We also invested in the Waterfront with new skate accessories to help tuition, launched the Skillbike studio, purchased a Zamboni ice machine, upgraded the Waterfront toilets and fully launched the Parent Portal for swimming lessons. | |
| 4.4 | <p>The IL report also details future developments:</p> <ul style="list-style-type: none"> • Continued growth of the CrossFit facility at the Greenock Sports Centre and potential development of Port Glasgow Pool; • Build on the success of 2018/19 by continuing to deliver a first-class service to all our customers and stakeholders. Year three of our three-year strategic plan will see us continuing to provide great products and activities whilst providing value for money, promoting a healthier and more active community; • Marketing will remain a high priority with continued development of strategic support and development of our marketing and promotion calendar. The Inverclyde Leisure website will be upgraded, and we will be facilitating monthly marketing and development workshops. Market segmentation will continue with new product launches taking place throughout the year with demographic and national trend research also undertaken; • Continue to build on partnerships with the NHS and local organisations to deliver a health and wellbeing service aimed at those most vulnerable in the community. Services will include the Live Active referral scheme the Vitality community rehab service and the Move More programme run in partnership with MacMillan Cancer Support; • Community Services will continue to provide an important service to our local population providing a base from which people can play an important role in community life. Targets for the year include developing effective campaigns and advertising strategies around new ticketed events, weddings and special occasions, developing IL ticketed promotion calendar to include tribute acts, comedians and party nights and look at performance of bookings and targets; and • IL will see some exciting developments in its sports, leisure and pool facilities. Major upgrades include a major upgrade and expansion of the Fitness for Less Gym at Boglestone to include air conditioning, new studio area, new spin area and the development of a play and café area. | |

5.0 Finance

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

| Cost Centre | Budget Heading | With Effect from | Annual Net Impact | Virement From (if Applicable) | Other Comments |
|--------------------|-----------------------|-------------------------|--------------------------|--------------------------------------|-----------------------|
| N/A | | | | | |

5.1 Legal

N/A

5.2 Human Resources

N/A

5.3 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

| | |
|---|--|
| | YES (see attached appendix) |
| X | NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required |

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

| | |
|---|--|
| | YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed. |
| X | NO |

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

| | |
|---|---|
| | YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals. |
| X | NO |

5.4 Repopulation

N/A

6.0 CONSULTATIONS

6.1 N/A

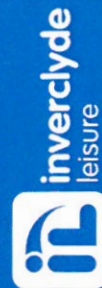
7.0 BACKGROUND PAPERS

7.1 None.

Inverclyde Leisure

ANNUAL REPORT

2018/2019



www.inverclydeleisure.com

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Inverclyde Leisure



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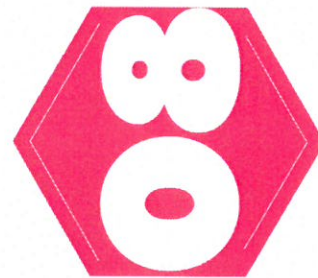
Operational
Achievements

7.1 Health &
Wellbeing

7.2 Community,
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7.3 Fitness Gyms
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Facilities

7.4 Waterfront &
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- 6.1** Human Resources
- 6.2** Marketing
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01

INVERCLYDE LEISURE

Welcome to Inverclyde Leisure's (IL's) annual report. The report will cover IL's second year of the three-year Strategic Plan 2017 to 2020.

IL works in partnership with Inverclyde Council (IC) and aims to provide a quality service for its customers, employees and stakeholders by delivering high quality facilities and services.

IL aims to deliver this quality in line with our charitable aims:

- To provide facilities for recreational, sporting, cultural or social activities for the community
- To encourage and to promote for the purposes of social welfare, information on nutrition, health, exercise and healthy lifestyle.

IL's key strengths include:

- Employee commitment
- Community involvement
- Presentation of facilities
- Customer loyalty
- Range of products and services

10
LEISURE FACILITIES

3
TOWN HALLS

5
3G PITCHES

5
VOLUNTARY MANAGED HALLS

3
COMMUNITY HUBS

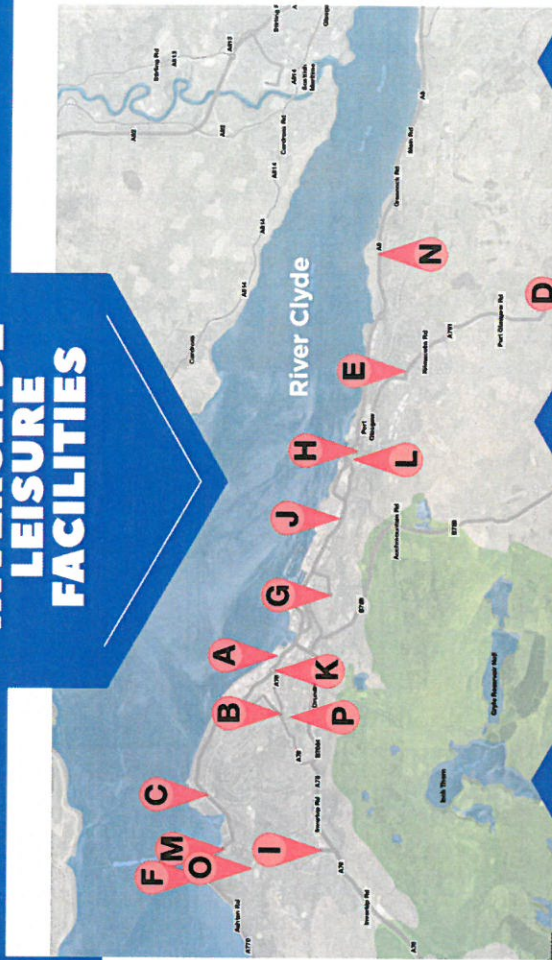
17
GRASS PITCHES

1
ATHLETICS STADIUMS

2
COMMUNITY FACILITIES



INVERCLYDE LEISURE FACILITIES



A Waterfront Leisure Complex & Fitness Gym Customhouse Way, Greenock, PA15 1EW

B Greenock Sports Centre & Fitness Gym Nelson Street, Greenock, PA15 1QH

C Battery Park Pavilion & Pitches Battery Park, Eldon Street, Greenock, PA16 7QG

D Birkmyre Park Gym & Pitches Broomknowe Road, Kilmacolm, PA13 4HX

E Boglestone Fitness Gym and Boglestone Community Centre Dubbs Place, Port Glasgow, PA14 5UD

F Gourcock Pool & Gourcock Fitness Gym Albert Road Gourcock, PA19 1NG

G Lady Octavia Sports Centre Bridgend Road, Greenock, PA15 2JN

H Port Glasgow Swimming Pool Bay Street, Port Glasgow, PA14 5EB

I Ravensraig Sports Centre & Stadium Auchmead Road, Greenock, PA16 0JE

J Indoor Bowling Club Port Glasgow Road, Greenock, PA15 2UL

K Greenock Town Hall Clyde Square Greenock, PA15 1LY

L Port Glasgow Town Hall 35 King Street Port Glasgow, PA14 5HD

M Gamble Halls 44 Shore Street Gourcock, PA19 1RG

N Parklea Community Sports Facility Greenock Road Port Glasgow, PA14 6TR

O Gourcock Park George Road, Gourcock, PA19 1YT

P Broomhill Park Dunn Street, Greenock, PA15 4JF



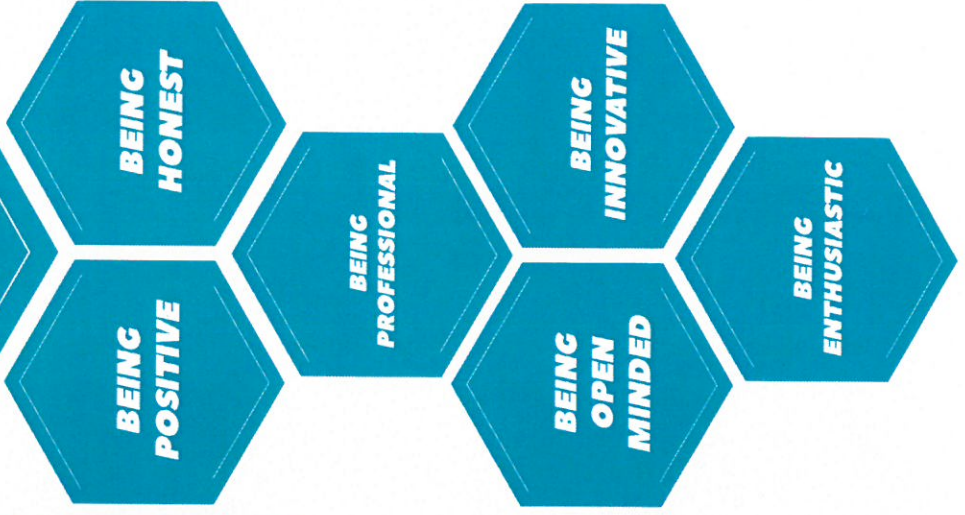
MISSION STATEMENT

Our company Mission is to provide great products and fun activity for our customers. The mission enables the company to encourage our customers to partake in the activities we have on offer whether that be health related, fitness related, entertainment, children's activity or educational programmes.

"PROVIDING GREAT PRODUCTS & FUN ACTIVITY FOR OUR CUSTOMERS"

IL'S VALUES

IL seeks to achieve its vision by working within a transparent framework of core values. IL values are the following:



02

MISSION, VISION AND VALUES

IL aims to be the best in the eyes of our customers by developing our employees, putting greater emphases on customer care and feedback, developing our managers in line with achieving more challenging objectives and working with our partners and stakeholders for the common good.



IL'S VISION

Our vision is to be the best in the eyes of our customers, employees and our stakeholders and we aim to do this by working in partnership, building successful relationships and, where possible, always aiming for a win-win.

"BE THE BEST IN THE EYES OF OUR CUSTOMERS, EMPLOYEES AND OUR STAKEHOLDERS"

03

EXECUTIVE SUMMARY

It's been a fantastic year for development with year 2 of the 2017/20 Strategic Plan laying down some solid foundations to build on with new developments being planned and implemented in the year. This could not have been achieved without our teams going the extra mile driving sustained change in many business areas.

The Board of Directors have guided these changes giving advice and support when needed and many of these projects were made possible by our partnership working with Inverclyde Council creating opportunities for a healthier Inverclyde.

Financially, we have had another successful year and have grown income to £6.9m an increase of £200k on the previous year and delivered a small operating surplus. Income in our core activities also grew by over £360k which allowed us to reduce council funding by £92k and invest £229k of capital expenditure in the year. Usage grew again from the previous year to 1.61 million visits. This was an increase of approximately 5% and 70,000 visits.

We also developed our employees by partnering with the University of the West of Scotland to deliver Chartered Management Institute training level 6, 8 and 11 and celebrated our employees through the Annual Excellence Awards.

The company continued to have a strong market presence in the area working with our partners at Bigwave media to deliver many campaigns throughout the year, developing new branding and designing and implementing the new Inverclyde Leisure mobile app.

Information Technology remains a key area for IL and we continue to look at new technology to see if they are applicable to leisure. In the year we installed our first self-service kiosk, developed

the IL app, researched RFID fast access, improved access control and continued our IT and phone lifecycle replacement strategy.

We continued to invest in the facilities along with our partners Inverclyde Council in preventive and reactive maintenance and also carried out a number of upgrades to lighting, replacing units with LED lights, refurbishing studios at the Waterfront and Boglestone and the refurbishment of Lady Octavia and the Indoor Bowling.

Lady Octavia was launched in February to include our third Fitness for Less club and business development remained a core focus throughout the year. This included developing new plans for Boglestone with soft play, café and gym upgrade, a bid for a new tennis centre to include toddler play, gym and vended café, embedding the new café, a skill bike studio at the Waterfront and managing

the refurbishment of the bowling centre. We also continued to drive key areas of the business including swim school, skate school, CrossFit, children's activities, ticketed events, fitness and memberships. We did extremely well in the year delivering



customer service through several different platforms. This included "you said we did boards", customer surveys, comments cards, formal feedback, the WOW customer comments system "catching our employees doing things right", national benchmarking and NPS. This helped us achieve 89% of our customers surveyed being very satisfied with our employee's customer service. We achieved 1st place out of 509 leisure clubs, public and private, for outstanding customer satisfaction as part of the NPS surveys and the 3rd highest in Scotland with 87% of Inverclyde residents being satisfied with local leisure facilities as



part of the National Benchmarking Survey. We also achieved a National Award for Quality Service Provider of the year at the WOW Awards.

The company continued to improve its audit scores for quality management delivering a corporate average of 87% which was 9% above target for year 2 and Health & Safety audits saw a slight improvement of 1% above target to 88%.

Health and wellbeing saw some great results with Live Active referral baseline appointments growing 7%, vitality attendances growing by 53% and supported sessions growing 20%. Move More Cancer rehab session made solid progress with 564 hours of participant interactions.

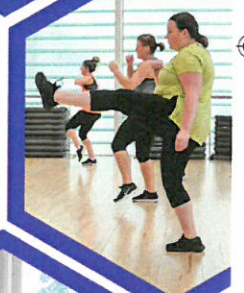
The Town Halls had some fabulous bookings including 16 weddings, Ardgowan Hospice, the Medical Aid Society, Amazon, EE, Buchanans and River Clyde Homes. We also had several bookings and organised events as part of our showcase brand, these included Oasis vs Stone Roses tribute acts, U2 tribute, Example, Red Hot Chili Pipers and Hogmanay with Big Vern & The Shootahs. We also saw an increase in community bookings of 6%.

Parks and Pitches in the year saw significant changes to the operation with a full review of the service

decreasing costs by 33% but also increasing parks and pitches income by 18%. The team also catered for Greenock Morton at Parklea, the Paisley and Johnstone football league at Battery Park, Denmark under 19s women's national team, Poland's under 17s football team as well as a number of Inverclyde Football, Rugby and Athletics club bookings.

Fitness Gyms and Sports Facilities saw another fantastic year with a growth in total membership of 374 members and overall income growing by £179K. The team delivered many new initiatives at the Bowling, Lady Octavia, Ravenscraig and Boglestone. The team also helped drive the sporting and event program this included Primary School Athletics, Group Fitness Launches, Gourrock Triathlon, Kilmacollm Running Festival and launching Tennis at Greenock Sports Centre.

In the year Swim School income remained steady with a slight growth at Port Glasgow Pool. Skate School continued to grow finishing the year with the excellent skate show produced by our dedicated



team selling over 1,000 tickets. We also invested in the Waterfront with new skate accessories to help tuition, launched the Skillbike studio, purchased a Zamboni ice machine, upgraded the Waterfront toilets and fully launched the Parent Portal for swimming lessons. We achieved a lot in the year thanks to the dedication and commitment of our employees, the board and the continued support from Inverclyde Council.

Kieron Vango
Chief Executive



04

COMPANY STRUCTURE

IL Limited is a registered Scottish Charity and is governed by the Office of the Scottish Charity Regulator, universally known as OSCR set up under the Charities and Trustee Investment (Scotland) Act 2005.

IL is a company limited by guarantee and a registered charity governed by the Board of Directors, who are ultimately responsible for the charity, assets, and activities. The Directors role is to set the strategic direction, put the companies interests first, monitor the delivery of our objectives and uphold our values.

The Executive Management Team report to the Board 6 times a year and give full updates on areas of the business plan being worked on and the development of major projects and initiatives.

Executive Management Team

IL Executive Management Team consists of:

- Kieron Vango (Chief Executive)
- David McCorkindale (Head of Operations Leisure and Communities)
- Audrey Lavelle (Head of Finance / Head Office)

The Executive team works closely with Directors at Board Meetings to ensure a seamless collective approach, which forms an integral part, of the organisation, contributing to its overall success.

Senior Management Team
The Executive Management Team is supported and assisted by four Operations Managers, professionals within their own areas of expertise, delivering the highest levels of operational delivery and performance across the company.

The Operations Managers are as follows:

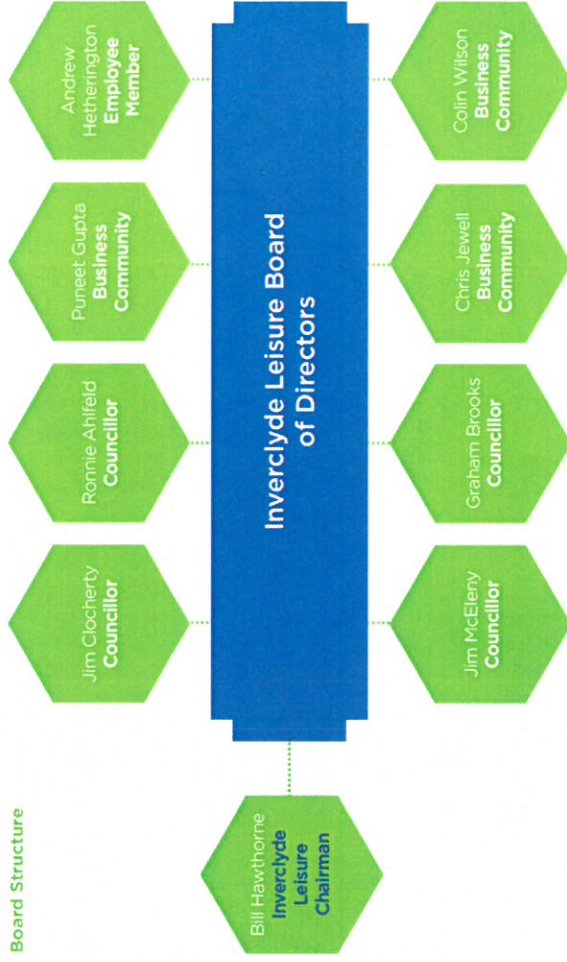
- Jim Lyon (Business Support, H&S, Quality and Health and Vitality)
- Stuart Boyle (Port Pool, Waterfront Complex and Gourrock Pool & Gym)
- Ian Dyer (Community Facilities, Town Halls, Parks and Pitches)
- Andrew Hetherington (Fitness Gyms & Sports Facilities)

The team is supported by head office staff based at the Waterfront and managed by Lesley Hallam, Office Manager.

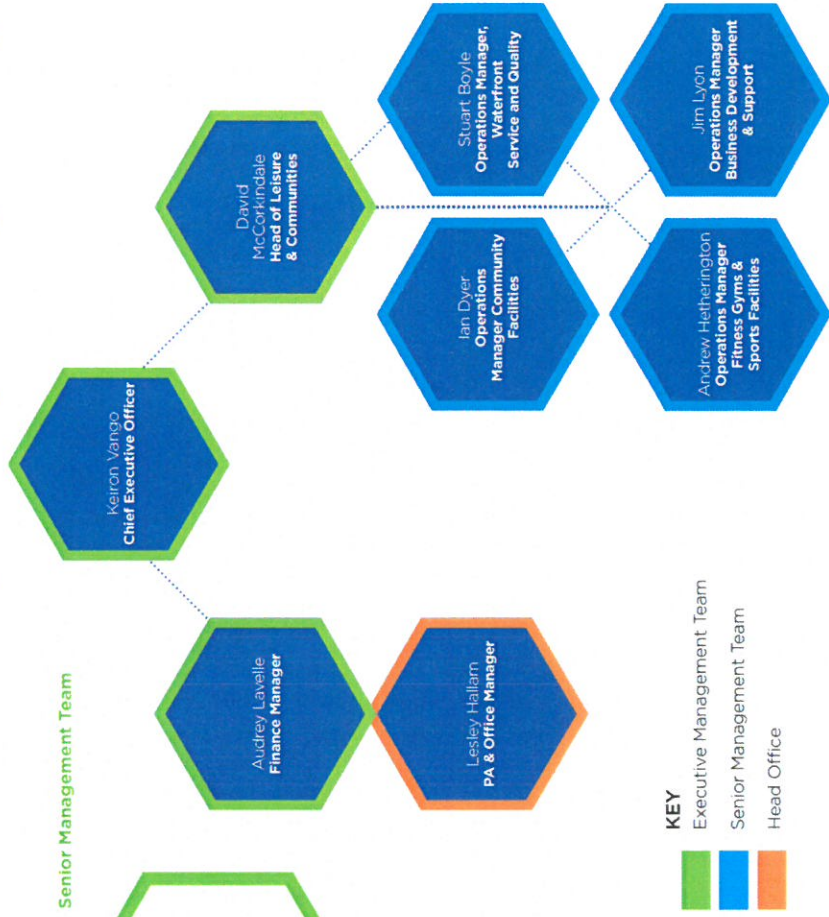
As well as the board meeting there are weekly internal meetings to ensure clear communication. IL has six weekly partnership meetings to update IC on IL's Strategic Plan, Finance, Company Operations and any risks in line with the funding agreement.



Board Structure



Senior Management Team



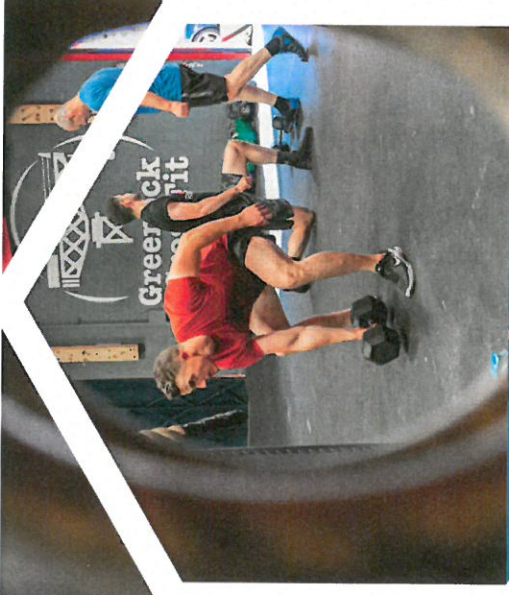
KEY

- Executive Management Team (Blue)
- Senior Management Team (Orange)
- Head Office (Green)

05

PRODUCTS AND SERVICE

Inverclyde leisure offer a wide range of products and services to our customers over the year, these have included:



| | |
|---|----------------------------|
| Weddings | Outdoor Swimming Pool |
| Learn To Climb Programmes | Party Nights |
| Community Events | Inflatable Sessions |
| Music Events | Seminars |
| Children's activities | Technical Stage Production |
| Local and National Elections | Half Marathons |
| Exercise Referrals | Triathlon |
| GP Referrals | 10K & 5K Run |
| Cardiac Rehab | Club Venue Hire |
| Fitness Gyms | Charity Events |
| Dance Classes | Training Courses |
| Football Parks | School Bookings |
| Ice Skating Lessons | Pitch Bookings |
| Ice Skating | Water Slides and Fun Pool |
| Curling | X-Height Climbing |
| Curling Lessons | Soft Play |
| Ladies Only Gym | Bowling |
| Fun Swims | Beautician Rooms |
| Swimming Lessons | CrossFit |
| Costa proud to serve - Cafes | Indoor Football |
| Vending | Low Cost Gyms |
| Weight Management | Premier Gyms |
| Personal Training | Car Parking |
| Over 300 Group Fitness Classes per week | Badminton |
| Costumes, Goggles and Sports Goods | Squash |
| Sauna and Steam Rooms | Playschemes |
| Free Weights Gym | Skillbikes |
| Outdoor Football parks | Award Nights |
| Meeting Room Hire | Running Clubs |
| Community Networking | Boot Camps |
| Training Rooms | Functional Training |
| Swim Galas | Swimming Events |

06

CORPORATE ACHIEVEMENTS

Below is a summary of the company's corporate objectives from each part of the Strategic Plan

6.1 HUMAN RESOURCES

IL strives to create a positive, enjoyable, professional and rewarding team environment for all our employees. Our workforce represents the largest area of influence, with most employees delivering front of house services to our customers. We continue to prioritise and embrace employee engagement by catching employees doing things right with the national WOW awards and continue to recognise good practice through the employee excellence awards celebrating individuals and teams that have achieved success within the year.

2018 EXCELLENCE AWARDS

Inverclyde Leisure

This year we had over 80 WOW certificates issued to employees. The WOW Award Scheme for outstanding customer service continues to be a success, recognising our employees for delivery of exceptional service to our customers, across all departments.

IL's Excellence Awards 2018

We hosted the 2018 Excellence Awards in August to celebrate the success and key achievements within our company. The 2018 awards included the following categories:

- Best Year on Year Financial Performance
- Income Growth against Budget
- Highest Average Quality Audit Award
- Best overall Quality improvement
- Highest Health & Safety Audit Score Recognition Award
- Most Improved Health & Safety Audit Performance
- Best Site Business Plan
- Best Business Development
- Most WOW Award Recognition
- Commitment to Excellence
- Shining Star – You Make a Difference
- Teamwork Award
- Dedicated Service Award
- Outstanding Leadership Award
- Special recognition award for obtaining Quest

Employee Training and Development

IL continues to develop our employees with up-to-date legislative changes and essential training that is required for all roles within the organisation. We endeavour to ensure we have a highly skilled team to deliver a high-quality service. We have continued to invest in the Continued Professional Development (CPD) of our employees by providing various internal and external training courses.

GDPR

IL arranged detailed training on GDPR to all senior, facility and duty managers on our new GDPR policy and procedures, this was on top of the e-learning described below that forms part of the annual training matrix.

E-Learning

Health and Safety E-learning training is well established and is a core part of the new employee induction process and is updated annually by all our team members.

The **WOW!** Awards[®]
for outstanding customer service...



This training is accessed online via personal accounts giving training and knowledge on the key areas below: -

Courses include:

- Accident Investigation
- COSHH
- GDPR Data Protection
- Display Screen Equipment
- Fire Safety
- Food Hygiene
- Health and Safety Induction
- Health and Safety for Managers
- Office Safety
- Manual Handling
- Risk Assessments
- Slips Trips and Falls
- Stress for Employees
- Stress for Managers

Corporate Training 2018/19

We continued to develop our employees by offering training and development opportunities to enable them to perform their role to the maximum benefit of the customers and community that we serve.

- A member of the team successfully gained accreditation with the International Coaching Federation on solution focused executive coaching.

- We worked with the Street League delivering modern apprenticeship training at SVQ level 5 to frontline staff aged 16-24.

Most of the supervisory and management team successfully complete Chartered Management Institute Diplomas in Management and Leadership at level 6 and level 8 and 3 level 11 courses were started to be completed next year.

The Level 6 and Level 8 Diploma in Management and Leadership included the following units:

- Personal Development as a Manager and Leader
- Leadership Practice
- Information Based Decision Making
- Performance Management
- Resource Management
- Stakeholder and Quality Needs
- Conducting a Management Project
- Financial Control
- Marketing Planning
- Strategy Development
- Change Management
- Project Management
- Strategic Leadership Direction and Planning
- Strategic Culture



| | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar |
|---------------------------------------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|
| National Pool Lifeguard Qualification | | | | | | | | | | | | |
| First Aid at Work | | | | | | | | | | | | |
| First Aid Trainer Assessor | | | | | | | | | | | | |
| CMI Level 6-8-11 Management Courses | | | | | | | | | | | | |
| Bigwave Sales and Marketing | | | | | | | | | | | | |
| QMS Review | | | | | | | | | | | | |
| Pool Plant Operator | | | | | | | | | | | | |

Gender Pay

Within the year 1L reported on its Gender Pay producing calculations based on employee gender.

- The mean hourly full pay gap is -4.79%; and the median hourly full pay gap is -0.35%, both in favour of females.
- The mean bonus pay gap is 7.93%; and the median bonus pay gap is 4.55%, both in favour of males.
- 5% of all relevant males and 7.3% of all relevant females received a bonus payment (for long service) in the twelve months preceding the snapshot date.

Pay - Hourly Rate

The difference between men and women.

| | Mean | Median |
|---------|--------|--------|
| All | £10.27 | £8.47 |
| Female | £10.51 | £8.50 |
| Male | £10.03 | £8.47 |
| Pay Gap | -4.79% | -0.35% |

Pay Quartiles

Total distribution of male and female employees by hourly pay quartile.



Lower Quartile Lower Middle Quartile Upper Middle Quartile Upper Quartile

• Female • Male

Additional Objectives achieved:

- Reviewed indicators for sickness absence.
- Continue to work in partnership with CIMSPA.
- Completed review of employees in line with IC funding.
- Delivered staff engagement events including Annual Report Presentation, Excellence Awards and Christmas Event.
- Competed employee training Matrix.
- Reviewed the Long Service Awards.
- Provided a fair pay award to employees.
- Provided a comment suggestion box on employee survey.
- Reviewed payroll provider and extended with IC to the end of the funding agreement March 31st 2020.
- Upskilled key staff through CMI to help move company forward.
- Continue to gauge employees working environment and satisfaction through employee surveys.
- In line with our QMS we reviewed HR Policies and Procedures as part of a two-year cycle.
- Purchased a new online HR system to measure attendance, holidays and sickness for all employees to have cloud-based access 24/7 access.
- We produced 3 employee newsletters to give staff an update on business and operational progress
- We held a recruitment day for potential new employees
- Reviewed employees' contracts and handbook
- Reported Absence Statistics weekly
- Updated corporate training matrix to include new posts
- Reviewed Occupational Health provider
- Published gender pay report.

6.2 MARKETING

IL continues to drive marketing as a core part of our business strategy.

We work in close partnership with Bigwave media to develop our brand and sub brands creating awareness and driving campaigns.

We continue to cross market using many traditional marketing streams as well as social media. e-campaigns, Google AdWords, pay per click and other digital platforms to promote our diverse range of products and services.

During 2018/2019 we launched many campaigns using a variety of marketing methods these included:

- Email distribution through e-marketing portal
- SMS - digital media content
- Continue to develop branded landing pages
- Social media - Google, Facebook and Instagram PPC
- Community outreach - targeted school flyers
- Micro websites
- Video and photography
- Roller banners - ceiling hangers
- Roadside billboards, correx boards advert trailer
- Targeted leaflet distributions locally and outwith Inverclyde
- Streamed adverts

Below is an example of our logos and branding, these are used to help promote the products and services.



Below is some of the marketing we promoted and distributed in the year to help drive participation of our products and services.

NO JOINING FEE
NO PROBLEM!

FIT IN 30

MORE THAN JUST A GYM

...in 30 minutes or less

Inverclyde Leisure Offering you so much more...



PRICE: FROM £9.99



PRICE: £23.00



PRICE: £80.00



PRICE: £34.00



PRICE: £38.00



PRICE: £38.00 / 7* - £50.00



PRICE: £45.00



PRICE: £55.00

For further information or to join online please visit www.inverclydeleisure.com

We're all about YOU

We have something for everybody at Inverclyde Leisure



Inverclyde Leisure is a not for profit charity. We reinvest every pound we make to improve our facilities and services.

Choose how YOU move at www.inverclydeleisure.com



HOGMANAY 2018

IL SHOWCASE AND ICE PRESENTS: AN EVENING WITH BIG VERN 'N' THE SHOOTAHS



BIG VERN 'N' THE SHOOTAHS

GREENOCK TOWN HALL

31ST DECEMBER 2018 | 7.30PM-1.30AM

THREE COURSE MEAL, LIVE ENTERTAINMENT AND DISCO | £55



For further information Email: enquiries@leecotland.co.uk or call 01475 638362 / 07885 658324

BOGLESTONE ACTIVITY CENTRE

SOFTPLAY PARTY TIME



LADY OCTAVIA SPORTS CENTRE

£9.99*

HURRY OFFER ENDS SOON



Join online at: www.fitnessforless.com

NEW! Low Cost Gym Opens February 2019



FIRST MONTH FREE

SAVE £21.50!



Swim School www.inverclydeleisure.com/swimschool

FIRST MONTH FREE

SAVE £23.50!



Skate School www.inverclydeleisure.com/skateschool



MORE THAN JUST A GYM

NO JOINING FEE NO EXCUSES!

www.fitnessforless.com



MORE THAN JUST A GYM

NO JOINING FEE NO EXCUSES!

www.fitnessforless.com

BURLING BURPING CURLING



HONE YOUR CURLING SKILLS EVERY MONDAY & THURSDAY BETWEEN 12NOON AND 1.15PM WITH THE HELP FROM OUR LEVEL 2 COACHES.

- Improve your stance, balance and line of delivery
- Stone grip and release
- Sweeping & Communication

Cost per session £3.00



LTA mini tennis

FREE TENNIS COACHING CAMPS AT GREENOCK SPORTS CENTRE

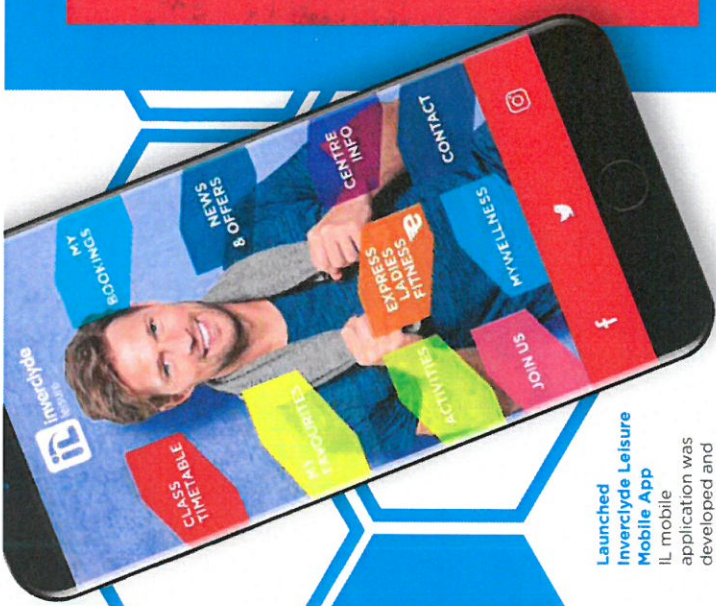
TUESDAY 30TH JULY THURSDAY 1ST AUGUST TUESDAY 6TH AUGUST THURSDAY 8TH AUGUST 10.00am - 3.00pm

YOU CAN CONTACT GREENOCK SPORTS CENTRE AND BOOK YOUR CHILD'S FREE PLACE: 01475 231810



Greenock Sports Centre offers Tennis Coaching for 3-7 years old





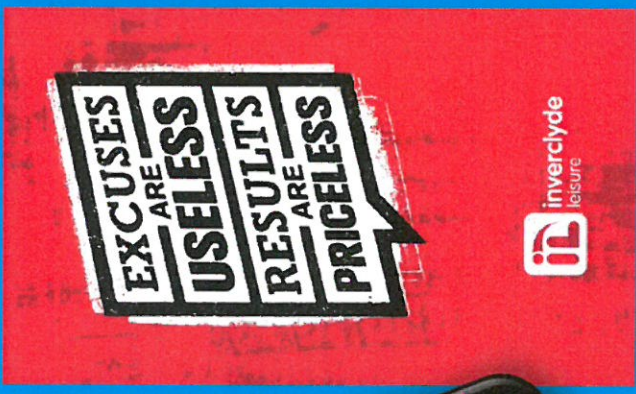
Launched Inverclyde Leisure Mobile App
IL mobile

application was developed and launched in 2018 to allow full integration of the Legend front of house management systems enabling customers to directly book and alter classes through their mobile devices. The app also allows full access to my wellness platforms, class bookings, activities, events, news, and centre information with centre contacts and core opening times.

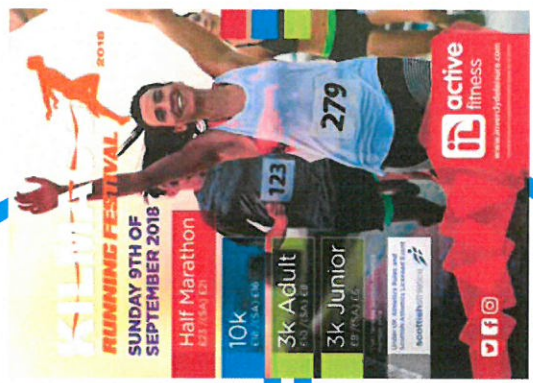
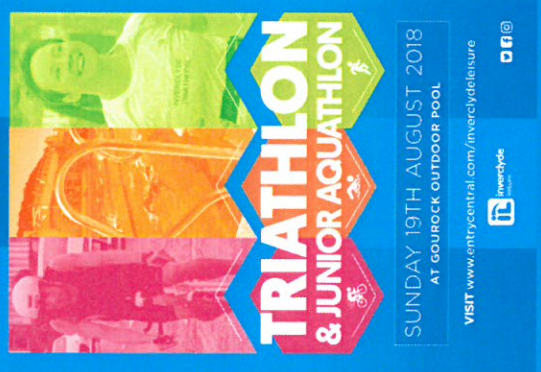
Additional Objectives achieved:

- We continued to identify areas of our business to increase spend per customer ensuring customers are getting the best from our service and ensuring products on offer are interesting and enjoyable.
- We frequently used customer testimonials, marketing videos and memes to showcase our range of services and the key benefits available.
- We continued to promote our brand awareness and sub brands promoting our diverse range of activities to target specific user groups and appeal to a variety of customer profiles.
- We continued to penetrate the market promoting new services such as Lady Octavia Fitness for Less Gym, our new Skillbike Studio at the Waterfront and cafes. Also, developing digital platforms for customers such as IL Showcase and the introduction of the Express Ladies Fitness Gym.
- We carried out competitive quote comparisons for print procurement.

Loading screen



- We continued to market our community events such as the Kilmacolm running festival, 3K10K, half marathon and the Gourock Triathlon. We organised and hosted the Inverclyde Leisure primary school's Sports Hall event in partnership with Inverclyde's Active Schools. We organised free group fitness classes to the local community to encourage health and activity.



- We purchased an additional roadside banner situated on the A8 as you enter Greenock town centre. We worked in close partnership with our marketing supplier, Bigwave media to build strong marketing campaigns and target distribution to chosen postcodes.
- We targeted specific products linked to individual customers by identifying personas to help enable IL to focus on the users perceived motivations for wanting a product or service.
- We continue to support many local schools, clubs and charities.
- We continue to support Inverclyde Sport Personality Awards that recognises the ongoing performance and success of local clubs, schools, disabled athletes, volunteers, coaches and young talented athletes who live with the Inverclyde area.
- We continue to embrace technology and engage with our customers using our Legend customer relationship management system (CRM). This allows us to determine customer's usage trends and track behaviours in our facilities.
- We continue to engage frequently with customers using My Wellness app, Inverclyde Leisure app, Swimtag, Legend and Embedded NPS platforms to maximise and measure our services and products.
- We researched targeted TV campaigns and can advertise on Sky in Inverclyde and will build this into our campaigns in future years.
- Promoted awareness of community facilities and town halls.

6.3 INFORMATION TECHNOLOGY

IL uses mostly cloud based systems, these include front of house booking system, VoIP phones, accounting system, Office 365, Redro etc. IL have ensured continued investment and replacement of our hardware investing in new PCs and updating phones.

Legend support provide WAN/LAN services, IP telephony support, secure data centre hosting of server equipment, 365 licences, email, IT security, internet content filtering and anti-virus/malware protection.

IL has a 24-hour 7 day a week help desk for all IT related issues or technical support and has a dedicated IT administrator as part of the head office team.

Additional Objectives achieved

Review of leasing contract for payment terminals

- As our long-term lease was due for renewal with our merchant rentals supplier it was an appropriate time to survey the market for a potential saving on the contract. Several companies were asked to provide a quotation of services for a new leasing contract for payment terminals as well as merchant services to process payments. After the review was conducted, a new supplier was selected and finalised. The new payment terminals were deployed across all the sites with point of sale functionality. The overall process yielded a reduction in costs and services without compromising on the quality of service or product.

Audit of IT equipment

- New desktops have been continually deployed throughout the estate replacing assets that have come to the end of their lifecycle. Also, new hardware has been purchased and deployed with the refurbishment of Lady Octavia Sports Centre requiring a new communications cabinet and infrastructure to support the growth of the centre. In conjunction with refurbishment, planned to occur at other centres in the near future, new hardware and installations have been identified and planned for accordingly.

Investigate transfer of files from Legend to Access (CVS file)

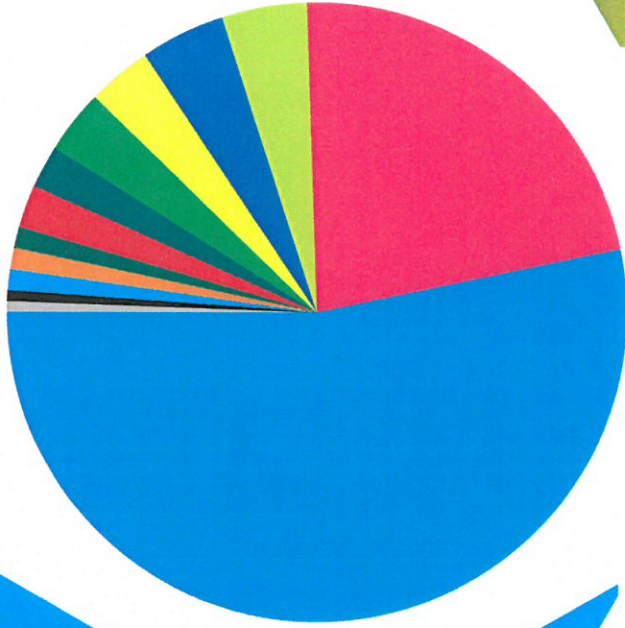
- This project is ongoing and will likely be part of a review of the financial system in the future with the aim creating a seamless link between Legend and the financial system.

Automated KPI reporting framework

- Legend's online reporting facility dashboards have been created to provide staff a snapshot of KPIs relative to their centre or area. The dashboards provide such information as club live numbers, new sales, reactivations, renewals, breakdown of member agreements and various other KPIs.

Key

- IL Fitness Plus+
- IL Fitness for Less
- IL Active Swim Unlimited
- IL Active Junior Plus 12-17
- IL Staff and Family
- Casual Members
- IL Active Swim Port Glasgow Swimming Pool
- IL Express Ladies Fitness
- IL Crossfit Plus+
- IL Active Group Fitness
- IL Crossfit Only
- IL Weights Gym Only
- Active Skating Lessons

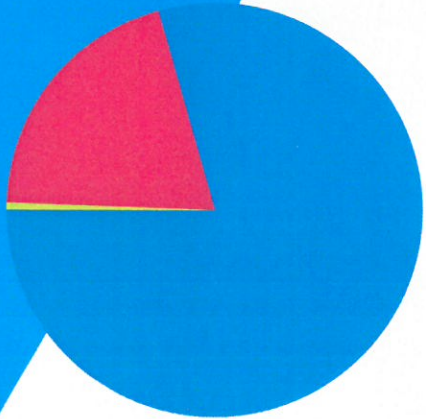


Graph below is an example of Waterfront dashboard and this information allows us to analysis the breakdown on category membership weekly usage.



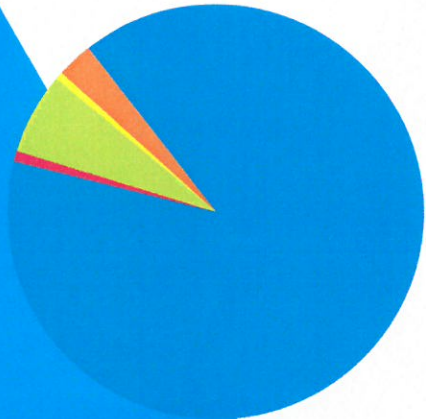
Graphs below is an example of quick access sites and this information allows us to analysis the breakdown on category membership weekly usage.

MTD gate usage Boglestone



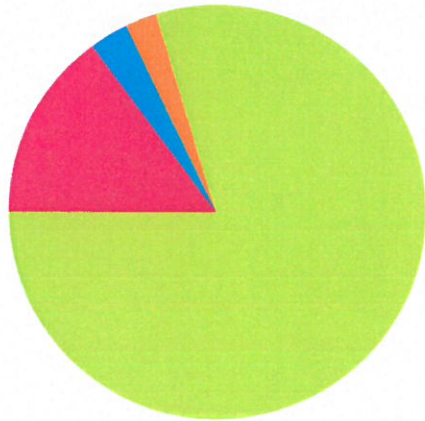
Key
 ■ IL Fitness For Less 79.3%
 ■ IL Fitness Plus+ 20%
 ■ IL Active Junior Plus 12-17 0.7%
 ■ IL Fitness Plus+ 0.5%

MTD gate usage Waterfront



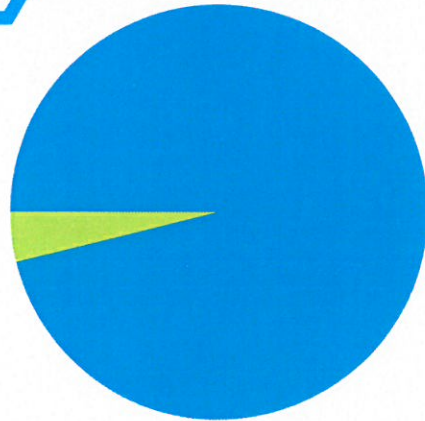
Key
 ■ IL Express Ladies Fitness 2.7%
 ■ IL Crossfit Plus+ 0.5%
 ■ IL Active Junior Plus 12-17 6.4%
 ■ IL Group Fitness 0.9%
 ■ IL Fitness Plus+ 85.6%

MTD gate usage Ravenscraig



Key
 ■ IL Fitness for Less 79.5%
 ■ IL Fitness Plus+ 14.8%
 ■ IL Active Junior Plus 12-17 3.2%
 ■ IL Staff & Family 2.5%

MTD gate usage Birkmyre



Key
 ■ IL Fitness Active 93%
 ■ IL Active Junior 7%

Self-service kiosks

- A new self-service kiosk has been installed at Port Glasgow Swimming Pool, which only accepts card payments, and offers customers the ability to purchase a swim with the health suite as an extra. The fast-pay kiosk solution is the first of the fast-pay kiosk models IL have introduced into any centre.

Audit of VoIP phones

- A review of the estates VoIP phones was conducted, and it was concluded that estates VoIP phones were in working order and no hardware needed replaced.

Review financial system

- This project is ongoing as above and will be part of a bigger project bringing systems together.

Review of access control system

- To further enhance our customer journey, our swimming membership packages have been added to the access control system allowing swimming members at Port Glasgow Swimming Pool and the Waterfront to utilise the fast access functionality on our turnstiles by swiping their key fobs/membership cards. We have also added fast access control at Port Glasgow Pool and Lady Octavia Sports Centre.

FAST Pay



SCAN YOUR CARD OR PHONE
 PORT GLASGOW SWIMMING POOL
 01475 522222

Ensure Mywellness system is running optimally

- Mywellness is an integrated online system for IL members that helps customers achieve their fitness and health goals in an easy and fun measurable way. The mywellness app will keep track of MOVES day after day, and thanks to the ongoing development in 2018 customers are now able to view their overall activity status in an easy way.

Evaluate links towards wearable technology

- Mywellness system allows customer to watch video content to allow them to understand and maximise their programme, the app also links with their indoor and outdoor tracking devices such as Swimtag, Garmin, Fitbit, Map my run, Apple devices, Strava and many more.



6.4 FACILITIES MANAGEMENT

IL continued to invest in the maintenance of facilities utilising our own maintenance employees for general maintenance and small repairs and external contractors for major reactive repairs and planned major preventative maintenance. IL continue to work in close partnership with IC with regards to capital maintenance and continued lifecycle investment within our estate. Regular property meetings discuss IL and IC's future redevelopment opportunities, current building condition and lifecycle projects. Our facilities have annual maintenance schedules that allows us to service and repair items during the calendar months and maintain buildings.

Additional Objectives achieved

- IL's maintenance team worked with contractors to carryout planned preventative maintenance supported by the site team. Our building managers carry out routine and reactive maintenance and frequent checks of facilities.
- IL have a very close working relationship with IC. We meet frequently to discuss all aspects of the IL estate and look at options and recommendations to improve the IL and Community assets.
- IL continue to explore competitive contractors to provide supplies and services to enable us to operate effectively and efficiently. This year seen

IL review our hygiene services suppliers for uplift of commercial clinical waste, pool chemicals, passenger lifts, CHP, cleaning and housekeeping supplies.

- As part of our ongoing commitment to reduce our energy consumption we have made several LED lighting upgrades. LED lights lower the need for ongoing maintenance and LEDs are extremely energy efficient and consume up to 90% less power than incandescent bulbs.

- The Waterfront Leisure Complex Dance Studio was upgraded in the year and we replaced the damaged dance floor to bring the studio back to new.



BEFORE



AFTER

We continued working with our new maintenance system that allows us to manage, monitor and measure our planned and reactive maintenance. The cloud-based system also allows us to use the devices for daily inspections.

6.5 BUSINESS DEVELOPMENT

Business development is an important part of IL's growth strategy along with marketing and is the foundation that underpins the company, especially in an environment where local authority subsidy is reducing. We have a fantastic partnership with IC, and this has enabled IL to deliver many major projects.

Objectives achieved

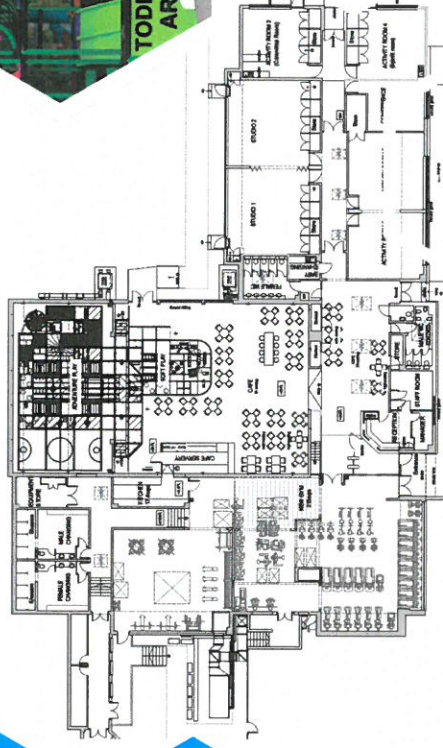
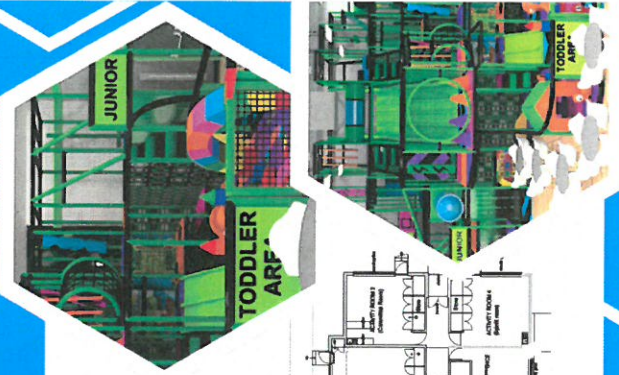
- Due to cost the modular units options are currently under review and we will revisit potential opportunity in the future.
- A full feasibility plan was completed for Boglestone Community Centre project.

- IL launched our third low cost fitness gym in February 2019 at Lady Octavia Sports Centre.

Lady Octavia Sport Centre was refurbished to make way for a new large low-cost budget gym along with internal mechanical and electrical upgrades of the centre and exceeded expectations in the first few months of opening.

The gym has been very well received by the local community, taking advantage of the excellent new affordable facilities. In addition to the standard membership we now offer an off-peak membership and combo package to suit customer's individual needs.

BOGLESTONE ACTIVITY CENTRE



LADY OCTAVIA SPORTS CENTRE



Indoor Tennis Development

IL were successful in 2018/19 to reach Stage 1 of the Indoor Tennis facility development bid. We are continuing to work alongside Tennis Scotland, LTA, IC, and Sport Scotland to progress with Stage 2 of the application. Technical plans, construction surveys and planning are currently ongoing.

Plan for illustration purposes



3 court development
Total area 2566 sqm
Total floor area for three courts
36.57m x 48.77m

RANKIN PARK



Additional objectives achieved

- IL Skate School continues to be successful and this popular service continues to grow with annual increases. The skate school KPI's are closely monitored on a monthly basis and form part of our business development days. We continue to run successful marketing campaigns and ice shows throughout the year to engage with the skaters and involve parents.



GREENOCK SPORTS CENTRE

| | | |
|-----------------------|-------------------|------------|
| EVERY TUESDAY | 1.30pm - 2.30pm | 3-5 years |
| EVERY THURSDAY | 4.30pm - 4.45pm | 5-8 years |
| EVERY SUNDAY | 10.00am - 12.00pm | 3-25 years |

Parents + Child Safety
10.00am - 12.00pm

Greenock Sports Centre offers 2-11 Termly



Greenock CrossFit
© Greenock Sports Centre
TACKLING FITNESS TOGETHER!
JOIN NOW!
SAVE UP TO 50% OFF THE REST OF THE YEAR FREE \$11

- IL continues to develop and promote Greenock CrossFit throughout Inverclyde. Memberships remain strong and we have invested in more technical equipment to allow us to stay competitive in this niche market.

- We continue to look at the future possibilities and options for Greenock Sport Centre taking into account the current products and services on offer.

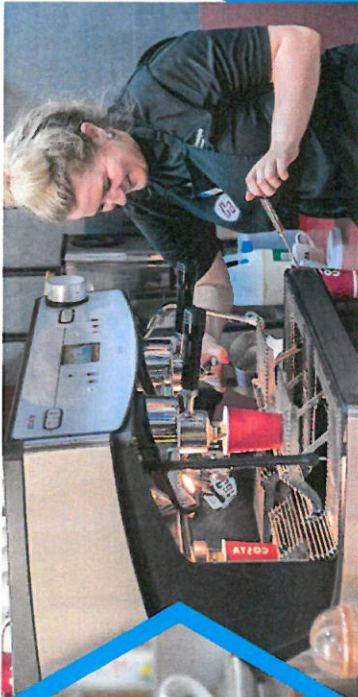
- We continue to promote and grow participation in our fitness areas. The main attraction for our consumers is our large variety of fitness gym facilities ranging from Fitness Plus + sites, Fitness for Less Gyms, CrossFit, Ladies only circuit style

- concepts along with our extensive range of Group Fitness Classes and Swimming facilities.

- We continue to work with clubs to provide facilities for young children to improve their overall health and activity. We have had great success with our learn to climb program along with soft play, balance ability, gymnastics, tennis, football and bouncy castle parties within our facilities.



• We continue to expand our in-house catering services with the latest introduction being located at the Waterfront Leisure Complex offering the Costa proud to serve brand with a wide menu range to cater for our customer's needs, Free Wi-Fi in areas that allows customers to stay connected for their business or personal needs. We continue to ensure we source fresh products and best value approach for our products to enable us to have a strong GP within our catering operations.



• Swim School forms an important part of our service. We are passionate about developing our learn to swim programme to enable all children to stay safe while near water.



• As a result of ongoing customer surveys and feedback IC funded 100k of capital investment to upgrade the bowling facility installing the latest woven 8 lane sports surface carpet, new LED internal lighting covering the lanes, state of the art digital scoreboard, internal and external painting, new external signage along with the upgrades of flooring and kitchen equipment replacement.



• We continue to promote our events on the IL showcase micro site and utilise the ticketed system to improve and ease the booking process for our customers. This is covered in more detail later



SKILLBIKE

• Over the recent year we have been ambitious and continued to introduce new services such as Skillbike Studios at the Waterfront, cycling studio at Boggestone Community Centre, cafe outlets and Fitness Express gyms.



• We continue to work with IC to manage the reduction in subsidy through our management fee, by streamlining the operation and growing the charity where we can.

• We continue to liaise with our partners IC and look at other services within the Inverclyde area that could be managed by the trust such as the municipal Whinhill Golf course.

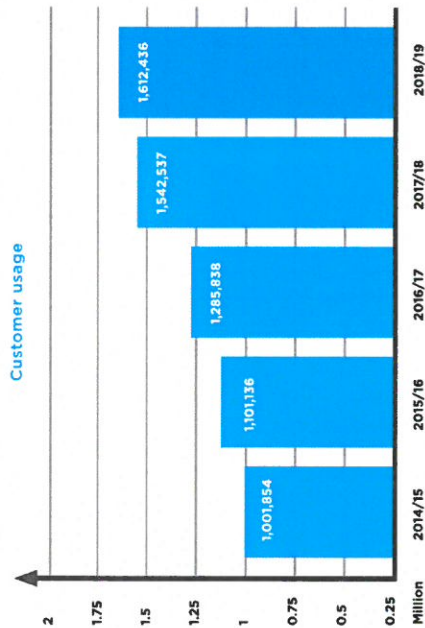
6.6 CUSTOMER SERVICE

Customer service is a very important part of our operation. IL continually look at improving the customer journey to ensure our 1.6 million visits per annum have an enjoyable experience when using any of our facilities. Our aim is to offer a wide range of attractive products and services to cater from young to the young at heart.

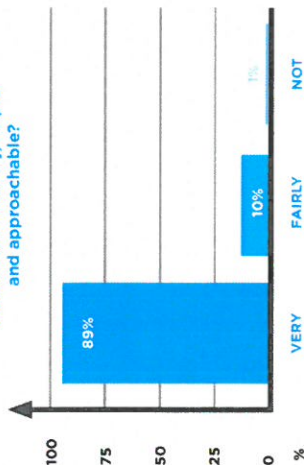
Customer usage has steadily increased over the years and this is testament to our employee's friendliness and openness.

We measure and review customer feedback from online customer surveys platforms, Net Promoter Score, customer feedback forms, verbal logs, "you said we did boards" and have a formal procedure for more serious matters.

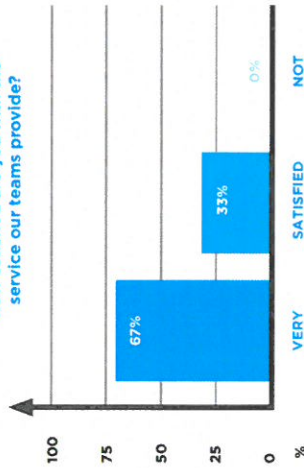
We continually measure our services through our quality management systems to ensure we offer, friendly...clean...fun...and safe facilities to our customers.



Are our staff friendly, helpful and approachable?



How satisfied are you with the service our teams provide?



IL Customer Charter

Prompt Service

- We will warmly acknowledge all our customers upon arrival or first contact and attend to your needs as soon as possible.
- We will answer your telephone calls professionally and politely and within five rings whenever possible.
- We will respond to all customer comments, complaints and suggestions within 10 working days.

Personal Service

- Our employees will be welcoming, helpful and polite at all times.
- All our facility-based employees will wear full uniform and name badges so that they can be clearly identified.
- We will endeavour to offer value for money services at all times.
- Our employees will be appropriately trained, qualified and competent in all aspects of their work.

- We will keep our facilities clean and tidy at all times and will conduct regular checks to maintain high standards of health and hygiene.
- We will make sure that our facilities and the equipment within them are safe and effective and

- will take immediate action to rectify any faults found. Safety checks will take place every day and regular service and maintenance programmes will be undertaken.
- We will endeavour to provide accurate up-to-date information about our services, their programming and pricing at all times.
- Any unforeseen (emergency) interruption to services will result in either a refund and/or an offer of alternative services where applicable.

Environmentally Friendly Service

- We will strive to maintain a pleasant and comfortable environment.

A Service That Makes You Smile

- We want you to enjoy your visit to us so much that you will want to come back, if anything stops you from doing so, or if you feel that we could improve our service, please let us know, either in person or by completing a customer comment card.
- If you like the way we do something, please tell us and your friends and family too! Or go to <https://www.inverclydeleisure.com/enterprise/WOWawards> to nominate a centre or employee of your choice.

It's Your Service

- We will regularly consult with our customers about our services, informally and through mechanisms such as meetings, survey questionnaires, e-marketing and nominations through the WOW awards.



Inverclyde Leisure National WOW Awards

We have continued to receive numerous WOW nominations from customers who have been provided with excellent service from our staff.

This year we are proud to have won the national WOW awards in the category of Quality Service Provider of the year. This category recognised organisations that have developed imaginative ways of delighting their customers and highlights the number of great nominations received for staff from customers.

We are proud to have won this highly respected award and once again proves that great employees we have within IL.



Additional objectives achieved

- Annual customer research planner produced and results reviewed.
- Customer service awards included in annual excellence awards.
- E-Learning customer service training for all staff organised.
- Quarterly staff WOW awards presentation undertaken.
- Received 80 WOW nominations from customers impressed by our customer service. This resulted in 80 certificates being awarded to staff by the WOW organisation.

6.7 QUALITY MANAGEMENT

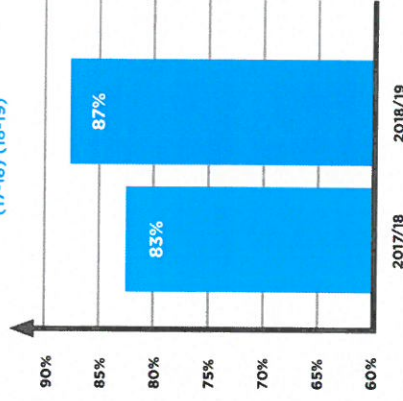
We continued the process of embedding an effective Quality Management System (QMS) as the foundation for quality at IL.

- Quarterly quality audits annual corporate average improving from 83% in 2016/17 to 87% 2017/18 and over the target of 78% in the Strategic Plan.

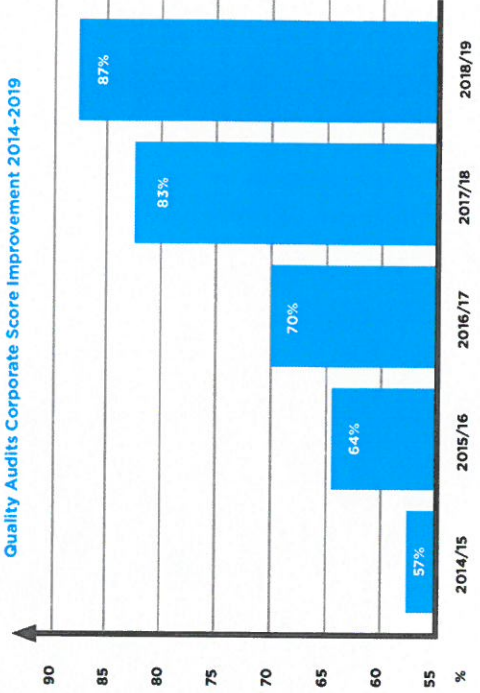
Additional Objectives Achieved

- Service improvement team continued to engage with external consultants, staff and other stakeholders to review policies and procedures and agree improvement plans for all IL facilities.
- Service Improvement Plans further embedded in all facilities and aligned to the IL Strategic Plan.
- Policies and procedures continue to evolve and be defined and documented as part of our QMS informing continuous improvement across all areas of the business.
- Greenock Sports Centre and Gourcock Pool achieved Guest accreditation.
- Staff trained on QMS procedure and recorded through meeting.
- Nominated for national WOW award and Flame awards.

Quality Audit Corporate Score (17-18) (18-19)



Quality Audits Corporate Score Improvement 2014-2019



DETRACTORS

PASSIVES PROMOTERS

😊 % - 😞 % = NET PROMOTER SCORE

0 being poor service - 10 being exceptional service

Our facilities recently won a prestigious national award highlighting outstanding customer satisfaction. There were 65 operators globally representing 756 leisure sites with IL achieving 1st Place.

National Benchmarking Statistics 2015 - 2018

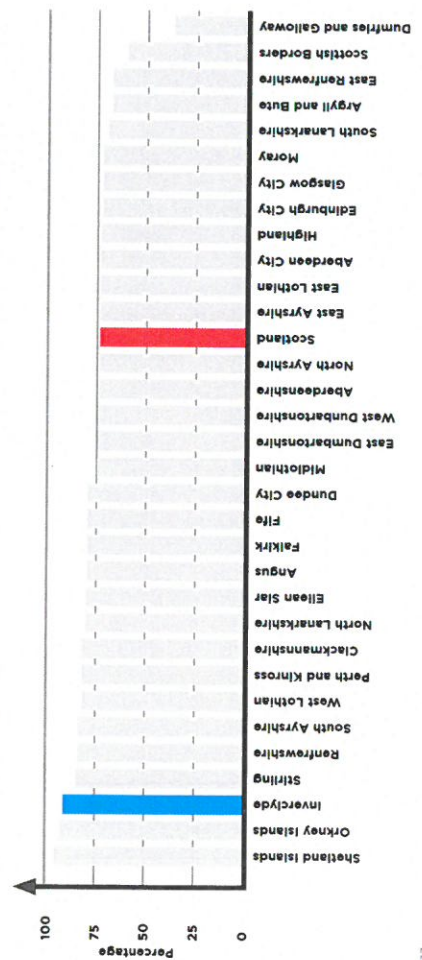
Recent information released in April 2018 from the local government benchmark framework statistics in relation to residential customer satisfaction showed Inverclyde ranked the 3rd highest in Scotland (1st mainland trust) demonstrating how satisfied residents are with our local leisure facilities.

How satisfied are residents with local leisure facilities? 2015-2018



87.0%
Inverclyde

72.7%
Scotland

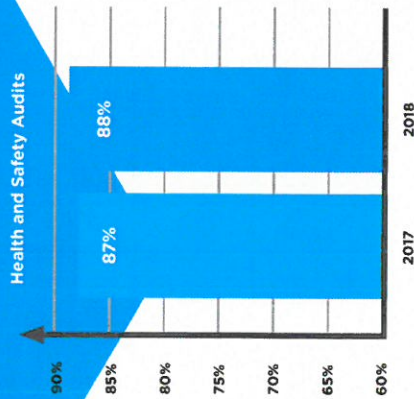


6.7 QUALITY MANAGEMENT

IL believes that all its employees, customers and visitors have a right to be part of a safe and well managed environment. This is created and maintained by the preparation of and adherence to our Health and Safety policy which has been developed with our partners Right Directions.

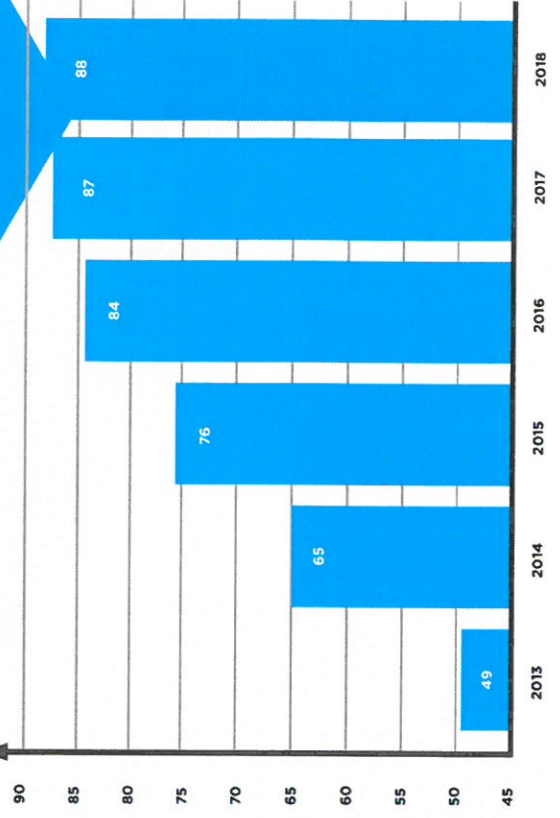
Objectives achieved

- Annual external Health and Safety audits performed with a corporate average score improving from 87% in 2017 to 88% 2018 this was just over our Strategic Plan target of 87%.



- Continually reviewing and updating site-specific risk reduction plans ensuring continuous improvement of Health and Safety management system.
- Risk assessments, procedures and policies reviewed and updated to ensure that they are appropriate and fit for purpose.
- Managers retained IOSH managing safety qualification and specific health and safety training including e-learning.
- Regular Health and Safety working group meetings to drive health and safety priorities across IL.
- All accidents and incidents recorded and reviewed.
- Staff work related absence less than 5%.
- Continued to develop specific compulsory Health and Safety e-learning training.
- Minimised successful insurance claims resulting from accidents.
- Considered the Healthy Working Lives Award.
- Awarded great practice at the annual excellence awards.

Health and safety audits 2013 - 2018



07 OPERATIONS

IL's dedicated operations team have delivered lots of fantastic improvements and initiatives over the year and this is a testament to their hard work and commitment to seeing the job through.

7.1 HEALTH & WELLBEING

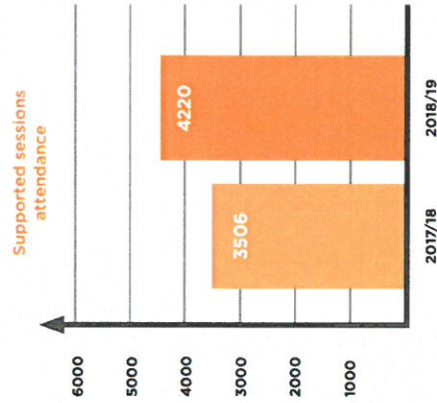
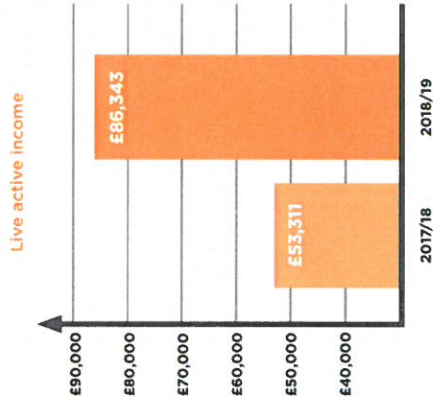
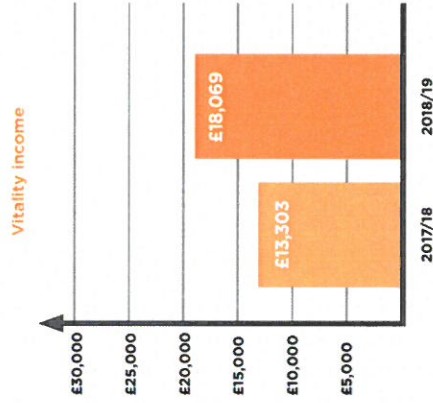
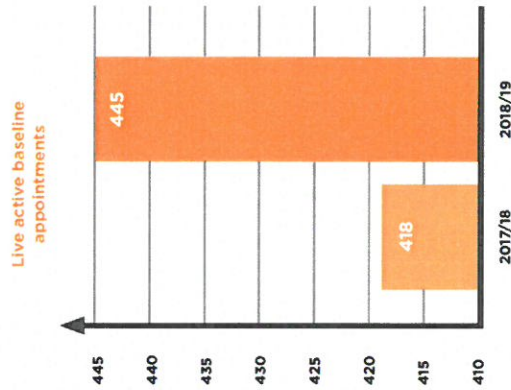
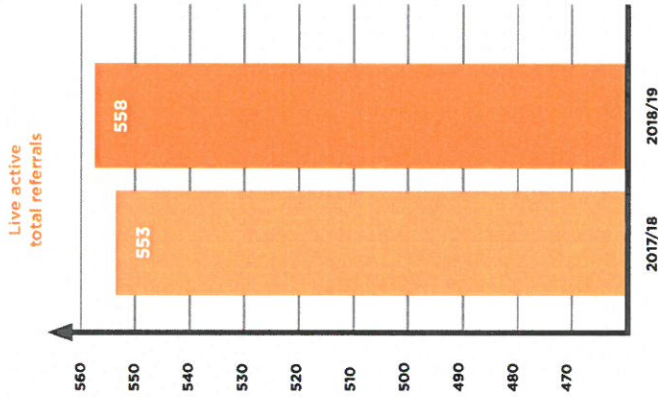
We continued the excellent working relationship with NHS Greater Glasgow and Clyde, Macmillan Cancer Support, Inverclyde Community Health and Social Care Partnership and IC whilst also working in partnership with various community and voluntary organisations across Inverclyde.

We continued our development of the Live Active referral programme and the Vitality community rehabilitation initiative.

The Live Active programme has continued to offer a valuable community health and wellbeing programme whilst at the same time becoming less reliant on funding from the health board.

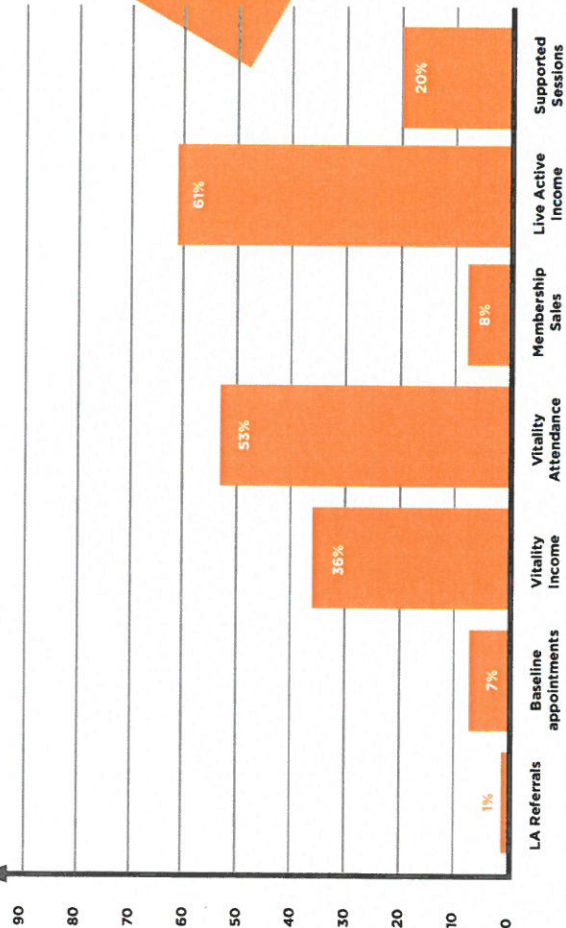
These programmes continue to offer vulnerable people and those living with and recovering from serious illness opportunities to become more physically active and raises awareness of positive lifestyle choices that can contribute to improved general health and wellbeing.

Live Active and Vitality Statistics (2017-2018) & (2018-2019) Comparison



Summary Comparison Live Active Vitality 2017/18 & 2018/19

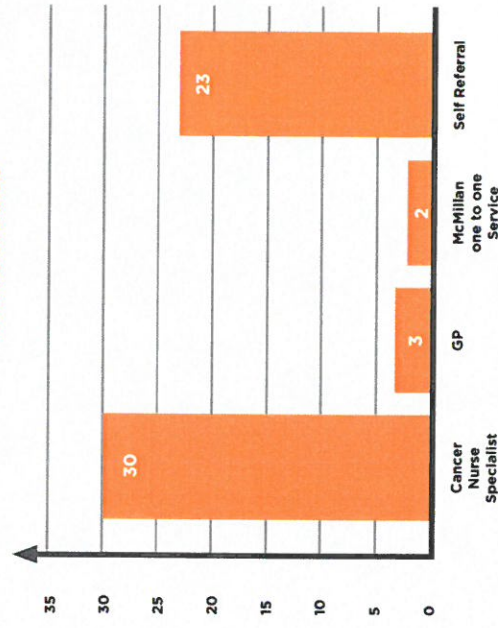
% Increase 2017/18 to 2018/19



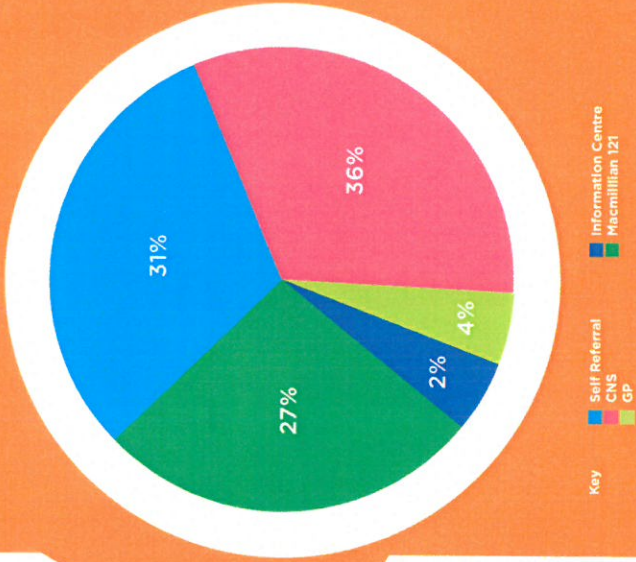
Move More Cancer

Our Move More programme in partnership with Macmillan Cancer Support made solid progress throughout year 2 of the 3 year funded programme. Below are the Move More Statistics.

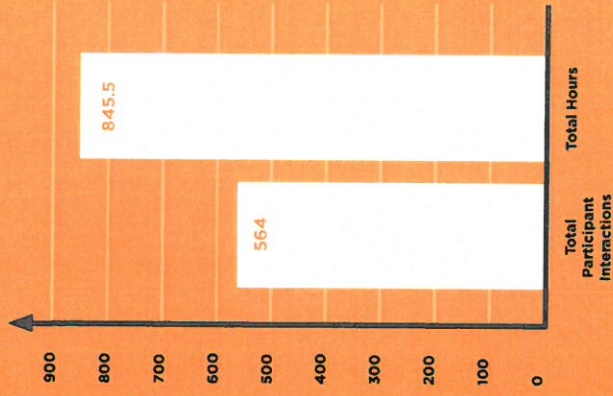
Move more referrals



Referral agency



Total participant attendances/interactions



Volunteer hours committed





We currently have the following on offer:

TODDLER GROUP: THURSDAY - 12-2pm

LORRAINE BLUE DANCERS: WEDNESDAY - 4pm-7pm

CHILD MINDERS: WEDNESDAY - 12-2pm

We are available for Training Events, Birthday Parties, Meetings, Conferences, Seminars and Lectures. Community Groups.

We would love you to join the Management Group then please drop into the Centre or in or phone to register your interest on 01473 724 816

in partnership with **inverclyde** leisure

www.inverclydeleisure.com

What would you like to see on at YOUR Centre?

KEEP FIT CLASSES **LEARN A NEW LANGUAGE** **E LEARNING**

COMPETING CLASSES **LUNCH CLUB** **ARTS & CRAFTS**

EAT WISE-DROP A SIZE **BREAKFAST CLUB** **KNITTING/SEWING**

YOUTH GROUPS **WORK CLUBS** **PHOTOGRAPHY** **PARENT/TODDLERS**

HEALTHY COOKING

If you are interested in any of the above then we want to hear from you. Simply pop into the Centre or Phone the Centre on 01473 724 816

in partnership with **inverclyde** leisure

www.inverclydeleisure.com

committee, using design time from Bigwave Media to create some advertising media. Again, this was promoted through our Facebook platform.

IL's commitment to Crawfurdburn Community Centre and Upper Gourcock continued throughout 2018/19. This has been challenging as the centre is less busy than it has been in previous years with a 40% reduction in attendances. Upper Gourcock (Kirm Drive) saw an increase in attendances of around 20% which was pleasing against a backdrop of a slight reduction in bookings.

Overall, there was a 6% increase in attendances throughout the Community portfolio despite the reduction in attendances at Crawfurdburn.

IL will continue to market the Centres to local community groups whilst making the facilities operate more efficiently.

Community Hubs

The Community Hubs at Auchmountain Halls and Clune Park continue to provide welcome services in their respective areas. Again, the financial challenges of reduced budgets and savings continue to impact on service delivery from other partners. The next few years will continue to present challenges, however, with effective management coupled with efficiency savings it is likely that they will continue to provide a vital link in the SIMD areas.

Partnership Work

Our relationship with IC remains strong and following the Summer Activities review of the previous year we delivered 6 Playschemes throughout Inverclyde commissioned by IC. We employed over 30 seasonal staff during the 4 weeks, most of whom were either local trainee teachers or nursery staff. Although we had a slight reduction in attendances in comparison to the previous year, we still attracted almost 6,000 primary aged children across Inverclyde.

We continued to support the Council in administering the Under 19's Sports Waivers and the general community waivers as well as support to other special events.

Community Facilities also supplied civil contingency support and emergency refuge in 2018 when a cruise ship lost its mooring lines during high winds. Over 500 passengers and staff were cared for at Greenock Town Hall throughout the day into the early evening.

7.2 COMMUNITY, HALLS & PITCHES

Public Halls, Community Centres and Hubs

The public halls in Gourcock, Port Glasgow and Greenock continue to provide a focal point in their respective communities. Whilst Port Glasgow, Town Hall and Gamble Halls are used more, but not exclusively, for Community based activity and organisations, Greenock Town Hall has played host to a number of local charities including Ardgowan Hospice, Medical Aid Society, The Little Sisters of the Poor as well as 16 weddings.

The number of weddings was reduced in 2018 due in part to the 6-week closure of the building to facilitate the replacement of the Main Hall and Saloon floors. Unfortunately, this did not proceed for several reasons. A number of local companies now use the public halls as venues to provide staff festive events these included: Amazon, EE, Buchanan's, and a new addition for 2018/19 was River Clyde Homes who held both a staff event and parties for their tenants. The Annual Inverclyde Music Festival took place at Greenock Town Hall in January.

This year IL helped promote the Festival as part of our Community Engagement using both social media platforms and IL Showcase as advertising mediums. We also supported Grieve Road Community Centre, the replacement for Paton Street Neighbourhood Centre, as they embarked on delivering a new management

Additional Objectives Achieved

- Continued funding from NHS secured to part fund Live Active and Vitality Community rehab services and worked towards agreed outcomes. Live Active referrals increased from previous year.
- Vitality class attendance increased by 53% from previous year.
- Live Active Memberships over 30% of participants.
- Live Active Baseline appointments increased 7% from previous year.
- Increased 20% of participation in Live Active supported sessions.
- 61% increase from previous year Live Active income.
- 8% increase in Live Active membership.
- Targets exceeded for direct debit sales for Live Active membership.
- Move More Level 4 cancer rehab and walking groups commenced.
- Move More volunteer network established.
- Introduction of volunteer led gentle movement class within programme of activity.
- Introduction of breast cancer specific circuit class at Inverclyde Royal Hospital.
- Continued recruitment, training and support for volunteers.
- On-going engagement with clinical nurse specialists and key referrers.
- On-going marketing activities to engage self-referrals.

Park & Pitches (Including Battery Park)

In 2018/19 there were significant changes in the operation of the pitch portfolio managed by IL. Initiated in part by the reduction in Management Fee provided by FC, and as part of our annual staffing review, we embarked on a process which achieved a reduction in staffing within the pitches of over 18%. Coupled with other efficiencies within this business area, we achieved an overall reduction of 33%. However, this did not impact on business delivery with increases in both income and attendances achieved. There was a 14% increase in pitch use and as a result there was 18% increase in pitch income.

We maintained our support to Paisley and Johnstone Football League by facilitating the SFA 9 v 9 initiative at Battery Park, attracting in excess of 200 players every Saturday morning. This is now a regular fixture in our calendar. Our Business Partnership with Greenock Morton at Parklea Community Stadium continued successfully and we anticipate this will continue into 2019/20.



With the closure of Birkmyre Park due to the drainage works we accommodated both Birkmyre Rugby Club and St Columba's, Kilmacolm at Parklea using both 3G and grass pitches.

In October 2018, Denmark under 19's ladies football team used the training facilities at Parklea prior to a national tournament in Scotland and in March 2019, in partnership with the SFA, we again provided training facilities for the Poland under 17's football team in advance of the UEFA European under 17 Championship (Elite Round).

We also supported the Renfrewshire County Road Races at Battery Park in partnership with Inverclyde's Local Athletics Partnership.

Additional Objectives Achieved

- We continued to work in partnership with the Booking office and school's estate. The Booking Office continues to provide a quality service to our partners at IC processing a large amount of bookings within the Schools Estate.
- We continued to develop our marketing with Bigwave Media, particularly around the events market segment. Following the 'soft' launch of our IL Showcase brand and the effective use of the advertising billboard on the A8 corridor we are now reaching our local audience more effectively. The continuing use of social media platforms has allowed us to reach a larger audience particularly when using 'pay per click' which would target the message to specific age groups etc.
- Building on our previous events success in 2017 our aim was to promote or deliver several shows under

the IL Showcase banner. We promoted three 'Tribute' events across the public halls in 2018 with The Complete Stones Roses at Port Glasgow Town Hall, The Total Stone Roses at Greenock Town Hall and W2, a local U2 tribute at Gable Halls. We provided a venue for PCL promotions at Greenock Town Hall for the American band, 'Future Islands'. With over 1400 tickets sold this was a very successful evening. In June 2018 rap artist Example performed at Greenock Town Hall in a concert organised on behalf of Ardgowan Hospice by Martin Compston. IL staff were heavily involved in supporting and organising the event along with local music entrepreneurs. In November we hosted the 'Red Hot Chili Pipers' at Greenock Town Hall as part of their UK wide tour.

In 2018 the Fake Festival event took place at Battery Park. Unfortunately, due to a change in the Fake Festival operating model, they no longer offer a franchise agreement with local groups or organisations. They also removed the 'local' element by not offering support slots to local bands replacing this with additional 'Tribute Bands'. We did however rent out the Battery Park to them and received income for that. It is our intention to develop our own outdoor event over the next few years.

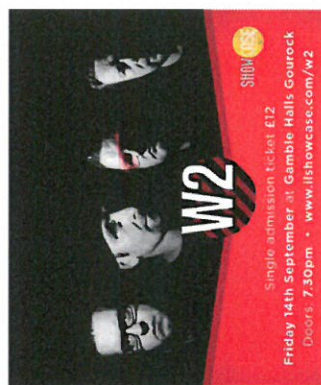
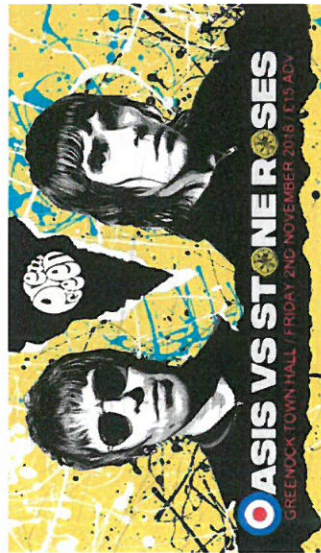
Throughout the year we continued to work with our catering partner, ICE Scotland, to deliver some joint initiatives culminating in a very successful Hogmanay event at Greenock Town Hall. With excellent cuisine and entertainment delivered by Big Vern 'n' the Shootahs over 200 people enjoyed themselves through the 'Bells'.

- We continued to work with Bigwave Media developing campaigns
- Community facilities and the parks and pitches have continued to maintain a good standard with both the quarterly reviews and the annual Health & Safety audits. Each of the sites have achieved the Corporate average.

- We have continued to work with and support the Local Athletics Partnership throughout 2018/19. This has been very productive, and it is hoped that we will see some results from this collaborative approach in 2019/20 with the joint funded purchase of steeplechase barriers and pole vault equipment. The outcome of this would be that Ravenscraig Stadium and track would be the focal point for all West Area steeplechase and pole vault events.

- We engaged with our booking system provider, Legend, to carry out an in-depth audit of the system. This provided useful information around reporting and performance management. Our intention would be to further investigate this process with a view to introducing some tangible performance targets. Allied to this it also identified a training need which would help staff make better use of the complete system. Due to changes in Booking Office personnel this training element has been transferred into our Year 3 objectives.

- We investigated the possibility of providing tablets for the outlying pitches and whilst it would be beneficial to have this, there were several technical issues around robust Wi-Fi or 3G signalling. It is hoped that this will be resolved in 2019/20.

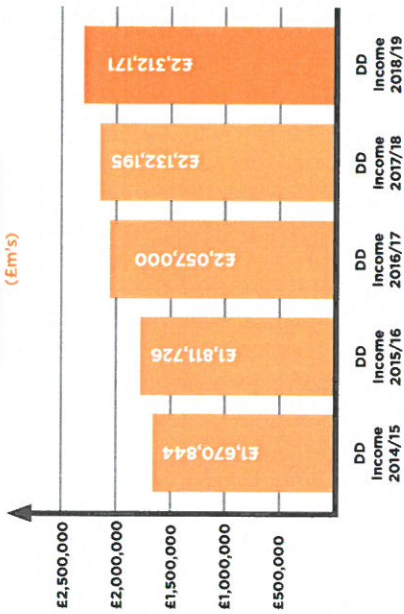


7.3 FITNESS GYMS AND SPORTS FACILITIES

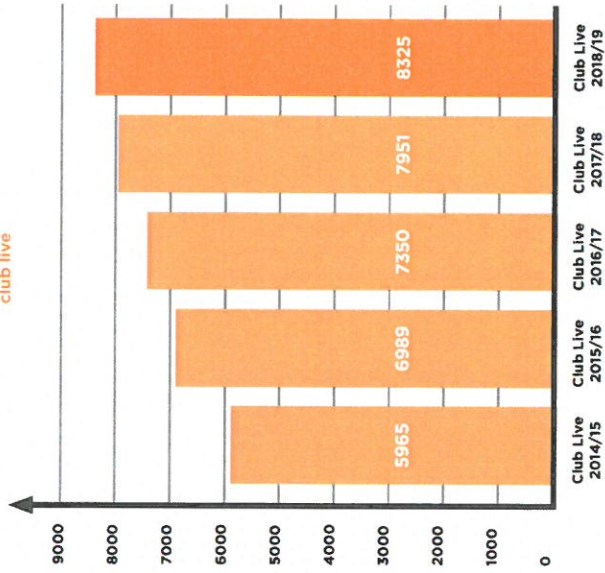
We have had another fantastic year of growth in Fitness Gyms and Sport Facilities and this has helped IL to achieve an annual year on year increase of 4.7% in overall members across all sites an increase of 374 members to 8,325. This equates to a local demographic penetration of 10.7% versus a population of 78,000.

This has also resulted in the significant overall year on year Direct Debit growth of £179,976, or 8.4%, from £213,219 to £2,312,171.

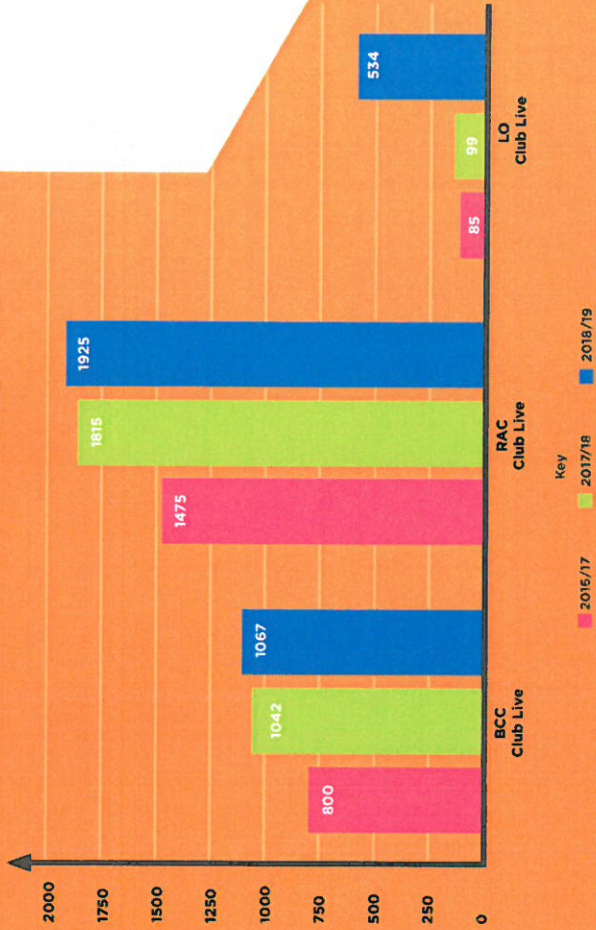
Membership DD income (€m's)



IL combined member club live



IL Fitness For Less has also seen significant growth



Boglestone Community Centre

Boglestone has seen a year on year increase of 2.4% in member club live with 25 additional membership net gain. A year on year increase of 10.6% on monthly direct debit income with an increase of £21,1789 annually against the previous year.

Ravenscraig Activity Centre

Ravenscraig has seen a year on year increase of 6% in member club live of 110 additional membership net gain. An increase of 20% in monthly direct debit income collections annually of £62,831 against the previous year.

Lady Octavia Sports Centre

Lady Octavia underwent a successful £430,000 facility refurbishment project managed by IL in partnership with IC. This project consisted of extending the gym by knocking down walls and changing the upper layout, new equipment, flooring, reception and turnstile access system. This new addition is IL's third IL Fitness For Less product to reduce the barriers to exercise, health and wellbeing for the local community in the East End of Greenock. The membership sales and usage in February and March overachieved all budgeted forecasts and has been warmly received by the local users. The results next year are looking very promising and fully expect to overachieve the latent demand survey that was conducted as the facility finished the year with 534 members vs. a projection of 276.



Boglestone Community Centre

Refurbishment of indoor cycling studio to modernise this offering from capital expenditure, this included new bikes, new flooring and air conditioning installed with an IL capital investment.



BEFORE

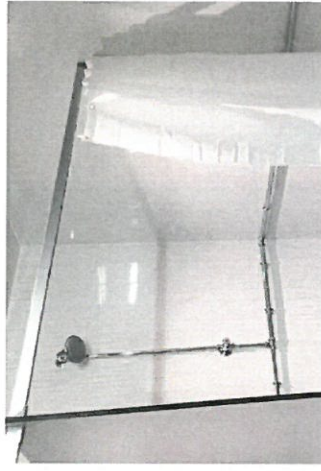
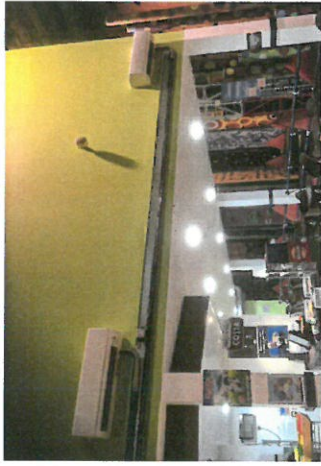


AFTER

A feasibility study was completed on a Gym expansion and Soft Play and Café installation. A £830,000 project plan was approved by the IL Board and in partnership with IC funding will be a similar project to Ravenscraig Activity Centre. Works commenced in April 2019.

Ravenscraig Activity Centre

To further enhance the customer experience and build on the great success achieved at Ravenscraig Activity Centre, IL undertook some facility improvement works with the addition of more gym equipment, new male and female showers, installation heating and



cooling within the main hall and reception area and created a purpose-built bay change room. The capital investment was staggered over the year to benefit the customers of all areas of the facility of over £40,000 worth of improvements.

Indoor Bowling Centre

IC funded £100,000 to refurbish the Indoor Bowling Centre, this included new carpet, new flooring in the changing rooms, external painting, digital scoreboard



BEFORE



AFTER

that now makes the Indoor Bowling Centre capable of hosting national events.



Express Ladies Fitness

Since the launch of Express Ladies Fitness within the Waterfront Leisure Complex in January 2018 where an under used area was identified that was previously used for storage was transformed into an Express



Fitness Circuit. In the first full year of operating as its own sub brand and membership category it performed very well with 140 members.





Monthly Key Performance Indicators

Detailed Monthly KPI's continue to be presented to management on a monthly basis to ensure membership sales, attrition and industry good practice are tightly monitored. This allows corrective action to be taken if required and provides accurate income projections to use for budgeting. 5-year membership sales, cancellation and income projections have been formulated.

Member Retention

Working with industry experts The Retention People (TRP) to help enhance the member journey and retention. The Net Promoter Score (NPS) is a widely recognised way of assessing the loyalty of an individual or group of customers. Using just one simple question, NPS allows you to gauge how likely someone is to recommend your business to a friend, family member or colleague.

This was introduced initially within the IL Fitness Plus+ sites of Waterfront, Gourcock, Birkmyre and this year 3 further sites were added: Boglestone Community Centre, Greenock Sports Centre and Ravensraig Activity Centre.

TRP have a global awards scheme with 63 operators representing 756 sites from across the UK, USA, Canada and Australia met the criteria to be assessed for the awards.

IL were delighted Birkmyre Park Fitness Gym achieved a NPS of 85 for the period November 1st 2017 - October 31st 2018, placing the facility 1st out of 509 gym sites and 4th out of 756 sites overall.

At an organisation level, IL achieved an NPS of 56 - placing 6th out of 26 Leisure Trusts (2nd best performing Leisure Trust in Scotland).

Marketing Campaigns

Continue with targeted marketing campaigns throughout peak times of the year to achieve sales and income targets are May / September / January analysis demographic information, gender, age, and drive time data for bets response to selected promotions. Peak months for campaigns to achieve growth are May / September / January.



Additional objectives achieved

- Implemented virtual spinning with race mode in skill bike studio at the Waterfront Leisure Complex.
- Investigated sauna steam provision at Birkmyre and Gourcock Pool.
- Reviewed program at Greenock Sports Centre and added tennis into the facility.
- Up skilled key fitness employees and completed line chart reviews for facilities.
- Greenock CrossFit has seen a growth year increasing to 150 members and overachieving year end income targets. This has been the highest club live and had required an increase in the programming available for members and a continued increase in membership as CrossFit continues to grow globally.

Sportshall Athletics completed. IL delivers Sportshall Athletics from October to February annually support in recent years with organising and event adjudication with Active Schools. This is a very important programme on IL's annual event calendar. It is our aim to give local school pupils the opportunity to participate in a structured Sportshall Athletics programme and to increase activity whilst promoting a healthy lifestyle to children.

IL host the annual Primary Sportshall Athletics leagues within the Greenock Sports Centre. All 20 local primary schools able to participate in an indoor athletics competition with approximately 432 children from primary 5-7 taking part in the 4-month league structure.



programme with the class occupancy and customer demand proving to be one of IL's most popular classes.

In partnership with Les Mills, IL have launched and offered Les Mills On Demand to its members at a discounted price. This allows members to take part in Body Pump, Body Attack etc at home or on the go with classes streamed to their phone, iPad or laptop.



IL hosts a very successful events calendar every year and 2017-18 seen another successful year not only attracting participants from Inverclyde but many visitors to the area.

This year's winner was Inverkip Primary School and the event was sponsored by Riverside Inverclyde and Welsh Walker.

- Researched fitness suppliers.
- Group Fitness is a key activity in member retention. IL continually reviews the Group Fitness program every quarter to ensure current trends and products are identified. Group Fitness participation continues to grow throughout IL with new classes regularly being introduced.

IL added the UK's first Technogym SkillBike Studio. This performance bike has been a great addition to the Group Fitness



Gourock Triathlon

On Sunday 19th September, 144 competitors took part in IL's annual triathlon event (86 individual participants, 15 team entries and 13 Juniors). This year saw some teams from Ravenscraig and GSC take part as well as some IL staff members.

The forecast was for rain for the duration of the event but thankfully the weather held out and instead it was a dry clear day with spells of sunshine.

The team at Gourock Outdoor Pool and Fitness Gym worked very hard to organise and host the event as they do every year. The team at Gourock are also grateful to staff from other IL centres who came along on the day to help run the event.

The Waterfront Cafe team also organised a pop-up cafe with BBQ for the day which proved a hit with competitors and spectators.

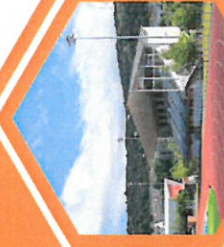
The team at Gourock Outdoor Pool and Fitness Gym look forward to the next event on Sunday 18th August 2019.

Kilmacolm Running Festival

Birkmyre Fitness Gym hosted the annual Kilmacolm Running Festival on Sunday 9th of September 2018. 427 participants took part in the Toddle, Woddlie, 3k, 10k and Half Marathon events and hundreds more friends and family were in the park to offer their support and enjoy the atmosphere. Unfortunately, the weather was not on our side with heavy rain in the morning although it did brighten up during the races but despite the weather it was still a very successful event and it certainly did not dampen anyone's spirits.

Management would like to thank the hard work and support of the IL staff as these events would be nowhere near as successful without them.

- QMS improvements were achieved.
- Nutrition events were organised.
- A full review of the Personal Training structure has been carried out with some adjustments to create a better service for members and customers to access. IL has a hybrid structure of both employed PT's and Self-Employed trainers that pay a rental. This has proved an effective model with an increase in the number of trainers available and the income generated. With more than a 1% member penetration being achieved.
- Reviewed indoor bowling.



7.4 WATERFRONT & SWIMMING POOLS

The Waterfront Swim School has seen great success since we identified its potential and we started to place a greater emphasis on marketing and promoting this service. Before we embarked on this journey, Swim School had 888 children on the programme which generated approx. £117,172 in income, we now have over 1300 children generating approx. £362,840 which is a 209.66% increase in income and a 46.40% increase in usage. However, 2018/19 proved to be the most difficult year to date which resulted in us finishing the year slightly down on the previous year.

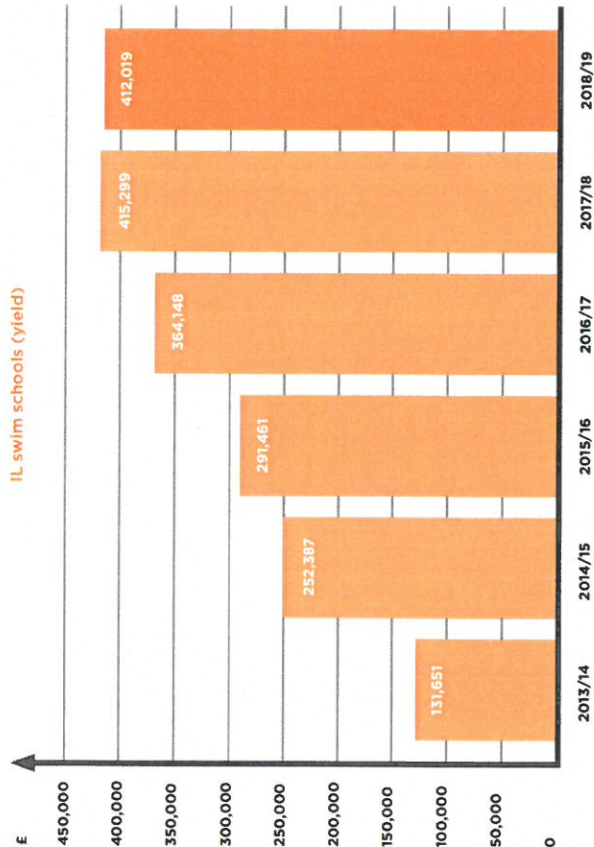
Port Glasgow Swim School Development
Port Glasgow Swim School has also seen significant growth starting with 91 children and approx. £14,476 in income rising to 172 children and £49,179, growing its club live by 89.01% and 239.73% increase in income. This area also had a year on year increase of £3726 in income and 32 more children on the programme.

Learn to Swim Children from Areas of Multiple Deprivation

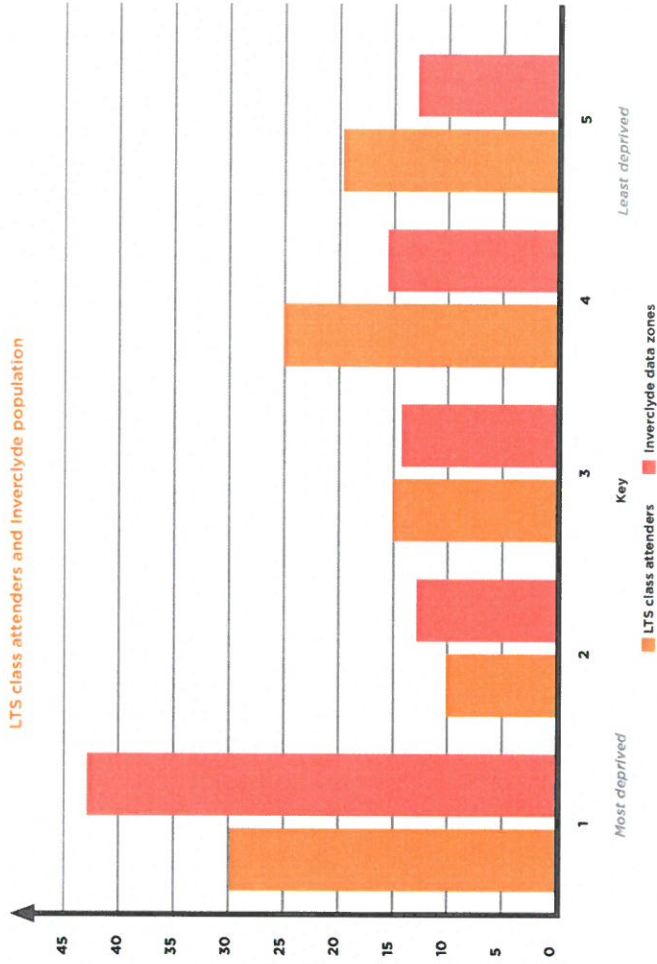
Scottish Swimming reported participation in sport generally has the lowest take-up in the most deprived areas of Scotland. Swimming is no exception and the proportions of children attending Learn to Swim (LTS) classes reflect this.

Postcodes from IL Swim School were checked against the Scottish Government's postcode lookup tool for the Scottish Index of Multiple Deprivation updated in 2016. With 30% of children attending classes living in the most deprived areas of inverclyde, IL has made significant inroads into LTS take-up within the most deprived areas.

IL swim schools (yield)



LTS class attenders and Inverclyde population



Skate School Development

Skate School started with 198 children and approximately £73,373, rising to 384 children and approximately £210,134 growing its club live by 93.94% and 186.39% increase in income.

IL skate schools (yield)



The Waterfront ice skating club hosted its annual Christmas show on 14th, 15th & 16th of December 2018. 98 skaters took part in the 5 shows over the 3 days. The name of the show was 'The most magical place on ice' which seen skaters perform the 3 Disney classics Aladdin, Moana and Frozen in a 1 hour 50-minute production. Over 1,000 people were lucky enough to



get their hands on a ticket. The event is so popular that tickets sold out to skaters' friends and family within a few days. A record 724 tickets sold within the first 3.5 hours of going on sale! The Skate School is now looking ahead to next year's show. We are exploring options on how we can develop the show to allow more people the opportunity to see it.

Skate School Accessories

In order to dramatically improve the tuition delivered with regards to jumps in the Waterfront Figure Skating Club we introduced the Pro-motion hand held harness which aids the coach in directing the take-off curve, keeping the Skater straight when in the air, and ensure the skater's back is in the correct position upon landing. It enables coaches to instil confidence in their skater's ability to do the difficult jumps and have them avoid practicing mistakes. Pro-Motion have also developed the Gold Track-Mounted Harness which Skate School hope to explore in the near future.

Waterfront Leisure Complex

The Waterfront Leisure Complex set its sights on a 5-star Visit Scotland status which would have seen us



BEFORE

Leasing Opportunity

An opportunity to develop / lease out an under used shower area within the Waterfront was identified and subsequently advertised to business owners in the local community as a potential opportunity for a beauty therapist or similar business. Serenity Bay Therapies jumped on this opportunity and is gradually increasing her client base and feedback has been very positive.



Waterfront Leisure Complex Group Fitness Studios

Work started on Monday 9th July 2018 to replace damaged sections of the dance floor within the Waterfront Leisure Complex, before being sanded, re-coated and varnished to bring it back to a quality finish and give the studio a new lease of life.

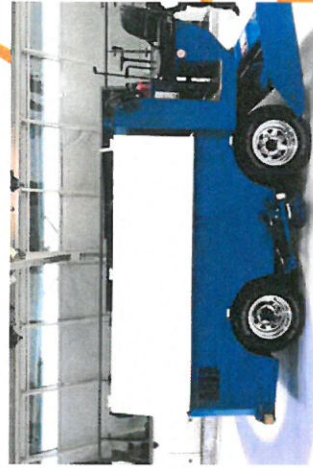


Waterfront Leisure Complex Ice Rink

After 22 years of loyal service, the Waterfront said goodbye to its old faithful Olympia ice cutting machine to make way for our new, improved Zamboni machine.



OUT WITH THE OLD



IN WITH THE NEW

Port Glasgow Swimming Pool

As Port Glasgow Swimming Pool is heavily deficit funded, we have started the process of looking at remodelling this facility and diversifying the product offering by introducing a circuit based fitness provision utilising a similar model to the "Express Ladies Fitness" gym at the Waterfront Leisure Complex in the current under used general purpose room. However, this time



we will be opening it up to both males and females of all ages although a specific focus may be on the 50's plus age demographic. We have also installed access control turnstiles and a "fast pay" kiosk which will create a more frictionless customer journey freeing staff up to focus on other business critical areas in an effort to erode / erradicate the deficit funding.



Gourock Outdoor Pool & Fitness Gym

Quest accreditation

The employees at Gourock Pool and Fitness Gym went through their Quest Assessment on 28th September 2018 and we are delighted to announce that they successfully achieved the entry level accreditation. Quest is the leisure industry gold standard for quality.

Group Fitness Studio at Gourock Outdoor Swimming Pool & Fitness Gym

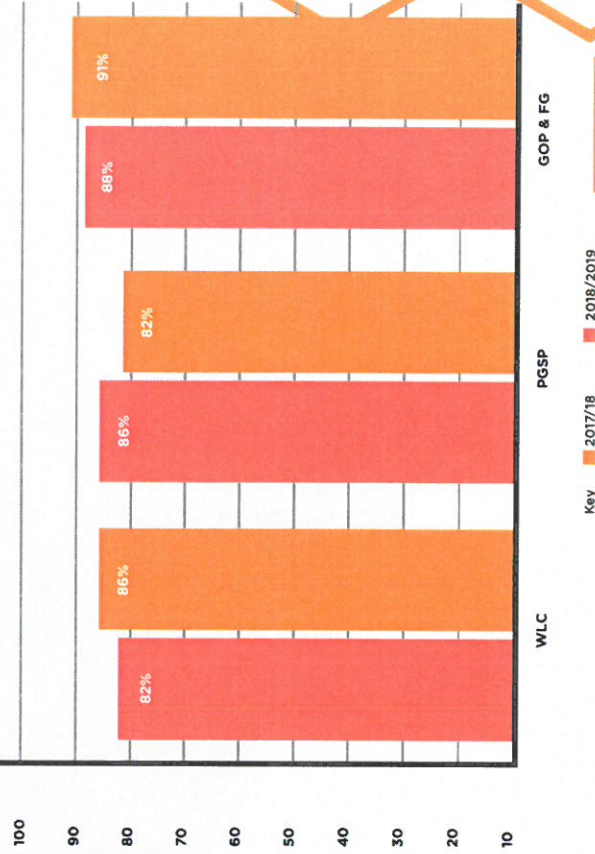
We explored the possibility of having a group fitness modular unit installed at Gourock Outdoor Swimming Pool & Fitness Gym which would have brought this facility in line with our premium gym offering. However, the cost to do it would have made it difficult to make it work



Quality



Health & Safety



Contracts Review

We are continually looking for efficiency savings, reviewing all our services provided by external contractors. This includes fire, intruder, CCTV, hygiene provision, fire extinguishers, water tank inspections etc.

Retail Review

A review of the retail provision within the facilities which is currently provided by Sportmax has been carried out to test the market.

Waterfront Leisure Complex Reception toilet upgrade

The toilet facilities at the Waterfront Leisure Complex were upgraded to bring them up to the same high standards as the main reception area / café area and the Fitness Gym changing rooms. As these facilities serve mainly café customers, we decided to tie the design in with the café brand.



Waterfront Reception

The Management team at the Waterfront continue to involve reception team in key business development areas to give them a better understanding of the overall business purpose in terms of data capture/lead generation and growth. Areas of focus so far included:

- Capturing "clean" data for swim/skate schools, fitness gym, group fitness, express fitness and swim memberships.
- The importance of upselling our products not only to generate more income but more importantly enhance the customer experience.

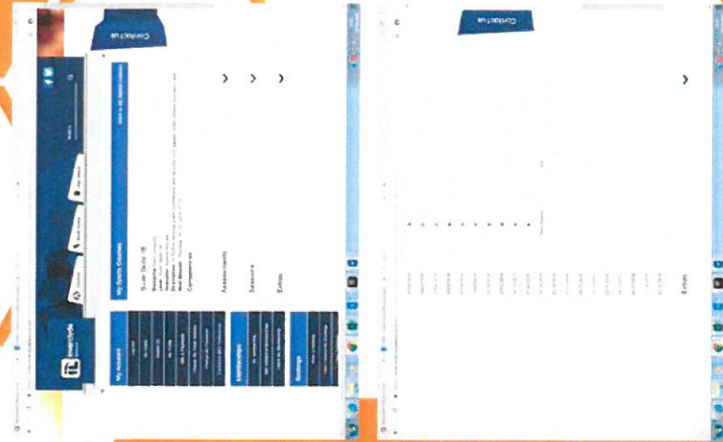
Staffing Review

We continue to monitor our staffing provision across all aspects of our business by looking at line charts to ensure we have the correct people in the correct places at the correct times and at the same time continuing to deliver the highest possible level of service in the most cost-effective way.

Parent Portal

We have now launched a new Parent Portal for Swim School, which enables parents to follow the progress of their child through the swim programme by monitoring their achievements/attendance etc online through their own "memberzone" from the comfort of their home.

The Parent Portal was implemented with the view of improving communication with our customers through the use of email and the online Parent Portal. As it shows what criteria has or has not been met. It gives the parents the opportunity to focus on these during their normally recreational swim time thus speeding up the levels progression through the levels and helping with retention.



08

FINANCE

In the year 2018/19 IL delivered the target of a small surplus which was a fantastic achievement as there were some unexpected costs that came through the year.

Income growth was strong and exceeded target. Total income from core activities was 6% higher than the previous year.

All business segments, i.e. Leisure, Trading, Communities, Parks & Pitches and Health & Vitality, delivered more income than the previous year. The fantastic summer weather driving footfall to Gourock Pool, the new Costa Proud to Service Café at the Waterfront, strong performance from Parks & Pitches and continuing strong performance from IL's Fitness Centres contributed to the increased turnover.

This increased income enabled a 6.8% reduction in our management fee received.

Below is a graph of our management fee reduction over the last few years and includes the starting position for next year excluding additional requested savings.

In 2018/2019 IL invested significantly in its facilities with approximately £229k of capital spend in the year.

- Investment included:
 - New Cycle Studio at the Waterfront
 - Air Conditioning
 - Turnstiles/ Kiosks
 - WC Upgrades, Painting & LED Lighting
 - Defibrillators at all main facilities
 - Zamboni Ice Machine
 - LED Lighting
 - PA Equipment
 - Pool Hoist
 - Various equipment purchases such as Kottibells, Rowers, Spin Bikes, Water refurb of existing equipment.

IL continued to closely monitor and prioritise expenditure throughout the year allowing unforeseen costs to be managed. Overall expenditure was approximately 1.3% higher than budgeted. Increased staff costs, boiler maintenance contracts, irrecoverable VAT and utilities were offset by reduction in marketing, development expenditure and training and seminars etc.

Throughout the year Head Office have continued to monitor and control our debt position, track and monitor income and expenditure monthly, return all FOI requests, submit gender pay gap data, review pricing and update the risk register.

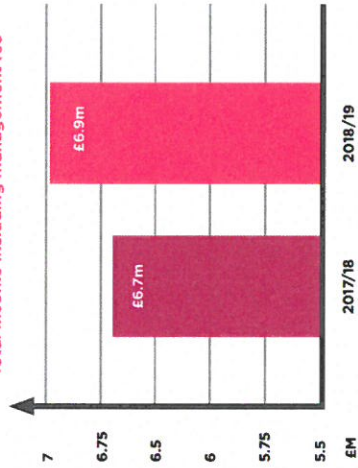
IL tendered the insurance contract and obtained three quotes for the Audit service in this year to ensure best price and service is achieved.

A new year to date and year to go P&L template was generated to assist Senior Management in tracking year to date spending levels against the full year budget.

Additional objectives achieved

- Re-tendered insurance
- Considered invoice matching through Redro and decided not to proceed
- Discussed arranging a VAT review with external advisor
- Reviewed pricing to ensure maximum return
- Produced monthly accounts
- Return all FOI requests within parameters
- Reviewed Budgets and set new limits
- Applied for external funding for tennis facility
- Reviewed risk register
- Reviewed utilities costs and contracts

Total income including management fee

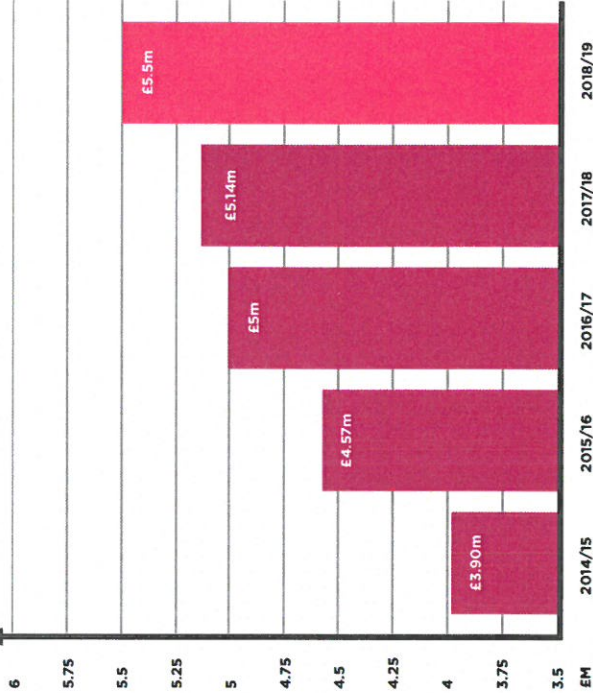


Below is a graph of our management fee reduction over the last few years and includes starting position for next year excluding additional requested savings.

Reduction in management fee



Income on core activities £ms



09

OUTLOOK FOR 2019/20

We will build and capitalise on the success of 2018/19 by continuing to deliver a first-class service to all our customers and stakeholders. Year three of our three-year strategic plan will see us continuing to provide great products and activities whilst providing value for money, promoting a healthier and more active community.

We will further develop and improve our corporate services and review our HR policies and procedures to ensure that they are robust and fit for purpose. The My Development Plan staff development process will remain a priority ensuring that we offer staff the opportunity for personal and professional development.

Staff training will remain a focus and we will be investigating ways to further develop our partnership with the West of Scotland University to offer management and leadership training opportunities to staff.

Other corporate priorities will include organising our annual Excellence Awards for our employees recognising personal and business achievement from the previous year. We will also ensure a fair pay award is achieved.

Marketing will remain a high priority with continued development of strategic support and development of our marketing and promotion calendar. The IL website will be upgraded, and we will be facilitating monthly marketing and development workshops. Market segmentation will continue with new product launches taking place throughout the year with demographic and national trend research also undertaken.

We will ensure that our IT systems and services are updated and fitted to our needs. We will audit our IT hardware and replace as necessary.

Customer service will remain a priority and we will further our commitment to the national WOW awards giving our customers the opportunity to recognise excellent service from our employees.

We will investigate automation for some front of house services including self-service kiosks.

We will continue to organise regular WOW staff certificate presentations for staff and recognise employees' achievements at our annual excellence awards.

We will ensure continuous improvement of our service and continue to work with external auditors regarding our annual QMS and health and safety management systems. Quarterly quality audits will take place at all facilities with a corporate target set at 75%. Annual external health and safety audits will continue with 89% corporate target set.

We will continue to build on partnerships with the NHS and local organisations to deliver a health and wellbeing

An exit strategy will be developed in partnership with Macmillan to look at continuing some of the services delivered as part of the Move More programme once the three-year funding agreement ends in March 2020.

Community Services will continue to provide an important service to our local population providing a base from which people can play an important role in community life. Targets for the year include developing effective campaigns and advertising strategies around new ticketed events, weddings and special occasions, developing IL ticketed promotion calendar to include tribute acts, comedians and party nights and look at performance of bookings and targets.

This year will see some exciting developments in our sports, leisure and pool facilities. Major upgrades include expansion of the Fitness for Less Gym at Boglestone to include air conditioning, new studio area, new spin area and the development of a play and café area.

Other developments include transformation of Port Glasgow Pool with the addition of an Express circuit area, a new secure entry system and a fast pay kiosk. We will continue working with Tennis

Scotland, Sports Scotland and the Lawn Tennis Association on the project to build an Indoor Tennis facility at Rankin Park. We are commencing the start of the gym refurbishment cycle.

We will continue robust financial management of the business and work with IC to reach a desired outcome in relation to reductions in our management fee.



service aimed at those most vulnerable in the community. Services will include the Live Active referral scheme the Vitality Community Rehab service and the Move More programme ran in partnership with the MacMillan organisation.

We will investigate sources of funding to enable continuation of programmes aimed at those residing in Inverclyde Social Index of Multiple Deprivation (SIMD areas)

We will negotiate with the NHS to secure funding for the Live Active and Vitality services beyond 2019/20.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Education, Communities and Organisational Development | Report No: | EDUCOM/84/19/HS |
| Contact Officer: | Hugh Scott Service Manager | Contact No: | 01475 715459 |
| Subject: | Consultation on Inverclyde's Draft Antisocial Behaviour Strategy 2020-2025 | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval to consult on Inverclyde's draft Antisocial Behaviour Strategy 2020-2025 which will replace the current strategy.
- 1.2 The report provides Members with an outline of the legislative requirements placed on the local authority, a draft of the new strategy and a proposed outline of an Inverclyde wide consultation to gather the views and experiences of members of the public on the draft strategy.

2.0 SUMMARY

- 2.1 The Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) places a duty on each local authority and Chief Constable to jointly prepare, publish, review and revise a strategy to tackle Antisocial Behaviour (ASB) in the authority's area. The current strategy for Inverclyde expires in March 2020.
- 2.2 The Inverclyde Community Safety Partnership Strategy Group agreed the development of a new Inverclyde Antisocial Behaviour Strategy at its meeting on 5 June 2019.
- 2.3 A short term working group (STWG) was convened, comprising partners from Inverclyde Council, Police Scotland, Cloch Housing Association, Larkfield/Link Housing Association, Oak Tree Housing Association and River Clyde Homes. The STWG has produced a draft strategy which is attached as an appendix, and proposes the creation of a policy document which sets out, in detail, agency responses to antisocial behaviour in Inverclyde once the final strategy is approved.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
 1. notes the draft Inverclyde Antisocial Behaviour Strategy 2020-2025 for consultation;
 2. approves a community consultation seeking the views and experiences of individuals and community groups in respect of antisocial behaviour; and
 3. agrees to consider the finalised Inverclyde Antisocial Behaviour Strategy 2020-2025 in March 2020.

4.0 BACKGROUND

- 4.1 The Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) is the primary legislation for dealing with antisocial behaviour in Scotland. The Act sets out a range of responses made available to local authorities and Police Scotland, ranging from the requirement of Local Authorities to jointly prepare and produce an antisocial behaviour strategy, to the dispersal of groups, closure of premises, dealing with noise nuisance and the environment, the regulation and registration of certain landlords as well as the application of Antisocial Behaviour Orders.
- 4.2 Part 1 of The Act places a statutory responsibility on a local authority and Police to prepare an antisocial behaviour strategy for the authority area. The Act also requires the strategy to specify a number of local arrangements which will:
- outline the key principles, strategic context and the aims and objectives of the local authority and the Chief Constable in dealing with antisocial behaviour in Inverclyde (Section 1(1) of The Act);
 - set out an assessment of the extent and type of occurrences of antisocial behaviour in Inverclyde (Section 3(a) of The Act);
 - specify local arrangements for consulting and engaging with community bodies and other people (including young people) in each area where there are (or likely to be) occurrences of antisocial behaviour, on how to prevent and tackle antisocial behaviour in Inverclyde (Section 3(c) of The Act);
 - specify the range of available services designed to prevent or tackle antisocial behaviour, which are available to all residents in Inverclyde (Section 3(d) of The Act);
 - set out the range of available services designed to support victims of antisocial behaviour in Inverclyde (Section 3(e) of The Act);
 - specify the ways in which members of the public can report antisocial behaviour in Inverclyde (Section 3(e) of The Act);
 - outline the provision of mediation in relation to disputes arising from antisocial behaviour (Section 3(e) of The Act);
 - describe how Inverclyde Council and the Chief Constable of Police Scotland will co-ordinate the discharge of the functions in relation to tackling antisocial behaviour in Inverclyde (Section 3(f) of The Act);
 - provide for the lawful exchange of information relating to antisocial behaviour between Inverclyde Council, the Chief Constable of Police Scotland, and any other relevant person (Section 3(f) of The Act); and
 - outline the mechanism for keeping this strategy under review (Section 4(a) of The Act).
- 4.3 In preparing, reviewing and revising an antisocial behaviour strategy, The Act requires the local authority to consult:
- the Principal Reporter;
 - registered social landlords which provide or manage property in the authority's area; and
 - such community bodies and other local persons as the local authority considers appropriate.
- 4.4 The Inverclyde Antisocial Behaviour Strategy 2020-2025 is the fourth strategy for Inverclyde, building upon the significant progress made by partners to address antisocial behaviour in Inverclyde. In order to prepare this strategy a short term working group (STWG) made up of partners from within the Inverclyde Community Safety Partnership was convened.
- 4.5 Contained within the Inverclyde Antisocial Behaviour Strategy 2020-2025 is an outline of the local and national context of responding to antisocial behaviour, the various responses to antisocial behaviour in Inverclyde, and an assessment of antisocial behaviour in Inverclyde.

With respect to the assessment of antisocial behaviour in Inverclyde, the strategy shows the extent of antisocial behaviour complaints, within Inverclyde, made to Inverclyde Council and Police Scotland between April 2016 and March 2019 noting that:

- in 2018/19, overall, antisocial behaviour complaints made to Inverclyde Council reduced by 39% compared to 2016/17;
- in 2018/19, overall, antisocial behaviour complaints made to Police Scotland reduced by 19% compared to 2016/17; and
- a comparison of the six locality areas in Inverclyde over the period 2017/18 to 2018/19 indicates that almost all areas witnessed a reduction in antisocial behaviour complaints made to Inverclyde Council and Police Scotland with the exception of Greenock West and Gourock, which increased by 2%.

4.6 While the legislative requirement for the completion of the strategy lies with the local authority, the Community Safety Partnership Coordinating Group has responsibility for the coordination of the delivery of responding to antisocial behaviour in Inverclyde. As such, the Coordinating Group has identified a need for a policy document which sets out how services and agencies respond to antisocial behaviour in Inverclyde particularly when a partnership response is required. This policy document has been identified as an improvement action and will be progressed during year one of the strategy. In addition to this, other responses to antisocial behaviour have been identified within the Community Safety Strategic Assessment and are subject to regular review.

5.0 PROPOSALS

5.1 In order to meet the legislative requirements of The Act, the Short Term Working Group has drafted the next Inverclyde Antisocial Behaviour 2020-2025 for consultation.

5.2 As set out in section 4.6 there is a requirement to consult with a number of bodies, community groups and individuals when preparing an antisocial behaviour strategy. This consultation will:

- establish if members of the public have been affected by antisocial behaviour and the type of antisocial behaviour that they have experienced;
- the agency/agencies that the antisocial behaviour had been reported to; and
- views on how partners can better respond to antisocial behaviour.

The consultation will be available for residents to respond online as well as paper based copies being available at Council and CSP Partnership offices (where possible). Community safety partners will publicise the consultation on their own media platforms.

5.3 The following timeline is proposed in respect of consultation and completion of the Inverclyde Antisocial Behaviour Strategy 2020-2025:

| | |
|---|---|
| Consultation period opens | 11 November 2019 to 20 December 2019 |
| Draft Inverclyde Antisocial Behaviour Strategy and consultation responses submitted to Inverclyde Community Safety Partnership Strategy Group | 8 January 2020 |
| Short Term Working Group meets to consider policy document | 9 January 2020 |
| Submission of final Inverclyde Antisocial Behaviour Strategy 2020-2025 to Education and Communities Committee | 10 March 2020 |
| Submission of final Inverclyde Antisocial Behaviour Strategy 2020-2025 to Inverclyde Alliance Board | 16 March 2020 |

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

6.2 Legal

The Antisocial Behaviour etc. (Scotland) Act 2004 places a statutory responsibility on local authorities to prepare jointly with Police Scotland an antisocial behaviour strategy for the authority area.

6.3 Human Resources

None

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

| | |
|---|--|
| X | YES |
| | NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required |

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

| | |
|---|--|
| | YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed. |
| X | NO |

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

| |
|---|
| X |
| |

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

6.5 **Repopulation**

N/A

7.0 CONSULTATIONS

7.1 None at present.

8.0 BACKGROUND PAPERS

8.1 Education and Communities report
Inverclyde Antisocial Behaviour Strategy 2014-2019
Equality Impact Assessment

**Draft Inverclyde Antisocial Behaviour Strategy
2020-2025**

Inverclyde Community Safety Partnership

Document Control

| Document Responsibility | | |
|--------------------------------|-------------------------------|------------------------------------|
| Name | Title | Service |
| Ian Hanley | Community Safety Lead Officer | Communities, Culture & Educational |

| Document Change History | | |
|--------------------------------|-------------|--|
| Version | Date | Comments |
| 1.0 | 03-07-19 | Initial draft sent out to short term working group (STWG) asking |
| 1.1 | 31-07-19 | Comments received from representatives of STWG and recorded in |
| 2.0 | 01-08-19 | New draft reflecting comments for version 1.1. Submitted to CSP Coordinating Group for |
| 2.1 | 23-08-19 | Comments received from CSP Coordinating Group and recorded in |
| 3.0 | 27-09-19 | New draft reflecting comments for version 2.1. Submitted to CSP Coordinating Group for |

| Document Distribution List | | |
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| Name | Date | Comments |
| From Ian Hanley to STWG- Julie Alison, Andy Thomson, Hazel Aitken, Sharon Rowatt. | 03-07-19 | (1.0) Initial draft sent out to short term working group asking for comments |
| From Ian Hanley to CSP Coordinating Group- Hugh Scott, William Rice, Dougie Smith, Roisin Dillon, Ann Wardlaw, Margaret McConnachie, Mark Meehan, Debbie Reilly, Andy Thomson, Sharon | 01-08-19 | (2.0) New draft reflecting comments for version 1.1. Submitted to CSP Coordinating Group for comment. |
| From Ian Hanley to CSP Coordinating | | (3.0) |

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|---|--|--|
| Scott, William Rice, Dougie Smith, Roisin Dillon, Ann Wardlaw, Margaret McConnachie, Mark Meehan, Debbie Reilly, Andy Thomson, Sharon Rowatt. Hazel | | |
|---|--|--|

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Joint Foreword

The Antisocial Behaviour etc. (Scotland) Act 2004 requires the Local Authority and Chief Constable of Police Scotland to produce a strategy for dealing with antisocial behavior. This strategy has been endorsed by the Inverclyde Alliance Board and the Inverclyde Community Safety Partnership highlighting the breadth of partners involved who respond to antisocial behaviour in Inverclyde.

This strategy sets out the several legislative requirements of the Antisocial Behaviour etc. (Scotland) Act 2004. In addition to this the Community Safety Partnership will also produce an Antisocial Behaviour Policy document, which sets out in more detail, how agencies will respond to antisocial behaviour in Inverclyde.

Whilst overall incidents of antisocial behaviour reported to both Inverclyde Council and Police Scotland have reduced over the previous three years, partners acknowledge that antisocial behaviour can have a serious impact on the lives of our residents and have a negative impact on communities across Inverclyde.

The Community Safety Partnership and the Inverclyde Alliance is committed to continuing to develop co-ordinated, effective, efficient services together, meeting the needs of our communities and delivering better outcomes for all. This partnership has a central role in tackling anti-social behavior. Together, we will continue to deliver better, more targeted responses and services using the resources we share.

Councillor Stephen McCabe - Leader of Inverclyde Council and Chair of Inverclyde Alliance

Chief Superintendent Alan Murray - Divisional Commander for Renfrewshire and Inverclyde Division

Section One: Introduction

Antisocial Behaviour is defined in Section 143 of the Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) if an individual “acts in a manner that causes or is likely to cause alarm or distress; or pursues a course of conduct that causes or is likely to cause alarm or distress, to at least one person who is not of the same household”. The legislation requires that “conduct includes speech; and a course of conduct must involve conduct on at least two occasions”.

Part 1 of The Act places a duty on the Local Authority and the Police to prepare an Antisocial Behaviour Strategy for the authority area. This strategy, in line with the legislation, will:

- outline the key principles, strategic context and the aims and objectives of the local authority and the Chief Constable in dealing with antisocial behaviour in Inverclyde (Section 1-1);
- set out an assessment of the extent and type of occurrences of antisocial behaviour in Inverclyde (Section 3a);
- specify local arrangements for consulting and engaging with community bodies and other people (including young people) in each area where there are (or likely to be) occurrences of antisocial behaviour, on how to prevent and tackle antisocial behaviour in Inverclyde (Section 3c);
- specify the range of available services designed to prevent or tackle antisocial behaviour, which are available to all residents in Inverclyde (Section 3d);
- set out the range of available services designed to support victims of antisocial behaviour in Inverclyde (Section 3e);
- specify the ways in which members of the public can report antisocial behaviour in Inverclyde (Section 3e);
- outline the provision of mediation in relation to disputes arising from antisocial behaviour (Section 3e);
- describe how Inverclyde Council and the Chief Constable of Police Scotland will co-ordinate the discharge of the functions in relation to tackling antisocial behaviour in Inverclyde (Section 3f);
- provide for the lawful exchange of information relating to antisocial behaviour between Inverclyde Council, the Chief Constable of Police Scotland, and any other relevant person (Section 3f); and
- outline the mechanism for keeping this strategy under review (Section 4a).

Section Two: Context

National

The Antisocial Behaviour etc (Scotland) Act 2004 is the primary legislation for dealing with antisocial behaviour in Scotland. The Act sets out a range of responses made available to local authorities and Police Scotland ranging from the requirement of Local Authorities to jointly prepare and produce an antisocial behaviour strategy, to the dispersal of groups, closure of premises, dealing with noise nuisance and the environment, the regulation and registration of certain landlords as well as the application of Antisocial Behaviour Orders. There are also a number of other pieces of legislation which supports responses to antisocial behaviour such as:

- Human Rights Act 1998;
- Regulation of Investigatory Powers (Scotland) Act 2000;
- Housing (Scotland) Act 2001;
- Equality Act 2010;
- Housing (Scotland) Act 2010;
- Housing (Scotland) Act 2014; and
- Data Protection Act 2018.

“Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland” (2009) is the Scottish Government’s national framework for tackling antisocial behaviour. The framework introduced four pillars to respond to antisocial behavior: prevention, integration, engagement and communication. Key to achieving the aims of the prevention pillar was an update to a PIER (Prevention, early Intervention, Enforcement and Rehabilitation) model as introduced in national guidance in 2004. The Promoting Positive Outcomes document defined the components of the PIER model as:

- **prevention:** This requires foresight and planning and putting measures in place which are likely to create a physical and social environment where antisocial behaviour is less likely to arise. Such measures can start before the antisocial behaviour is evident through a programme of proactive elements such as CCTV and a strong focus on education, support, community engagement and the creation of strong sustainable family environments;
- **intervention:** Early and effective intervention includes putting in place measures that will help to address problems at the earliest opportunity both in relation to individuals and communities. A variety of approaches and services from a range of statutory and voluntary agencies are needed to provide the choices and chances required to offer opportunities to divert people away from antisocial behaviour;

- **enforcement:** Enforcement should be considered when effective interventions have been tried, failed or deemed not appropriate. Enforcement requires to be appropriate, proportionate and timely and supported by intervention, education, support and rehabilitation; and
- **rehabilitation:** There is a need to understand and assess the needs of individuals and communities in order to provide long-term solutions. An understanding and perception of the impact of anti-social behaviour is necessary to fully break the cycle of offending and to provide the focus for services to fully integrate to deliver long-term solutions.

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Education and support are a vital thread throughout and are crucial to the success of each individual component of the revised PIER model.

The Community Empowerment (Scotland) Act 2015 places a legal duty on community planning partners to demonstrate they are making a significant difference to the lives of their residents through the planning and delivery of local outcomes and the involvement of community bodies at all stages of community planning.

The National Performance Framework (NPF) provides a clear vision for Scotland with broad measures of national wellbeing covering a range of economic, health, social and environmental indicators and targets. In respect of antisocial behaviour the relevant national outcome is communities, where 'we live in communities that are inclusive, empowered, resilient and safe'.

Local

The Inverclyde Alliance (Community Planning Partnership) provides the overarching strategic direction for tackling antisocial behaviour in Inverclyde. The Inverclyde Antisocial Behaviour Strategy will be scrutinised by the Community Safety Partnership Strategic Group which is made up of representatives from Inverclyde Council, Police Scotland, Inverclyde HSCP, The Scottish Fire & Rescue Service, Scottish Ambulance Service, Inverclyde Housing Association Forum, CVS Inverclyde and Your Voice Inverclyde.

The Inverclyde Outcomes Improvement Plan 2017/22 sets out the outcomes that the community planning partners in Inverclyde, known as the Inverclyde Alliance, will seek to improve. This in turn should improve the wellbeing and quality of life of the residents of Inverclyde, with a particular focus on reducing inequality and poverty.

The Outcomes Improvement Plan focuses on three key priority areas: Repopulation; Reducing Inequalities; and Environment, Culture and Heritage.

There are also a number of other local key policy documents which are set out in detail at Appendix 1 to this strategy.

Section Three: Strategic Themes

As noted in section two, The Inverclyde Outcomes Improvement Plan 2017/22 sets out the outcomes that the community planning partners in Inverclyde, known as the Inverclyde Alliance, will seek to improve.

The Community Safety Partnership Strategy Group endorsed a Community Safety Strategic Assessment in 2018 which has three outcomes of reducing violence, crime and disorder in our communities; reducing unintentional harm and injury in our communities; and promoting community resilience. There is an associated improvement action plan across the three outcomes with antisocial behaviour related improvements in the reducing violence, crime and disorder outcome and promoting community resilience outcome.

As noted in the previous section, the publication of the Promoting Positive Outcomes framework in 2009 saw the revision of four core elements to responding to antisocial behaviour (PIER model) which has been adopted in previous Inverclyde antisocial behaviour strategies. The following is a broad list of approaches to the PIER model in Inverclyde from the various community safety partners.

Prevention

We will

- introduce resources designed to divert people from behaving in an antisocial manner;
- put in place measures that will create an environment where antisocial behaviour is less likely to occur. This includes the use of permanent and mobile CCTV facilities as well as inspections of areas where antisocial behaviour is occurring and opportunities to reduce antisocial behaviour;
- ensure our local housing providers have an appropriate Allocations Policy;
- make use of media designed to prevent and tackle antisocial behaviour;
- undertake, where appropriate, joint Police/Community Warden patrols in areas affected by antisocial behaviour;
- work with relevant bodies to encourage the responsible sale of age restricted products; and
- work with relevant bodies to deliver community safety/antisocial behaviour messages within schools and youth work settings.

Early Intervention

We will

- identify those who behave antisocially at the earliest possible stage through effective information sharing;
- send advice letters to parents if a child/young person has been found acting

in an antisocial manner. This letter may be sent either by Police Scotland or Inverclyde Council;

- deploy resources via the use of multiagency tasking and coordinating arrangements;
- use community mediation whereby neighbourhood disputes can be dealt with and resolved at an early stage;
- work alongside and assist private landlords in addressing the antisocial behaviour of their tenants; and
- through the Community Learning and Development Youth Work Sub Group work with partners to provide diversionary activities for young people

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Enforcement

We will

- to appropriately use the powers made available to us under the Antisocial Behaviour etc. (Scotland) Act 2004, the Housing Scotland Act 2014 and other relevant legislation;
- to use the powers made available to Police Scotland by the Lord Advocate in respect of antisocial behaviour Fixed Penalty Notices and Recorded Police Warnings. Offences and legislation for which an antisocial behaviour Fixed Penalty Notice can be issued are listed under Part II of the Antisocial Behaviour etc. (Scotland) Act 2004; and
- to proportionately apply to the Sheriff Court for Antisocial Behaviour Orders (ASBOs) and evictions, serving Fixed Penalty Notices and using powers under Parts 7 and 8 of the Antisocial Behaviour etc. (Scotland) Act 2004 in respect of private landlords.

Rehabilitation

We will

- use the Rapid Rehousing Transition Plan (RRTP) which is a new planning framework for local authorities and their partners to transition to a rapid rehousing approach. The RRTP and the Housing First options seeks to offer appropriate support to those people who experience homelessness in Inverclyde and are likely to experience complex support needs including those affected by of the perpetrators of antisocial behavior; and
- use short Scottish secure tenancy for antisocial behaviour (Short SST) by social landlords to encourage tenants or members of their household who repeatedly engage in antisocial behaviour, to stop the behaviour and sustain their tenancy, by removing some of their tenancy rights without the need for court action. Conversion of a full Scottish Secure Tenancy to a Short SST will allow perpetrators of anti-social behaviour to receive support that will assist them to change conduct which may allow them and members of their neighbourhood to sustain their tenancies long term.

Section Four

Assessment of Antisocial Behaviour in Inverclyde

The following charts show the extent of antisocial behaviour complaints within Inverclyde made to Inverclyde Council and Police Scotland between April 2016 and March 2019, with a comparison made to the periods April 2017 to March 2018 and April 2016 to March 2017.

In terms of locations, the graphs are split into locality areas. For more information on

localities please visit <https://www.inverclyde.gov.uk/localities>

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Anti-Social Complaints to Inverclyde Council

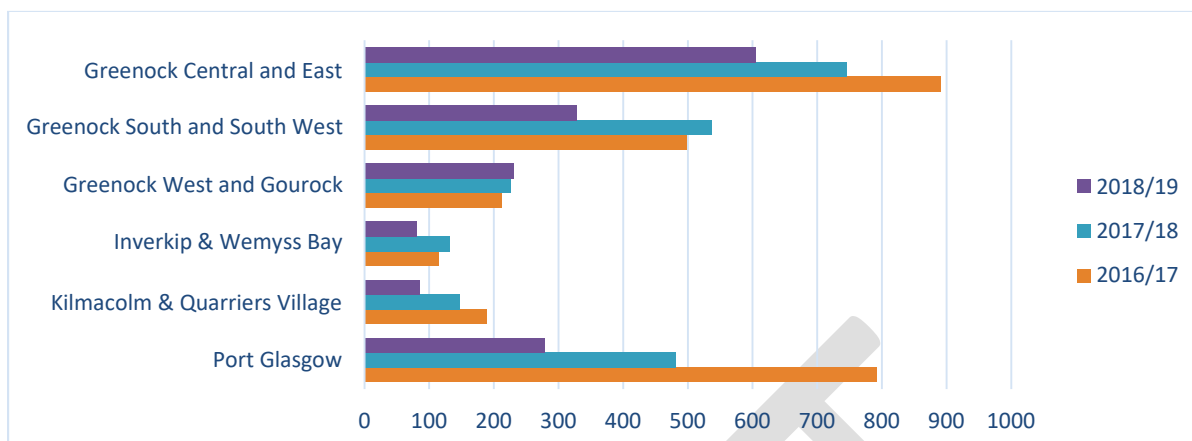


Chart 1 – Number of ASB incidents reported to Inverclyde Council, by locality area

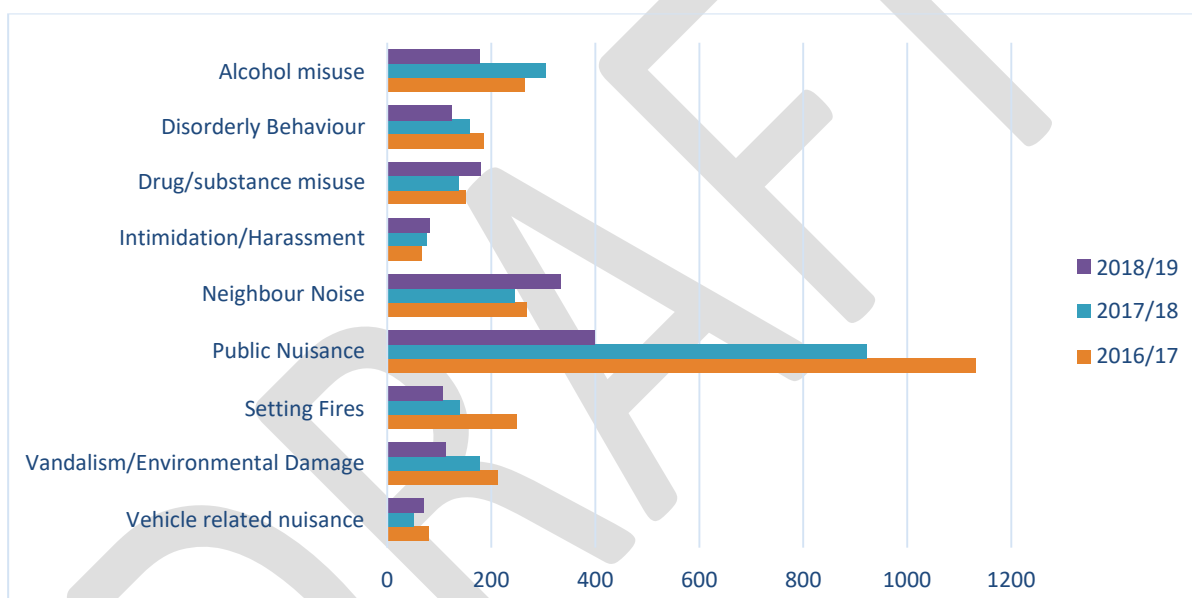


Chart 2 – Number of ASB incidents reported to Inverclyde Council, by type of complaint

All areas witnessed a reduction in antisocial complaints made to Inverclyde Council with the exception of Greenock West & Gourock, which increased by 2% from 2017/2018 to 2018/2019. Both Kilmacolm & Quarriers Village and Port Glasgow recorded the biggest fall 42% from 2017/2018 to 2018/2019. Overall, antisocial behaviour complaints reduced by 39% compared to 2016/2017.

Complaints of public nuisance reduced by 57% in 2018/19 compared to 2017/2018. Alcohol misuse calls reduced by 42% over the same period. Neighbour noise and drug/ substance misuse calls increased by 36% and 31% respectively over the same period.

Anti-Social complaints to Police Scotland

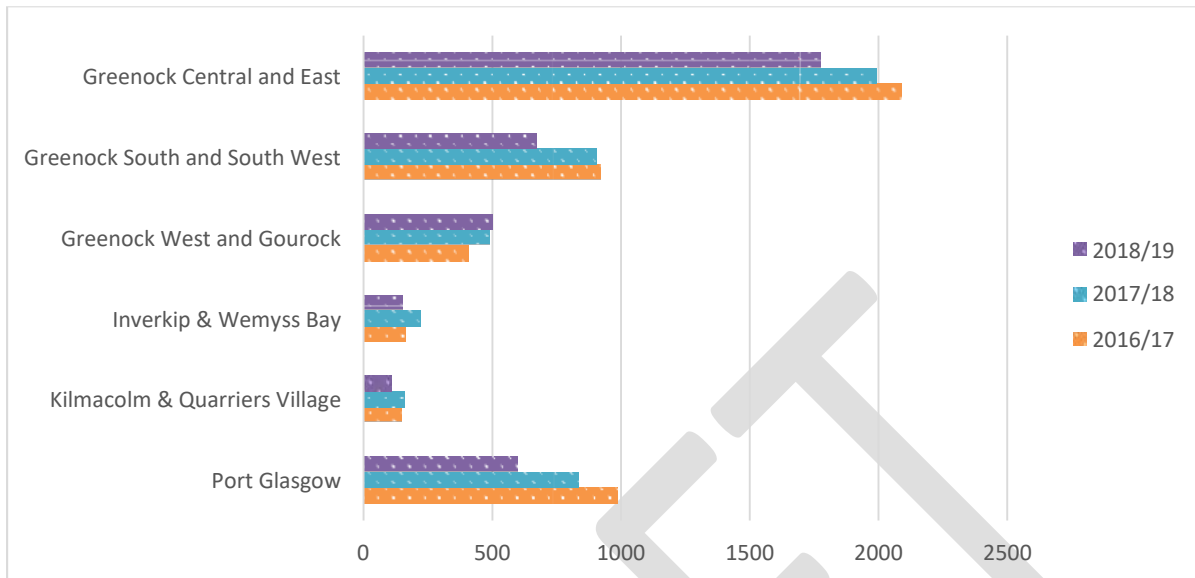


Chart 3 – Number of ASB incidents reported to Police Scotland, by locality area

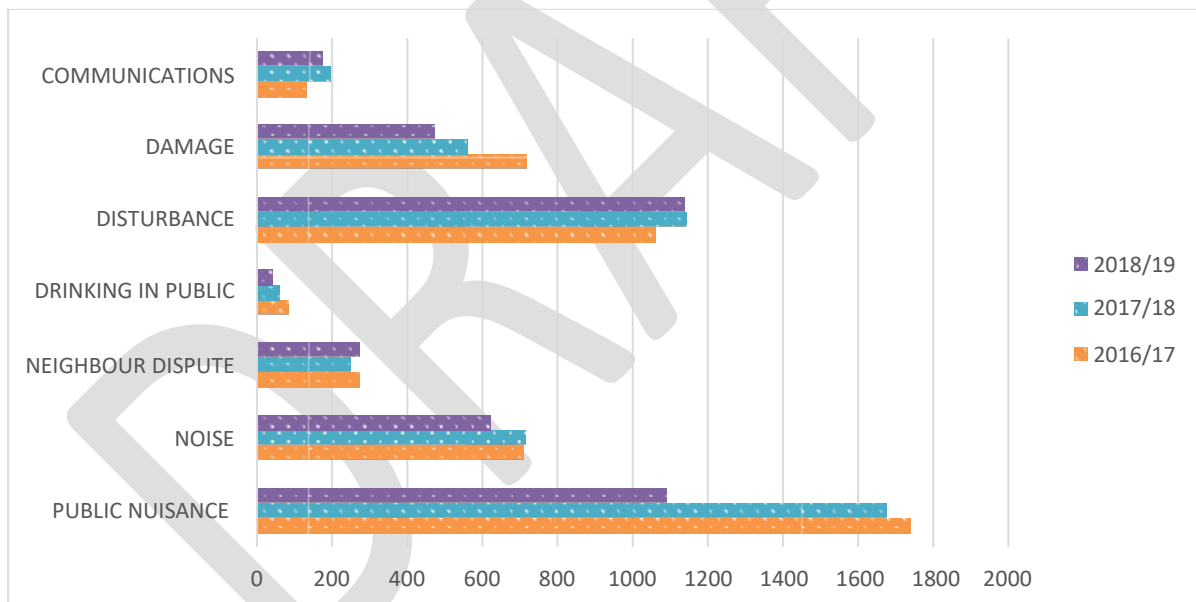


Chart 4 – Number of ASB incidents reported to Police Scotland, by type of complaint

All areas witnessed a reduction in antisocial complaints made to Police Scotland with the exception of Greenock West & Gourrock, which increased by 3% from 2017/2018 to 2018/2019. Kilmacolm & Quarriers Village recorded the biggest fall of 32% followed by Inverkip & Wemyss Bay with a reduction of 31% from 2017/2018 to 2018/2019. Overall, antisocial behaviour complaints reduced by 19% compared to 2016/2017.

Complaints of public nuisance reduced by 35% in 2018/19 compared to 2017/2018. Noise reduced by 13% over the same period. Neighbour disputes increased by 10% over the same period.

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Section Five

Community Engagement

There is provision for 11 Community Councils across Inverclyde, with representatives from Police Scotland and Inverclyde Council's Community Warden Service attending meetings allowing both services to provide an update of activity within the community council area as well as giving the Community Council the opportunity to raise issues with both services. In addition to this, Inverclyde Council's Community Safety Unit produces a monthly community safety report. A copy of this can be accessed using this link:

<https://www.inverclyde.gov.uk/community-life-and-leisure/community-safety-and-resilience/community-safety/community-safety-reports>

In addition, there are a number of other community based groups across Inverclyde who also regularly engage directly with Police Scotland and Inverclyde Council's Community Warden Service.

There is also the opportunity to engage with a number of communities of interest groups across Inverclyde such as youth related groups, health based groups and other groups within Inverclyde.

Section Six

Resources and Services

The list below provides examples of the range of resources and services in Inverclyde who can respond to antisocial behaviour. A comprehensive review of resources and services is contained within the Antisocial Behaviour Policy Document (to be completed).

Inverclyde Council Community Warden Service

Inverclyde Council Community Mediation Service

Inverclyde Council Antisocial Behaviour Investigations Team

Inverclyde Council Community Learning and Development (with a focus youth work)

Inverclyde Council Environment and Enforcement Team

Inverclyde Council CCTV

Inverclyde Council Environment and Public Protection Team

Police Scotland Community

Policing Team Police Scotland

Response Teams

Scottish Fire & Rescue

Service Cloch Housing

Association Larkfield/Link

Housing Association Oak

Tree Housing

Association River Clyde

Homes

Victim Support (Scotland)

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Section Seven

Support for Victims of Antisocial Behaviour and how to access it.

All partners recognise the impact that antisocial behaviour can have on those who are experiencing it.

Inverclyde Council operates a Community Warden Service who respond to calls as well as provide proactive patrols relating to community safety issues and antisocial behaviour. Community Wardens are operational from 13:00hrs to 23:30hrs and can be contacted on 0800 01 317 01 when incidents of antisocial behaviour are occurring.

Members of the public can also speak to an antisocial behaviour investigator to discuss options or seek advice and can be contacted between 09:00hrs and 17:00hrs on 01475 714204.

Reports of antisocial behaviour can also be made via email to ASBINT@inverclyde.gov.uk

All Local Authorities have a duty to investigate and control noise nuisance within their area. Within Inverclyde Council this role is carried out by the Environmental Protection Team which is part of the Council's Environmental and Public Protection Service. The team works in partnership with the Social Protection Team in providing in an out of hours service which allows officers to visit complaints out with office hours. Other partnership links exist with the Social Protection Team, the Community Wardens and Police Scotland in order to provide a joint approach towards reducing anti-social behaviour.

Section Eight

The Provision of Mediation Services

Inverclyde Council offers an accredited Community Mediation service to help people in conflict find practical solutions to their difficulties. Mediation can help if people are experiencing difficulties with a next door neighbour or neighbours in a street. It may also involve a number of neighbours.

Community mediation is a confidential and impartial process which helps neighbours find a solution to their problem and can cover a wide range of issues such as noise, antisocial behaviour, use of communal areas etc.

An agency may make a referral on behalf of a resident with their consent of members of the public can contact the Mediation Service directly by telephone on 715922, by email Community.Mediation@inverclyde.gov.uk or via the online form at www.inverclyde.gov.uk/mediation

Section Nine

Information Sharing

Section 139 of The Act contains provisions that allow agencies involved in tackling antisocial behaviour to share relevant information. There are a number of relevant information sharing protocols as well as meeting forums where relevant information can be shared.

DRAFT

Section Ten

Review of the Strategy

The Community Safety Partnership Coordinating Group has responsibility for the delivery of the Community Safety Partnership Strategic Assessment which includes the provision of responding to antisocial behaviour. The Coordinating Group will provide an annual update to the Community Safety Partnership Strategy Group (parent group).

The Coordinating Group has identified a need for a policy document which sets out how services and agencies respond to antisocial behaviour in Inverclyde particularly when a partnership response is required. This policy document has been identified as an improvement action and will be progressed during year one of the strategy. In addition to this, other responses to antisocial behaviour issues have been identified within the Community Safety Strategic Assessment and are subject to regular review and scrutiny.

As this strategy runs from 2020 – 2025, a review and revised strategy will be developed in 2025.

Appendix One: Associated Strategies, Plans and Policies

The following is a list of associated strategic and plans for Inverclyde. The author of the report is in brackets.

| | |
|--|--------------------------------------|
| Local Police Plan (Inverclyde) 2017/20 | (Police Scotland) |
| Inverclyde Outcomes Improvement Plan 2017/22 | (Inverclyde Alliance) |
| Inverclyde Strategic Needs Assessment 2017 | (Inverclyde Alliance) |
| Local Fire & Rescue Plan for Inverclyde Service) | (The Scottish Fire & Rescue Service) |
| Inverclyde Council Corporate Plan 2018/22 | (Inverclyde Council) |
| Inverclyde HSCP Strategic Plan 2019/24 | (Inverclyde HSCP) |
| Inverclyde HSCP Strategic Needs Assessment 2019 | (Inverclyde HSCP) |
| Community Learning and Development in Inverclyde 19/22 | (Inverclyde Council) |
| Inverclyde Local Housing Strategy 2017/22 | (Inverclyde Council) |
| Inverclyde Alcohol and Drugs Partnership Strategy | (Inverclyde HSCP) |
| Oak Tree Housing Association Estate Management Policy | (Oak Tree Housing Association) |
| Cloch Housing Association Antisocial Behaviour Policy | (Cloch Housing Association) |
| Larkfield Housing Association Anti-Social Behaviour Policy | (Larkfield Housing Association) |
| River Clyde Homes Antisocial Behaviour Policy | (River Clyde Homes) |
| Rapid Rehousing Transition Plan | (Inverclyde Council/ HSCP) |

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Education, Communities and Organisational Development | Report No: | EDUCOM/94/19/HS |
| Contact Officer: | Hugh Scott Service Manager | Contact No: | 01475 715459 |
| Subject: | No Knives, Better Lives | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee in respect of the national programme No Knives, Better Lives (NKBL), a primary prevention initiative that specifically addresses the issue of knife carrying in Scotland.
- 1.2 The report provides Members with a summary of work by the NKBL Delivery Team at YouthLink Scotland, an update regarding previous NKBL activity in Inverclyde, and seeks approval for future activity in Inverclyde.

2.0 SUMMARY

- 2.1 NKBL is a national programme designed to deter young people from using and carrying a knife. It is a youthwork focused initiative supported by the Scottish Government and delivered by YouthLink Scotland, the national agency for youth work in Scotland, in collaboration with local partners including Inverclyde Council.
- 2.2 The focus of NKBL is prevention, helping and supporting young people to change or challenge behaviours. This approach to prevention is informed by the principles and values of youth work and a public health approach to violence prevention.
- 2.3 There are two strands to the NKBL engagement programme with distinct pieces of work to support each strand.
- 2.4 NKBL was piloted in Inverclyde in 2009 and by 2018/19 was undertaking work with all 32 local authorities.
- 2.5 Within Inverclyde there has been considerable use of the NKBL resources developed by the NKBL National Delivery Team over the previous 10 years with additional resources introduced in 2019/20.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
 1. notes the ongoing work provided by the NKBL Delivery Team at YouthLink Scotland particularly the work in its tenth year;
 2. notes the summary of NKBL work carried out in Inverclyde;
 3. agrees to a further update regarding the national 10 years evaluation of NKBL;
 4. endorses the use of Crimestoppers 'Fearless' Programme and its links to NKBL delivery in Inverclyde; and
 5. approves a NKBL Delivery Plan for Inverclyde.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 NKBL is a national capacity-building programme that supports primary prevention work related to knife carrying in Scotland. In 2009, the NKBL National Delivery Team supported Inverclyde in implementing NKBL ahead of roll out to 10 other selected local authority areas. In 2014, this support became available to all local authorities in Scotland and by 2018/19 has been delivered in every local authority area in Scotland. NKBL is funded by the Scottish Government and delivered by YouthLink Scotland, the national agency for youth work in Scotland.

4.2 There are two strands to NKBL Engagement Programme:

1. Communicating prevention messages to young people across Scotland using social marketing and youth work methods to communicate information about the risks and consequences of knife carrying, positive decision-making and the importance of reporting knife carrying; and
2. Capacity-building work to support the delivery of local prevention work with young people. Working directly with local and national partners to develop and implement local approaches to prevention by provision of training, development of resources and networking opportunities.

An Inverclyde approach to the NKBL Engagement Programme forms appendix 1 to this report.

4.3 Official Scottish Government statistics show that between 2008-09 and 2017-18, the number of violent crimes recorded by the police in Scotland has fallen by 43%, while recorded crimes of handling an offensive weapon (where not used to commit another offence) have fallen by 60%. The number of young people, under the age of 18, convicted of handling an offensive weapon has fallen by 85% (from 456 in 2008-09 to 68 in 2017-18). The Scottish Crime and Justice Survey also shows a 46% fall between 2008-09 and 2017-18 in violent incidents experienced by adults in Scotland, and that 12% of adults thought that people carrying knives was common in their area in 2017-18, down from 22% in 2009-10. The general trend has been a large reduction in violent crime and weapons possession over the last decade. NKBL has attracted a lot of positive publicity for playing its part in helping to make Scotland a safer place for young people.

4.4 Within Inverclyde, there has been considerable work carried out by the NKBL National Delivery Team and a wide range of local partners coordinated by Inverclyde Council during the previous 10 years. This work has included:

- NKBL Peer Education Sessions;
- NKBL Practitioner training on toolkits and resources;
- NKBL resource development including activity toolkits and films;
- WeCTV Project (a competition where young people are involved in production events to learn about knife crime and produce films to spread messages to their peers);
- schools programmes such as 'Balisong' a play about knife crime and being an active bystander engaging young people to talk about the issue;
- local-based activities such as sports days, creative arts programmes, youth events, promotion of work through 'The Recruit', Action Learning Reports and relevant social media campaigns; and
- outdoor and digital marketing campaigns/resources.

4.5 During 2018/19 NKBL supported Inverclyde Council by providing:

- two performances of 'Balisong' to S2 pupils of Clydeview Academy and Notre Dame High School to approximately 300 students and invited guests including members of the Local Police & Fire Scrutiny Committee;
- training provided to Inverclyde Council CLD workers and Inverclyde Council

Community Wardens in delivering the NKBL toolkit 'Sharp Solutions';

- the toolkit, 'Sharp Solutions' delivered to students of S1 to S3 groups in Notre Dame High School and St Stephens High School by Inverclyde Council Community Learning and Development; and
- road testing of Primary School resource 'Playing it Safe' to Whinhill Primary School and St John's Primary School ahead of proposed full Inverclyde roll out.

4.6 In 2019 NKBL is celebrating its 10th anniversary with partners encouraged to promote their use of NKBL through the digital marketing campaign #10YearsofNKBL. An annual report has been published which highlights some of the work across Scotland during the previous 10 years and forms appendix 2 to this report. As part of the work during 2019/20 there has been the release of 'Nae Danger', a resource designed to help young people to understand how to safely intervene in a situation where someone they know is carrying a knife. In addition to this the NKBL Delivery Team, in partnership with Catch the Light, are evaluating the work of NKBL over the previous 10 years and in November 2019 will be visiting Inverclyde to speak to a range of individuals and partners regarding the impact of NKBL locally in Inverclyde.

5.0 NEXT STEPS

5.1 The delivery plan (appendix 1) outlines Inverclyde's response to the continued need for the delivery of NKBL in Inverclyde. Whilst paragraph 4.3 above highlights the reduction in the number of violent crimes and a reduction of crimes involving an offensive weapon including by those under 18, the Scottish Government reported in September 2019 an increase in non-sexual crimes of violence during the previous year. The NKBL Delivery Team, as part of the 10 year report has concluded that there is still a need for prevention work because:

- statistics show that young people still carry and use knives;
- prevention work should not be initiated in response to a crisis but should be ongoing to prevent the crisis from occurring and to prevent it from happening in the future;
- that one incident is one too many and has a devastating impact not just on the lives of those directly involved but on families, friends and communities; and
- it is impossible to control access to knives, therefore educating young people to be responsible around knives.

5.2 In addition to the delivery plan and in order to support young people who wish to make Inverclyde and Scotland a safer place, Inverclyde Council supports the Crimestoppers youth brand 'Fearless'. Developed through consultation with young people, the Fearless website provides accessible, credible and relevant information about crime and criminality. Young people are also provided with a safe place to give information to Crimestoppers 100% anonymously through the website www.fearless.org

Inverclyde Council's previous involvement in the promotion of Fearless was carried out in 2017 during the #onepillonelife campaign in relation to the reported abuse of Ecstasy or MDMA across Inverclyde. The use of Fearless was to encourage those young people with knowledge of where the pills were coming from to report via Crimestoppers (as an alternative to Police Scotland).

In September 2019, Crimestoppers produced a new education resource advising young people on how to protect themselves from harm and empowering them to #BeFearless in speaking up about crime. There are a number of safety issues within the new resource including an anti-knife approach.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

6.2 Legal

N/A

6.3 Human Resources

N/A

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

| | |
|---|--|
| | YES (see attached appendix) |
| X | NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required |

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

| | |
|---|--|
| | YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed. |
| X | NO |

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

| |
|---|
| |
| X |

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

6.5 Repopulation

N/A

7.0 CONSULTATIONS

7.1 N/A

8.0 BACKGROUND PAPERS

8.1 Education and Communities report January 2017
Baillie Gwynne Report - Inverclyde Response

No Knives Better Lives Inverclyde Delivery Plan 2019-20

No Knives, Better Lives (NKBL) is a national capacity-building programme that supports primary prevention work related to knife carrying in Scotland. NKBL is funded by Scottish Government and delivered by YouthLink Scotland, the national agency for youth work in Scotland. NKBL is a primary prevention initiative that specifically addresses the issue of knife carrying but is informed by and complimentary to wider policy priorities and interventions that aim to prevent offending and anti-social behaviour (e.g. Preventing Offending for Young People: A Framework for Action) and to improve outcomes for young people in Scotland (e.g. Getting It Right For Every Child).

There are two strands to the delivery of the NKBL engagement programme and a proposed Inverclyde approach is noted in this delivery plan. It is important to note that the delivery plan should be flexible in its approach particularly if there are new NKBL resources for practitioners.

The Inverclyde Community Safety Partnership has an improvement action plan based on its Community Safety Strategic Assessment and the three desired outcomes. NKBL delivery during 2019-20 can be linked to the outcomes around 'reducing violence, crime and disorder in our communities' and 'promoting community resilience'.

| Strand 1 – Communicating prevention messages to young people across Scotland using social marketing and youth work methods to communicate information about the risks and consequences of knife carrying, positive decision-making and the importance of reporting knife carrying. | | | |
|---|--|---|--|
| Activity | Lead Officer(s) | Timescale | Comments |
| Deliver prevention messages to young people across Inverclyde. | Community Safety Lead Officer, Youth Work Team Leader and Senior CLD Worker- Youth Team | Ongoing but opportunities to coordinate responses at particular times of the year. | NKBL provides a resource pack for social marketing for young people. There is the opportunity to devise appropriate messages localised for Inverclyde. |
| Provide information messages to parents and carers across Inverclyde. | Community Safety Lead Officer and Youth Worker | Agree content for Inverclyde Parent Partnership Facebook page | NKBL provides a resource pack for social marketing for parents and carers. There is the opportunity to devise appropriate messages localised for parents and carers in Inverclyde who may be worried about a child carrying a weapon. |
| Develop an information pack to practitioners across Inverclyde. | Community Safety Lead Officer | By December 2019 | In order for practitioners to provide appropriate information regarding violence and weapon related crime in Inverclyde an information pack may provide relevant information and signposting towards programmes, materials and support platforms. This is supported by the NKBL publication 'Sharp facts'. |
| Provide Stock Images for marketing materials | Senior CLD Worker- Youth Team and Inverclyde Youth Council | By December 2019 | A new collection of stock images on knife crime have been launched in an effort to reduce the use of graphic and sensationalised images in the media of young people. A toolkit for journalists has also been published. |

| | | | |
|---|--|---|--|
| <p>Deliver the NKBL Touring Drama <i>'Balisong'</i></p> | <p>Community Safety Lead Officer Head Teacher St Columba's High School and Lomond View Academy.</p> | <p>During 2019/20 academic year.</p> | <p>The touring drama is visiting Inverclyde for the 3rd time. This year the production will be put on in St Columba's High School and Lomond View Academy. Given their recent move to Inverclyde Council an invitation will be sent to the Head of Education and the Head of Culture, Communities & Educational Resources.</p> |
| <p>Support the Crimestoppers website 'Fearless'</p> | <p>Crimestoppers Senior Youths Projects Officer, Community Safety Lead Officer and Youth Work Team Leader on behalf of Youth Work Sub Group</p> | <p>To be confirmed for appropriate roll out</p> | <p>Fearless is a website supported by Crimestoppers where young people can access non-judgemental information and advice about crime and criminality. The site also provides young people with a safe place to give information about crime (online form) which is anonymous..</p> <p>In September 2019 Fearless produced a new guide to 'empower young people in Scotland to be fearless'. This includes a knife crime suggestion and there is a wider opportunity to promote the use of fearless via learning from ClydeConversations4 regarding hate crime.</p> |
| <p>Consider the roll-out of Nae Danger in Inverclyde</p> <p>A young person's bystander guide to understanding how to safely intervene in a situation when someone you know is carrying a knife.</p> | <p>Community Safety Lead Officer and Youth Work Team Leader</p> | <p>By March 2020 to consider April 2020 roll out</p> | <p>This resource was published in September 2019 and there is the opportunity to consider a roll out of this approach in Inverclyde.</p> |

| Strand 2 – Capacity-building work to support the delivery of local prevention work with young people. Working directly with local and national partners to develop and implement local approaches to prevention by provision of training, development of resources and networking opportunities. | | | |
|---|---|----------------------|---|
| Activity | Lead Officer(s) | Timescale | Comments |
| Promote 'Playing It Safe'- A Primary School Resource | Community Safety Lead Officer and Inverclyde Council Education Services. | March 2020 | Via the Head of Education promote the primary school resource. Potentially offer twilight or in-service sessions for interested staff. |
| Evaluate the NKBL Integrating Knife Crime Prevention and Education into Curriculum for Excellence in secondary schools | Community Safety Lead Officer and Inverclyde Council Education Services. | March 2020 | This pack provides support to those working in Secondary Schools (including external partners) to design and deliver knife crime prevention work. |
| Provide No Knives Better Lives Lesson Plan | Community Safety Lead Officer and Inverclyde Council Education Services. | March 2020 | This lesson plan is intended to support both an assembly and classroom type input to secondary school pupils. |
| Provide Sharper Solutions Training | Community Safety Lead Officer and Youth Work Team Leader. | November 2019 | Sharper Solutions is the toolkit for youth work practitioners in Scotland. There is the opportunity to have local training for youth work practitioners and other relevant staff in Inverclyde. |

| | | | |
|--|--|--|---|
| Implement the Lomond View Practitioner Forum | Community Safety Lead Officer Head Teacher Lomond View Academy and Senior Social Worker | Prior to ‘<i>Balisong</i>’ performance at Lomond View | There is an opportunity to bring together practitioners to look at the NKBL session plan “Knife Crime Prevention Work in Youth Justice Settings”. |
|--|--|--|---|

In December 2016 Aberdeen City Council produced the independent review of the circumstances surrounding the death of Bailey Gwynne. At the request of the Leader of Inverclyde Council a response was provided to Inverclyde Council Education & Communities Committee at its meeting on January 17 2017 outlining the recommendations in the independent review against existing policy and practice within Inverclyde. The committee report is linked for information and an opportunity to look at current practice in Inverclyde against the recommendations:

<https://www.inverclyde.gov.uk/meetings/documents/9721/17%20Baillie%20Gwynne%20Recommendations.pdf>



10 years of No Knives, Better Lives

#10YearsofNKBL

No knives, better lives.

www.noknivesbetterlives.com



safer
scotland
SCOTTISH GOVERNMENT

▲▲ Glasgow
sheds murder
capital
reputation as
youth crime
falls ▼▼

The Times, 5/6/19

Background

Young people and knife crime in Scotland

At its inception in 2009, No Knives, Better Lives was a response to the very high incidence of knife crime in Scotland and the corresponding high numbers of young people charged with handling an offensive weapon. This position has changed dramatically over the last decade.

Between 2008-09 and 2017-18, the number of violent crimes recorded by the police in Scotland has fallen by 43%, while recorded crimes of handling an offensive weapon (where not used to commit another offence) have fallen by 60%. The number of young people, under the age of 18, convicted of handling an offensive weapon has fallen by 85% (from 456 in 2008-09 to 68 in 2017-18). The Scottish Crime and Justice Survey also shows a 46% fall between 2008-09 and 2017-18 in violent incidents experienced by adults in Scotland, and that 12% of adults thought that people carrying knives was common in their area in 2017-18, down from 22% in 2009-10.

The general trend has been a large reduction in violent crime and weapons possession over the last decade. No Knives, Better Lives attracted a lot of positive publicity for playing its part in helping to make Scotland a safer place for young people.

Over the ten-year period from 2008-09 to 2017-18, the number of crimes of handling an offensive weapon recorded by the police in Glasgow City decreased by 71%.



Who are we?

Tackling knife carrying amongst young people

No Knives, Better Lives (NKBL) is a national capacity-building programme that supports primary prevention work related to knife carrying in Scotland.

In 2009, the NKBL National Delivery Team began supporting partners in 11 selected local authority areas to implement NKBL. In 2014, this support became available to all local authorities in Scotland.

Our approach to prevention is informed by the principles and values of youth work and a public health approach to violence prevention.

A 'public health' approach

Scotland has adopted a public health approach to tackling violence as advocated by the World Health Organisation – treating violence as an infection that can be cured. This includes prevention activity and early intervention.

Why is youth work important to prevention?

The goal of prevention is to address the reasons why somebody might be vulnerable to taking a risk, such as carrying a knife. There are many things, we as a community can do to build young people's protective factors to prevent them from taking unnecessary risks.

Youth work has a strong focus on building coping strategies and resilience in young people, while also connecting them to the help and support services in the community and building their skills to access these services.



What do we do?

There are two strands to No Knives, Better Lives engagement programme:

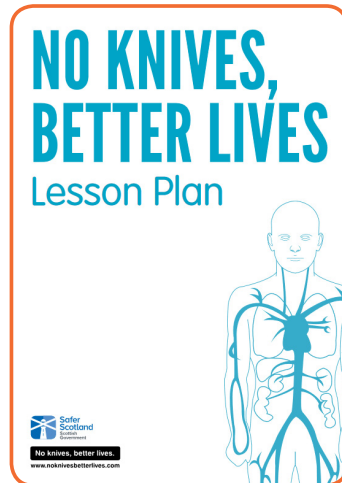
Strand One

Communicating prevention messages to young people across Scotland using social marketing and youth work methods to communicate information about the risks and consequences of knife carrying, positive decision making and the importance of reporting knife carrying.

Strand Two

Capacity building work with key partners to support the delivery of local prevention work with young people.

NKBL provides training, networking events, and relevant up to date resources and merchandise to support local practitioners.



▲▲ Knife crime
is soaring
nationwide.
Scotland could
hold the
answer ▲▲

The Telegraph, 5/11/18

Our achievements

Over ten years No Knives, Better Lives has delivered the following:

- NKBL Peer Education sessions
- NKBL Practitioner training on our toolkits and resources
- NKBL resource development including activity toolkits and films
- WeCTV Project (We-CTV is a NKBL programme and competition where young people are involved in production events to learn about knife crime and produce films to spread messages to their peers)
- Supported strategic approach at a local level
- Schools programmes such as 'Balisong' a play about knife carrying and being an active bystander engaging young people to talk about the issue
- Local activities such as sports days
- Outdoor marketing campaigns
- Digital marketing campaigns
- Developed digital resources
- Developed a NKBL Network for partners
- National events such as conferences



461 peer educators trained
in the last 5 years

'Balisong' the school knife
carrying prevention play
was seen by over

20,000
pupils in 2018-19

Developed the

4R's

of prevention work
RESILIENCE
REASSURANCE
RESPONSIBILITY
RISKS

Worked in

EVERY

Local Authority
area in Scotland
in 2018/19

RELEASED

'Mark's Story'
in 2015

Have reached out to over

100,000

young people in ten years

£500,000

anti-violence fund distributed
in 2011 as part of CashBack
for Communities

8 PDF Toolkits available
to download

Developed films, quizzes,
and animated features available

1,332

practitioners
trained in the last
5 years to deliver
NKBL sessions

NKBLs website
has seen the number of

VIEWS

from parents,
young people and
practitioners increase

FREE

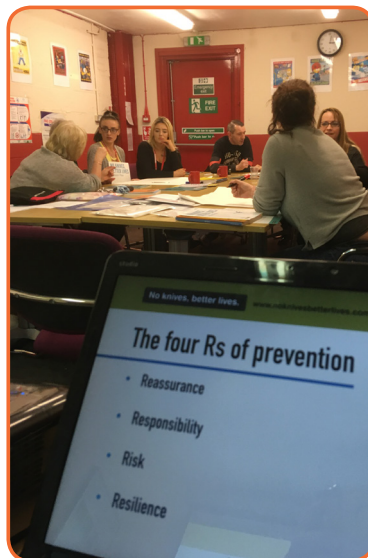
to download
for use with
young people

10 years how we have changed

Introducing the four Rs

The four R's is No Knives, Better Lives' shorthand for what is important for young people to know in order to keep themselves safe. These are now the key prevention messages used by No Knives, Better Lives and are entirely based on what we have learned over the last ten years.

- **Reassurance** - Hardly anyone carries a knife
- **Responsibility/Reporting** - It's okay to report knife carrying
- **Risks and Consequences** - You are more at risk of harm if you carry a knife
- **Resilience** - Have the confidence to resist knife carrying in the first place



Reassurance

Young people have told us that they carry knives because they are afraid. In other words, they carry knives for their own protection.

“I started carrying because everyone else was.”

“I carry a knife because I worry about going into certain parts of town.”

In the early days of No Knives, Better Lives, the campaign used many more images of knives and the violent consequences of knife crime (injuries and death). We now believe that you only increase the fear factor for young people and may inadvertently increase the risk of them carrying a knife by showing scary images. Rather than show these first in the hope of frightening young people out of carrying

knives, we reassure young people of the following:

- Knife crime is uncommon
- You are unlikely to be hurt by a knife

In 2019 we launched our ‘stock images’ project to reassure the public that knife carrying was not the norm.



Case Study

Case Study

West Dunbartonshire

SAFETY4KIDS – PEER LED SESSIONS

In 2013, 12 young peer educators delivered the NKBL messages to 884 P7 pupils through group work activities.

REASSURANCE – Young people were inspired by the peer educators to think that knife crime was not 'normal' in their area.



Responsibility

One of the most important aspects of prevention work is to empower young people to take responsibility for themselves and others. The message that No Knives, Better Lives imparts is that it is important to tell someone if they know that a person is carrying a knife.

Taking responsibility and telling someone may well prevent a much more serious offence.

Young people may worry that telling on someone for carrying a knife would make them a grass. We stress the need for reducing anxiety around this – there are ways of reporting that are confidential. However there is still work to be done around the issue of grassing. We reiterate that you do not have to keep anyone else's dangerous secrets.

Over the last ten years we have developed the 'bystander approach' and actively encourage young people to be empowered to intervene if they know

that someone is carrying a knife. Young people can do this by:

- **Telling a trusted adult**
- **Reporting anonymously to one of our national partners such as Fearless www.fearless.org**

The 'Balisong' play launched in 2017 encourages young people to become active bystanders.



Risks

Most prevention work is based on the principle of information giving – that armed with the correct information, young people are likely to make better-informed choices. Information must be given free of judgement, so that young people can make up their own minds.

If they make a choice based on facts, it is much more likely to have a lasting impact on future behaviours.

Often the commonest myths originate from what young people are informally telling each other. By giving young people access to the correct information, particularly around risks and consequences, young people are not only able to make better-informed choices for themselves but are also able to inform and educate their peers.

The biggest myth and therefore the biggest challenge for practitioners is to convince young people that carrying a knife will not make them safer. In fact, the reverse is true.

- **Just give the facts**
- **Be straightforward**
- **Emphasise personal consequences**

The short educational film, 'Mark's Story' emphasises the personal consequences of knife carrying.

Produced in 2016 it follows the story of Mark and his family... One Knife, Many Victims.



Resilience

Often defined as the ability to bounce back, resilience and its importance in adolescent development, has been recognised for many years as a key trait of people who can either avoid, manage or bounce back from adverse or risky situations. Resilience is at its strongest when a young person feels connected, safe and well informed. These 'protective' factors can be significantly strengthened if the following conditions are met:

- **A safe community**
- **Trusted adults**
- **Peer support and**
- **Factual information**

No Knives, Better Lives advocates a 'joined up' approach where measures are put in place that make a young person feel comfortable, safe and valued in their community. Everyone

has a part to play in preventing knife carrying amongst young people.

One trusted adult has been shown to make a difference. Youth workers are well placed to intervene where they suspect a young person is at risk of knife carrying.



Case Study

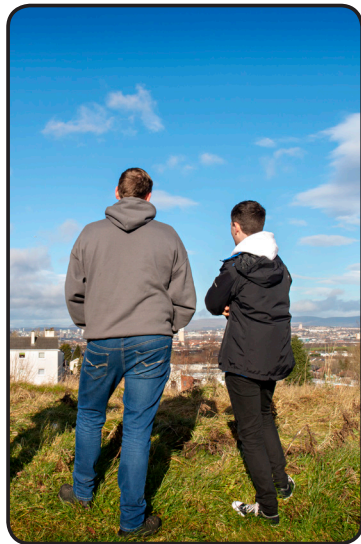
East Ayrshire

EXTREME GAMES

In summer 2013, more than 300 young people attended a community based games event held in Kilmarnock that featured skate/BMX/graffiti/music and lots of NKBL messaging through marketing, banners, merchandise and the presence of NKBL local partners.

Through this event and considerable follow up, NKBL messaging reached over 1,000 local young people.

RESILIENCE – Young people reported feeling safer in their community as a result of the event, as well as more knowledgeable about local youth work services.



▲▲ Scotland
started treating
knife crime
as a public
health issue –
and violence
plummeted ▲▲

The Guardian, 14/12/18

Is there still a need for prevention work?

Given the overall dramatic decrease in the incidence of knife crime and handling of offensive weapons since 2009, is there still a need for knife crime prevention work with young people?

Yes – because statistics show that there are still young people carrying and using knives.

Yes – because prevention work shouldn't be initiated in response to a crisis but, by its very nature should be something we do to prevent that crisis from occurring in the first place and, importantly, to prevent it from reoccurring in the future.

Yes - because empowering educational work with young people is critical to prevention. If we do more of the prevention work early on, then it might not be necessary to have expensive youth justice or custodial interventions.

Yes – because one incident is one too many and has a devastating impact not just on the lives of those directly involved but on the families, friends and communities.

Yes – because it is impossible to control access to knives, therefore we have a massive duty of care to educate young people to be responsible around knives.



Contact

No Knives, Better Lives 2009-2019

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NKBLScotland

 Youth work
and positive
prevention
have been
key 

The Guardian, 3/12/17

No knives, better lives.



www.noknivesbetterlives.com



Scottish Government
Riaghaltas na h-Alba
gov.scot



Investors in Diversity

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|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Environment, Regeneration & Resources | Report No: | SL/sc/LP/128/19 |
| Contact Officer: | Sharon Lang | Contact No: | 01475 712112 |
| Subject: | Items for Noting (Communities) | | |

1.0 PURPOSE

1.1 The purpose of this report is to present items for noting only and the following reports are submitted for the Committee's information:

- Watt Institution
- Inverclyde Violence Against Women Multi-Agency Partnership 2018/19 Update
- 16 Days of Activism to Eliminate Violence Against Women 2019

2.0 RECOMMENDATION

2.1 That the above reports be noted.

Gerard Malone
Head of Legal & Property Services

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Education, Communities and Organisational Development | Report No: | EDUCOM/82/19/AW |
| Contact Officer: | Alana Ward, Service Manager | Contact No: | 01475 712347 |
| Subject: | Watt Institution | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the opening date and revised opening hours of the Watt Institution.

2.0 SUMMARY

- 2.1 Following a programme of extensive fabric repairs to the Watt Institution, staff regained access to the complex in April 2019 and since then have been reinstating the collections and displays. This work is now in its final stages.
- 2.2 With 2019 being the bicentenary of James Watt's death, the Council is hosting a special dinner to commemorate James Watt on Wednesday 20 November 2019 in Greenock Town Hall. Guests invited to the dinner, including Elected Members and senior officers of Inverclyde Council, members of the national James Watt bicentenary steering group, and selected individuals with a particular interest in James Watt or the Watt Institution have also been invited to a special preview of the refurbished Watt Institution earlier in the evening of 20 November. Thereafter, the Watt Institution will reopen to the general public on Friday 22 November at 10am.
- 2.3 The Watt Institution was subject to the Council's budget savings exercise as part of the 2019-20 budget setting process. As a result it has been necessary to review the hours of opening. The opening hours of the Museum and Watt Library have now been consolidated and will open to the public Wednesday–Saturday 10am–4pm. The rationale behind these changes to opening hours is provided later in this report.
- 2.4 The Watt Institution comprises the McLean Museum, the Art Gallery, the Watt Hall, and the Watt Library. This is not a renaming as the complex has always been formally named the Watt Institution and the legal name is being brought back into everyday use.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the opening date and revised opening hours of the Watt Institution.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 At its meeting of 1 November 2016, the Education and Communities Committee approved the Watt Institution refurbishment proposals, the library, archive and museum decant plan, and the closure period of the complex to allow the contract work, decant and reinstatement to take place.
- 4.2 Staff regained access to the complex in April 2019 and since then have been undertaking work to reinstate the building. This has been a lengthy process due to the scale and complexity of the work required, including repatriating several thousand objects, books and archives from the collections which had been either stored externally or stored in a temporary store; inventory; selecting items for display or storage and new research and labelling for the contents of displays. Various works relating to the refurbishment have also continued during this time. This work is now in the final stages which will allow the service to reopen the building.
- 4.3 With 2019 being the bicentenary of James Watt's death, the Council is hosting a special dinner to commemorate James Watt on Wednesday 20 November 2019 in Greenock Town Hall. Guests invited to the dinner, including Elected Members and senior officers of Inverclyde Council, members of the national James Watt bicentenary steering group, and selected individuals with a particular interest in James Watt or the Watt Institution, have also been invited to a special preview of the refurbished Watt Institution earlier in the evening of 20 November. Thereafter, the Watt Institution will reopen to the general public on Friday 22 November at 10am.
- 4.4 The Watt Institution refurbishment was the subject of the Council's budget savings exercise as part of the 2019-20 budget setting process, during which Members agreed to remove £68,000 from the budget. It has been required, therefore, to review the hours of opening.
- 4.5 Prior to the closure for refurbishment, the McLean Museum was open Monday-Saturday 10am – 5pm (42 hours per week) and the Watt Library was open Monday, Tuesday, Thursday, Friday 10am – 5pm and Wednesday, Saturday 10am – 1pm (34 hours per week). The service has now consolidated the opening hours of the Museum and Library and to open to the public Wednesday–Saturday 10am–4pm (24 hours per week). It is further proposed that when the Institution is closed to the public on a Monday and Tuesday, some staff will remain in the building to carry out outreach work with schools, community groups and volunteers and mounting/demounting of exhibitions. The rationale behind these revised hours is as follows:
 - This is the maximum number of hours the revised revenue budget can support;
 - Statistics show that afternoons (up to 4pm) and Saturdays are the busiest times;
 - A 10am start is more suitable for cruise ship tourists than a later one;
 - A closure on consecutive days is less confusing for members of the public and is useful for staff for mounting and demounting exhibitions. The latter can no longer be done during opening hours because the Watt Hall is now part of the disabled access to the library and cannot be closed off; and
 - It would be difficult to recruit staff to work for a shorter number of hours per day over the course of more days.
- 4.6 Committee members should note that the overall complex is named the Watt Institution and that the Watt Institution comprises the McLean Museum, the Art Gallery, the Watt Hall, and the Watt Library. This is not a renaming as the complex has always been formally named the Watt Institution; rather the legal name is being brought back into everyday use, and this is reflected in the branding for the service.

5.0 IMPLICATIONS

5.1 Finance

There are no financial implications in this report.

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

- 5.2 The Head of Legal and Property Services comments that, as the Watt Institution is held and administered by the Council as Trustees, any recommendation of this Committee will require to be referred to the Trustees of the Watt Institution for information.

Human Resources

- 5.3 The revised opening hours detailed in this report will have implications for Human Resources and these will be managed according to Council policy and procedure and in consultation with the Trades Unions.

Equalities

- 5.4 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

- 5.5 The Watt Institution is a key part of Inverclyde's tourism, culture and heritage offer, providing services to visitors and residents of Inverclyde. The overall project has been an opportunity to invest significantly into one of Inverclyde's best regarded heritage assets.

6.0 LIST OF BACKGROUND PAPERS

- 6.1 None.

Report To: Education & Communities Committee **Date:** 5 November 2019

Report By: Ruth Binks, Corporate Director Education, Communities and Organisational Development **Report No:** EDUCOM/9//19/JC

Contact Officer: Jane Cantley, Chair of Inverclyde Violence against Women Multi Agency Partnership **Contact No:** 01475 715270

Subject: Inverclyde Violence Against Women Multi-Agency Partnership 2018/19 update

1.0 PURPOSE

1.1 The purpose of this report is to update the Education & Communities Committee on the progress of the Inverclyde Violence Against Women (VAW) Multi-Agency Partnership (MAP) in 2018-2019.

2.0 SUMMARY

2.1 The VAW MAP published its annual report in August 2019 giving an overview of activity in 2018-2019.

2.2 The VAW MAP report sets out current strategic developments and how these will impact on addressing VAW in Inverclyde.

2.3 The key messages of the annual report were to inform members of the strategic developments including: changes to reporting structures and governance procedures resulting from a self-assessment of the VAW MAP; Inverclyde Council's commitment to Equally Safe at Work Employer Accreditation Programme; and changes to legislation resulting from the Domestic Abuse (Scotland) Act 2018.

2.4 The full VAW MAP annual report is attached as Appendix 1.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education & Communities Committee notes the work of the Inverclyde VAW MAP in the annual report 2018-2019 attached as Appendix 1.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 VAW is underpinned by gender inequality, and in order to prevent and eradicate it from society, efforts need to focus on delivering greater gender equality, tackling perpetrator behaviour, and intervening early and effectively to prevent violence and abuse. It is the aim of the VAW MAP to harness the expertise of its partners to consider, implement and manage processes that achieve this.
- 4.2 At its meeting of 19 June 2017 the Alliance Board endorsed the Inverclyde Violence against Women Multi-Agency Strategy 2017-2022 as an outcome-focused strategy which set out to address violence against women through multi-agency working in Inverclyde. The Inverclyde VAW Multi Agency Strategy mirrors the priorities of the Scottish Government's 'Equally Safe - Scotland's Strategy for preventing and eradicating violence against women and girls.'
- 4.3 The VAW annual report gives an overview and annual outturn of the priorities of the VAW MAP, strategic developments and changes to legislation.

5.0 KEY MESSAGES

- 5.1 The action plan priorities in Section 4 provide clarity on the strategic focus mirrored in the annual outturn report.
- 5.2 Section 5 of the VAW MAP Annual Report gives an overview of the main strategic developments including a self-assessment that was completed in March 2018 with the support of the Improvement Service. The recommendations arising from this were taken forward in 2018-2019 and informed changes to reporting structures and governance procedures relating to the VAW MAP. This section also outlines Inverclyde Council's commitment to the Equally Safe at Work Employer Accreditation Programme which recognises that violence against women is a cause and consequence of gender inequality.
- 5.3 Section 6 of the VAW MAP Annual Report provides a summary of recent legislative changes to the law that will contribute significantly to addressing behaviour of perpetrators who engage in a course of behaviour that is abusive towards their partners/ex partners. The Domestic Abuse (Scotland) Act 2018 was implemented on 1 April 2019 and will make it easier for Police and Prosecutors to investigate and prosecute as single offence the totality of behaviour amounting to Domestic Abuse.

6.0 IMPLICATIONS

- 6.1 **Finance:** There are no expected financial implications as a result of the Annual Report.

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

| Cost Centre | Budget Heading | With Effect from | Annual Net Impact | Virement From (if Applicable) | Other Comments |
|-------------|----------------|------------------|-------------------|-------------------------------|----------------|
| N/A | | | | | |

- 6.2 **Legal:** There are no expected legal implications as a result of the Annual Report.
- 6.3 **Human Resources:** There are no Personnel implications as a result of the Annual Report.
- 6.4 **Equalities:** Implementation of the work contained in the Annual Report will make a significant contribution to the delivery of the GIRFEC agenda and the Nurturing Inverclyde SHANARRI approach. Implementation of the work in the Annual Report will assist in addressing gender based inequalities.

Equalities

- (a) Has an Equality Impact Assessment been carried out?

| | |
|----|--|
| | YES (see attached appendix) |
| No | NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required |

- (b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

| | |
|----|--|
| | YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed. |
| No | NO |

- (c) Data Protection

Has a Data Protection Impact Assessment been carried out?

| | |
|----|---|
| | YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals. |
| No | NO |

- 6.5 **Repopulation:** Tackling VAW will contribute to repopulation by making Inverclyde a safer place to live.

7.0 CONSULTATIONS

- 7.1 The VAW MAP Annual Report was presented to the VAW MAP on the 15th of August 2019.

8.0 BACKGROUND PAPERS

- 8.1 Inverclyde Alliance Board, 7th October 2019: Inverclyde VAW MAP 2018-2019 update
 Education and Communities Committee 7 May 2019: Domestic Abuse (Scotland) Act 2018
 Inverclyde Alliance Board, 19 June 2017: Inverclyde VAW MAP Strategy 2017-2022

(Appendix 1)

Inverclyde Violence against Women Multi Agency Partnership

Violence against Women Strategy
Annual Report
2018-2019



Inverclyde Alliance



1. Vision and aim

The vision of Inverclyde Violence against Women Multi Agency Partnership is to live in an area where all individuals are equally safe and respected, where women live free from all forms of violence and abuse and no child or young person should have to experience gender based violence or live with its impact. Our aim is to work in partnership with all services to prevent and eradicate all forms of violence against women. We recognise the insidious and deep rooted nature of the problem and the need to invest in significant economic, social and cultural change over a long term period. This requires ongoing commitment from partners and the community to effect cultural change.

2. Definition of VAW

‘Violence Against Women and Girls encompasses (but is not limited to):

- Physical, sexual and psychological violence occurring in the family (including children and young people), within the general community or in institutions, including domestic abuse, rape and incest;
- Sexual harassment, bullying and intimidation in any public or private space, including work;
- Commercial sexual exploitation, lap dancing, stripping, pornography and trafficking;
- Child sexual abuse, including familial sexual abuse, child sexual exploitation and online abuse;
- So-called ‘honour based’ violence, including dowry related violence, female genital mutilation (FGM), forced and child marriages (FM), and honour’ crimes’ (HBV).

‘Gender Based Violence’ (GBV) is a function of gender inequality and an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. It is men who predominantly carry out such violence, and women who are predominantly the victims. By referring to violence as “gender based” this definition highlights the need to understand violence within the context of women’s and girl’s subordinate status in society. Such violence cannot be understood, therefore, in isolation from the norms, social structure and gender roles within the community, which greatly influence women’s vulnerability to violence. The definition includes women and girls across all protected characteristics defined by equality legislation - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexual orientation.’ (Equally Safe, 2016)

Inverclyde VAW MAP condemns all forms of violence and abuse. It is however important to recognise that certain forms of violence are disproportionately experienced by one gender and require a strong strategic focus. Men have a critical role in challenging violence and gender norms and promoting gender equality in society and they should be entitled to support when they experience violence and abuse.

3. Inverclyde context

The Inverclyde Local Outcome Improvement Plan (LOIP) 2017-2022 sets out the outcomes that community planning partners will seek to improve in relation to the wellbeing and quality of life of residents of Inverclyde, with a particular focus on reducing inequality and poverty. The LOIP must demonstrate a clear, evidence-based understanding of local needs, circumstances and aspirations of local communities and identifies three strategic priorities it will focus on:

- Population - Inverclyde's population will be stable and sustainable with an appropriate balance of socio - economic groups that is conducive to local economic prosperity and longer term population growth.
- Inequalities - There will be low levels of poverty and deprivation and the gap between the richest and poorest members of our communities will be reduced.
- Environment, Culture and Heritage - Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit.

Following the publication of the LOIP, there was a review of the governance structure for community planning arrangements in Inverclyde to facilitate its delivery. There are a number of groups and partnerships across Inverclyde which do not specifically target the LOIP priorities but are part of the Alliance's Community Planning structure. These groups, which includes the Violence Against Women Multi-Agency Partnership will report directly to the Inverclyde Alliance Board on an annual basis.

Inverclyde Council's vision is '**Getting It Right for Every Child, Citizen and Community.**' As part of the Nurturing Inverclyde approach, the Council, along with its partners in the Inverclyde Alliance want all of our children, citizens and communities to be **Safe, Healthy, Achieving, Nurtured, Active, Respected & Responsible and Included.**

The Inverclyde Violence Against Women Strategy is a 5 year strategy which seeks to deliver the previously noted vision and aims. Reporting on delivery of the strategy is undertaken on an annual outturn basis of achievement against targets and this is our Year 2 report.

4. Action Plan Priorities

Priority 1: Communities in Inverclyde embrace equality and mutual respect, and reject all forms of Violence Against Women and Girls.

- 1.1 Positive gender roles are promoted
- 1.2 People enjoy healthy, positive relationships
- 1.3 Children and young people develop an understanding of safe, healthy and positive relationships from an early age
- 1.4 Individuals and communities recognise and challenge violent and abusive behaviour

Priority 2: Women and girls in Inverclyde thrive as equal citizens: socially, culturally, economically and politically

- 2.1 Women and girls are safe, respected and equal in our communities
- 2.2 Women and men have equal access to power and resources

Priority 3: Interventions are early and effective, preventing violence and maximising the safety and wellbeing of women, children and young people

- 3.1 Women, children and young people access relevant, effective and integrated services
- 3.2 Service providers competently identify violence against women and girls and respond effectively to women, children and young people affected

Priority 4: Men desist from all forms of Violence Against Women and Girls and perpetrators of such violence receive a robust and effective response.

- 4.1 Justice responses are robust, swift, consistent and coordinated
- 4.2 Men who carry out violence against women and girls are identified early and held to account by the criminal justice system
- 4.3 Relevant links are made between the experience of women, children and young people in the criminal and civil system

5. Strategic Developments 2018-2019

In order to contribute to the action plan priorities in section 4 and work towards ongoing improvement in the way that VAW is identified, addressed and responded to in Inverclyde, a number of developments were undertaken over the course of the year.

Self-Assessment of VAW MAP

This was completed in March 2018 with the support of the Improvement Service and outcomes resulted in actions that were taken forward by the VAW MAP in 2018-2019. The Children's Services Manager from HSCP took on the role of

MAP Chair and this further fused links with Social Work Children and Families and Criminal Justice.

Changes to reporting structures and governance procedures now places VAW MAP under the Community Safety Strategy Group and Inverclyde Alliance. Twice yearly meetings of the Community Safety Strategic Group will be attended by the Chair. The membership of the MAP has been reviewed and there are representatives from additional services whose involvement will enhance the work of the partnership. To ensure that members take joint responsibility for actions, the format of the MAP now includes updates at every meeting. Terms of Reference have been developed for the MAP consistent with those of the Community Safety Partnership.

Consistency of themes of the Equalities Group and the MAP are maintained as appropriate staff attend meetings of both. The VAW Coordinator attends the VAW National Network, National MARAC Coordinator's Forum and coordinates the Inverclyde MARAC. The VAW Coordinator and MAP Chair both represent on the MARAC Governance Group and Public Protection Network.

Citizen's Panel

In order to engage with the public to help ensure that work is informed by experiences of victims and the wider community, the Citizen's Panel Winter 2018/2019 Survey in January 2019 included questions to gauge knowledge of VAW. More than two thirds (69%) of the respondents said that they or someone they knew had experienced a form of violence against women. The most common forms identified by these respondents were; Emotional/psychological abuse (32%) and; Physical abuse (31%). While the majority of Citizen's Panel members (94%) said that they thought of physical abuse, assault or physical attack by a partner or ex-partner when they heard the term violence against women, it is encouraging that this is closely followed by emotional/psychological abuse (83%). This suggests that ongoing training and awareness-raising delivered in Inverclyde could be making an impact.

Equally Safe at Work

Inverclyde Council was unsuccessful in being chosen to be involved in the pilot stage of the Equally Safe at Work Employer Accreditation Programme. 'Close the Gap' is piloting the programme to support the implementation of Equally Safe; Scotland's Strategy to eradicate violence against women and girls. Equally Safe, which is jointly owned by the Scottish Government and COSLA, recognises that violence against women is a cause and consequence of gender inequality. Addressing gender inequality in the workplace is therefore a fundamental step in preventing violence against women. Inverclyde will participate as a Shadow Council meaning we will be first to be chosen to participate in the next stage of development.

International Women's Day

Inverclyde's theme for International Women's Day 2019 was 'Women in STEM (Science, Technology, Engineering and Maths).' Inspirational women from the area were identified who were willing to come along and talk about their experiences/barriers in being involved in these work areas. The purpose was to inspire other women who might only see the barriers and not believe in themselves and what they have to contribute. Three women attended on the day to present and their presentations were extremely well received by all who participated in the event.

6. Legislation

Domestic Abuse (Scotland) Act 2018:

The Scottish Government's 2015 consultation 'A Criminal Offence of Domestic Abuse' found strong agreement that the previous laws used to prosecute Domestic Abuse did not fully reflect the experience of victims. In particular, previous laws did not criminalise some of the behaviours experienced by victims of ongoing and coercive controlling behaviour within relationships, at the hands of their partners or ex-partners. Implementation of The Domestic Abuse (Scotland) Act 2018 was effective from the 1st April 2019.

Domestic Abuse consists of a range of behaviours causing more than physical or sexual harm that undermine the victim and restrict their freedom. The Domestic Abuse (Scotland) Act 2018 reflects this and introduces a new offence, known as Coercive Controlling Behaviour (CCB), which better reflects the actual experience of victims of Domestic Abuse and the long term pattern of abusive behaviour. It is recognised that CCB has a long lasting effect on both the adult victim and children. The offence allows, where the circumstances and evidence merits, the totality of an accused's behaviour to be prosecuted in a single charge rather than a series of distinct incidents. This approach recognises the cumulative impact of such behaviour on victims and sends out a message to the public, including perpetrators, that this behaviour is unacceptable. The Act also has an additional section that comes into effect if at any time abusive behaviour is directed at a child, the child is used in directing abusive behaviour to the victim, or the child sees, hears or is present during the course of behaviour.

The new legislation does not replace current laws but is a momentous step in holding perpetrators who use Coercive Controlling Behaviour to account for the long term and enduring damage their behaviour can cause to partners and families.

7. Measuring progress

Our progress in relation to our vision, aim and strategic priorities is presented in the Annual Outturn Report 2018-2019 (year 2). The report is developed each financial year to capture work carried out within that period and is monitored throughout the year at VAW MAP meetings.

Annual Outturn Report 2018-19 (Year 2)

| Action | | Milestone | 2018/19 Target | 2018/19 Outturn |
|-------------------|---|--|-----------------------|--|
| Priority 1 | | | | |
| 1.1 | Positive gender roles are promoted. | Offer MVP training to Secondary teachers who will deliver it to senior pupils for onward cascade to junior pupils. | All Secondary Schools | There were no requests for training from teachers this year as no new teachers took on delivery of MVP and teachers delivering on an ongoing basis didn't feel that they needed refresher training. Training has been requested for next year with dates to be arranged early in the year. |
| 1.2 | People enjoy healthy, positive relationships. | Offer educational, awareness raising programmes to secondary school pupils. | All Secondary pupils | <p>Inverclyde Women's Aid delivered sessions to S1-S4 pupils from Notre Dame (180 pupils) and St Columba's (150 pupils) on gender inequalities.</p> <p>There were no requests for MVP sessions to be delivered in Secondary Schools this year. CLD delivered sessions at:</p> <p>Inverclyde Academy: 6 groups S1-S5 (40 pupils) St Columba's: 3 groups S1-S5 (17 pupils) Clydeview: 1 group S5 (7 pupils) PGHS: 1 group S3 (14 pupils) St Stephen's 1 group S4 (7 pupils)</p> <p>4 sessions were delivered to each group on:</p> <ul style="list-style-type: none"> ✓ Sexual Bullying ✓ Crush ✓ Under Pressure (Zero Tolerance) and ✓ Cybersafety (sexting) <p>When sessions were completed, each group raised awareness of the 'White Ribbon' Campaign in their schools. This was delivered with a variety of activities including art, information leaflets and information stalls where pupils and staff could sign pledges for white ribbon.</p> |

| | | | | |
|-----|---|---|---------------------------|--|
| 1.3 | Children and young people develop an understanding of safe, healthy and positive relationships from an early age. | Offer educational programmes in primary schools on healthy relationships. | All Primary school pupils | There were no requests received in 2018-2019 and sessions weren't offered due to the loss of the Children 1 st post in June 2018 and the new Therapeutic Worker not starting until March 2019. This resulted in a pressure on staff and inability to deliver programmes. There have been discussions with Attainment staff in CLD who work in Primary Schools and taking this work forward. |
|-----|---|---|---------------------------|--|

| | | | | |
|-----|--|---|-------------------|---|
| 1.4 | Individuals and communities recognise and challenge violent and abusive behaviour. | Identify opportunities within the community to deliver on the VAW agenda. | Across Inverclyde | <p>The VAW Coordinator and Organisational Development Team Leader updated the Inverclyde Council DA staff policies in October 2018. The Council recognises that domestic abuse is a serious issue within our society and affects the lives of many people, mainly women. Through its policy and guidelines to support its employees who may be experiencing, or have experienced, domestic abuse, and through their guidelines do what it can to help address and challenge the unacceptability of domestic abuse.</p> <p>An International Women's Day event was hosted by Inverclyde Council on the 7th of March in Greenock Town Hall. The theme of the event was women in (Science, Technology, Engineering and Maths) STEM. Local women from these industries attended to present their experiences and how they overcame barriers. The presentations were very well received and contributed to the theme successfully.</p> |
|-----|--|---|-------------------|---|

Work towards White Ribbon status in Inverclyde

A Domestic Abuse conference was held on the 27th of March 2019. The theme was 'Effective Social Work Practice in Addressing Domestic Abuse' and it was attended by approximately 80 Social Work Staff. Speakers covered: Typologies of Intimate Partner Violence, The Policing Response to Domestic Abuse (including MATAC, MARAC and Domestic Abuse (Scotland) Act 2018), Safe & Together (a model for Child Protection and Domestic Abuse) and the Up2U Perpetrator Programme.

The new Domestic Abuse (Scotland) Act went active on the 1st of April 2019. This now makes engaging in a course of abusive behaviour towards a partner or ex-partner an offence. It also includes aggravation in relation to a child. Information on the new act is now included in all Domestic Abuse/VAW training courses. An information session and play performed by Naomi Breeze was attended by 15 people including Elected Members and local partners in the Saloon on the 29th of March 2019.

A report went to the Education and Communities Committee for further consideration and agreement that Inverclyde Council develops the campaign and works towards White Ribbon status. White Ribbon Scotland delivered a speaker session to 6 people on the 26th of September 2018 to equip them with skills to set up a local group to take forward the White Ribbon campaign and work towards White Ribbon status.

| Action | Milestone | 2018/19 Target | 2018/19 Outturn |
|-------------------|---|---|---|
| <u>Priority 2</u> | | | |
| 2.1 | Women and girls are safe, respected and equal in our communities. | Raise awareness of VAW issues including Forced Marriage (FM) Female Genital Mutilation (FGM) and Honour Based Violence (HBV). | Information on FM, FGM and HBV is delivered at all VAW training courses during the year. |
| 2.2 | Women and men have equal access to power and resources. | Ensure that Equalities priorities underpin the VAW agenda. | <p>There is representation from MAP at Equalities Group and Equalities Group representation at MAP meetings.</p> <p>The VAW Coordinator attends the Equalities Group and the Equalities Officer attends VAW MAP to ensure that links are made. This year these were:</p> <p><i>Equally Safe at Work:</i></p> <p>The VAW Coordinator and the OD Manager attended an introductory session hosted by Close the Gap who are delivering an Equally Safe at Work programme to support councils to become accredited through enhancement of their policies and practices that are key to addressing the barriers women face at work. The programme also enables employers to better support employees who have experienced gender-based violence and work towards creating an inclusive workplace culture that prevents violence against women. The VAW Coordinator and OD Manager/Team Leader completed an application to become a pilot council. Unfortunately this was unsuccessful and we will progress forward as a shadow council until the next stage when we will be offered first chance of a place.</p> |

| | | | | |
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| | | | Participate in an NHS Scotland Group to discuss how outcomes can be improved for women affected by VAW with an LD. | The VAW Coordinator was part of a group to develop the guidance. This provides a framework for frontline staff that work with people with learning disabilities, or significant learning needs, and/or work with people who have experienced gender-based violence. The guidance will help staff to identify signs of gender-based violence and provide an appropriate response. Their role will determine the level of actions that should be taken, that could range from sharing concerns, referring to services, to completing risk assessments and providing advocacy. The guidance is in the final draft stage and future discussions will be in relation to promotion. |

| Action | Milestone | 2018/19 Target | 2018/19 Outturn |
|--------|-----------|----------------|-----------------|
|--------|-----------|----------------|-----------------|

| Priority 3 | | | |
|---|---|---|---|
| Women, children and young people access relevant, effective and integrated services | MARAC meetings are held every 4 weeks and are attended by relevant organisations | Develop a MARAC Governance Group to monitor and evaluate the MARAC in Inverclyde. | The MARAC Governance Group met twice in the year to monitor and assess the overall performance of the MARAC and ensure that it operates in line with the '10 Principles Of An Effective MARAC' developed by SafeLives, original developers of the MARAC process. This year the group submitted a consultation response to the Scottish Government on MARAC, monitored referrals, identified gaps in representation/agency referrals and updated protocols. We also maintained effective partnerships with neighbouring MARACs; we shared protocols and processes with Argyll & Bute MARAC to assist them in setting up. |
| | | IWA will provide a breakdown of supports offered to women who have used their service. | Women assessed: 308 Women in refuge: 28 Support sessions: 374 Telephone support: 200 Counselling sessions: 389 |
| | IWA provides a Sexual Abuse Service to support women affected by Rape, Sexual Assault, Sexual Abuse and Childhood Sexual Abuse (Adult Survivors). | IWA Sexual Abuse Service will provide a breakdown of supports offered to women who have used the service. | There were 728 contacts made to the Sexual Abuse Service in 2018-2019 broken down as follows: Appointments: 250 Telephone support: 151 E-mail support: 32 Text support: 198 Referral to other services: 20 Group work: 70 Referral from other services: 42 The Sexual Abuse Service now provides support for girls 13+ and this is developing well. |

| | | | | |
|-----|---|---|---|---|
| 3.2 | Service providers competently identify violence against women and girls and respond effectively to women, children and young people affected. | Offer Domestic Abuse Basic Awareness training to multi-agency partners. | VAW MAP to deliver 3 Domestic Abuse Basic Awareness training courses. | 2 Domestic Abuse Basic Awareness: 46 people |
| | | Offer Gender Based Violence & Child Protection training to multi-agency partners. | VAW MAP to deliver 2 Gender Based Violence & Child Protection training courses. | 2 Gender Based Violence & Child Protection: 48 people |
| | | Provide SafeLives training to staff to facilitate appropriate MARAC referral. | Identify gaps in services represented in the MARAC process and address these through training/awareness sessions. | Work is ongoing to increase potential referrals through promotion of the MARAC process at training/information sessions and training courses. 3 information sessions were delivered to 35 Health Visitors in total and 1 session to 10 members of staff from the Social Work Duty Team staff during the year. |
| | | Maintain relationships with current FM/HBV Guidance leads. | VAW MAP to deliver a development session once a year to service leads using case studies as learning to ensure knowledge is kept updated. | We were unable to deliver a development session due to time constraints on staff and a significant commitment of time given to the Social Work Children's Services inspection. |
| | | Promote NHS based Routine Sensitive Enquiry system to provide opportunities for disclosure in a safe environment. | Provide an overview of Routine Sensitive Enquiry at all VAW & DA training courses. | Routine Sensitive Enquiry was promoted in delivery of 2 Domestic Abuse Basic Awareness and 2 Gender Based Violence & Child Protection training courses. |

| Action | Milestone | 2018/19 Target | 2018/19 Outturn | |
|-------------------|--|---|--|--|
| Priority 4 | | | | |
| 4.1 | Justice responses are robust, swift, consistent and coordinated. | Support Police Scotland's Domestic Abuse Task Force (DATF). | VAW MAP Police contact will attend all Domestic Abuse Basic Awareness and Gender Based Violence & Child Protection training courses. | Police Scotland attended 2 Domestic Abuse Basic Awareness and 2 Gender Based Violence & Child Protection training courses and provided an overview of the Domestic Abuse Disclosure Scheme, MARAC, Domestic Abuse Investigations Unit, DA Task Force and the Domestic Abuse Act 2018. |
| | | Support and work with Specialist Domestic Abuse Investigations Units (DAIU) within the local Police division. | Maintain strong links with the DAIU. | There is close partnership working with the DI from the DAIU who attends the VAW MAP and chairs the MARAC. The DAIU is has also represented at all DA and VAW training courses to give an overview of Police current activities. |
| | | Support Police Scotland on the Disclosure Scheme for Domestic Abuse in Scotland (DSDAS). | VAW MAP represents on the DSDAS Group when required by Police Scotland. | The VAW Coordinator/Inverclyde Women's Aid attend the Decision Making Forum meetings along with Police, ASSIST and Renfrewshire MARAC representatives, to consider DSDAS applications when they are received relating to Inverclyde. During the year there were 14 applications from Inverclyde discussed at DSDAS meetings. |
| | | Support the MATAAC (Multi Agency Tasking & Coordinating) group to facilitate effective decision making around repeat offenders and high risk victims. | VAW MAP represents on the MATAAC when required by Police Scotland. | The VAW Coordinator represents at Renfrewshire & Inverclyde MATAAC to ensure that links are made between victims discussed at Inverclyde MARAC and the Police Scotland led MATAAC. |
| 4.2 | Men who carry out | MARAC meetings are held every 4 weeks and are | MARAC identifies high risk victims and perpetrators. | MARAC helped Police Scotland identify and deal with perpetrators due to information shared at meetings. |

| | | | | |
|-----|--|---|--|---|
| | violence against women and girls are identified early and held to account by the criminal and civil system. | attended by relevant organisations. | | |
| | | Support MATACs to facilitate effective decision making around repeat offenders and high risk victims. | MARAC provides information on high risk perpetrators and victims to MATAC. | MATACs efficiently and effectively targeted repeat perpetrators of Domestic Abuse that cause the greatest risk of harm to victims. Links between MARAC and MATACs increased the safety of victims and their children and brought perpetrators to account for their abusive behaviour. There were 4 perpetrators from Inverclyde discussed at Renfrewshire & Inverclyde MATAC during the year. |
| | | | Work in partnership to consider the best way forward regarding work with perpetrators. | There are currently discussions underway in HSCP regarding development of a programme for perpetrators of Domestic Abuse in Inverclyde. |
| 4.3 | Relevant links are made between the experience of women, children and young people in the criminal and civil system. | MARAC meetings identify children at risk and appropriate protection measures | MARAC will record and share information with partner organisations for the purpose of keeping high risk victims and their children safe. | The MARAC process identified 66 children in the financial year 2018-2019. In line with Safe & Together principles that keeping the mother safer will keep children better protected, MARAC provided opportunities to identify issues, risks and vulnerabilities such as: drugs; alcohol; relationship changes; injuries; prison release dates/home detention curfews; breaches of bail; missing persons; learning disabilities; mental health issues; address changes; child protection issues (e.g. pregnancy); failure to adhere to child contact arrangements; new partners (potential DSDAS disclosures); previous partners/historical disclosures; links to MATAC/DSDAS; information sharing for protection; alarms, storm markers; moves between areas; Non Harrassment Orders; travel alerts and tracing perpetrators. |

| | | | | |
|--|--|--|---|---|
| | | Support Police Scotland in making relevant referrals where children are present at Domestic Abuse incidents. | VAW MAP to represent on relevant groups to ensure processes are in place | Social Workers carried out checks on referrals where children were present and ensured that supports were put in place when required, including identification of appropriateness for referral to MARAC through use of RIC to assess risk of victims. |
| | | Inverclyde Women's Aid offers refuge provision, support and outreach for women and their children. | IWA will provide a breakdown of numbers of children and young supported through the service and types of support. | 52 children were supported through the children and young person's service broken down as follows: Refuge support: 24 Outreach support: 28 |
| | | Support and promote the CEDAR project. | CEDAR will provide statistics on children and mothers who have accessed the programme. | 2018-2019: 2 children's groups (completed by 7 children) and 2 mother's groups (completed by 5 women), there were 2 x 8week Theraplay sessions completed by 6 children and 6 women. 1 ACE group was completed by 8 women and 2 mindfulness groups completed by 8 women. |

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 5 November 2019 |
| Report By: | Ruth Binks, Corporate Director, Education, Communities and Organisational Development | Report No: | EDUCOM/83/19/HS |
| Contact Officer: | Hugh Scott, Service Manager – Community Learning & Development, Community Safety & Resilience and Sport | Contact No: | 01475 715450 |
| Subject: | 16 Days of Activism to Eliminate Violence Against Women 2019 | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the work that will be carried out in Inverclyde during the 16 Days of Activism to Eliminate Violence Against Women.

2.0 SUMMARY

- 2.1 The '16 Days' campaign runs every year across the world from the 25 November (The International Day for the Elimination of Violence against Women) to 10 December (Human Rights Day). The two dates symbolically link to emphasise Violence Against Women (VAW) as a violation of human rights.
- 2.2 National resources have been developed by the VAW National Network to support a joined-up, coordinated approach to be taken by partners across Scotland. The Scottish-specific theme of 'wellbeing' has been agreed this year. Improving women and children's wellbeing is a key outcome within Equally Safe: Scotland's strategy for preventing violence against women and girls and promoting wellbeing is a key priority within other local and national agendas.
- 2.3 Inverclyde Violence Against Women Multi-Agency Partnership (VAW MAP) will support the '16 Days' campaign by displaying information on the Council's ICON system, on screens in public buildings, GP Surgeries, Health Centres and on social media. Funding has been identified by Inverclyde Council to deliver Equally Safe messages in secondary schools through performances of a play which highlights coercive control in relationships. Messages conveyed in the play are consistent with changes in legislation in the new Domestic Abuse (Scotland) Act 2018 that was implemented in April 2019.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the work that will be carried out in Inverclyde during the 16 Days of Activism to Eliminate Violence Against Women.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 '16 Days of Activism to Eliminate Violence against Women' is a globally-recognised United Nations campaign and runs every year from 25 November (The International Day for the Elimination of Violence against Women) to 10 December (Human Rights Day). The two dates symbolically link violence against women as a violation of human rights.

The first White Ribbon Campaign was launched in 1991 by a group of Canadian men opposing men's violence against women, following the mass murder of 14 female students at the University of Montreal on 6 December 1989 by a gunman opposing feminism. White Ribbon Campaigns followed in 1996 in South Africa and in 1998 WOMANKIND launched the first White Ribbon Day in the UK. Wearing a white ribbon signifies a person's pledge never to commit, condone or remain silent about violence against women.

- 4.2 '16 Days' campaigns became active in Scotland following Scottish Government funding for Local Authorities to assist in the implementation of the priorities within the first National Strategy to address Domestic Abuse in Scotland in 2000 and to tie the violence against women strategies that followed: Safer Lives; Changed Lives (2009); and Equally Safe (2016).
- 4.3 The violence against women National Network agreed that this year a suite of resources would be developed to support local VAW Partnerships to plan their campaigns for this year's '16 Days' and support a joined-up, coordinated approach to be taken by partners across Scotland. The Scottish-specific theme of 'wellbeing' has been agreed.
- 4.4 Using the national resources Inverclyde Council will encourage local people to support the campaign. Inverclyde Violence Against Women Multi-Agency Partnership (VAW MAP) members will promote wearing of white ribbons to signify a personal pledge never to commit, condone or remain silent about VAW. During the '16 Days' campaign information will be displayed on the Council's ICON system, on screens in public buildings, GP Surgeries, Health Centres and on social media. The detail has yet to be agreed, but VAW MAP partner agencies will additionally share their own messages across social media during the '16 Days'. Funding has been identified by Inverclyde Council to deliver Equally Safe messages in secondary schools and Naomi Breeze from Breeze Productions has been commissioned to perform her play 'Kaleidoscope' highlighting Coercive Control in relationships. Messages conveyed in the play are consistent with changes in legislation in the new Domestic Abuse (Scotland) Act 2018 that was implemented in April 2019.

7.0 IMPLICATIONS

- 7.1 **Finance:** None

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

7.2 **Legal:** There are no expected legal implications as a result of the '16 Days'

7.3 **Human Resources:** There are no Personnel implications as a result of the '16 Days'

7.4 **Equalities:** Raising Awareness of VAW and Addressing Cultural Change Implementation will assist in addressing gender based inequalities.

Equalities

(a) Has an Equality Impact Assessment been carried out?

| | |
|----|--|
| | YES (see attached appendix) |
| No | NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required |

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

| | |
|----|--|
| | YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed. |
| No | NO |

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

| | |
|----|---|
| | YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals. |
| No | NO |

7.5 **Repopulation:** Tackling VAW will contribute to repopulation by making Inverclyde a safer place to

live.

8.0 CONSULTATIONS

8.1 N/A

9.0 BACKGROUND PAPERS

9.1 Inverclyde Alliance Board, 7th October 2019: Inverclyde VAW MAP 2018-2019 update
Education and Communities Committee 7 May 2019: Domestic Abuse (Scotland) Act 2018
Inverclyde Alliance Board, 19 June 2017: Inverclyde VAW MAP Strategy 2017-2022

Report To: Education & Communities Committee
Date: 5 November 2019

Report By: Chief Financial Officer and Corporate Director Education, Communities and Organisational Development
Report No: FIN/096/19/AP/IC

Contact Officer: Iain Cameron
Contact No: 01475 712832

Subject: Education 2019/20 Revenue Budget-Period 5 to 31 August 2019

1.0 PURPOSE

1.1 The purpose of this report is to advise the Committee of the 2019/20 Revenue Budget position as at Period 5 to 31 August 2019.

2.0 SUMMARY

2.1 The total Education budget for 2019/20, excluding planned carry forward for Earmarked Reserves is £82,054,560. The School Estate Management Plan accounts for £14,797,000 of the total Education budget. The latest projection is an overspend of £166,000, an increase in expenditure of £3,000 since the last Committee.

2.2 The main reasons for the 2019/20 projected overspend are –

- (a) Projected overspend of £39,000 for Teachers Employee Costs. This is an increase of £33,000 since the last Committee and equivalent to 0.1% of the Teachers budget. Teacher numbers will fluctuate throughout the academic year and the overall numbers are managed to stay within budget.
- (b) Projected overspend of £20,000 for Education Non Teachers Employee Costs, a decrease of £27,000 since the last Committee.
- (c) Projected underspend of £45,000 for Facilities Management Employee Costs.
- (d) Projected overspend of £59,000 for Non Domestic Rates (NDR).
- (e) Projected underspend of £39,000 for Education Contract Cleaning.
- (f) Projected underspend of £30,000 for Early Years Framework.
- (g) Projected overspend of £21,000 for Education Catering Contract.
- (h) Projected overspend of £44,000 for Facilities Management Catering Provisions.
- (i) Projected overspend of £49,000 for Pupil Consortium Travel.
- (j) Projected overspend of £23,000 for SPT School Buses Contract.
- (k) Projected overspend of £28,000 for SPT Gaelic Transport.

(l) Projected over-recovery of income of £50,000 for ASN Income from Other Local Authorities.

2.3 Work is currently underway to review the current spend to bring the overall budget back to a break-even position. These initiatives include awaiting the outcome of the NDR appeals process, reviewing the current catering provision, delaying the filling of non-business critical posts and stopping discretionary spend.

2.4 Earmarked Reserves for 2019/20, excluding those for Asset Plans and Strategic Funds, total £615,000 of which £313,000 is projected to be spent in the current financial year. To date, expenditure of £131,000 (42%) has been incurred. Spend to date per profiling was expected to be £114,000, therefore expenditure is currently £17,000 ahead of plan.

3.0 RECOMMENDATION

3.1 It is recommended that the Committee notes the current projected overspend of £166,000 for the 2019/20 Education Revenue Budget as at Period 5 to 31 August 2019.

3.2 It is recommended that the Committee notes the current work underway to assist in the reduction of the projected overspend.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education,
Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The purpose of this report is to advise the Committee of the current position of the 2019/20 Revenue Budget as at Period 5, 31 August 2019 and highlight the main issues contributing to the projected overspend of £166,000 which is an increase in expenditure of £3,000 since the last Committee.

5.0 2019/20 PROJECTION

- 5.1 The total Education Revenue Budget for 2019/20, excluding planned carry forward for Earmarked Reserves, is currently £82,054,560. This is an increase of £4,105,000 from the approved budget. Appendix 1 gives details of the budget movements responsible for this increase.
- 5.2 The main issues to highlight in relation to the 2019/20 projected overspend of £166,000 (0.2%) are:

Education Employee Costs – Teachers (£39,000 Over)

The total budget for Teachers Employee Costs is £44,771,000 and the latest projection is an overspend of £39,000. This is an increase in expenditure of £33,000 since the last Committee. The overspend represents 0.1% of the Teachers budget. Overall teacher numbers in schools are projected to exceed budget by 1.5fte for this financial year but this is offset by a 1fte Psychological Services post being vacant for part of the year. The number of Teachers employed fluctuates throughout the year and the overall numbers are managed to stay within budget. Teacher staffing numbers were fully reviewed at the start of the new academic year in August and will continue to be reviewed on a regular basis throughout the year.

Education Employee Costs – Non-Teachers (£20,000 Over)

The total budget for Education Non-Teacher Employee costs is £17,711,000 and the latest projection is an overspend of £20,000, a decrease of £27,000 since the last Committee. The majority of the overspend relates to the under-achievement of Turnover Savings within ASN Education.

Employee Costs – Facilities Management (£45,000 Under)

The total budget for Facilities Management Employee Costs is £5,083,000 and the latest projection is an underspend of £45,000. A £17,000 overspend for Janitors due to under-achievement of Turnover Savings is offset by underspends for Cleaning Staff (£39,000) and Catering Staff (£23,000) due to vacant posts. There is a corresponding under-recovery in Facilities Management Income as a result of this underspend.

Non-Domestic Rates (NDR) (£59,000 Over)

The total budget for Non-Domestic Rates (NDR) is £3,393,000 and the latest projection is an overspend of £59,000 due to a number of increased Rateable Values for school buildings. A number of rates appeals have been lodged which may reduce this overspend if successful.

Education Cleaning Contract (£39,000 Under)

The total budget for the Education Cleaning Contract is £1,203,000 and the latest projection is an underspend of £39,000. This is a result of the Facilities Management Employee Costs underspend reported above.

Facilities Management – Catering Provisions (£44,000 Over)

The current budget for Catering Provisions is £950,000 and the latest projection is an overspend of £44,000, the same as previously reported to Committee. A review of product pricing has been carried out by Scotland Excel and Facilities Management. This highlighted substantial price increases for a number of key provisions such as fish, beef mince, and cooked ham. The majority of the increases can be attributed to changing to better quality products as a result of Food For Life Accreditation. Facilities Management will continue to look at ways of decreasing this expenditure to bring budget back in line.

Education Catering Recharge (£21,000 Over)

The current budget for Catering Recharge is £3,028,000 and the latest projection is an overspend of £21,000. This is the net impact of the projected underspend of Facilities Management Employee Costs and the projected overspend on Provisions reported above.

Pupil Consortium Transport (£49,000 Over)

The current budget for Pupil Consortium Transport is £42,000 and the latest projection is an overspend of £49,000, an increase of £5,000 since the last Committee.

SPT School Buses (£23,000 Over)

The budget for SPT School Bus Contracts is £1,001,000 and the latest projection is an overspend of £23,000. A number of contracts have increased in price although the projected outcome is in line with the final out turn for the previous year. It should be noted that this projected overspend relates to buses funded from the Core Education budget and not those funded by SEMP.

SPT Gaelic Transport (£28,000 Over)

The current budget for SPT Gaelic Transport is £20,000 and the latest projection is an overspend of £28,000. These costs relate to the transportation of Secondary School pupils to the Glasgow Gaelic School. The cost of the contract has increased by 41% since last year.

Early Years Framework Resources (£30,000 Under)

The budget for Early Years Framework expenditure is currently £36,690 and the latest projection is an underspend of £30,000.

ASN Income from Other Local Authorities (£50,000 Over-recovery)

Inverclyde Council receives income from other Local Authorities for children placed within ASN Schools. The current budget for this is £416,000 and the latest projection is an over recovery in income of £50,000.

Appendices 2 and 3 provide more details on the projected variances.

6.0 EARMARKED RESERVES

- 6.1 Earmarked Reserves for 2019/20, excluding those for Asset Plans and Strategic Funds, total £615,000 of which £313,000 is projected to be spent in the current financial year. To date, expenditure of £131,000 (42%) has been incurred. Spend to date per profiling was expected to be £114,000, therefore expenditure is currently £17,000 ahead of plan.

7.0 VIREMENTS

- 7.1 There are no virements this Committee cycle.

8.0 IMPLICATIONS

8.1 Finance

All financial implications are discussed in detail within the report above.

Work is currently underway to review the current spend to bring the overall budget back to a break-even position. These initiatives include awaiting the outcome of the NDR appeals process, reviewing the current catering provision, delaying the filling of non-business critical posts and stopping discretionary spend.

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 | Budget Years | Proposed Spend This Report £000 | Virement From | Other Comments |
|-------------|----------------|--------------|---------------------------------|---------------|----------------|
| N/A | | | | | |

8.2 Legal

There are no specific legal implications arising from this report

8.3 Human Resources

There are no specific human resources implications arising from this report.

8.4 Equalities

There are no equalities issues with this report.

Equalities

- (a) Has an Equality Impact Assessment been carried out?

| | |
|-------------------------------------|--|
| <input type="checkbox"/> | YES (see attached appendix) |
| <input checked="" type="checkbox"/> | NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required |

- (b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

| | |
|--------------------------|--|
| <input type="checkbox"/> | YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed. |
|--------------------------|--|

| | |
|---|----|
| X | NO |
|---|----|

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

| | |
|---|---|
| | YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals. |
| X | NO |

8.5 Repopulation

There are no repopulation issues with this report.

9.0 CONSULTATION

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

Education Budget Movement - 2018/19**Period 5 - 1st April 2019 to 31st August 2019**

| Service | Approved Budget | Inflation £000 | Virement £000 | Movements | | Revised Budget |
|-----------------------|-----------------|-------------------|------------------|----------------------------------|-------------------------------|-----------------|
| | 2019/20 £000 | | | Supplementary Budgets £000 | Transferred to EMR £000 | 2019/20 £000 |
| Corporate Director | 143 | | 4 | | | 147 |
| Education | 70,848 | 865 | 22 | 2,846 | (5,903) | 68,678 |
| Inclusive Education | 12,755 | 368 | | | | 13,123 |
| Facilities Management | 107 | | | | | 107 |
| Totals | 83,853 | 1,233 | 26 | 2,846 | (5,903) | 82,055 |

Movement Detail

£000

External Resources

Probationer Teachers
Teachers Pay Award
Early Learning & Childcare

718
2,048
80

2,846

Virements

Biomass From E&R Committee

26

26

Inflation

SEMP
Teachers Pay Award
NDR
Biomass
Electricity
Gas
HSCP Speech & Language
Microsoft Licences
Transport

168
726
68
9
143
64
7
18
30

1,233

4,105

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 5 - 1st April 2019 to 31st August 2019**

| <u>Out Turn</u> <u>2018/19</u> <u>£000</u> | <u>Budget</u> <u>Heading</u> | <u>Budget</u> <u>2019/20</u> <u>£000</u> | <u>Proportion</u> <u>of Budget</u> | <u>Actual to</u> <u>31-Aug-19</u> <u>£000</u> | <u>Projection</u> <u>2019/20</u> <u>£000</u> | <u>(Under)/Over</u> <u>Budget</u> <u>£000</u> | <u>Percentage</u> <u>Over / (Under)</u> |
|--|----------------------------------|--|---------------------------------------|---|--|---|--|
| 41,472 | ED Employee Costs - Teachers | 44,771 | 17,189 | 17,328 | 44,810 | 39 | 0.1% |
| 17,037 | ED Employee Costs - Non Teachers | 17,711 | 6,955 | 4,303 | 17,731 | 20 | 0.1% |
| 5,282 | FM Employee Costs | 5,083 | 1,996 | 1,957 | 5,038 | (45) | (0.9%) |
| 3,320 | Non Domestic Rates (NDR) | 3,393 | 3,393 | 3,452 | 3,452 | 59 | 1.7% |
| 944 | FM Catering Provisions | 950 | 267 | 315 | 994 | 44 | 4.6% |
| 1,318 | Education Cleaning Contract | 1,203 | 501 | 483 | 1,164 | (39) | (3.2%) |
| 3,112 | Education Catering Recharge | 3,028 | 1,024 | 1,047 | 3,049 | 21 | 0.7% |
| 86 | Pupil Consortium Travel | 42 | 0 | 0 | 91 | 49 | 116.7% |
| 34 | SPT Gaelic Transport | 20 | 0 | 0 | 48 | 28 | 140.0% |
| 998 | SPT School Buses | 1,001 | 501 | 512 | 1,024 | 23 | 2.3% |
| 17 | Early Years Framework | 37 | 15 | 1 | 7 | (30) | (81.1%) |
| (369) | ASN - Income from OLA | (416) | (139) | (105) | (466) | (50) | 12.0% |
| Total Material Variances | | | | | | 119 | |

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 5 - 1st April 2019 to 31st August 2019**

| 2018/19 Actual £000 | Subjective Heading | Approved Budget 2019/20 £000 | Revised Budget 2019/20 £000 | Projected Out-turn 2019/20 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---------------------------|---|---------------------------------------|--------------------------------------|--|--|----------------------------|
| 41,472 | Employee Costs - Teachers | 40,683 | 44,771 | 44,810 | 39 | 0.1% |
| 23,822 | Employee Costs - Non Teachers | 21,764 | 22,794 | 22,769 | (25) | (0.1%) |
| 14,956 | Property Costs | 7,693 | 8,013 | 8,032 | 19 | 0.2% |
| 5,557 | Supplies & Services | 5,101 | 5,187 | 5,241 | 54 | 1.0% |
| 2,573 | Transport Costs | 1,947 | 1,977 | 2,095 | 118 | 6.0% |
| 691 | Administration Costs | 717 | 717 | 717 | 0 | - |
| 5,333 | Other Expenditure | 17,985 | 21,612 | 21,601 | (11) | (0.1%) |
| (16,550) | Income | (12,037) | (17,113) | (17,141) | (28) | 0.2% |
| 77,854 | TOTAL NET EXPENDITURE | 83,853 | 87,958 | 88,124 | 166 | 0.2% |
| | Earmarked Reserves | 0 | (971) | (971) | 0 | |
| | Loan Charges / DMR | 0 | (4,932) | (4,932) | 0 | |
| | TOTAL NET EXPENDITURE excluding Earmarked Reserves | 83,853 | 82,055 | 82,221 | 166 | |

| 2018/19 Actual £000 | Objective Heading | Approved Budget 2019/20 £000 | Revised Budget 2019/20 £000 | Projected Out-turn 2019/20 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---------------------------|---|---------------------------------------|--------------------------------------|--|--|----------------------------|
| 118 | Corporate Director | 143 | 147 | 161 | 14 | 9.5% |
| 57,537 | Education | 56,219 | 59,784 | 60,144 | 360 | 0.6% |
| 111 | Facilities Management | 107 | 107 | 107 | 0 | - |
| 7,726 | School Estate Management Plan | 14,629 | 14,797 | 14,797 | 0 | - |
| 65,374 | TOTAL EDUCATION SERVICES | 70,955 | 74,688 | 75,048 | 360 | 0.5% |
| 8,867 | ASN | 9,055 | 9,368 | 9,200 | (168) | (1.8%) |
| 1,572 | Community Learning & Development | 1,638 | 1,639 | 1,639 | 0 | - |
| 1,923 | Other Inclusive Education | 2,062 | 2,116 | 2,076 | (40) | (1.9%) |
| 12,362 | TOTAL INCLUSIVE EDUCATION | 12,755 | 13,123 | 12,915 | (208) | (1.6%) |
| 77,854 | TOTAL EDUCATION COMMITTEE | 83,853 | 87,958 | 88,124 | 166 | 0.2% |
| | Earmarked Reserves | 0 | (971) | (971) | 0 | |
| | Loan Charges / DMR | 0 | (4,932) | (4,932) | 0 | |
| | TOTAL EDUCATION COMMITTEE excluding Earmarked Reserves | 83,853 | 82,055 | 82,221 | 166 | |

| | Earmarked Reserves | Approved Reserves 2019/20 £000 | Revised Reserves 2019/20 £000 | Approved Budget 2019/20 £000 | Projected Spend 2019/20 £000 | Projected Carry Forward 2019/20 £000 |
|--|--------------------|---|--|---------------------------------------|---------------------------------------|---|
| | Earmarked Reserves | 2,348 | 17,438 | 16,165 | 16,165 | 1,273 |
| | CFCR | 0 | 0 | 0 | 0 | 0 |
| | TOTAL | 2,348 | 17,438 | 16,165 | 16,165 | 1,273 |

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

| <u>Project</u> | <u>Lead Officer/ Responsible Manager</u> | <u>Total Funding 2019/20</u> | <u>Phased Budget To Period 5 2019/20</u> | <u>Actual To Period 5 2019/20</u> | <u>Projected Spend 2019/20</u> | <u>Amount to be Earmarked for 2020/21 & Beyond</u> | <u>Lead Officer Update</u> |
|-----------------------------|--|--------------------------------------|--|---|--|--|--|
| | | <u>£000</u> | <u>£000</u> | <u>£000</u> | <u>£000</u> | <u>£000</u> | |
| Beacon Arts | Tony McEwan | 175 | 86 | 88 | 175 | 0 | Will be fully spent in 2019/20. |
| Autism Friendly | Tony McEwan | 224 | 0 | 8 | 32 | 192 | Projected expenditure for CVS Inverclyde |
| I-Youth Zones | Tony McEwan | 11 | 11 | 3 | 11 | 0 | Legacy costs for Gourrock I-Youth Zone closure |
| Year of Young People Legacy | Tony McEwan | 100 | 5 | 3 | 20 | 80 | Funding is £20k per year for 5 years. First event took place in Summer 2019. |
| Period Poverty | Tony McEwan | 105 | 12 | 29 | 75 | 30 | £30k will be c/f for use in 2020/21 |
| Total | | 615 | 114 | 131 | 313 | 302 | |

EDUCATION COMMITTEE**VIREMENT REQUESTS**

| Budget Heading | Increase Budget £ | (Decrease) Budget £ |
|-----------------------|-----------------------------|-------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | 0 | 0 |

Note

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Education, Communities & Organisational Development and Chief Financial Officer | Report | EDUCOM/86/19/EM |
| Contact Officer: | Eddie Montgomery | Contact No: | 01475 712472 |
| Subject: | Education Capital Programme 2019 – 2023 Progress | | |

1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Education Capital Programme and to highlight the overall financial position.

2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.
- 2.2 The Capital Programme reflects the review of the School Estate Funding Model as reported to the March 2019 Committee and the Capital Programme approved in March 2019. The programme covers the period 2019/23.
- 2.3 Overall, the Committee is projecting to contain the costs of the 2019/23 Capital Programme within available budgets.
- 2.4 Expenditure at 3rd October 2019 is 27.52% of the 2019/20 approved budget (19.84% of the revised projection). Net slippage of £1.694m (16.82%) is currently being reported in connection with the pre-construction/design stage delays experienced on the Hillend Refurbishment project/1140Hrs projects at Larkfield and Park Farm (Rainbow) and the construction stage delays on the Gourrock Primary School extension project which have only partially been offset by projected acceleration of lifecycle expenditure. This is an increase of £495K (4.91%) from the net slippage reported to the last Committee.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the progress on the specific projects detailed in Appendix 1.

Ruth Binks
Corporate Director Education,
Communities & Organisational
Development

Alan Puckrin
Chief Financial Officer

4.0 BACKGROUND

- 4.1 This report shows the current position of the approved Education Capital Programme reflecting the annual review of the School Estate Funding Model approved by the Committee at the meeting of 12th March 2019 and the allocation of resources approved by the Inverclyde Council on 21st March 2019.
- 4.2 The School Estate Strategy approved by the Committee will deliver a comprehensive programme of new and refurbished schools which will address the modernisation of the Council's entire school stock. The acceleration of the School Estate Management Plan approved at the Council budget setting meeting of 10th March 2016 will see completion of the current programme and all projects in 2020. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2023.

5.0 PROJECTS COMPLETE ON SITE / WITHIN DEFECTS LIABILITY PERIOD

- 5.1 The following projects are all being monitored through their respective defects liability periods with work ongoing on agreement of the final accounts. It should be noted that a number of the projects below have passed the original end of defect liability period however remain to be formally concluded due to some outstanding works yet to be completed by the Contractor(s). The Client Services Team continues to work with the Schools/Centres in conjunction with hub West Scotland, Technical Services and Contractors to address snagging and defects utilising out-of-hours working/holiday periods as required.

| Project/Establishment Name | Operational Date | End of Defect Liability Period |
|--|------------------------------|--|
| Moorfoot Primary School Refurbishment | 4 th June 2018 | May 2019 |
| Glenpark Early Learning Centre New Build | 26 th June 2018 | June 2019 |
| Glenbrae Children's Centre (Aberfoyle Road Conversion/Refurbishment) | 19 th July 2018 | July 2019 |
| Lady Alice Primary School Refurbishment & Extension | 21 st August 2018 | August 2019 |
| St Ninian's Primary School New Build | 21 st August 2018 | August 2019 Ph.1 November 2019 Ph.2 |

6.0 PROJECTS ON SITE/UNDER CONSTRUCTION

6.1 St Mary's Primary School Refurbishment & Extension:

The Contractor took possession of the site in early November with a formal start date of 19th to originally complete in November 2019. As previously reported to the Committee the Contractor has been granted extensions of time resulting in a revised completion date at the end of January 2020. Progress on the existing building continues with all structural works and floor reinstatement complete. All main rooms on first, second and third floors are complete to final decoration stage with the exception of fixed furniture and sanitary fittings. The new lift shaft is substantially complete and partition work is ongoing within the ground floor. Within the new extension the underfloor heating work is complete with screed on-going. Internal blockwork is complete with external cladding and brickwork in progress. Progress is being monitored closely as the project progresses on site. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed towards

completion.

6.2 Gourock Primary School Extension:

The Gourock Primary School Extension project is being taken forward with the school in-situ and with the use of temporary modular accommodation to allow access to areas of the building in phases to facilitate the works. As previously reported, the Contractor experienced delay early in the contract due to ground conditions, existing utilities, and delivery of the structural steel frame for the extension. The steel frame commenced mid-July and is now completed with the superstructure progressing to allow the extension to progress to wind and weathertight status. Further internal alterations are planned for over the October holiday period to minimise disruption to the school. As previously advised, an extension of time request has been submitted by the Contractor which is being assessed however this has not yet been fully resolved. Work is ongoing in respect of reviewing the programme and phasing to allow the extension element to complete and follow on with the alterations to the current kitchen area. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed through the construction stage.

7.0 PROJECTS AT BRIEFING/DESIGN/PRE-CONSTRUCTION STAGE

7.1 Hillend Children's Centre Refurbishment:

The January 2019 Committee approved the revised scope and proposals for the Hillend project which addresses a comprehensive refurbishment of the existing facility. The decant strategy for the project involves the temporary use of the former Glenbrae Children's Centre building during the construction phase and Hillend are now operating from this location having completed the transfer in early July during the summer holiday period. Planning approval for the main project has been received with building warrant application submitted. Tender documents are nearing completion with tender issue now anticipated at the end of October. Site start will be subject to tender return, evaluation and formal acceptance of contract. The Client Services Team continues to liaise with the Early Years Service and Centre staff ahead of commencement of the main project.

7.2 Former Kelly Street Children's Centre Demolition:

Planning approval has now been received addressing demolition of the existing building, removal of trees and proposals for outdoor space to be created for use by the adjacent St Mary's Primary School currently undergoing refurbishment and extension (6.1 above). Tenders have been returned for the demolition works with service disconnections progressing. The detail design for the outdoor space is currently being progressed to allow tenders to be issued.

8.0 DEVELOPMENT & IMPLEMENTATION OF 1140 HOURS OF EARLY LEARNING & CHILDCARE

8.1 The Scottish Government has announced a plan to increase the entitlement of early learning and childcare from 600 hours to 1140 hours by 2020. The expansion requires substantial levels of investment in workforce and infrastructure which will be phased from 2017/18 onwards to ensure that required capacity is in place by 2020. Inverclyde Council submitted its initial expansion plan to the Scottish Government on 29th September 2017 on how it intended to deliver this expansion and this was reported to the October 2017 Education & Communities Committee. As previously reported, a full reworking of the plan was undertaken with submission of a revised financial template in March 2018 and the revised plan was reported to the special Education &

Communities Committee in June 2018. This report covers the infrastructure and capital funded elements of the expansion plan which are summarised in the sections below. As previously noted, further detail on the cost of individual projects will be provided as projects are progressed beyond feasibility to tender return stage.

- 8.2 The Scottish Government confirmed a total Capital grant of £5.98m to Inverclyde Council as part of the overall 1140 hours funding with the below yearly spend allocation. The expenditure profile based on the Council's delivery programme is reflected in Appendix 1. Any yearly over or underspends will be contained within the overall £5.98m funding allocation.

| | <u>2017/18</u> <u>£000</u> | <u>2018/19</u> <u>£000</u> | <u>2019/20</u> <u>£000</u> | <u>2020/21</u> <u>£000</u> | <u>Total</u> <u>£000</u> |
|------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------------|
| Amount Allocated | £380 | £1,900 | £2,200 | £1,500 | £5,980 |

8.3 REFURBISHMENT PROJECTS

Completed Projects

| Project/Establishment Name | Work Completed | Operational |
|--|-----------------------|--------------------|
| Blairmore Nursery Expansion (2-3's) | April 2018 | August 2018 |
| St Joseph's Primary School Nursery Class (2-3's and 3-5's) | December 2018 | January 2019 |
| St Francis Primary School Nursery Class (2-3's and 3-5's) | December 2018 | January 2019 |

Projects at Briefing/Design/Pre-Construction Stage

Craigmarloch School – The proposals involve minor alterations/adaptation of existing accommodation to provide a Nursery Class. The Client Services Team and Early Years Service have scoped the works with documents prepared to allow pricing by the Council's Building Service Unit. Works are now proposed to be taken forward and completed during the Easter or Summer 2020 holiday period ahead of the planned operational date in August 2020.

Gourock YAC – The proposals involve the alterations/adaptation of part existing accommodation within the building to provide an early years facility. This accommodation is currently used by Wellington Children's Centre which provides a registered out of school care service. It is proposed to utilise the former Gourock I-Youth zone property adjacent to Gamble Halls as temporary decant for the out of school care service during the works. The Client Services Team and early Years Service have developed proposals through engagement with the building users and agreed the formal brief which has been issued to Technical Services. Survey works on the existing building have been taken forward with design works progressing. Subject to progression of the design, it is anticipated that work could commence late 2019/early 2020 to complete by Spring 2020 ahead of the planned operational date in August 2020.

8.4 NEW BUILD/EXTENSION PROJECTS:

Projects at Briefing/Design/Pre-Construction Stage

Larkfield Children's Centre – The proposals involve the provision of a new build replacement for an expanded service at Larkfield Children's Centre which currently

operates from a wing of the former Sacred Heart Primary School building scheduled to become surplus following the current use by St Mary's Primary School. The project is being progressed via hub West Scotland with the design process now being progressed through hub stage 2 towards market testing and financial close. The formal Planning application and first stage Building Warrant submissions have been made. As previously reported, the current programme will not achieve completion in time to allow operation by August 2020 and commencement of the works on site is also linked with the completion of the St Mary's Primary School project. Subject to achieving financial close and the ability to commence works in March 2020, a completion is projected in November 2020 which would allow operation in December 2020. The requirement to offer expanded capacity as of August 2020 could be temporarily met through use of the modular accommodation at the former Sacred Heart decant facility until such time as the new Larkfield building is operational.

Park Farm (Rainbow Family Centre) – The proposals involve the provision of a new build expansion/extension which will operate in tandem with the existing Rainbow Family Centre. As previously reported, the project has experienced some delay in achieving approval in principle via Planning however this has now been addressed and the project has achieved completion of hub Stage 1 and commenced Stage 2 detail design. Formal Planning application and first stage Building Warrant submissions are imminent. As previously reported, the current programme will not achieve completion in time to allow operation by August 2020 and it is intended to align completion and site programme with the Larkfield project above as far as is practicable. The requirement to offer expanded capacity as of August 2020 could be met through temporary use of other accommodation within the Centre until such time as the expanded provision/accommodation is available.

8.5 OUTDOOR PROJECTS:

Completed Works

Binnie Street Children's Centre – Provision of additional WCs within the existing underbuilding accessed from the existing external play space. This work commenced in January 2019 through the Council's Building Services Unit and was completed in March 2019. The outdoor space element commenced and completed in June 2019.

Kilmacolm Primary School – Provision of outdoor covered space including WC's. Advance services connection works were completed in early April 2019 ahead of the main project works. Main contract works commenced on site early July and completed at the end of September 2019. Care Inspectorate registration complete with operation planned after October holiday period.

Wemyss Bay Primary School – Provision of outdoor covered space including WC's. Advance services connection works were completed in early April 2019 ahead of the main project works. Main contract works commenced on site early July and completed at the end of September 2019. Care Inspectorate registration complete with operation planned after October holiday period.

Projects On Site/Under Construction

Blairmore Nursery – Works commenced in August and are projected to complete by the end of the October holiday period.

Rainbow Family Centre – Works commenced mid-October to complete by the end of November.

Gibshill Children's Centre – Works commenced in August with first phase involving outdoor unit which is now complete. Second phase works involving provision of

additional WCs accessed from the existing external play space via a small extension, commenced early October to complete mid-November.

9.0 IMPLICATIONS

Finance

- 9.1 The expenditure at 3rd October 2019 is £2.772m from a budget of £10.072m. This is expenditure of 27.52% of the approved budget (35.16% of the revised projection) after 50% of the financial year.
- 9.2 The Committee is requested to note the net projected slippage of £2.189m (21.73%) in connection with the delays experienced in the pre-construction/design stages of the Hillend Refurbishment project and the 1140Hrs projects at Larkfield and Park Farm (Rainbow), with construction stage delay impact on the Gourock Primary School extension project which have only been partially offset by projected acceleration of lifecycle expenditure as outlined in Appendix 1.
- 9.3 The current budget position reflects the following:
- SEMP model approved by the Committee in March 2019.
 - Capital allocation received in respect of Early Learning and Childcare (ELC) – 1140 Hours Expansion.

The current budget is £26.986m from SEMP Supported Borrowing/Government Grant Funding. The Current Projection is £26.986m.

| Education & Communities | Approved Budget £000 | Current Position £000 | Overspend / (Underspend) £000 |
|-------------------------|-------------------------|--------------------------|-------------------------------------|
| Total School Estate | 26,986 | 26,986 | - |
| Total Non School Estate | 0 | 0 | - |
| Total | 26,986 | 26,986 | - |

- 9.5 Please refer to the status reports for each project contained in Appendix 1.

Legal

- 9.6 There are no legal issues.

Human Resources

- 9.7 There are no human resources issues.

Equalities

- 9.8 Has an Equality Impact Assessment been carried out?

| | |
|-------------------------------------|--|
| <input type="checkbox"/> | YES (see attached appendix) |
| <input checked="" type="checkbox"/> | 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. See below.

Individual projects consider DDA issues as part of the development of the detailed designs and Building Standards approval (where required). There are no equalities issues.

Repopulation

- 9.9 The regeneration works outlined in this report should contribute to retaining and increasing the population within the area. There are no repopulation issues.

10.0 CONSULTATION

- 10.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Policy and Communications has not been consulted.
- 10.2 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

11.0 LIST OF BACKGROUND PAPERS

- 11.1 Education Capital Programme Technical Progress Reports October 2019. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

EDUCATION CAPITAL REPORT
COMMITTEE: EDUCATION & COMMUNITIES

| Project Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|----------------|-------------------|-------------------------|----------------------|--------------------|--------------|--------------|--------------|--------------|------------|--------------------------|-------------------------|
| | Est Total Cost | Actual to 31/3/19 | Approved Budget 2019/20 | Revised Est. 2019/20 | Actual to 03/10/19 | Est 2020/21 | Est 2021/22 | Est 2022/23 | Future Years | Start Date | Original Completion Date | Current Completion Date |
| | £000 | £000 | £000 | £000 | £000 | £000 | £000 | £000 | £000 | | | |
| SEMP Projects | | | | | | | | | | | | |
| Hillend Children's Centre - Refurbishment | 1,266 | 54 | 1,162 | 231 | 12 | 981 | 0 | 0 | 0 | - | - | - |
| Lifecycle Fund | 10,193 | 2,981 | 281 | 500 | 90 | 2,651 | 1,953 | 2,108 | 0 | Apr-14 | - | Mar-23 |
| Gourock PS - Extension | 2,056 | 311 | 1,581 | 1,400 | 402 | 345 | 0 | 0 | 0 | Feb-19 | Dec-19 | Mar-19 |
| St Mary's PS - Refurbishment & Extension | 6,591 | 1,800 | 4,560 | 4,560 | 1,903 | 231 | 0 | 0 | 0 | Nov-18 | Nov-19 | Jan-20 |
| Demolish Kelly Street CC | 80 | 0 | 0 | 40 | 7 | 40 | 0 | 0 | 0 | - | - | - |
| Demolish Sacred Heart PS | 266 | 0 | 0 | 0 | 0 | 266 | 0 | 0 | 0 | - | - | - |
| Complete on site | 554 | 0 | 257 | 257 | 3 | 297 | 0 | 0 | 0 | | | |
| TOTAL SEMP | 21,006 | 5,146 | 7,841 | 6,988 | 2,417 | 4,811 | 1,953 | 2,108 | 0 | | | |
| Early Learning & Childcare Expansion (1140hrs) Projects | | | | | | | | | | | | |
| Refurbishment - Craigmarloch/Gourock YAC | 252 | 0 | 0 | 48 | 0 | 204 | 0 | 0 | 0 | - | - | - |
| New Build - Larkfield CC/Park Farm (Rainbow FC) | 4,650 | 147 | 1,659 | 275 | 21 | 4,178 | 50 | 0 | 0 | - | - | - |
| Outdoor - Blairmore/Binnie St/Gibshill/Rainbow/Kilmacolm/Wemyss Bay | 640 | 74 | 542 | 542 | 334 | 24 | 0 | 0 | 0 | - | - | - |
| ELC Complete on site | 438 | 408 | 30 | 30 | 0 | 0 | 0 | 0 | 0 | | | |
| TOTAL ELC EXPANSION | 5,980 | 629 | 2,231 | 895 | 355 | 4,406 | 50 | 0 | 0 | | | |
| TOTAL ALL PROJECTS | 26,986 | 5,775 | 10,072 | 7,883 | 2,772 | 9,217 | 2,003 | 2,108 | 0 | | | |

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director: Education, Communities & Organisational Development | Report No: | EDUCOM/92/19/HS |
| Contact Officer: | Hugh Scott Service Manager | Contact No: | 5459 |
| Subject: | Active Schools Performance 2018/19 | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the Active Schools team performance in the school year 2018-19.

2.0 SUMMARY

- 2.1 Inverclyde Council works in partnership with **sportscotland**, the national agency for sport, to invest and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. The national network consists of 400 managers and co-ordinators dedicated to developing and supporting the delivery of quality sporting opportunities for children and young people. Locally the network consists of an Active Schools manager, a senior co-ordinator and 8 FTE co-ordinators.
- 2.2 Active Schools aims to provide more, and higher quality, opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.
- 2.3 Each local authority Active Schools team completes an online monitoring system managed by **sportscotland**. This system is completed for each school in the authority every term. The results can then be compiled into an authority-wide report which is attached as appendix 2 and 3 of this report.

The national monitoring system used by **sportscotland** focuses on:

- participation in Active Schools activities;
- the number of deliverers who are involved in Active Schools activities; and
- school / club links

- 2.4 Several areas of the report detailed in appendix 3 are worth highlighting:

- Annual performance is positive;
- Annual performance measures compare well against the national average. Inverclyde is exceeding the national average in two areas;
- Attainment challenge primary schools are engaging well with the Active Schools programme, with eight of the top ten schools for pupil participation being attainment challenge schools;
- Sport for Change programmes are seeing success in engaging non-participants, improving their confidence, self-esteem, determination, resilience and motivation. These

skills are transferring to the classroom setting, making a positive contribution to attainment and engagement; and

- Improving secondary school participation is now a priority for the service. The service is actively working with **sportscotland** to develop an action plan to increase the number of pupils in secondary schools participating in activity and sport.

3.0 RECOMMENDATIONS

3.1 That the Education and Communities Committee notes:

- the content of this report; and
- the performance report summary and report in appendices 2 and 3

Ruth Binks

Corporate Director: Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde Council works in partnership with **sportscotland**, the national agency for sport, to invest in and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. The national network consists of 400 managers and co-ordinators dedicated to developing and supporting the delivery of quality sporting opportunities for children and young people. Nationally, the Active Schools programme is positioned to deliver on the Scottish Government's priorities within the Active Scotland Framework.
- 4.2 Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways for participants between schools and sports clubs in the local community.
- 4.3 Active Schools co-ordinators work with primary, secondary and additional support needs schools to increase the number and diversity of children and young people participating in Active Schools activities.
- 4.4 Active Schools co-ordinators have a key role in developing a network of volunteers to deliver activity sessions. These volunteers consist of teachers, parents, school staff, students, sports coaches and senior pupils who are central to the success of Active Schools.
- 4.5 Active Schools has worked with schools for over 15 years providing opportunities for children and young people to get involved, and stay involved, in sport and continues to make a significant contribution to a world class sporting system in Scotland. **Sportscotland's** model of a world class sporting system forms appendix 1 of this report.
- 4.6 Collaboration and partnership working is critical to the success of Active Schools. Co-ordinators work closely with parents, school staff and pupils to provide opportunities which reflect young people's interests and connect to physical education and local community opportunities.
- 4.7 Beyond the school environment Active Schools co-ordinators work with a range of partners including local sports clubs, sports development officers, community sport hubs, colleges and universities to provide pathways to support young people to stay involved and make progress in sport
- 4.8 Children and young people are at the heart of Active Schools and co-ordinators work closely with them to ensure a wide choice of activities and leadership opportunities are available to meet their needs and interests.
- 4.9 Embedding continuous improvement is essential to ensure progress and provide the best experiences for children and young people. Co-ordinators use monitoring and evaluation information and the School Sport Awards to inform planning, enhance existing provision and identify areas for further development.

5.0 Summary of performance

- 5.1 This paper sets out the progress the Inverclyde Active Schools team has made in school year 2018-19. The annual report and summary are attached as appendices.
- 5.2 Each local authority Active Schools team completes an online monitoring system managed by **sportscotland**. This system is completed for every school in the authority every term
- 5.3 The national measurements focus on:
 - participation in Active Schools activities;
 - the number of deliverers who are involved in Active Schools activities; and

- school / club links.

5.4 There are several notable successes this year:

- Activity sessions up by 5%;
- Distinct participants increased by 4.5%;
- 5 schools have 90% and above of their school pupils participating; and
- 75% of all primary children participated in Active School activity.

5.5 In addition to these successes we compare favourably to the national data:

- 5% higher than the national average for girls participating in our sessions; and
- 4% higher than the national average for the number of distinct participants taking part in our sessions.

5.6 A number of terms are used in this report to measure and define participation:

- **Participant sessions** – this is the uptake of activity, so an indication of how many times pupils have been active. This can be thought of as ‘visits’, or ‘throughput’ e.g. If twenty pupils meet to play rugby 10 times, this is 200 participant sessions
- **Activity sessions** – this is the provision of activity, so the number of sessions which pupils took part in e.g. If John, Jack and Jill play football together on Wednesday they have participated in one activity session. If this group meet 10 times, this is 10 activity sessions.
- **Distinct participants** – this refers to the number of individual pupils who have engaged in Active Schools programme. A pupil is counted as a participant if they have taken part in at least one active schools activity. If John, Jack and Jill play basketball together on Wednesday then this is counted as 3 distinct participants.
- **Distinct Deliverers** – is the number of individual people who lead / assist in an activity session.

5.7 Looking at distinct participants in more detail it is possible to measure this against each school’s roll to reflect the engagement in Active Schools’ extra-curricular activities as a percentage of the school role.

Our most engaged school in the authority has 98% of their school pupils taking part in Active School activities.

5.8 Among the top ten schools who have the largest amount of participants in Active Schools extra-curricular activities eight of these are attainment challenge schools. The school with the highest number of pupils in SIMD 1 & 2 in the authority has 73% of those pupils participating in extra-curricular activities.

5.9 One of the core aims of Active Schools is to introduce children and young people to sports and physical activities whilst minimising the barriers to participation. Within Inverclyde the Active Schools team has worked tirelessly at recruiting and retaining volunteers. By building and supporting this network of 396 volunteers it can provide free extra-curricular sessions’ across Inverclyde. In this school year alone 5952 hours of sports coaching was delivered free to all participants. The monetary value of this volunteer contribution would be approx. £70k (if paid at the current coaching rate.)

5.10 As part of minimising barriers to participation, Active Schools undertook several pilot projects. Using a ‘Sport For Change’ approach. A secondary interdisciplinary learning intervention to improve attainment and engagement (Literacy & HWB) was developed at St

Columba's High School.

6.0 IMPLICATIONS

6.1 Finance

6.2 Financial Implications:

| Cost Centre | Budget Heading | With Effect from | Annual Net Impact £000 | Virement From (if Applicable) | Other Comments |
|-------------|----------------|------------------|------------------------|-------------------------------|----------------|
| 01539 | Active Schools | | | | |

Annually Recurring Costs/(Savings):

Public Engagement Events, communications and administration costs

| Cost Centre | Budget Heading | Budget Years | Proposed Spend this Report £000 | Virement From | Other Comments |
|-------------|----------------|--------------|---------------------------------|---------------|----------------|
| | | | | | |

6.3 Legal

N/A

6.4 Equalities

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.

6.5 Repopulation

Provision of Council services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde support the Council's aim of enhancing Inverclyde's reputation as a place to live and work.

7.0 CONSULTATION

N/A

8.0 Background Papers

Appendix 1 sportscotland World Class Sporting System

Appendix 2 Inverclyde Infographic data 2017-18

Appendix 3 Inverclyde Active Schools Monitoring Report 2017-18

Appendix 1
 Sportscotland's Corporate Strategy - Sport For Life
 World Class Sporting System



Appendix 2
Inverclyde Infographic Data 2018-19



Monitoring data for the 2018/19 academic year

96,000
VISITS



MADE BY
4,800
PARTICIPANTS

ON AVERAGE 20 VISITS PER PUPIL



4,300
SESSIONS



34

CLUBS LINKING WITH SCHOOLS

396 DELIVERERS



89%
OF WHOM ARE
VOLUNTARY



351
VOLUNTEERS



Find out more about Active Schools at [sportscotland.org.uk](https://www.sportscotland.org.uk)

Appendix 3

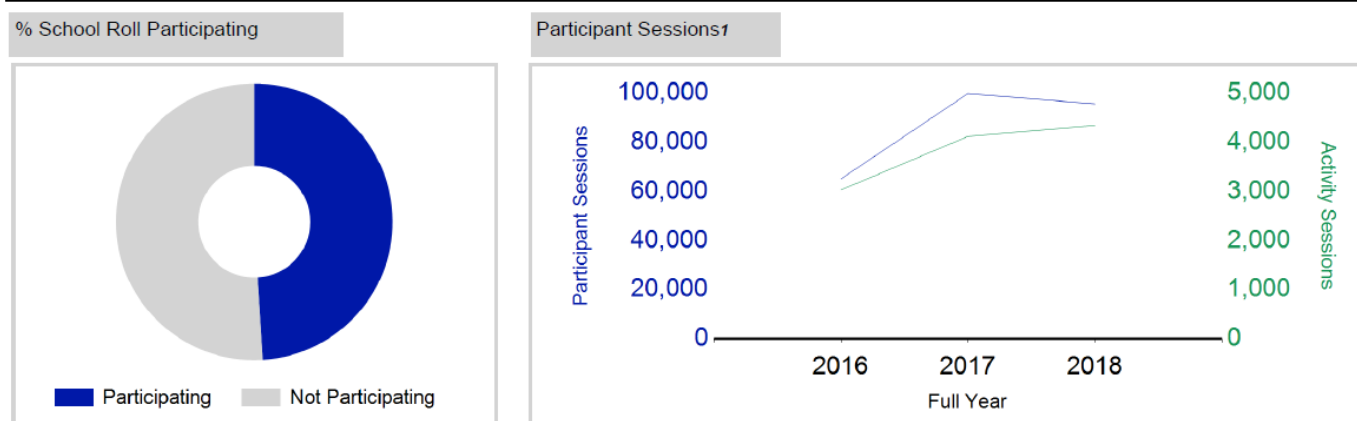
Active Schools

Term Report: Inverclyde Council

Academic Year : 2018/2019, Term(s) : Full Year

Putting Sport First

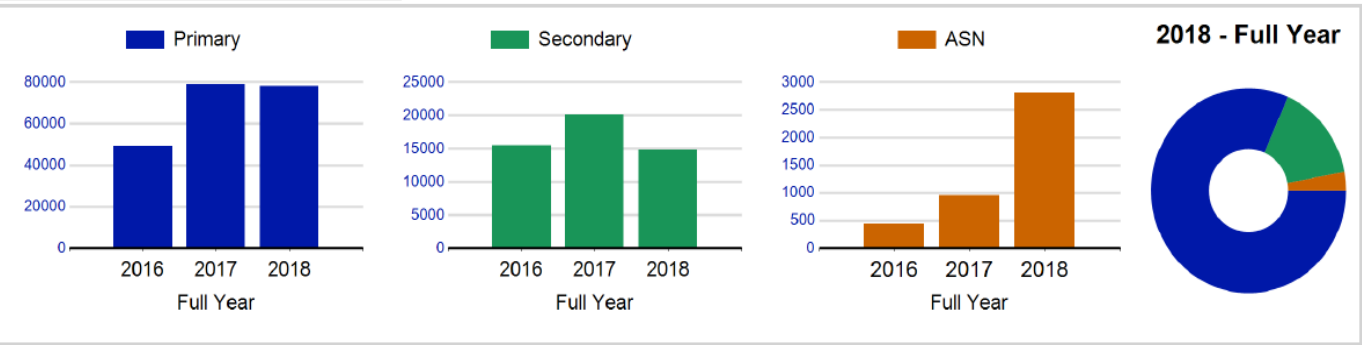
sportscotland
the national agency for sport



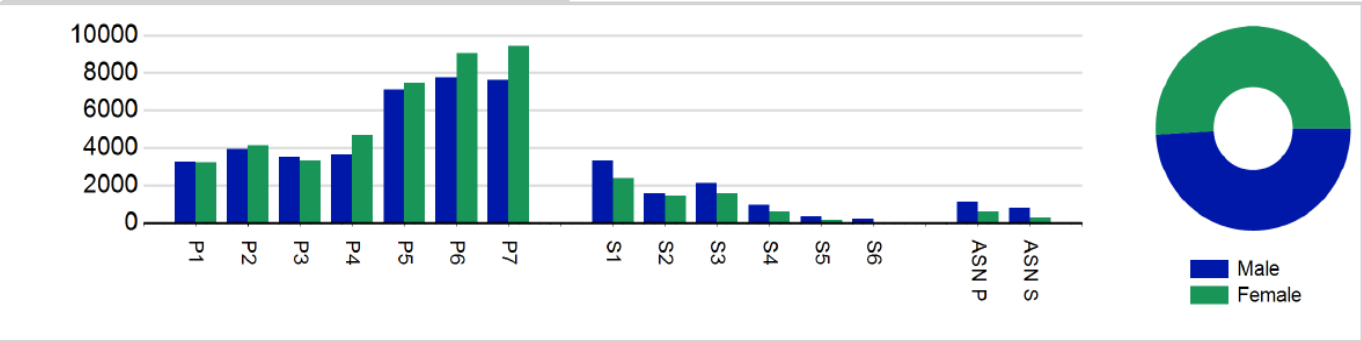
| | 2016 Full Year | 2017 Full Year | 2018 Full Year |
|--|-------------------|-------------------|-------------------|
| Activity Sessions | 3,031 | 4,124 | 4,348 |
| % Purely voluntary | 75% | 70% | 65% |
| Activity Session Blocks ³ | 448 | 542 | 616 |
| Avg Activity Sessions / Block ⁴ | 6.8 | 7.6 | 7.1 |
| Different Activities | 32 | 40 | 43 |
| Participant Sessions¹ | 65,135 | 99,954 | 95,725 |
| % Female | 51% | 51% | 51% |
| Distinct Participants² | 3,779 | 4,598 | 4,806 |
| Total School Roll | 9,894 | 9,860 | 9,809 |
| % Participating | 38% | 47% | 49% |
| Distinct Deliverers⁵ | 336 | 436 | 396 |
| % Volunteers | 93% | 90% | 89% |
| Qualified Volunteers | 88 | 64 | 97 |
| Secondary Pupils | 65 | 61 | 88 |
| Total Deliverer Sessions ⁶ | 5,360 | 7,374 | 7,859 |
| Avg Deliverers Sessions / Deliverer | 16.0 | 16.9 | 19.8 |
| School Club Links | 206 | 200 | 221 |
| Schools with at least 1 link | 27 | 27 | 27 |
| Clubs with at least 1 link | 27 | 37 | 34 |

1. Participant Sessions are the 'visits' pupils have made to activities. These figures do not represent the distinct pupils, and should only be taken as indicative of participation
2. Distinct participants are pupils who have attended at least one session of Active Schools supported activity across the selected year/term (whether this was in a single or multiple school activity).
3. Activities are recorded in ASMO as 'Activity Session Blocks' which describe a group who meet to take part in an activity.
4. The Average Activity Sessions/Block figure shows the average length of a block (i.e. how many weeks did the average block run for?)
5. Distinct Deliverers are deliverers who have delivered at least one session of Active Schools supported activity across the selected year/term.
6. Deliverer Sessions are the 'visits' deliverers have made to activities. These figures do not represent the distinct deliverers, and should only be taken as indicative of delivery. Distinct deliverer information is only available at the local authority level.
7. School Roll details are taken from the Pupil Census as at September of the Academic Year. Summaries available at <http://www.gov.scot/topics/statistics/browse/school-education/datasets>
8. Distinct Participant data collection 2011 onwards

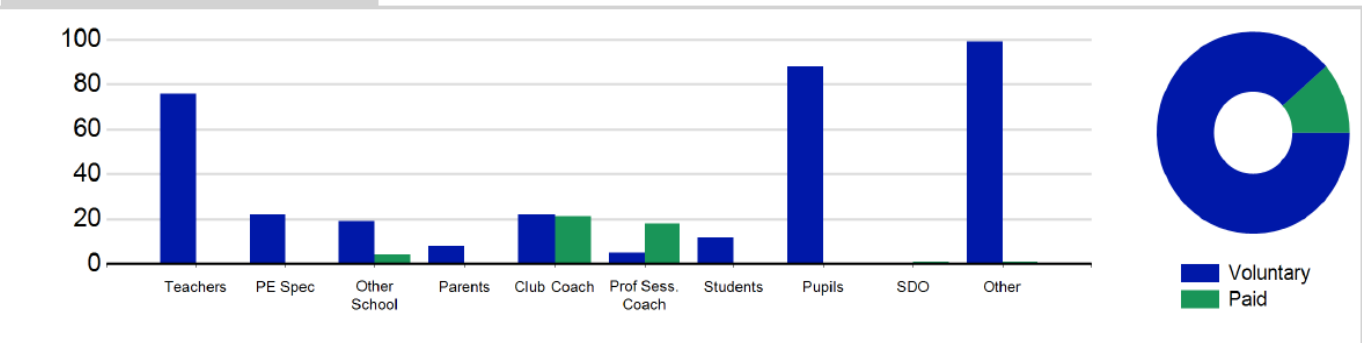
Participant Sessions¹ by School Type



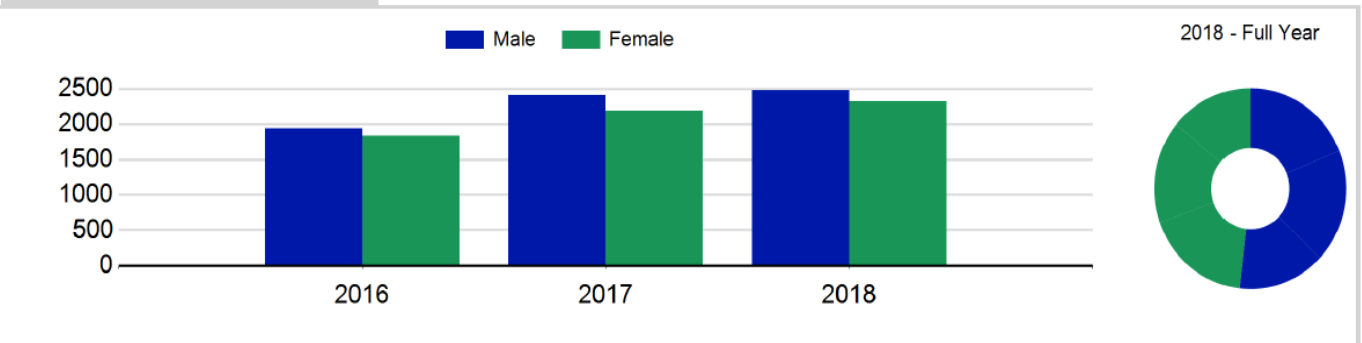
Participant Sessions¹ by Year Group and Gender



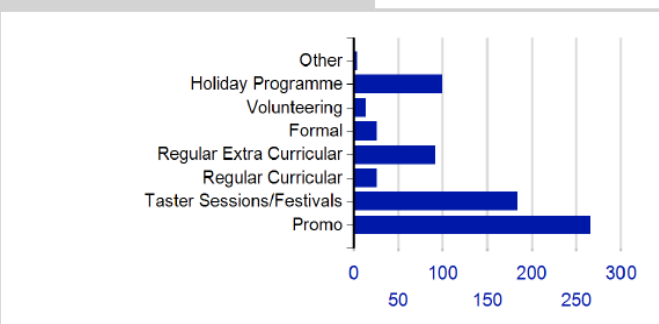
Distinct Deliverers⁵



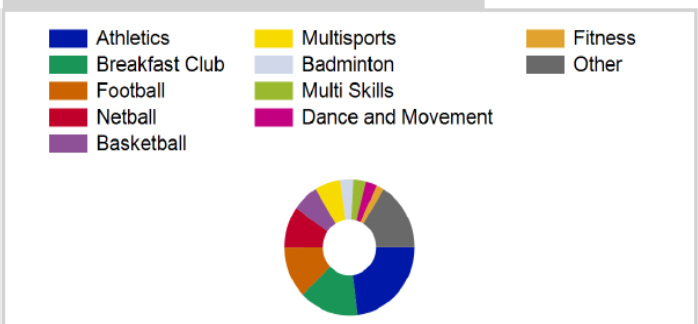
Distinct Participants² by Gender



School/Club Links by Link Type



Top 10 Activities by Participant Sessions¹



Term Report: Inverclyde Council

Academic Year : 2018/2019, Term(s) : Full Year

Putting Sport First

sportscotland
 the national agency for sport
Participant Sessions¹ by Yeargroup and Gender

| | Male | Female |
|--------------|---------------|---------------|
| P1 | 3,273 | 3,241 |
| P2 | 3,934 | 4,120 |
| P3 | 3,507 | 3,333 |
| P4 | 3,618 | 4,685 |
| P5 | 7,099 | 7,479 |
| P6 | 7,734 | 9,040 |
| P7 | 7,619 | 9,448 |
| S1 | 3,343 | 2,397 |
| S2 | 1,570 | 1,469 |
| S3 | 2,121 | 1,545 |
| S4 | 975 | 583 |
| S5 | 347 | 153 |
| S6 | 239 | 38 |
| ASN P | 1,120 | 593 |
| ASN S | 807 | 295 |
| Total | 47,306 | 48,419 |

Distinct Deliverers⁵ by Type

| | Paid | Voluntary |
|-------------------------|-----------|------------|
| Teachers | 0 | 76 |
| PE Spec | 0 | 22 |
| Other School | 4 | 19 |
| Parents | 0 | 8 |
| Club Coach | 21 | 22 |
| Prof Sess. Coach | 18 | 5 |
| Students | 0 | 12 |
| Pupils | 0 | 88 |
| SDO | 1 | 0 |
| Other | 1 | 99 |
| Total | 45 | 351 |

Distinct Participants² by Gender

| | |
|---------------|--------------|
| Male | 2,484 |
| Female | 2,322 |
| Total | 4,806 |

| | | |
|------------------------|---|-----------------------------------|
| Report To: | Education & Lifelong Learning Committee | Date: 5 November 2019 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: EDUCOM/90/19/PR |
| Contact Officer | Pat Robertson, Attainment Challenge Lead | Contact No: |
| Subject: | Update on Progress of Scottish Attainment Challenge | |

1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the progress and impact of the Attainment Challenge in Inverclyde.

2.0 SUMMARY

- 2.1 The Attainment Challenge focuses on improving outcomes in literacy, numeracy and health and wellbeing for children from disadvantaged backgrounds. There is a specific emphasis on those living in the Scottish Index of Multiple Deprivation (SIMD) Deciles 1 and 2 and or LAC pupils. From 2015 there have been 6 targeted primary schools. In the following year there were 9 primary schools and early years establishments. This was then extended to include the secondary sector and an additional 3 primary schools.

- 2.2 The Attainment Challenge team work with school staff to identify children and families who would benefit from targeted interventions to support educational attainment. The proven interventions and approaches which prove successful are shared with all establishments.

- 2.3 There is clear evidence that Inverclyde is making progress in narrowing the poverty-related attainment gap. There has been a broad increase in attainment for pupils who reside in SIMD 1 and 2.

- 2.4 High quality training continues to be provided to support staff in developing their knowledge and expertise in improving learning and teaching in all establishments.

- 2.5 The role of Family Support Workers , Community Learning and Development staff and teachers within the context of an integrated and multi- agency approach in schools has led to effective support for families to be better able to support their child's learning and development.

- 2.6 The Uplifting Leadership programme continues to support a significant number of practitioners to engage in research and critical reflection which is directly impacting on the quality of learning and teaching in the classroom.

The seventh cohort of Uplifting Leadership has been completed and over a hundred and eighty participants have finished the course. This has meant an increase in staff willing to take on leadership roles at all levels. This has particularly been evident in schools' use of Pupil

| | | |
|------------|---|--|
| | Equity Fund. There is a comprehensive overview of the preferred leadership pathway for every teacher in Inverclyde wishing to pursue promotion or lead an initiative. There is now also a Practical Guide to Leadership offered during the year for aspiring head teachers. | |
| | | |
| 3.0 | RECOMMENDATIONS | |
| | | |
| 3.1 | The Education and Communities Committee is asked to note the ongoing progress of the Scottish Attainment Challenge project within Inverclyde. | |
| | | |
| | Ruth Binks Corporate Director Education, Communities & Organisational Development | |

| | |
|------------|--|
| 4.0 | BACKGROUND |
| 4.1 | <p>The Scottish Attainment Challenge introduced in 2015, is a national initiative which aims to drive forward improvements in educational outcomes in Scotland's most disadvantaged communities, thereby reducing inequity. Inverclyde Council took a robust evidence-based approach to strategic planning. This innovative 'Start Small, Think Big' methodology, has very successfully supported Inverclyde Council in the development of strong impactful interventions which are addressing well the needs of the local community.</p> |
| 4.2 | <p>The Attainment Scotland Funding consists of several strands of funding including the Challenge Authorities and Schools Programmes, Pupil Equity Funding, as well as a number of National Programmes. This funding is distributed in a number of different ways: via local authority, directly to schools and directly to national organisations.</p> |
| 4.3 | <p>In 2017/2018 the three main strands of the Scottish Attainment Challenge supported by the Attainment Scotland Fund were:</p> <p>The Challenge Authorities Programme which provides targeted funding to the 9 local authorities with the highest concentration of pupils living in SIMD 1 and 2 areas. The local authorities develop strategic plans to drive forward improvements in their primary and secondary schools. The funding is provided via local authorities. The revised bid for 2019/2020 for Inverclyde was submitted to the Scottish Government in March 2019. The same amount of funding as the previous year £3,470,3640 was approved.</p> <p>The Schools Programme provides funding to individual schools outwith challenge authorities, where 70% or more pupils live in SIMD 1 and 2 areas. Currently 74 schools across Scotland are funded this way.</p> <p>The Pupil Equity Funding introduced in 2017-18 forms part of the overarching £750 million Attainment Scotland Fund. This provides additional funding to schools on the basis of the number of primary 1 to S3 pupils eligible for free school meals – reaching 95% of schools across Scotland in 2017/18. Funding is provided via grant funding to local authorities. Schools in Inverclyde received a total of £2,428,800 in 2018/2019 and £2,385,960 in 2019/2020. Robust arrangements have been put in place by Inverclyde to support head teachers to track and monitor their individual Pupil Equity Fund spending.</p> |
| 4.4 | <p>In 2018/2019 funding was allocated to the Care Experienced Young People (CEYP) Attainment Fund.</p> <p>In Inverclyde the funding has been targeted to reduce inequity and promote care experienced children and young people's rights so that they are ready to learn. The two outcomes identified are to improve the life experiences of care experienced children young people and improve their educational outcomes. The model is a collaborative approach based on the Team Around the Child (TAC), inclusive of the child/young person, their families and all the professionals supporting them. The impact of change is tracked through the Child's Plan.</p> <p>Of the 149 young people eligible, the balance of care looked after children is 83.9%. This relates to children and young people looked after at home, in a kinship placement and foster care. So far in 2018/19 this funding has supported a number of young people from age 5 to 15 in the following placements:</p> <ul style="list-style-type: none"> ● Looked after at home ● Kinship ● Internal foster ● External foster ● Residential ● External residential ● Now in an adoptive |

| | | | | | | | | | | | | |
|----------------------|--|------------------|-----|-------------------|-----|----------------------|-----|-------------------|-----|-------------|----|--|
| | <p>We have completed the first year of the CEYP Attainment Fund. Significant steps have been taken to improve educational outcomes for our Care Experienced Young People. The Experienced Young People (CEYP) Attainment Fund has reduced the poverty gap between CEYP and their peers to allow them to access learning through the purchase of equipment, attending school holidays and receiving tutoring. Additionally, life experiences have been enhanced to improve health and wellbeing by increasing their activities in their local communities, such as football, swimming and music lessons. There has also been an increase in the number of parents/carers participating in activities with their child</p> <p>Young people have reported an increase in their confidence, learning and skills with one youngster achieving Nat 4s as a result of working with a tutor.</p> <p>This has resulted in an increase in:</p> <table border="0"> <tr> <td>School Inclusion</td> <td>14%</td> </tr> <tr> <td>Home Work Support</td> <td>42%</td> </tr> <tr> <td>Community Activities</td> <td>27%</td> </tr> <tr> <td>Family Activities</td> <td>14%</td> </tr> <tr> <td>Transitions</td> <td>2%</td> </tr> </table> <p>Designated staff will continue to support engagement and delivery of the outcomes and there will be further training organised to maximise and ensure impact of tracking through the Child's Plan.</p> | School Inclusion | 14% | Home Work Support | 42% | Community Activities | 27% | Family Activities | 14% | Transitions | 2% | |
| School Inclusion | 14% | | | | | | | | | | | |
| Home Work Support | 42% | | | | | | | | | | | |
| Community Activities | 27% | | | | | | | | | | | |
| Family Activities | 14% | | | | | | | | | | | |
| Transitions | 2% | | | | | | | | | | | |
| | <p>Inverclyde Council is now in its fifth year as a challenge authority. As a result, there have been notable improvements across the authority in the quality of learning and teaching, matched by improvements in the progress of learners. Analysis of data indicates that establishments are having success in tackling the poverty related attainment gap.</p> | | | | | | | | | | | |
| 4.6 | <p>The allocation of Education Scotland's Attainment Advisor continues to be a key link between Education Scotland and the Local authority.</p> | | | | | | | | | | | |
| 4.7 | <p>Through the Scottish Attainment Challenge fund and Pupil Equity Fund Inverclyde continues to build on the strengths as identified in the authority's inspection 30th April 2018 :</p> <p>The very strong vision and shared values which are "lived by all" across the authority.</p> <p>The influential leadership at all levels, from the Chief Executive, Head of Education through the central teams, and heads of establishments empowering staff to play their part in improving the life chances of children, young people and their families.</p> <p>Sector leading evidence-based professional learning resulting in a culture of strong reflective and confident practitioners.</p> <p>Staff and partners working effectively together to provide sensitive and well-judged support for children and young people, which is improving literacy, numeracy and health and wellbeing outcomes.</p> <p>Robust self-evaluation, supported by strong strategic governance, at the heart of Inverclyde's practice.</p> | | | | | | | | | | | |
| 5.0 | <p>CURRENT POSITION</p> <p>In consultation with the Scottish Government the plan is now organised within 4 slightly adapted work streams to facilitate streamlined planning, the efficient tracking of progress and report writing.</p> <p>The work streams are now :</p> <ul style="list-style-type: none"> ●Building Capacity Team | | | | | | | | | | | |

| | | |
|-----|---|--|
| | <ul style="list-style-type: none"> ●Families and Communities ●Literacy and Numeracy ●Nurture | |
| 5.1 | <p>Building Capacity Team</p> <p>The team comprises a project leader, admin staff, a research assistant, a data officer, an educational psychologist and a digital literacy officer.</p> <p>Significant actions over the last year have been made to ensure the sustainability of the project. As a result of the retirement of one of the project leaders, a new project leader was appointed in January 2019. She has been recognised by Education Scotland Inspectors as being excellent in developing a shared vision for change and improvement and for her approach in ensuring the wellbeing of all children and families within her establishment.</p> <p>As requested by head teachers, a Digital Literacy officer was appointed in August 2018. The Digital Literacy officer supports staff and pupils to take advantage of the opportunities offered by digital technology in order to raise attainment, ambition and increase opportunities for the world of work. He is currently working with establishments to develop skills and confidence to improve access to digital technology, enhance learning and teaching and improve life chances.</p> <p>Head teachers continue to value the high-quality support of the central team, including the data officer and Scottish Attainment Challenge researcher in planning their interventions. As a result of this support, head teachers are increasingly skilled in using data to challenge, set targets and inform next steps in school improvement.</p> <p>Educational Psychology service continues to support the delivery of specific outcomes of the project in building capacity of staff and providing high quality professional learning within at times limited personnel resources.</p> | |
| 5.2 | <p>Families and Communities</p> <p>Inverclyde's attainment plan sets out an integrated multi-agency approach to closing the equity gap. The strong and effective partnership working between Barnardo's staff, Community Learning and Development and education staff at all levels is a major part of the success of the project. Everyone involved is committed to the vision and aims of the Attainment Challenge project where there is a shared desire to improve outcomes for our most vulnerable families.</p> <p>Barnardo's involvement in the project is a strong factor in improving outcomes. Of the families in both primary and secondary schools receiving assistance there continues to be improved outcomes.</p> <ul style="list-style-type: none"> • <i>Parents, children and young people have improved emotional health & wellbeing</i>; 83% are demonstrating an improvement in their emotional health. • <i>Increased packages of interventions for targeted families, young people and children</i>; 159 families are currently engaging in a bespoke package of support. 18 of these are families within Attainment Challenge schools. 3 of these are new families within the 8 remaining primary schools. 75% of these families live in SIMD 1 & 2. 92% of families are demonstrating improvement in their overall targeted outcomes. • <i>Increased parental awareness, engagement and confidence in supporting their child's learning</i>; 76% of parents within families working on this outcome have increased engagement and confidence in supporting their child's learning. • <i>Increase in positive parent/child relationships</i>; 79% of targeted families have demonstrated improvement in family relationships. • <i>Increase in positive relationships between families, partners and schools</i>; 21 holiday lunch activities/events delivered in partnership with Barnardo's, Community | |

Learning and Development, Libraries and nursery staff. 36 parent drop in sessions delivered in primary schools in partnership with Community Learning and Development.

- **Increase in family learning activities;** Barnardo's family support workers are providing family learning events in 9 primary schools on a weekly basis with an average of 70 families attending.
- **Improvements being made to the emotional health and well-being for young people who have experienced loss and change, by restoring their self - confidence and self –esteem;** Barnardo's staff co-facilitating 2 groups with 7 young people attending. Pupil drop -ins which provide a listening ear in a safe place for young people is being facilitated in 4 secondary schools with an average of 39 pupils attending per week. In PGHS lunchtime provision was capped at 10 but regularly exceeds this and 15 young people regularly attend the LGBT drop in.

Community learning and development continue to offer a series of targeted programmes to raise attainment, tackle low attendance, improve health and well-being, sociability and resilience in an informal education setting. Community Learning and Development workers run more generic family or adult learning opportunities through primary schools.

In their recent inspection Community Learning and Development were commended for their involvement in the Attainment Challenge project.

Steps to Excellence programme

- 83% reported increased motivation self- belief and self- efficacy
- 100% achieved the qualification
- 16% are using the strategies at home to support their child's behaviour

Community Learning and Development learning sessions

- In any one month as many as 87 families from primary schools are participating
- Community Learning and Development workers have attended joint training with school staff on approaches to numeracy and literacy.

Sports Tea club

- 80% of parents attending reported an increase in carrying out the out the activities at home.

Learn2Gether

- 100% of parents attending achieved the qualification and reported an increase in confidence when supporting their child at home.

Family Connect

- 100% reported an increase in the amount of activities they now feel confident with to support their child in literacy and numeracy.

Skills in cookery

- 80% reported an increase in the skills around cookery that they now use in the family setting.

Community Learning and Development have had many successes in 2018/2019 with many of the young people achieving SQA personal achievement awards and Dynamic Youth Awards (DYA).

Inverclyde Academy

The team provided very different activities and trips to support young people in developing new skills. This improved the outcomes for the young people who were part of the challenge and all are now on track to achieve their awards.

| | |
|-----|--|
| | <p>Port Glasgow High School 13 out of the 14 young achieved their Dynamic Youth Award.</p> <p>Ocean Youth Trust A key success this session was the joint voyage of CLD / Ocean Youth Trust working with 10 young people from four different high schools. The young people went sailing for five days during which they learned valuable life skills and will gain 10 SQA Accredited Qualifications along with a level 1 in sailing.</p> <p>St. Stephen's High School A group of boys won the 'Outstanding Achievement Award' at Inverclyde's Year of the Young People Award Ceremony.</p> <p>Holiday lunch club These activities and events delivered in partnership with Barnardo's, Community Learning and Development, Libraries and early years staff continue to be well attended. During the summer there over 4000 families attended.</p> |
| 5.3 | Literacy and Numeracy |
| | <p>The contribution of Literacy and Numeracy Coaching and Modelling Officers (CMOs) in providing professional learning or individual support in classes has been vital in developing a culture of professional learning. The Coaching and Modelling Officers delivered a series of sessions on effective pedagogy throughout the academic year. This professional learning was also delivered to Newly Qualified Teachers as part of their induction programme. Therefore staff are increasingly using improvement methodologies very well to select the right interventions for individuals and specific groups of learners and this, in turn, is resulting in more positive outcomes for children and young people.</p> <p>The authority is also supported by the CMOs in moderation events/activities which further develops staffs confidence in learning and teaching and their professional judgement of a child's achievement within a CfE level.</p> <p>The clear link between the primary and secondary projects is helping to ensure a shared sense of purpose across Inverclyde. CMOs work together and co-deliver training, demonstrating collaboration in practice. Literacy interventions such as dialogic and reciprocal approaches are being developed in both sectors. The Concrete Pictorial Abstract approach to teaching numeracy is modelled and encouraged in both sectors. Inverclyde's Progression Pathways were devised by practitioners from primary and secondary sectors. The Pathways are now completed in literacy and numeracy for early level to third level and have been distributed to all establishments to ensure progression.</p> <p>The upskilling of support staff through providing opportunities to increase their skills, knowledge and understanding supports the introduction and implementation of the methodologies in order to raise attainment in literacy and numeracy.</p> <p>Nursery peripatetic teachers have been trained in dialogic and reciprocal teaching which they model for nursery staff. Two nurseries have also been identified for further training of delivering high quality opportunities for active listening and dialogic principles to support transition.</p> <p>The Word Aware project in partnership with Speech and Language Therapy has been piloted in 1 primary school with great results. This programme improves vocabulary knowledge and word learning skills. Many P1 teachers from across the authority have now also been trained in this approach and have identified practical steps to enhance their classroom practice and ensure appropriate language development for all children. This project will now be introduced in early years establishments to improve children's vocabulary.</p> <p>The Digital Literacy Officer has supported staff and pupils in a variety of programmes and projects. One is the use of Bluetooth Keyboards in conjunction with pupil devices which</p> |

| | | |
|-----|--|--|
| | <p>remove barriers to learning for pupils who require support with literacy. A number of good practice videos have been produced to support staff across the authority highlighting the best practice in literacy, numeracy and health and wellbeing approaches. All staff will have access to this bank of examples of practice which has been verified by the CMOs. This resource will also allow pupils to independently engage with and reinforce their own learning and offer parents the opportunity to effectively support their children with home learning</p> | |
| 5.4 | Nurture | |
| | <p>The Educational Psychology service continues to make a contribution in closing the poverty-related attainment gap through the implementation of the Applying Nurture as a Whole School Approach programme. Using a Collaborative Action Enquiry model this has led to a range of interventions that have been evaluated positively in terms of impact and outcomes. The learning gained from this is being taken forward in most secondary and some primary establishments via the CMOs.</p> <p>10 out of the 12 Attainment Challenge primary schools have or are in the process of establishing whole school implementation groups. These groups are led by nurture teachers providing professional leadership opportunities within the school. This is now being introduced in early years establishments where the same principles and support are being developed.</p> <p>The development of an Inverclyde Self Evaluation Tool for the nurture groups linked to HGIOS4 is being prepared. Whole school training has taken place on Adverse Childhood Experience and Trauma across all sectors. There is an agreement with Inverclyde's Educational Psychology service to link this to Applying Nurture as a Whole School Approach framework in order to maintain consistency across the authority.</p> <p>Staff of 4 mainstream secondary establishments were involved in training to develop their knowledge with regards to introducing personalised strategies to support young people within each establishment. The secondary CMO for Nurture is also supporting Implementation groups within 3 secondary schools to establish robust processes in relation to their action plan of Applying Nurture as a Whole School Approach. There has been great success in 2 establishments of upskilling Mentors in Violence Prevention (MVP) senior pupils in relation to the identified nurture principle within their own school involving the young people presenting to their peers.</p> <p>Re-Connect sessions in relation to Boxall/Beyond the Boxall Profiles have taken place in 1 establishment upskilling staff to develop a robust process for delivery.</p> <p>The evidence shows an increased knowledge of, confidence in and application of nurturing approaches in primary and most secondary establishments. An improvement in relationships of teacher / pupil and pupil/pupil has been highlighted as effective practice.</p> | |
| | Next Steps | |
| | <p>While it is recognised that teacher recruitment and backfill continues to present challenges, the Attainment Challenge team is committed to continuing to develop a sustainable model for improvement, focusing on building capacity of staff to ensure maximum progress within the time available.</p> <p>In the current budget year 2019/2020 there is the option to move funds from one work stream to another. Therefore funds available as a result of not being able to fill posts will be moved to literacy and numeracy to provide more high quality training to all staff.</p> <p>The newly appointed CMOs have been in post since August 2019. They continue to use the approaches/strategies already identified in the plan and will build on these to include the principles of visible learning.</p> <p>Establishments will be encouraged to work collaboratively on similar priorities within the authority and across the West Partnership. One secondary school and two primary schools</p> | |

| | <p>are already involved in the first cohort of the West Partnership for collaborative learning.</p> <p>Scottish Attainment Challenge funding for primary and secondary schools will continue until the end of this parliament. Exit strategies must now be developed, particularly where initiatives are delivered in partnership, as consideration must be given to long-term sustainability.</p> <p>Ensure that the Care Experienced Fund leads to strong outcomes for children and young people.</p> <p>Through the Pupil Equity Fund assist schools to strengthen their rationale for interventions and improve the identification and evaluation of appropriate measures.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|--|------------------|------------------------|-------------------------------|------------------------|-------------------------------|----------------|--|----------------------|---------|-------|--|--|--|-----------------------------|---------|-------|--|--|--|-------------------------------|---------|-----|--|--|
| 6.0 | IMPLICATIONS | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.1 | Finance | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Annually Recurring Costs/ (Savings)</p> <table border="1"> <thead> <tr> <th>Cost Centre</th> <th>Budget Heading</th> <th>With Effect from</th> <th>Annual Net Impact £000</th> <th>Virement From (If Applicable)</th> <th>Other Comments</th> </tr> </thead> <tbody> <tr> <td></td> <td>Pupil equity Funding</td> <td>2019/20</td> <td>2,386</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Scottish Attainment Funding</td> <td>2019/20</td> <td>3,463</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Looked after children funding</td> <td>2019/20</td> <td>109</td> <td></td> <td></td> </tr> </tbody> </table> | Cost Centre | Budget Heading | With Effect from | Annual Net Impact £000 | Virement From (If Applicable) | Other Comments | | Pupil equity Funding | 2019/20 | 2,386 | | | | Scottish Attainment Funding | 2019/20 | 3,463 | | | | Looked after children funding | 2019/20 | 109 | | |
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| | Pupil equity Funding | 2019/20 | 2,386 | | | | | | | | | | | | | | | | | | | | | | |
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| | Looked after children funding | 2019/20 | 109 | | | | | | | | | | | | | | | | | | | | | | |
| 6.2 | Human Resources | | | | | | | | | | | | | | | | | | | | | | | | |
| | There are no human resource implications. | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.3 | Legal | | | | | | | | | | | | | | | | | | | | | | | | |
| | There are no legal implications | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.4 | Equalities | | | | | | | | | | | | | | | | | | | | | | | | |
| | This policy does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy. Therefore, no Equality Impact Assessment is required. | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.5 | Repopulation | | | | | | | | | | | | | | | | | | | | | | | | |
| | There are no repopulation implications. | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.0 | CONSULTATIONS | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.1 | The Attainment Challenge Implementation Group was consulted in the preparation of this report. | | | | | | | | | | | | | | | | | | | | | | | | |
| 8.0 | CONCLUSIONS | | | | | | | | | | | | | | | | | | | | | | | | |
| 8.1 | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| 9.0 | BACKGROUND PAPERS | | | | | | | | | | | | | | | | | | | | | | | | |
| 9.1 | N/A | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/85/19/RB |
| Contact Officer: | Linda Wilkie | Contact No: | 01475 712812 |
| Subject: | Care Inspectorate Grades for Early Learning and Childcare | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the quality of Inverclyde Council's Early Learning and Childcare establishments as evidenced by Care Inspectorate inspections.

2.0 SUMMARY

- 2.1 The Care Inspectorate inspect services to ensure appropriate standards of care are provided.
- 2.2 Grades on a scale of 1 to 6 are awarded at inspection in the areas of quality of care and support, environment, staffing and management and leadership.
- 2.3 The report provides details of grades awarded to services in local authority and funded providers.
- 2.4 Inverclyde Council's early learning and childcare establishments are providing a high quality of care.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes the contents of this report.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The Care Inspectorate was set up in April 2011 by the Scottish Government as a single regulatory body for social work and social care services, including child protection and the integration of children's services. It regulates and inspects care services in Scotland to make sure that they meet the correct standards.
- 4.2 At inspection, services are awarded grades for the quality of care and support, environment, staffing and management and leadership. Each area is assessed on a scale from 1 to 6, where 1 is unsatisfactory and 6 is excellent.

| Grade | Assessment |
|-------|----------------|
| 1 | Unsatisfactory |
| 2 | Weak |
| 3 | Adequate |
| 4 | Good |
| 5 | Very good |
| 6 | Excellent |

- 4.3 The frequency of inspections varies dependent on the type of service, the grades awarded at previous inspection and a risk assessment. Services with children aged 3 to 5 years with good or above grades are inspected every 3 years. Services with children aged 0 to 3 years with good grades are inspected every 2 years. Services with unsatisfactory, weak or adequate grades are inspected annually.

5.0 LOCAL AUTHORITY INSPECTION OUTCOMES

- 5.1 During the period April 2018 to June 2019 six Local Authority Early Years Establishments were inspected.
- 5.2 The grades awarded at these inspections are:

| Establishment | Quality of | | | |
|------------------------------|------------------|--------------|--------------|---------------------------|
| | Care and Support | Environment | Staffing | Management and Leadership |
| Binnie St. Children's Centre | 5 | 5 | 5 | 5 |
| Bluebird Family Centre | 5 | 4 | 5 | 4 |
| King's Oak Nursery Class | 4 | Not Assessed | 4 | Not Assessed |
| Larkfield Family Centre | 5 | Not Assessed | 5 | Not Assessed |
| Moorfoot Nursery Class | 4 | Not Assessed | Not Assessed | 4 |
| Wellpark Children's Centre | 5 | Not Assessed | Not Assessed | 5 |

- 5.3 An analysis of the grades awarded shows that 2 establishments have improved and 4 establishments have remained the same.

6.0 FUNDED PROVIDERS INSPECTION OUTCOMES

6.1 During the period April 2018 to June 2019, two Funded Providers were inspected.

The grades awarded at these inspections are:

| Establishment | Quality of | | | |
|-------------------------------------|------------------|--------------|----------|---------------------------|
| | Care and Support | Environment | Staffing | Management and Leadership |
| Enchanted Forest Nursery - Inverkip | 4 | Not Assessed | 3 | Not Assessed |
| West College Scotland Nursery | 4 | 4 | 4 | 4 |

6.2 An analysis of the grades awarded shows that 1 establishment has improved and 1 establishment has lower grades.

7.0 BENCHMARKING

7.1 The following table provides a comparison of local authority and funded providers' performance against national data:

| | National | Inverclyde | National | Inverclyde | National | Inverclyde | National | Inverclyde | National | Inverclyde | National | Inverclyde |
|--------------------------------------|----------------|------------|----------|------------|----------|------------|----------|------------|-----------|------------|-----------|------------|
| | Unsatisfactory | | Weak | | Adequate | | Good | | Very Good | | Excellent | |
| Quality of Care and Support | 0.1% | 0% | 0.7% | 0% | 5.0% | 0% | 33.2% | 32.0% | 54.1% | 68.0% | 7.0% | 0% |
| Quality of Environment | 0.1% | 0% | 0.4% | 0% | 4.4% | 0% | 39.3% | 36.0% | 51.4% | 64.0% | 4.5% | 0% |
| Quality of Staffing | 0.1% | 0% | 0.8% | 0% | 5.1% | 4% | 35.6% | 40.0% | 53.7% | 56.0% | 4.7% | 0% |
| Quality of Management and Leadership | 0.2% | 0% | 1.7% | 0% | 7.4% | 0% | 41.3% | 24.0% | 45.6% | 76.0% | 3.8% | 0% |

7.2 This data evidences that Inverclyde establishments continue to perform well. No establishments have grades recorded at unsatisfactory, weak or adequate.

8.0 NEXT STEPS

8.1 Education Services will continue to support and challenge all services to improve their performance.

9.0 IMPLICATIONS

9.1 Finance

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

9.2 **Legal**

There are no legal implications

9.3 **Human Resources**

There are no personnel implications.

9.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

| | |
|---|--|
| | YES |
| X | NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required |

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

| | |
|---|--|
| | YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed. |
| X | NO |

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

| | |
|---|---|
| | YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals. |
| X | NO |

9.5 **Repopulation**

There are no known repopulation implications.

10.0 CONSULTATIONS

10.1 N/A

11.0 BACKGROUND PAPERS

11.1 Inspection Reports

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/79/19/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712748 |
| Subject: | Glasgow City Region Improvement Collaborative 2019/22 Plan | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to update members of the Education and Communities Committee on the Glasgow City Region Improvement Collaborative 2019/22 Plan and to alert members to the recent evaluation of the 2018/19 Plan.

2.0 SUMMARY

- 2.1 The Glasgow City Region Education Improvement Collaborative (known as the West Partnership) is made up of the following local authorities: East Dunbartonshire, East Renfrewshire, Glasgow, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire and West Dunbartonshire.
- 2.2 The Improvement Plan, and associated actions, is also overseen by the existing governance arrangements for each local authority. The West Partnership is overseen by the Glasgow City Region Education Committee made up of the Education Conveners (or appropriate substitute) from each member authority. The Committee meets on a quarterly basis.
- 2.3 The evaluation of the 2018/19 Plan (Appendix 1) and the 2019/22 Regional Improvement Plan (Appendix 2) were submitted to the Scottish Government in September 2019 after having been agreed by the Committee. The minutes of the Committee are attached as Appendix 3.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the contents of the evaluation of the 2018/19 Regional Improvement Plan and the 2019/22 Regional Improvement Plan for the West Partnership.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The 'Education Governance: Next Steps' paper focused on the empowerment of teachers, parents and communities to deliver excellence and equity for all learners and recommends the establishment of new Regional Improvement Collaboratives (RICs). The paper stated that RICs would:

- provide excellent educational improvement support for head teachers, teachers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others;
- provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework;
- facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches; and

be led by a Regional Director, to be appointed by the Scottish Government and to report to the HM Chief Inspector/Chief Executive of Education Scotland.

4.2 The Glasgow City Region Education Committee's Terms of Reference, as agreed in January 2018, require the Committee to examine and endorse the draft Improvement Plan. This attached Plan and evaluation of the 2018/19 Plan was endorsed by the Committee in September 2019. In addition, in seeking to ensure local democratic accountability, members are required to report back to their own authorities through appropriate individual local governance arrangements.

5.0 CURRENT POSITION

5.1 1. West Partnership Regional Improvement Plan 2019-22

The West Partnership was required to prepare a new Improvement Plan, outlining future proposed activity, for submission in September 2019.

The West Partnership has prepared a Regional Improvement Plan (attached), based on the revised governance and operational structure previously approved by the Regional Education Committee. It also takes into account the evaluation of the 2018/19 Improvement Plan.

Importantly, the West Partnership has sought to emphasise the importance of maintaining local democratic accountability, seeking to enhance and support the existing improvement measures being implemented by individual education authorities.

The Regional Improvement Plan 2019-22 seeks to build on the outcomes and measures outlined in the previous version, working towards the vision of *Equity, Excellence and Empowerment* through the development of a culture in which we seek to 'shift the ownership of change'.

The plan sets out the workstreams to be further developed over the coming year, each led by a Director of Education/Chief Education Officer, and bringing together officers and teaching staff from each member education authority. Each workstream will also be supported with staff resources from Education Scotland.

The Plan also includes a remit and outline action plan for each workstream to develop in the coming year. Each of these individual action plans remains in draft form and it is envisaged that these may be subject to change based on feedback and consultation with stakeholders.

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 N/A.

7.0 CONSULTATIONS

7.1 N/A.

8.0 CONCLUSIONS

8.1 N/A.

9.0 BACKGROUND PAPERS

9.1 N/A.

WEST PARTNERSHIP

2018/19

EVALUATION OF

REGIONAL IMPROVEMENT PLAN

EQUITY,
EXCELLENCE &
EMPOWERMENT

SHIFTING THE OWNERSHIP OF CHANGE



GLASGOW
CITY REGION
Education



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1. Executive Summary

- 1.1. Overall, throughout the last year, the West Partnership has made very good progress implementing the Regional improvement Plan 2018-2021.
- 1.2. During April to June 2019, the West Partnership formally reflected on progress and reviewed and refined the priorities for improvement. Each workstream reviewed progress and identified areas which had gone well and which required further improvement. Through an evaluation process undertaken by the Board changes to the leadership and governance structure were proposed. These were approved by the Regional Education Committee in May 2019.
- 1.3. Very good progress has been made in achieving the actions from the current improvement plan 2018-2021:
 - 94% of actions are either complete, superseded or on track; and
 - 6% are not yet started.
- 1.4. Work towards high level (critical) indicators which were previously identified and enabling the West Partnership to report on the impact of its work with schools have been updated and reviewed. While overall progress is strong, it remains too early to use these critical indicators to comment on the impact of our actions.
- 1.5. The West Partnership action plans indicated the work which the individual workstreams intended to take forward as a collaborative. This document provides a summary of the progress and activities undertaken by each workstream to address priorities identified in the improvement plan. Where possible, qualitative and quantitative evidence demonstrates impact on practitioners and identifies measures of improvement. It is too early for any further evaluation of impact. It is neither an exhaustive summary of the work each workstream has undertaken nor a comprehensive commentary on impact.
- 1.6. Over the first year of the improvement plan, much of the early activities were focused on working with headteachers, depute headteachers, heads of early learning and childcare settings and senior council officers. As the year progressed, more practitioners were included and involved through the assessment and moderation activities, collaborative learning networks and extensive stakeholder consultation to develop proposals for curricular/specialist networks. Harnessing the collective responsibility of staff to shift the ownership of change is central to achieving the ambition for the West Partnership.



1. Executive Summary

- 1.7. Evaluations from all the professional learning across the year demonstrate very positive impacts on staff. Over 1,400 practitioners accessed a range of professional learning provided and delivered by the West Partnership. The impact on staff knowledge, understanding and confidence as a result of their professional learning was evaluated and is now included as a baseline in the list of critical indicators. However it remains too early to attribute success to the work being carried out collaboratively. The West Partnership is establishing a wider range of evaluation approaches, including the involvement of Policy Scotland.
- 1.8. There is early evidence of positive impact on children and young people for example, through their involvement in Upstream Battle.
- 1.9. Extensive stakeholder engagement was carried out by the curricular/specialist network workstream, but more remains to be done to improvement communications and engagement. Plans for the formation of a Youth Forum utilizing the skills and experience of Members of the Scottish Youth Parliament will help ensure the voices of young people are heard.



2. Collaborative Learning Networks

- 2.1. The work of this theme is central to the vision of the West Partnership to build a learning system through empowering staff to build collaborative learning networks to achieve equity and excellence. The vision was developed by the University of Glasgow team with the eight directors/heads of education at the early residential learning event. The ambition focuses on shifting the ownership of change to practitioners in the classroom where the biggest difference to learner experiences and outcomes may be achieved.
- 2.2. Following consultation the Board agree with the recommendation of a West Partnership definition of collaboration, core principles and key characteristics of what successful collaboration looks like. Within the West Partnership we agreed to the following definition. "Collaboration involves working together to understand and improve pedagogy for agreed purposes, which leads to better outcomes, informed by evidence and critical self-reflection". This is now the foundation of much of our work across the partnership.
- 2.3. A number of key learning activities took place. All headteachers and heads of early learning and childcare settings were offered the opportunity to attend workshops and learning events. These were also offered to quality improvement officers and educational psychologists across each of the partner authorities.
- 2.4. Collaborative learning networks were formally launched in May 2019, attended by 40 schools/early learning and childcare (ELC) settings and 80 staff. Sessions led by University of Glasgow and practitioners framed the concept, characteristics, potential of collaborative learning networks to positively impact on learning and teaching. The interactive workshop included practitioners and promoted members of staff from each school participating in the professional learning programme. Schools/ELC have been matched using areas they identified they would like to work with other schools to improve outcomes for children and young people. Schools/ELC included rural schools and a range of primary, secondary and special provision. Initial feedback indicates practitioners are very enthusiastic about the potential these collaborative learning networks will have on improving outcomes for learners. Key facilitators from each local authority, supported by educational psychologists have been identified to work with each network.
- 2.5. The short-term secondment of a primary headteacher, with a strong background in collaborative action research and the School Improvement Partnership Programme, to lead this work from April to June was highly effective. It ensured dedicated time for thinking, planning and working with practitioners. This significantly increased the pace of implementation of the collaborative learning networks. The workstream also benefited from the effective support provided by staff from the University of Glasgow. Input from educational psychologists into this work from across the region has been warmly welcomed by school and ELC staff.



2. Collaborative Learning Networks

- 2.6. A comprehensive plan was agreed by the Board in May 2019 to take these collaborative learning networks forward over the next five years. On an annual basis two new collaborative learning networks will be launched each May and September. With each new cohort being made up from a minimum of 40 school or early learning and childcare setting from across the region. Each cohort will involve a maximum of 100 participants who will be matched into eight to twelve collaborative learning teams.
- 2.7. Feedback from the first Collaborative Learning Network cohort has been very positive. All participants rated the learning events as very good or better and all participants indicated that both their knowledge and confidence increased as a result of attending (rising from 4.00-5.63 (out of 7) and 3.52-5.29 (out of 7) respectively).



3. Empowerment

- 3.1. All of the work being undertaken by workstreams reflect the West Partnership vision of Equity, Excellence and Empowerment. The West Partnership has set an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement (excellence).
- 3.2. Shifting the ownership of change and empowering staff to take collective responsibility to make the difference we want to improving outcomes for children and young people is becoming increasingly embedded within our culture. The West Partnership is providing scaffolding for staff to work together across local authorities to meet their learners' needs and contexts. It is an increasingly powerful and enabling culture in which staff have permission to make decisions and take assessed risks.
- 3.3. Given the overarching nature of this workstream the Board agreed in May 2019 that the theme of empowerment should be embedded further throughout all the work of the West Partnership and that the leadership workstream will take forward specific work linked to national developments. This was subsequently approved by the Regional Education Committee.





4. Career-long Professional Learning

- 4.1. Over the past year, the work of the steering group focused on working with Education Scotland and Scottish Government to deliver West Partnership conferences for headteachers and heads of early learning and childcare settings. Due to limited capacity of the venue and financial implications for Scottish Government, it was unfortunately not possible for all heads to participate. Places were initially offered on a pro-rata basis to each local authority and thereafter opened up across the region.
- 4.2. Each conference was a blend of presentation, question and answer session and workshop. Each workstream was given the opportunity to showcase the work they were undertaking, with several taking up this offer. Other workshops stemmed from areas that practitioners had previously requested.
- 4.3. Workshops were designed to provide significant time to allow participants to fully engage with the topic. Whilst in general this was a successful approach, some individuals commented that they would have preferred the opportunity to attend two shorter workshops.
- 4.4. Overall, most (84%) attendees stated that the conferences were good or better, with over half of attendees rated them as very good or better. At both conferences staff indicated that their level of knowledge of the topics covered increased and their confidence putting concepts into practice was raised. Most (70%) of the participants indicated that the workshop sessions would impact on practice in their establishments.
- 4.5. One of the highlights of each conference was a fabulous contribution from a West Partnership Youth Choir. Young people from each partner authority were brought together for the day and performed beautifully to close each event.
- 4.6. It was disappointing that a minority of heads who registered for conferences did not attend. Whilst there will always be some late apologies, further discussion is required to prevent the blocking of spaces, including the possibility of charging.
- 4.7. It should be noted that career-long professional learning is delivered by many of the workstreams and is covered elsewhere in this report under individual workstream headings.
- 4.8. Over the next few years it is intended to make increasing use of the shared service, Gateway CPD manager, to advertise events and allow participants to register for them. This will facilitate GTCS professional update for participants and make the overall organisation of learning opportunities simpler. Currently seven of the local authorities use CPD Manager and we are working closely with the other authority to explore how this may be rolled out.

5. Curriculum

NUMERACY AND MATHEMATICS

- 5.1 The group, Making Maths Count, is successfully raising the profile of numeracy and mathematics across the West Partnership, including through an active Twitter feed. The initial core aim of the group was linked to the Making Maths Count report's key themes to:
- a. transform public attitudes towards maths through improved teacher confidence and competence; and
 - b. enrich career long professional learning (CLPL) opportunities for teachers throughout the West by sharing good practice.
- 5.2 To coincide with the national Maths Week Scotland a West Partnership conference "Empowerment through Excellence" was held on a Saturday in September 2018. This provided an opportunity for over two hundred school leaders and practitioners to collectively gain insights into good practice from across the RIC to enhance local and school level improvement planning.
- 5.3 Workshops enabled sharing of successful interventions linked to the closure of the poverty-related attainment gap. The conference also benefited from contributions from parents and children.
- 5.4 Most (76%) attendees rated the Making Maths Count conference as excellent in relation to content having a predicted impact on classroom practice. In addition most (70%) attendees indicated workshops provided useful insights into research-based approaches to target attainment.
- 5.5 To ensure sustainable impact, additional partnerships have been formed across the West Partnership to explore the wider range of Making Maths Count recommendations. This includes newly established links with external partners such as The Winning Foundation and NPFS.

STEM AND LEARNING FOR SUSTAINABILITY

- 5.6 Aspects of STEM have been taken forward through joint work with Keep Scotland Beautiful around a specific project, "Upstream Battle". Funding was provided to enable Keep Scotland Beautiful to appoint a seconded member of staff to kick start the project. Valuable support was also provided by staff from Education Scotland. A number of different strands were taken forward very successfully. These included an engineering challenge, art competition, citizen science, and a bespoke professional development programme to increase staff confidence in teaching STEM.

5. Curriculum

STEM AND LEARNING FOR SUSTAINABILITY

- 5.7 STEM The Flow Engineering Challenge: Schools from across the West Partnership were invited to devise engineering solutions to help tackle plastic pollution in the River Clyde. A final celebration event took place in June at The Riverside Museum in Glasgow. Schools each set up displays before showcasing their projects to a panel of assessors from Jacobs plc, other schools and members of the public. All participating schools received certificates and Jacobs plc provided trophies for the winning categories: (1) Team Working Award, (2) Innovative Design, (3) Most Sustainable Design and (4) 2 Best Overall Project. Children and young people gained important skills of team working, problem solving and communication. Following the celebration event, almost all participants evaluated both the venue and the event itself as very good or better. Most respondents would like to participate again in the future with a few not sure due to time constraints. Case studies of participating projects and photographs of the event can be accessed via <https://www.keepsotlandbeautiful.org/upstreambattle/children-and-young-people/stem-the-flow-engineering-challenge>
- 5.8 Citizen Science: This supports the development of important skills of decision making in children and young people by gathering data on the types, amounts and locations of litter in local waterways around the Clyde and its tributaries. This work has been taken forward through local community groups.
- 5.9 Professional Learning: A bespoke programme to develop teacher confidence in delivering on each learner's entitlement to Learning for Sustainability and build STEM skills through the context of source to sea litter has been developed. Teachers from all eight partner local authorities have applied to participate. The programme will run until March 2020.

SELF-SUSTAINING CURRICULAR AND ASN NETWORKS

- 5.10 The Regional improvement Plan committed the West Partnership to “establishing self sustaining subject networks for secondary schools to bring about improvements in pedagogy, assessment and attainment.” Each individual local authority already has existing forums in place for principal teachers and faculty leaders to meet and discuss areas such as changes to courses by the SQA. It was agreed that any cross-authority network should not replicate or duplicate this work.
- 5.11 With limited initial progress being made towards establishing curricular networks, it was agreed by the Board (February 2019) that two highly experienced practitioners should be seconded to the West Partnership from the spring break to summer holidays.
- 5.12 During May and June 2019, the secondees consulted a wide range of stakeholders and explored current provision of curricular networks across local authorities. The methodology used included focus group consultations, questionnaires and an online middle leader survey. There was a positive response to the online survey, despite concerns about survey fatigue and time frame. The consultation process demonstrated that practitioners valued the professional dialogue and sharing of resources facilitated by local authority subject forms. However, in some local authorities, teaching staff felt the time devoted to this professional dialogue had reduced in recent years.

5. Curriculum

SELF-SUSTAINING CURRICULAR AND ASN NETWORKS

- 5.13 Practitioners indicated that they would welcome the opportunity for West Partnership collaboration to support moderation of learning, teaching and assessment approaches. They also indicated that more access to professional advice and examples of best practice at a national level would be very valuable. The West Partnership was viewed as an important potential facilitator for this type of professional learning opportunity. Teaching staff also expressed a strong desire for co-operation on sharing high quality resources because this would allow them to devote more time to focus on improving learning, teaching and assessment approaches.
- 5.14 As a result of all the consultation evidence a paper for the Board was developed. This will be presented to the Board in September 2019. Education Scotland buy-in is also highly desirable for effective collaboration; we continue to discuss how this might be realised with our ES partners.
- 5.15 A retired headteacher has been approached to provide support for the establishment of an additional support needs network. While slow to start, this is now progressing well and dates identified.

ASSESSMENT AND MODERATION

- 5.16 High quality professional learning on assessment and moderation was delivered to around 250 practitioners from across the eight local authorities. This has supported improvements in learning, teaching and assessment.
- 5.17 All participating practitioners completed an evaluation, with the results demonstrating an increase in teacher confidence and understanding of, not only the moderation process and model, but knowledge of current national guidance. The majority of practitioners attending indicated that being part of the process had impacted positively on their practice.
- 5.18 Four events focused on moderation of evidence took place in March 2019. Around 250 practitioners working with Curriculum for Excellence early – fourth level attended. This included class teachers, senior managers, quality improvement officers and heads of service. Professional dialogue was facilitated by local authority selected staff.
- 5.19 Overall feedback from an evaluation of the events was very positive. Participants identified the opportunity to engage in professional dialogue to share good practice, and develop a clear understanding of the standards and expectations as clear strengths. The feedback also noted that participants found it challenging to be critical, and at times the context of the evidence provided was not clear enough. Many practitioners felt that the event had given them greater confidence to support practitioners within their own establishments. Practitioners recognised the importance of cascading their knowledge and understanding within their own authority to strengthen the consistency and reliability of teacher professional judgement.



5. Curriculum

ASSESSMENT AND MODERATION

5.20 A total of 197 sets of evidence were moderated. While it was agreed that the majority of these met the standard, the quality of the range of evidence submitted was too variable. As a result, it was agreed an education development officer should be appointed on a short term secondment (nine months) to work with the collaborative to support this work further.

5.21 The sub-group also created a short survey for headteachers to ascertain the current position for assessment and moderation within establishments across the West Partnership. Most responses indicated that assessment and moderation featured within school/cluster improvement plans and that there had been professional learning opportunities linked to moderation provided this academic session. Less than half of the responses indicated that they had made use of the Education Scotland Moderation Hub to support practitioners in this area. Most stated that they had allocated time within their Working Time Agreements to assessment and moderation. However across the RIC, this was not consistent, ranging from none to 95 hours allocated.

CURRICULUM DESIGN

5.22 Secondary curriculum design workshops were offered at both national conferences. These were highly evaluated, led to further discussions about setting up a West Partnership version of the Building our Curriculum Self Help (BOCSH) group, plans for which are underway.

6. Leadership – Succession Planning

- 6.1 The workstream has sought to analyse each authority's leadership programmes and reviewed how each is used to identify and encourage potential candidates for leadership roles. The steering group used data provided by Scottish Government to consider what further actions are required to increase the number of highly quality applicants coming forward for senior leadership roles (particularly at headteacher level). The group has reviewed reasons for depute headteachers not applying for headteacher posts and what further support could be offered before and after appointment, including the use of mentors.
- 6.2 Agreement has for each individual local authority to contract recently retired headteachers to take on roles as mentors and provide support for new and inexperienced colleagues. Mentor support may also be provided for experienced headteachers facing a wide variety of individual challenges. This allows the provision of bespoke mentor support relevant to local needs and contexts. Due to HR and legal concerns it was agreed that each local authority would offer contracts to persons who would then only work with their own local authority headteachers.
- 6.3 The workstream steering group considered shared West Partnership assessment centres. However following review, it was agreed that this presented a number of challenges and it was subsequently removed from the plan.
- 6.4 Similarly work to progress "job swaps" for teachers and promoted post-holders has been challenged by concerns expressed by HR and legal departments. It is however hoped that this work will be piloted by two authorities over the next year, taking due account of these potential issues.

7. System Improvement

7.1 The work of this theme continues to build on the work of the Improvement theme group which took place during 2017/18. A number of improvement activities have taken place:

7.2 **Improving through Empowerment**

Training for quality improvement officers/education officers/headteachers, organised and delivered by the Regional Adviser, took place in a number of authorities and shared approaches to evaluating improvement have been established in primary and secondary schools between Inverclyde and Renfrewshire, and East Renfrewshire and Glasgow. This work has been very highly evaluated and a number of schools have continued to work together. We are also aware of many other school improvement partnerships which are flourishing for example between secondary schools in East Dunbartonshire and Glasgow.

7.3 **Building Capacity**

These activities are an opportunity for partner authorities to work together to share learning. It was proposed that they took the form of Teachmeets with a presentation from each authority followed by professional dialogue and opportunities to set up learning sets for further learning. Dates were agreed, however these proved challenging for one local authority and in addition, the re-structuring at Education Scotland meant that staff from Education Scotland were no longer able to support these events. As a result, all of these events were postponed.

7.4 **Evaluative Writing**

Half day sessions were targeted at authority officers, headteachers and heads of ELC settings. They were facilitated by HMI colleagues. These events were very positively evaluated. Unfortunately due to the re-structuring at Education Scotland a number of planned events were postponed.

7.5 **Insight**

Two half day sessions were set up targeted at authority officers and headteachers. The events were led by a quality improvement manager with previous experience as a professional advisor to the national Insight team. While small numbers attended, they were very highly evaluated. Practitioner feedback suggested that further events be split into beginner and advanced levels.

7.6 **Focus/Broad General Education Tool**

Two half day sessions targeted at authority officers and headteachers took place, led by staff from Glasgow City Council and Scottish Government. The evaluation from participants was highly positive. Practitioners identified that sharing learning from colleagues who are using the tools was most beneficial. Practitioners indicated great enthusiasm and excitement at the possibilities offered by a West Partnership version of the FOCUS tool. This will however depend on a data sharing agreement, which has proved difficult to obtain.

7.7 **Improving Our Classrooms**

This programme targeted at primary class teachers has been run successfully in Glasgow City Council over a number of years. Four partner authorities expressed an interest in participating in a West Partnership version of the programme – Inverclyde, East Renfrewshire, East Dunbartonshire and South Lanarkshire started collaborating, thus increasing the reach and impact on learners in the classroom.

8. Families and Communities

- 8.1 Following discussions with the Chair of the National Parent Forum of Scotland, it was suggested the involvement of the NPFS representatives as part of the steering group would be beneficial. This was agreed and it is pleasing that parent representatives are included.
- 8.2 The partnership group carried out an initial audit of existing interventions in family learning, community capacity building and parental engagement which supports families living in poverty/inequalities. These have been shared across the workstream steering group. A sub group to allow greater involvement of community learning and development (CLD) teams/leads across the partnership was formed. This sub-group is evolving into a very enthusiastic and thriving CLD network.
- 8.3 Supported well by Education Scotland, a conversation day focused on learning at home, STEM and involvement of parents in school improvement planning was highly evaluated. Around 70 practitioners participated in two sessions. This discussion event also helped Education Scotland to develop its own guidance and support information/resources for local authorities and other regional improvement collaboratives.
- 8.4 Subsequently, a highly successful “Learning Together” event, bringing together community learning and development workers, school staff, health and parents was held in April 2019. The workstream was able to secure the services of a very well-known researcher within the field of family engagement and the event an excellent presentation by a headteacher from Inverclyde. The event was well-attended (with around 180 participants). The event generated very positive feedback, including significant engagement through Twitter. Participants identified the pace of the event, quality of keynote speakers, time to network and provision of “goody bags” as key strengths.



9. Evaluating and Reporting

- 9.1 This workstream has focused on developing processes and systems to support the regional improvement collaborative. For example, following each learning event an online evaluation is now issued automatically by email and analysed, with results fed back to workstreams.
- 9.2 Work has been undertaken on analysis of the data where it is publicly available, for example Achievement of a Curriculum for Excellence Level and SQA data. While extensive efforts have been made to gain agreement of a data sharing agreement between all eight local authorities, this is yet to be achieved.
- 9.3 The critical indicators have been updated. These show the strong progress being made towards agreed targets. However with only one year of data it would be premature to draw any further conclusions. It is intended that staff from Education Scotland will support the analysis of inspection and review data.
- 9.4 A Policy Scotland Research and Knowledge Exchange Officer has very recently been appointed by the University of Glasgow. This resource will support each workstream by identification of the most recent national and local research, evidence, knowledge and expertise. This resource will also offer independent evaluation of the work of the West Partnership and its impact in the classroom.
- 9.5 The workstream is at the early stages of developing case studies of emerging practice across the partnership. These will be shared through the website.

10. Online Presence

- 10.1 Significant progress has been made regarding our online presence. Through an increase in Twitter (now over 1,800 followers, 95K Tweet impressions and over 2,000 profile visits per month) and the development of a public-facing West Partnership website www.westpartnership.co.uk (<https://blogs.glowscotland.org.uk/glowblogs/westpartnership/>). The online presence, in particular the website, will continue to develop in the coming months.
- 10.2 Sitting behind the public-facing website are closed (Microsoft TEAM) areas for each workstream to share minutes and key documentation. These areas are maintained by administrative support. Some subgroups (for example assessment and moderation) are using these areas very well. Materials and key documentation is shared by the assessment and moderation working group through TEAMS. TEAMS allows workstream steering group members to communicate effectively with each other. There is, however, considerable scope to improve the use of TEAMS, increase communication between workstreams and ensure effective dissemination of information between different steering group members.
- 10.3 The West Partnership hopes to progress with a regional version of the FOCUS tool developed by Glasgow City Council. The opportunities this tool presents has been shared with a few headteachers who have greeted this very enthusiastically. This will however depend on a completed data sharing agreement signed by each local authority.

11. Resources

- 11.1 Financial support (£828,488) was provided to the West Partnership by Scottish Government. A Finance Sub-Group was established to monitor and coordinate spend ensuring adherence to robust governance and best value considerations.
- 11.2 The highly effective use of funds to deploy staff and, or provide resources for backfill has facilitated the very strong progress being made by the West Partnership.
- 11.3 Short-term secondments of experienced practitioners were highly effective and enabled a significant increase in the pace of implementation of actions.
- 11.4 Effective use of resources has enabled the West Partnership to invest in sustainable approaches to improvement. Support from the University of Glasgow to grow a learning system has been most helpful.
- 11.5 Support to Keep Scotland Beautiful facilitated the highly successful Upstream Battle project.
- 11.6 Actual expenditure to 31st July 2019 was £801,411; an underspend of £27,077.



12. Consultation with Practitioners and Key Stakeholders

- 12.1 Over the year, there have been regular discussions with key stakeholders from Glasgow City Region, University of Glasgow and many others. Secondees linked with the curriculum workstream carried out extensive face-to face and on-line consultations before developing recommendations for this particular workstream.
- 12.2 The University of Glasgow provided strategic critical friendship to the West Partnership lead officer and the wider Board. The university has also provided conceptual and practical support to the collaborative learning network workstream.
- 12.3 The Regional Lead Officer met regularly with representatives of professional associations and trade unions representing the education workforce, ensuring meaningful engagement. Going forward a representative of this group will be asked to attend the Education Committee.
- 12.4 There has been regular consultation and discussion with key stakeholders from other regional improvement collaboratives across Scotland. This has been very supportive to both the regional improvement lead and senior partnership officer. Additionally other links are growing across the RICs, for example through shared discussions on curriculum.
- 12.5 The workstream lead for Families and Communities corresponded regularly with the Chair of NPFS.

13. Partnership with Education Scotland

- 13.1 The West Partnership had formed a very effective and supportive link with the Regional Advisor from Education Scotland. Several of the workstreams worked very well with other individual staff from Education Scotland, for example the families and communities workstream worked effectively in partnership with the parental engagement officer to develop the conversation day.
- 13.2 In April 2019, following a restructure and significant recruitment of new staff within Education Scotland, a new Senior Regional Advisor was appointed. The scope of this role, and how it engages with the West Partnership, is still to be determined in practice. It is however clear that there is the potential to become a key part of the operational delivery of the actions set out in the Regional Improvement Plan.

Appendix 1

| Indicators | 2016-2017 Baseline % | 2017-2018 Value % | 2018-2019 Value % | 2019-2020 Value % | 2020-2021 Target % |
|--|----------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) | 71 | 75 | | | 78 |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy | 78 | 81 | | | 85 |
| % of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) | 90 | 91 | | | 91 |
| % of S3 pupils achieving third level or better in numeracy | 90 | 90 | | | 91 |
| % of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) | 47 | 54 | | | 55 |
| % of S3 pupils achieving fourth level or better in numeracy | 57 | 60 | | | 63 |
| % of leavers achieving 1 or more awards at SCQF Level 6 or better | 63.8 | 65 | | | 74 |
| % of leavers achieving 5 or more awards at SCQF Level 6 or better | 31.6 | 33 | | | 35 |
| % of leavers achieving SCQF Level 5 or better in literacy | 81.8 | 82 | | | 86 |
| % of leavers achieving SCQF Level 5 or better in numeracy | 69.1 | 70 | | | 76 |
| HWB indicators (baseline to be established in August 2019 when SG census has been designed) | TBC | TBC | | | |
| Number of Practitioners accessing professional learning opportunities provided by the West Partnership | TBC | 1461 | | | |
| Mean change in staff knowledge, understanding and confidence as a result of the professional learning | TBC | 1.1 | | | |
| % of establishments evaluated as good or better for leadership of change | 59 | 63 | | | 75 |
| Primary Exclusion Rates (Rate per 1000 pupils) | 9.9 | N/A | | | 6.5 |
| Secondary Exclusion Rates (Rate per 1000 pupils) | 46.8 | N/A | | | 45 |
| Primary Attendance Rates | 94.6 | N/A | | | 95 |
| Secondary Attendance Rates | 90.7 | N/A | | | 92 |
| Initial School Leaver Destinations | 93.6 | 94 | | | 95 |
| % of establishments evaluated as good or better for learning, teaching and assessment | 57 | 66 | | | 75 |



Notes



Notes



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2019/22

REGIONAL IMPROVEMENT PLAN

EQUITY,
EXCELLENCE &
EMPOWERMENT

SHIFTING THE OWNERSHIP OF CHANGE



GLASGOW
CITY REGION
Education



Foreword

As Convenor of the Glasgow City Region Education Committee, I am pleased to present the West Partnership's Regional Improvement Plan 2019 – 2022.

The West Partnership draws together the eight high-performing partner authorities of the City Region, collectively coming together to both enhance and support our existing work across education improvement and, explore where we can work collaboratively to find new ways to benefit all of our region's children and young learners.

This latest plan, spanning from 2019-22, builds on the progress and successes we've achieved together so far. In a few short years we have embarked on a number of ambitious programmes and pilots, already seeing much of it start to pay off. Whilst we recognise that it will take time for us to truly be able to demonstrate our impact, what is clear is that, through working collegiately, staff from a range of different roles and sectors throughout the region have been able to benefit which, ultimately, is helping everyone to improve practice across our schools and early years centres.

Our scale as well as our diversity present unique challenges that we have to face and seek to overcome if we are to continue to succeed. There's no 'one size fits all' approach when it comes to improvement but, crucially, we have equally been working to establish where the common ground does exist, even across vastly different schools.

Crucially, it is this spirit of collaboration that will ensure we continue to succeed – delivering a bottom up approach to ensure that we truly do shift the ownership of change to those on the frontline of service delivery.

Equity, Excellence and Empowerment is, and will remain, the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities, and grasp the opportunity to truly transform education across the entire region.

We have always been clear that the development of the West Partnership remains a journey, one which will continue to evolve with every step that we take. This Regional Improvement Plan sets out the next stage of this journey – providing for an ambitious, evidence-based set of aims and actions, delivered collaboratively across and within all eight partner authorities. I am proud to present it.



Councillor

Jim Paterson

Convenor
West Partnership

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Introduction

I am pleased to introduce the Regional Improvement Plan 2019/22, setting out the ambitions we have for driving improvement across the eight partner authorities which, together, form the West Partnership.

From our establishment in 2017, we have sought to build on the successes of each of the partners, eight high performing, ambitious Councils, by complementing and, where possible, enhancing these individual efforts. We have been clear from the beginning: the West Partnership sits alongside our individual authorities, as a partner, not as a replacement. Each individual authority continues to be the primary driver of improvement but, where we can make a greater impact on our stakeholders by working together, we will choose to do so.

As the West Partnership evolves, we continue to work with national agencies to rethink and reshape roles and responsibilities to enhance arrangements to drive improvements both within and across local authorities.

Last year we set out our vision of Equity, Excellence and Empowerment across the eight partners and set out an ambitious, action-focused plan that would see us deliver on this. By seeking to work collaboratively, drawing on the expertise, skills and experience from across our region, we sought opportunities to learn from one another, at all levels, and aspire to do the best we can for the learners we work with. The further development of our learning system is central to achieving our vision, establishing a culture where we can foster collaboration at all levels. We will achieve this by building collective agency across our local authorities and shifting the ownership of change to those who are best placed to lead it.

Across all of our individual workstreams, we have sought to increase our reach, engaging with more staff through a range of different actions. But we want to continue to grow to ensure that, collaboratively, we can continue to achieve success and drive improvement.

Even in the short time we have been in existence, we have demonstrated the impact we can have. The report on our activity from 2018/19 demonstrates that, although we have

a long way to go, we are already impacting on classroom practices.

It remains too early for us to definitively attribute successes across each of our partners to the work we carry out collaboratively. This remains a challenge and one that we are seeking to tackle through the expansion of our Evaluating and Reporting Group. Collectively we face continued challenges and we must recognise the value that collaboration can bring – ensuring that through partnership working and collegiality we are stronger than individual authorities.

Nationally and internationally, research has demonstrated the impact collaboration can have. The highly successful Education Scotland [School Improvement Partnership Programme](#) demonstrated that when improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals, learners are more engaged in their learning and increases in their attainment can be realised.

Our children and young people are at the centre of everything we do. The West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement across our partnership. Drawing on each other, building a team of all the talents gives us real opportunities to reach beyond what we already do, enhance our existing work and continue to improve outcomes for all of our children and young people.



Mhairi Shaw

Regional Lead Officer
West Partnership



Our Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work collaboratively across the eight partners to continually improve learning experiences and increase attainment for every learner across the region.

Over the last year, following the publication of our previous Regional Improvement Plan, we have sought to put in place the systems and frameworks to help us deliver on this vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

But we know that improvement isn't just something we can drive from the centre.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). Empowerment is the way in which we believe we can shift the ownership of change and enable our staff to take collective action to deliver on this.

As the largest of the Regional Improvement Collaboratives, working with approximately one third of all Scotland's school population, if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. We will ensure that every stakeholder is empowered to achieve the changes they need to make to address the needs of each individual learner, devise experiences which will engage them and support them to lead their own learning, and, of course, to improve their sense of achievement and attainment. To do this we have a long term aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through professional learning.

We hear a great deal about teacher agency where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by **shifting the ownership of change** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Therefore, our purpose will continue to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

Each of the workstream's action plans outlined later in this document has a clear link to our vision, clearly identifying how, through their actions, they will contribute to achieving Equity, Excellence and Empowerment.

While the workstreams capture many of the key actions being taken forward to bring about improvement, the plan does not attempt to detail every aspect of collaboration across the partnership. Other areas of work such as shared professional learning for STEM are also well underway.

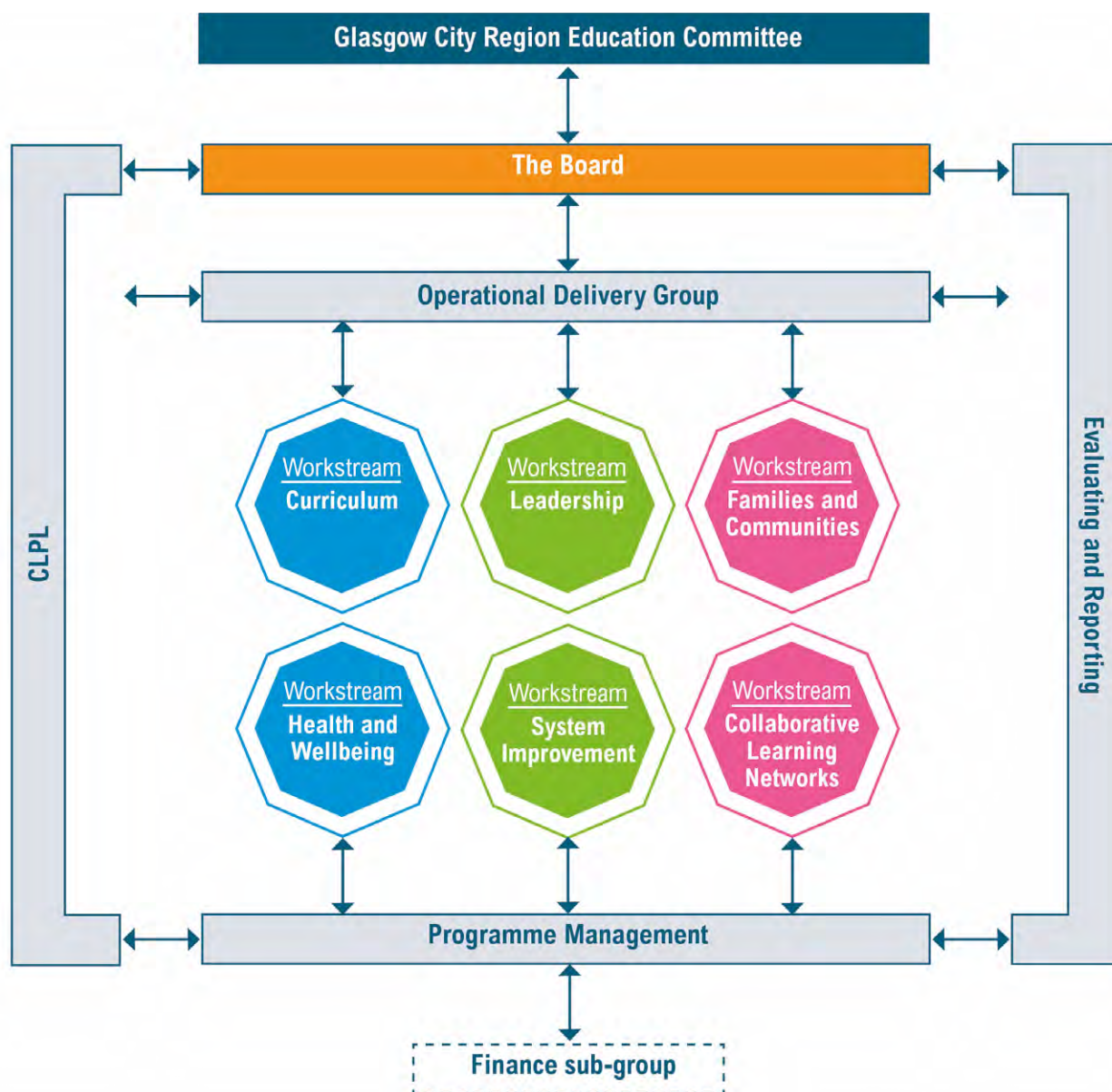
Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

Through a wide ranging review process, a revised governance and operational structure has been agreed by the West Partnership Board and approved by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance

framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

The newly agreed governance and operational structure is set out in more detail below:



Regional Education Committee

The West Partnership is overseen by the Glasgow City Region Education Committee ('the Committee'), made up of the Education Conveners (or similar) from each of the partner authorities, as follows:

- East Dunbartonshire Council
Councillor Jim Goodall
- East Renfrewshire Council
Councillor Paul O'Kane
- Glasgow City Council
Councillor Chris Cunningham
- Inverclyde Council
Councillor Jim Clocherty
- North Lanarkshire Council
Councillor Frank McNally
- Renfrewshire Council
Councillor Jim Paterson (Convener)
- South Lanarkshire Council
Councillor Katy Loudon
- West Dunbartonshire Council
Councillor Karen Conaghan

The Committee is responsible for scrutinising and endorsing the Regional Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener, elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It has been agreed that both a Headteacher representative and Professional Association/Trade Union representative be co-opted, as outlined in the revised Terms of Reference.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, providing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

West Partnership Board

The West Partnership Board ('the Board'), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the Regional Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Directors of Education/Chief Education Officers of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Each of the Board members sponsors an individual workstream, as detailed as part of this Regional Improvement Plan, with responsibility for the direction and reporting progress with their particular action plan.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the review of the governance and operational structure has led to the development of the Operational Delivery Group, with responsibility for the delivery of the Regional Improvement Plan.

The newly seconded Lead Officers, each with responsibility for workstreams, will work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland will attend the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

Specialist Groups

In addition to the groups identified above, there are a number of groups and forums that have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board as required.

These networks include, although are not limited to, the following:

- Early Learning and Childcare
- Educational Psychologists
- ASL School Leaders
- Home Education Network
- Community Learning and Development

Developing Through Consultation – Future Plan Development

The West Partnership is committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of Equity, Excellence and Empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 860 education establishments, in some of Scotland's most diverse and challenged communities.

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced and have recently had approval for our Stakeholder Engagement Strategy. Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead.

We have undertaken several consultations, exercises including a fairly significant survey of secondary staff with regards to specialist curriculum networks and we intend/or have already established a number of forums will ensure a level of ongoing consultation with specific stakeholder groups:

- Headteachers (primary, secondary, ASL) and Early Learning and Childcare;
- Professional associations and trade unions;
- Parents and carers; and
- Young people themselves through our ongoing engagement with the MSYPs from across the eight authorities.

It is envisaged that, on a three yearly basis, a wider regional survey/consultation will take place, with all stakeholder groups having the opportunity to participate. This falls in line with the three yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

We recognise that communication and engagement is an area which we need to continue to address and are committed to doing so as we develop our systems and continue to evolve.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

‘Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership’s Improvement Plan.’

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has signalled its intention to commission further research to measure the impact of RICs on stakeholders.

Critical Indicators – updated

The work of the West Partnership to grow a learning system involves learning and improvement at school and authority level. This will enhance the work carried out by individual schools, nurseries and local authorities. The high level indicators set out below were previously agreed as the key measures which will allow the Partnership to report on the impact of its work with schools. These have been updated with the most recent data. It was agreed that one of the indicators was no longer appropriate and this has been removed from the table below.

| Indicators | 2016-2017 Baseline % | 2017-2018 Value % | 2018-2019 Value % | 2019-2020 Value % | 2020-2021 Target % |
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| % of leavers achieving SCQF Level 5 or better in literacy | 81.8 | 82 | | | 86 |
| % of leavers achieving SCQF Level 5 or better in numeracy | 69.1 | 70 | | | 76 |
| HWB indicators (baseline to be established in August 2019 when SG census has been designed) | TBC | TBC | | | |
| Number of Practitioners accessing professional learning opportunities provided by the West Partnership | TBC | TBC | | | |
| Mean change in staff knowledge, understanding and confidence as a result of the professional learning | TBC | 1.1 | | | |
| % of establishments evaluated as good or better for leadership of change | 59 | 63 | | | 75 |
| Primary Exclusion Rates (Rate per 1000 pupils) | 9.9 | N/A | | | 6.5 |
| Secondary Exclusion Rates (Rate per 1000 pupils) | 46.8 | N/A | | | 45 |
| Primary Attendance Rates | 94.6 | N/A | | | 95 |
| Secondary Attendance Rates | 90.7 | N/A | | | 92 |
| Initial School Leaver Destinations | 93.6 | 94 | | | 95 |
| % of establishments evaluated as good or better for learning, teaching and assessment | 80 | 66 | | | 75 |

Plan on a Page

| VISION | Equity | Excellence | Empowerment |
|---|---|------------|-------------|
| CULTURE | Shifting the Ownership of Change | | |
| <p>Throughout 2019 – 2022 the West Partnership will build a learning system through:</p> <ul style="list-style-type: none"> • The roll out of collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership. • Identifying, sharing and developing best practices which support families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower children and young people to participate in the West Partnership. • Establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. • Designing and delivering a series of conferences/professional learning events for senior and middle managers and class playroom practitioners. • Supporting schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes. • Sharing best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing. • Developing a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system and ensure that senior leaders are well informed of evolving career pathways and opportunities for leadership. • Identifying, sharing and developing best practices in quality improvement across the West Partnership. | | | |



Action Plans

Collaborative Learning Networks

| Work Stream Sponsor Mhairi Shaw | Workstream Lead Officer Helen Brown |
|---|---|
| REMIT | ACTION |
| <p>Throughout 2019-2022 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that will lead to high quality and sustainable practices across the West Partnership</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment | <ol style="list-style-type: none"> 1. Support schools and early learning and childcare settings to establish collaborative practices to address common needs which will offer opportunities for establishments to be more outward looking through widening networks across and between local authorities. 2. Consider opportunities to make similar offer to secondary school curriculum specialists. 3. Support schools/staff to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices. 4. Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support. 5. Develop systematic mechanisms to support and monitor impact of the activity. 6. Issue conditions for change survey and plan actions on basis of results analysis. 7. Issue digital survey to facilitate matching exercise. 8. Organise professional learning events throughout 2019 - 2022. Organise sharing the learning event at end of each cohort. |
| Support Agreed with Education Scotland | <p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Identify relevant research. • Deliver relevant professional learning. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools • Support the evaluation of impact. |

Action Plans

Families and Communities

| Work Stream Sponsor Ruth Binks | Workstream Lead Officer Helen Brown |
|--|---|
| REMIT | ACTION |
| <p>To continue to identify, share and develop best practices which support families living in poverty, build community capacity, increase parental engagement and improve equity.</p> <p>Provide a forum to empower children and young people to participate in the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity | <ol style="list-style-type: none"> Continue to gather existing interventions in family learning, community capacity building and parental engagement across the region, which supports families living in poverty/inequality of outcomes and share best practice. Devise a self-evaluation framework linked to How Good Is Our School?, Learning together, How Good Is Learning and Development In Our Community?, and How Good is our Early Learning and Child Care? Work with NPFS representatives across the region to develop family/community learning and parental engagement. Devise professional learning to support family engagement. The Home Education network will review recent Home Education Guidance from Scottish Government to ensure a more consistent approach, and which meets local contexts, is developed across the West Partnership. Establish appropriate networks for community learning and development (CLD) and schools to link policy, practice and expectations. Support youth voice and participation through the establishment of a youth group made up of MSYPs from each of the Councils. Share progress and early findings from the implementation of Children's Neighbourhoods Scotland. |
| <p>Support Agreed with Education Scotland</p> | <p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Plan and deliver CLD network and learning events. Help to provide professional learning for home-school link workers. Support the development of a West Partnership self-evaluation framework, How Good is our Family Learning and Parental Engagement? |

Action Plans

Curriculum

| Work Stream Sponsor Tony McDaid | Workstream Lead Officer John Stuart |
|--|---|
| REMIT | ACTION |
| <p>As part of the West Partnership approach to growing a learning system, establish self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment.</p> <p>Support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and leads to improved outcomes.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence | <ol style="list-style-type: none"> 1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of assessment and moderation and bring about greater consistency in teacher professional judgements of Curriculum for Excellence levels across the region. 2. Implement an agreed model of subject learning networks for secondary schools to bring about improvement in learning, teaching, assessment and attainment. 3. Support an Additional Support for Learning network to share learning and grow into a self-sustaining system. 4. Support the development of an 'empowering curriculum' across the West Partnership to extend and improve the range of curricular pathways for children and young people by: <ul style="list-style-type: none"> > Utilising the scale and range of schools and early years centres within the West Partnership to establish networks of support for teachers/practitioners and leaders to consider and implement the principles and practice of effective curriculum design. > Working with headteachers and senior leaders to build the curriculum through a self-supporting help group. > Using the scale of the West Partnership to access provision and courses throughout the region to increase curricula choice. > Working to develop Foundation Apprenticeships through sharing experiences, programme provision and understanding across colleges and schools. > Working to implement the Youth Guarantee identified within the Glasgow City Regional Skills Investment Plan to support young people (16-24 years old) into employment, training or education. |

Curriculum (continued)

| Work Stream Sponsor Tony McDaid | Workstream Lead Officer John Stuart |
|--|---|
| REMIT | ACTION |
| Support Agreed with Education Scotland | Support from the Education Scotland Regional Improvement Team to: <ul style="list-style-type: none"> • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice in QI 2.3 and support practitioners to understand better what highly-effective learning, teaching and assessment looks like. • Share evidence from inspection of highly- effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject learning networks to grow into self-sustaining learning systems. • Support additional support for learning network to grow into a self-sustaining learning system. |

Action Plans

Health and Wellbeing

| Work Stream Sponsor Derek Brown | Workstream Lead Officer John Stuart |
|---|--|
| REMIT | ACTION |
| <p>To share best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people.</p> <p>To examine the results of the national health and wellbeing survey to identify and explore areas of common need.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence | <ol style="list-style-type: none"> 1. Map effective and best practice as evidenced by both quantitative and qualitative data, including attendance and exclusion statistics, Education Scotland Inspection reports and SIFs across the West Partnership. 2. Collate national health and wellbeing survey results for West Partnership and analyse for areas of common interest/needs. 3. Work with Education Scotland to increase and share understanding of what excellence looks like in 3.1. 4. Devise a programme of opportunities to share findings and to build collaborative networks to encourage and facilitate professional learning to support all staff. |
| <p>Support Agreed with Education Scotland</p> | <p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Increase and share understanding of what excellence looks like in 3.1. • Support the introduction and ongoing facilitation of health and wellbeing collaborative learning networks. |

Action Plans

Leadership

| Work Stream Sponsor Laura Mason | Workstream Lead Officer Jennifer Crocket |
|--|---|
| REMIT | ACTION |
| <p>To ensure that senior leaders across the RIC are well informed of evolving career pathways and opportunities for leadership.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment | <ol style="list-style-type: none"> 1. Continue to implement: <ul style="list-style-type: none"> > East Renfrewshire and Glasgow City Council will continue to explore opportunities for teacher exchanges and secondments. > Headteacher support/adviser role across the RIC. 2. Establish working relationship with the West Partnership’s key contact from the Professional Learning and Leadership Team in Education Scotland (July 2019). 3. Establish a programme of support for senior leaders across all sectors relating to leadership actions within an empowered system. 4. Establish learning sets across the region. 5. Establish a West Partnership post (secondment) to develop strategies for teachers and leaders from BME backgrounds in response to the report “Diversity in Teaching”. |
| <p>Support Agreed with Education Scotland)</p> | <p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Facilitation of learning sets across the region. |



Action Plans

Systems Improvement

| Work Stream Sponsor Maureen McKenna | Workstream Lead Officer Jennifer Crocket |
|--|---|
| REMIT | ACTION |
| <p>To identify, share and develop best practices in quality improvement across the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment | <ol style="list-style-type: none"> 1. Build on the work already achieved to share best practice in quality improvement across all eight local authorities. 2. Agree with the Senior Regional Advisor from Education Scotland where their staff, including HMI, can add value. 3. Devise a programme of activities to develop practices at senior and middle leadership level in schools and headquarters level in each local authority which will lead to continuous improvement and greater consistency in evaluating education delivery and outcomes. 4. Improving through empowerment. Learners' experiences: Improving the quality and consistency of approaches to observing the learning and teaching processes. This activity involves practical activities and is relevant to everyone who has a responsibility for quality improvement. Initially, this may focus on QIOs and other centrally-based officers but can be extended to include school-based senior and middle management. 5. Evaluative Writing. Developing approaches and skills in evaluative writing. This activity would be relevant to staff who may be commenting on the quality of learning and teaching and for those engaged in writing Standards and Quality Reports (or similar). 6. Analysis of data. This activity could be used to share existing good practice within authorities and also to consider how HMIs use attainment data during inspections and reviews. This activity would be relevant to school-based senior and middle managers. 7. Implement Improving Our Classrooms across the West Partnership for class teachers. 8. Insight learning events for secondary staff for secondary staff. 9. Use of Focus and BGE toolkit for headteachers and deposes. 10. Readiness for inspection for local authority staff. |
| Support Agreed with Education Scotland | <p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Deliver evaluative writing. • Plan and deliver sessions on improving through empowerment. • Use Education Scotland statistical summary report for improvement. |

Action Plans

Evaluating and Reporting

| Work Stream Sponsor Steven Quinn | Workstream Lead Officer Lauren Johnston |
|--|---|
| REMIT | ACTION |
| <p>To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.</p> <p>To support the West Partnership demonstrate coordinated and collective impact</p> <p>To support other workstreams with data analysis and use of data and information.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity Excellence | <ol style="list-style-type: none"> Data sharing agreement to be finalised. Refine the critical indicators that have been set to measure the impact of the partnership's improvement agenda. These will include a mixture of qualitative and quantitative indicators. Establish systems for gathering quantitative and qualitative evidence to measure and describe impact of the work in the partnership. Devise a common tool (template) which can be used consistently across workstreams to evaluate, report and communicate progress and impact. Support individual workstreams to define specific indicators aligned to their areas of priority. Implement FOCUS tool across West Partnership. Collate and analyse evaluation responses after learning events and where appropriate communicate effective practice across the partnership community. Continue to develop systems and processes which support the management, reporting and communication of the RIC work |
| Support Agreed with Education Scotland | <p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Analyse all West Partnership inspection and review reports to at the end of each session. Share and report case studies of best practice examples which have emerged from inspections and reviews. <p>Support from Scottish Government Analysis and Statistics Unit within Learning Directorate.</p> |

Action Plans

CLPL

| Work Stream Sponsor Jacqui MacDonald | Workstream Lead Officer Jennifer Crocket |
|---|--|
| REMIT | ACTION |
| <p>To support the development of learning networks by facilitating collaborative events and professional development opportunities.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment | <p>Support the development of a learning system by:</p> <ul style="list-style-type: none"> • Offering opportunity at all levels to enhance learning networks across the partnership; • Working with all workstreams to support the wider partnership agenda through appropriate CLPL; • Using evidence from stakeholder engagement to enhance existing professional development opportunities; and • Using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners. • Facilitate the delivery of ‘major conferences’ with a focus on empowering schools to work collaboratively on areas of strength and challenge; • Facilitate and support smaller conferences and seminars on agreed strengths/challenges resulting from learning networks that are established; • Develop practice that will ensure all education establishments are fully aware of and have opportunity to access professional learning on offer; and • Work in partnership with Education Scotland and other partners to deliver high quality professional development opportunities that enhance existing provision. |
| <p>Support Agreed with Education Scotland</p> | <p>Input required from Education Scotland will be dependent on the topics identified as suitable for professional learning from each workstream.</p> <p>Support is also required from Education Scotland events management including procurement in relation to conference organisation.</p> |



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GLASGOW CITY REGION EDUCATION COMMITTEE.

Meeting held on 27th August 2019, at the City Chambers, Glasgow.

- Present:** Councillor Jim Paterson (Chair), Renfrewshire Council; Councillor Jim Goodall, East Dunbartonshire Council; Councillor Chris Cunningham, Glasgow City Council; Councillor Jim Clocherty, Inverclyde Council; Councillor Frank McNally, North Lanarkshire Council; and Councillor Katy Loudon, South Lanarkshire Council.
- Apologies:** Councillor Paul O’Kane, East Renfrewshire Council; and Councillor Karen Conaghan, West Dunbartonshire Council.
- Attending:** Tony O’Neill (Clerk); Jacqueline MacDonald, East Dunbartonshire Council; Mhairi Shaw, East Renfrewshire Council; Maureen McKenna and Graeme Hay, Glasgow City Council; Michael Roach, Inverclyde Council; Steven Quinn, Renfrewshire Council; Tony McDaid, South Lanarkshire Council; Laura Mason, West Dunbartonshire Council; Elizabeth Morrison, West Partnership; and Patricia Watson, Education Scotland.

Minutes of previous meeting approved.

- 1 There was submitted and approved the minute of 28th May 2019.

West Partnership: Regional Improvement Plan 2018/19 - Position noted – Declaration of interest.

- 2 There was submitted a report by the Regional Lead Officer providing further details and evaluation of the work which had been undertaken in implementing the Regional Improvement Plan (RIP) 2018-21, across the West Partnership throughout 2018/19, advising
- (1) that overall, throughout the last year, the West Partnership had made very good progress implementing the RIP 2018-2021, that each workstream had reviewed progress and identified areas which had gone well and others which required further development, and 94% of actions were either complete, superseded or on track, and 6% had not yet started;
 - (2) that while critical indicators had shown strong progress, it remained too early to use those indicators to comment on the impact of the actions;
 - (3) of a summary of the progress and activities that had been undertaken by each workstream to address priorities identified in the improvement plan, and where possible qualitative and quantitative evidence had demonstrated impact on practitioners and identified measures of improvement, all as detailed in the report;

- (4) that over the first year of the RIP, much of the early activities had been focused on working with headteachers, depute headteachers, heads of early learning and childcare settings and senior council officers, and evaluations from all the professional learning across the year had demonstrated very positive impacts on staff, with staff reporting increased knowledge, understanding and confidence; and
- (5) of the partnership which had been formed with the recently appointed Senior Regional Advisor from Education Scotland, the role of which had the potential to become a key part of the operational delivery of the actions set out in the RIP.

After consideration and having heard a presentation by Elizabeth Morrison, West Partnership, the committee noted the report.

Councillor Goodall declared an interest in this item, given that East Dunbartonshire Council's Education Committee had not yet had the opportunity to consider the paper under discussion.

West Partnership – Draft Regional Improvement Plan 2019-22 – Position agreed etc – Declaration of interest.

3 There was submitted a report by the Regional Lead Officer providing the committee with an opportunity to examine the West Partnership's draft Regional Improvement Plan (RIP) 2019-22, and seeking the committee's endorsement of the plan, advising

- (1) that the West Partnership was required to prepare a new RIP, outlining future proposed activity for submission by 2nd September 2019, and the Partnership had prepared a draft RIP, attached as an appendix to the report, based on the revised governance and operational structure which had previously been approved by this committee in May 2019;
- (2) that the RIP 2019-22 had sought to build on the outcomes and measures outlined in the previous version and had set out the workstreams to be further developed over the coming year, each led by a Director of Education/Chief Education Officer, and bringing together officers and teaching staff from each member education authority, with each workstream also being supported with staff resources from Education Scotland;
- (3) that the RIP had also included a remit and outline action plan for each workstream to develop in the coming year, based on the feedback from stakeholders and achievements from 2018/19;
- (4) that, in seeking to ensure local democratic accountability, members would be required to report back to their own authorities through appropriate local governance arrangements; and

- (5) of a proposal that the endorsed RIP be presented to the Glasgow City Region Cabinet in October 2019 for consideration.

After consideration, and having heard

- (a) a presentation by Mhairi Shaw, East Renfrewshire Council;
- (b) an update from each workstream Sponsor highlighting activities for the coming session, together with emerging and developing actions; and
- (b) Patricia Watson, Senior Regional Advisor (West Regional Improvement Team), Education Scotland, provide details regarding Education Scotland's recent organisational restructure, and of Education Scotland's staff resource links to the work of the RIP Action Plans,

the committee

- (i) noted and endorsed the draft RIP; and
- (ii) agreed to report to
 - (A) the Glasgow City Region Cabinet on the endorsed RIP; and
 - (B) each individual local authority on the RIP, maintaining local democratic oversight.

Councillor Goodall declared an interest in this item, given that East Dunbartonshire Council's Education Committee had not yet had the opportunity to consider the paper under discussion.

Future meeting dates noted.

4 The committee noted the future meeting dates of the Glasgow City Region Education Committee as undernoted, with all meetings being held in the City Chambers, Glasgow:-

Tuesday, 19th November 2019 at 1030 hours;
Tuesday, 3rd March 2020 at 1030 hours; and
Tuesday, 26th May 2020 at 1030 hours.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/81/19/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712748 |
| Subject: | Report on intake for St Columba's High School for academic year 2020/21 | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval from the Education and Communities Committee to accept up to 140 pupils into St Columba's High School for the academic year 2020/21 and to undertake a pre-consultation exercise to ascertain the future requirements for Catholic Education for village schools particularly in the West of Inverclyde.

2.0 SUMMARY

- 2.1 In August 2019, Inverclyde Council's decision to refuse placing requests to St Columba's High School was appealed at the Sheriff Court. The Council's decision was upheld by the Court because the school was full and could not accept placing requests for those pupils who did not live in the catchment area.
- 2.2 To date, St Columba's High School has been able to accept all of the pupils who wish to attend the school from its catchment area and it is only placing requests which have been refused. The current maximum yearly intake is 120 pupils giving 6 practical classes. As part of advanced planning arrangements it has been known that in academic year 2020/21 the school will be under pressure from pupils living within the catchment area. This paper recommends that a 7th practical set should be created giving a maximum intake of 140 for academic year 2020/21.
- 2.3 The current pressure on St Columba's High School is compounded by the right given to those attending Wemyss Bay and Inverkip Primary schools to choose a denominational school at the point of transfer to secondary school. This paper provides an outline for a consultation process (including a pre-consultation and, if necessary, a statutory consultation) to seek out views on amendments to the admissions and placing request policy for schools and in particular to review the automatic right for pupils attending village primary schools (Inverkip, Wemyss Bay and Kilmacolm) to choose a Roman Catholic Education at the point of transfer to secondary school.
- 2.4 It is proposed that as part of the consultation process, a wider review of the requirement for Catholic Education in the West of Inverclyde is undertaken. This is because, whilst the population of Inverclyde is decreasing, the population appears to be moving towards the West. This consultation work will feed into the revised learning estate strategy.

3.0 RECOMMENDATIONS

- 3.1 That the Education and Communities Committee agrees that the maximum intake for St Columba's High School should be 140 for academic year 2020/21.
- 3.2 That the Education and Communities Committee agrees that a pre-consultation process takes place to:
 - explore whether there is a need to change the admission policy which allows pupils from the village primary schools of Wemyss Bay, Inverkip and Kilmacolm to choose denomination at the point of transfer to secondary school
 - ascertain the possible future demand for Roman Catholic education in the West of Inverclyde.
- 3.3 That the Education and Communities Committee agrees to a further report being brought back to the Committee in January 2020 outlining the outcome of the pre-consultation process and making recommendations for any statutory consultation if it is required.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 In January 2017, after statutory consultation the Education and Communities Committee agreed the policy on Admissions and Placing Requests for Inverclyde Council. In November 2016, the Committee also agreed the maximum yearly intake for secondary schools to give a consistent method of identifying the maximum yearly intake for secondary schools in Inverclyde.
- 4.2 In August 2019, Inverclyde Council's decision to refuse placing requests to St Columba's High School was appealed at the Sheriff Court. The Council's decision was upheld by the Court because the school was full and could not accept placing requests for those pupils who did not live in the catchment area.
- 4.3 To date, St Columba's High School has been able to accept all of the pupils who wish to attend from the catchment area. As part of advanced planning arrangements it has been known that in academic year 2020/21 the school will be under pressure from pupils living within the catchment area. (see Appendix 1). It is difficult to predict the exact numbers who are expected to attend St Columba's High School because the village schools of Inverkip and Wemyss Bay can choose schools which are either denominational or non-denominational in the catchment area.
- 4.4 Any changes to the Admissions and Placing Requests policy can only be made after statutory consultation.

5.0 CURRENT POSITION

- 5.1 This report proposes two specific courses of action in respect of the yearly intake to St Columba's High School.
- 5.2 The first proposal for this report is that for academic year 2020/21, St Columba's accepts all pupils who require a place, who live within the catchment area, have a sibling at the school and have a certificate of baptism into the Roman Catholic faith.
- 5.3 Schools can cope with an intake that is greater than the maximum yearly intake from time to time if this is to accommodate the needs of those within the catchment area, however it should be noted that this is more difficult to sustain in the longer term. The cumulative effect of going above the maximum yearly intake has to be taken into consideration. Therefore, it is proposed that further work is undertaken on the admissions policy for village schools and in particular for the West of Inverclyde.
- 5.4 Whilst the overall population of Inverclyde is decreasing, there seems to be an inward migration of people already living in Inverclyde towards the West. There will be inevitably be some impact of new housing on schools, but if families are simply moving within Inverclyde then it may or may not have a significant impact on the school estate. What is known from the current local plan is that if the planned houses are built then this may bring some pressure on the number of pupils attending St Columba's High School. This pressure is compounded by the right given to those attending Wemyss Bay and Inverkip Primary schools to choose a denominational or non-denominational school at the point of transfer to secondary school. It is proposed to review the choice for pupils attending village schools to choose either denominational or non-denominational education at the point of transfer to secondary school.
- 5.5 Any change to admissions or catchment areas needs to undergo statutory consultation. Prior to undertaking statutory consultation it is advisable, if possible, to undertake a pre-consultation to establish the views of the school community as to what proposals should be taken forward to statutory consultation. There are several options that can be considered for the pre-consultation phase and these are outlined below.

| | |
|--|--|
| Option 1 :- Only pupils with a certificate of Baptism into the Catholic faith will automatically transfer from village schools to Roman Catholic Secondary Schools | This would affect pupils who attend Inverkip, Wemyss Bay and Kilmacolm Primary schools. Careful consideration would need to be given to a transition phase – taking into account those with siblings already at the school. |
| Option 2:- Remove village schools as feeder schools for denominational secondary schools. | This could increase transport costs for the Council (but buses are already provided). Young pupils would have to make longer journeys (although some pupils are doing this already because parents want a Roman Catholic primary school). This could put a pressure on St Ninian's Primary School depending on the numbers. This could also have an impact on the number of pupils attending Kilmacolm Primary School |
| Ascertain the demand for a Catholic Primary School in the West of Inverclyde in addition to St Ninian's Primary School | There are two proposals that could be taken forward. The first would be to consider a joint primary campus at Wemyss Bay. This would be a separate Catholic School with its own identity. The school would serve the needs of those requiring a Catholic education who live in Wemyss Bay and Inverkip. The difficulty in taking this forward would be if the building work in the local development plan goes ahead and increases the non-denominational roll for Wemyss Bay. Another possibility, if there is a significant pressure for Catholic education in the West of Inverclyde would be to create Wemyss Bay or Inverkip Primary as the Roman Catholic school for the West. This would mean that one school remains as the non-denominational school for the catchment area and the other would be the denominational school. |

The draft timeline for the pre-consultation and statutory consultation would be as follows:

| | |
|--|---|
| 5 November 2019 | Decision of November Committee |
| 18 November – 05 December | Pre-consultation phase |
| 10 January 2020 | Feedback from pre-consultation phase and paper to Education and Communities Committee as to outcome of pre-consultation and proposals for statutory consultation. |
| If statutory consultation goes ahead then the most likely timeline would be: | |
| 20 – 31 January – Prepare Consultation paperwork | |
| 13 February 2020 | Start of statutory consultation |
| 20 March 2020 | End of statutory Consultation period |
| 25 March 2020 | Paper work sent to Education Scotland (3 week consultation period for Education Scotland – this overlaps the Easter holidays so may require longer) |
| 22 April 2020 | Feedback from Education Scotland considered in final submission. |
| 12 May 2020 | Education and Communities Committee decision |

6.0 IMPLICATIONS

Finance

- 6.1 There are no immediate financial considerations for this paper.
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 Any proposed changes would have to take into account the requirements of the Schools (Consultation) (Scotland) Act (2010).

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 This report aims to ensure that an adequate and efficient education is provided to all pupils in Inverclyde and to cope with changing demographics and population.

7.0 CONSULTATIONS

- 7.1 Full consultation on any proposal will be undertaken.

9.0 BACKGROUND PAPERS

- 9.1 January 2017 Committee paper on admissions to schools and placing requests.
November 2016 Committee paper on establishing the capacities of secondary schools in Inverclyde.

Appendix 1

Roll information for feeder primary schools into St. Columba's High School

The following should be noted:

- This is a roll analysis of the feeder primary schools and does not include those who live in the catchment area but have put in placing requests for other schools.
- This includes any pupils who are placing requests.

| ROLL INFORMATION FROM SEEMIS ROLL ANALYSIS 03.09.19 | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| | | | | | | | | |
| | | | | | | | | |
| SCHOOL | P1 | P2 | P3 | P4 | P5 | P6 | P7 | TOTAL |
| St Andrew's PS | 35 | 30 | 23 | 33 | 33 | 37 | 44 | 235 |
| St Joseph's PS | 24 | 24 | 31 | 15 | 27 | 15 | 15 | 151 |
| St Ninian's PS | 35 | 34 | 43 | 49 | 42 | 50 | 44 | 297 |
| Inverkip PS | 31 | 34 | 35 | 48 | 41 | 36 | 37 | 262 |
| Wemyss Bay PS | 8 | 14 | 25 | 24 | 23 | 20 | 21 | 135 |
| | 133 | 136 | 157 | 169 | 166 | 158 | 161 | |

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 5 November 2019 |
| Report By: | Corporate Director Environment, Regeneration & Resources | Report No: | SL/sc/LP/129/19 |
| Contact Officer: | Sharon Lang | Contact No: | 01475 712112 |
| Subject: | Items for Noting (Education) | | |

1.0 PURPOSE

1.1 The purpose of this report is to present items for noting only and the following report is submitted for the Committee's information:

- Overview of Provision at the West College Scotland Greenock Campuses

2.0 RECOMMENDATION

2.1 That the above report be noted.

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

1.0 PURPOSE

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

2.0 SUMMARY

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

3.0 RECOMMENDATIONS

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

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

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

5.0 CURRENT POSITION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reasons for the decline in students overall could include:

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

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

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

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

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

6.0 IMPLICATIONS

Finance

6.1

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

Legal

6.2 N/A.

Human Resources

6.3 N/A.

Equalities

6.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

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

Repopulation

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

7.0 CONSULTATIONS

7.1 N/A.

8.0 CONCLUSIONS

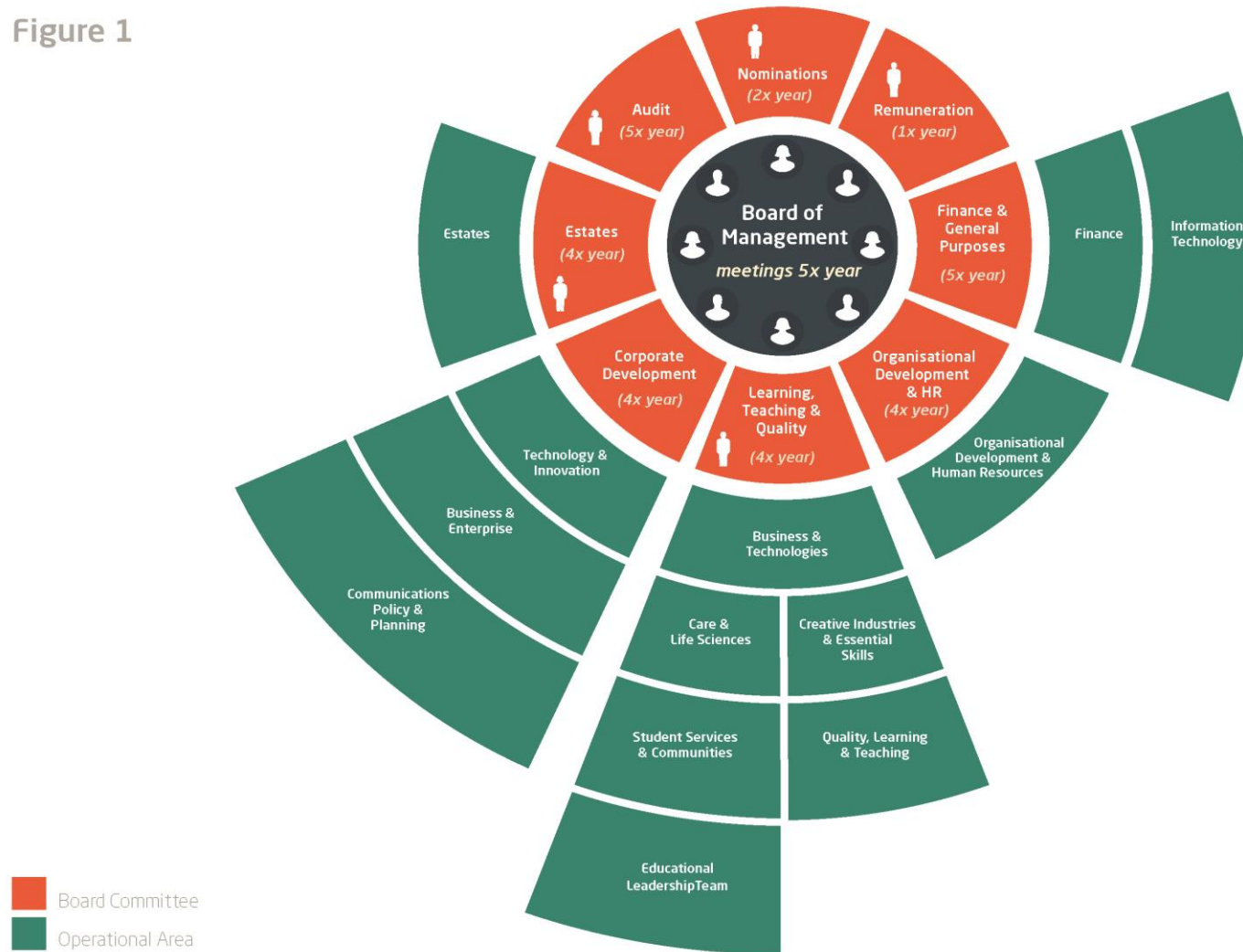
8.1 N/A.

9.0 BACKGROUND PAPERS

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

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

10. How can you contact us?

If you would like a printed copy of this report

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

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

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

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

[Readability Survey](#)

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

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

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

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

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Appendix 1

Glossary of terms

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

Appendix 2

The Scottish Credit and Qualifications Framework

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

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

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

| | |
|--|--|
| Course Title - 2013-14 | |
| Full time | No longer on offer |
| 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 | |
| Part Time | |
| 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) | |
| School courses | |
| SPORT & RECREATION SKILLS FOR WORK S4 | |
| SKILLS FOR WORK - CONSTRUCTION CRAFTS | |
| SKILLS FOR WORK ENGINEERING | |
| SKILLS FOR WORK HAIRDRESSING | |
| SKILLS FOR WORK - SCHOOL - EARLY EDUCATION | |
| SKILLS FOR WORK - INTG 1 HOSPITALITY - ROTHESAY | |
| SCHOOLS S5 COMPUTER GAMES DEVELOPMENT | |
| S3-4 COMPUTER GAMES DEVELOPMENT | |
| S5 SCHOOLS AUTO | |
| HIGHER PSYCHOLOGY (SCHOOL) | |
| SCHOOLS HAIR FINNART | |
| SCHOOLS BEAUTY | |
| SCHOOL CONSTRUCTION | |
| ENGINEERING SKILLS TECH STUDIES INT2 SCHOOLS | |
| GAIN PROJECT (SCHOOLS) | |
| SCIENCE FOR PRIMARY SCHOOLS | |
| ADVANCED HIGHER LABS (SCHOOLS) | |
| SCHOOLS TASTERS - COMPUTER GAMES / AUTO ENGINEERING / CONSTRUCTION / HAIRDRESSING / ENGINEERING | |

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

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

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

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

Greenock full time

Course Name:

Level 2013 2014 2015 2016 2017 2018

Creative Industries

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

Beauty & Complementary Therapies

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

Business, Administration & Accounting

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

Childcare

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

Computing & Computer Games

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

Construction

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

Energy & Environment /Electronics

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

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 |
|-----------------------|---|---|---|---|---|---|---|

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

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

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

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

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

Table 4:Domicile of the WCS Clydebank Campus Student Body

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

Table 5: Domicile of the WCS Greenock Campus Student Body

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

Table 6: Domicile of the WCS Paisley Campus Student Body

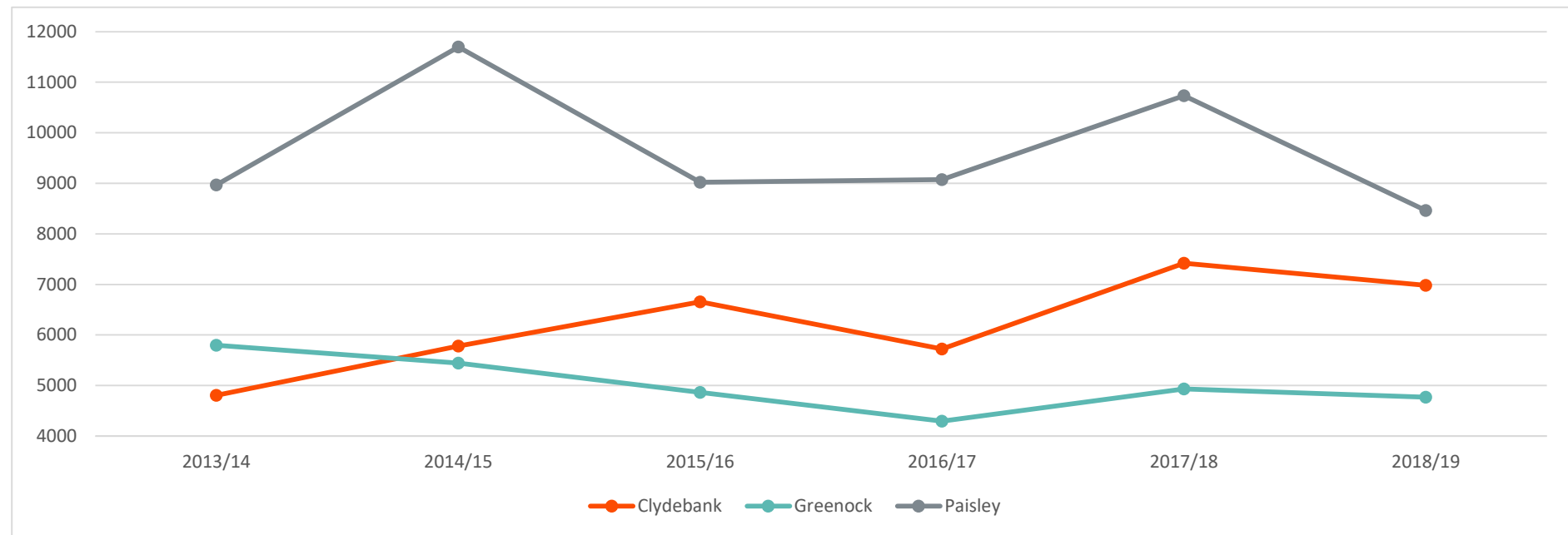
| | 2013/14 | | 2014/15 | | 2015/16 | | 2016/17 | | 2017/18 | | 2018/19 | | Change | |
|------------------------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|--------|--------|
| Aberdeen City | 8 | 0.1% | 11 | 0.1% | 3 | 0.0%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

Full-time and Part-time Study

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

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

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

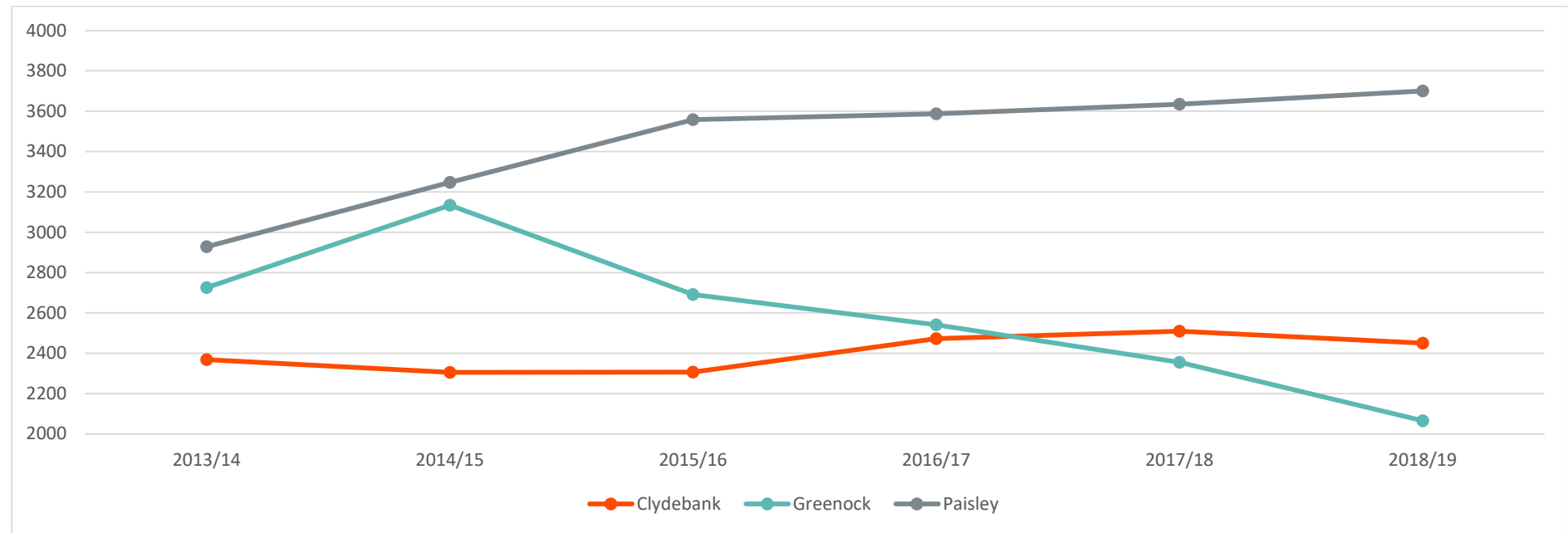


Full-time Study

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

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

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

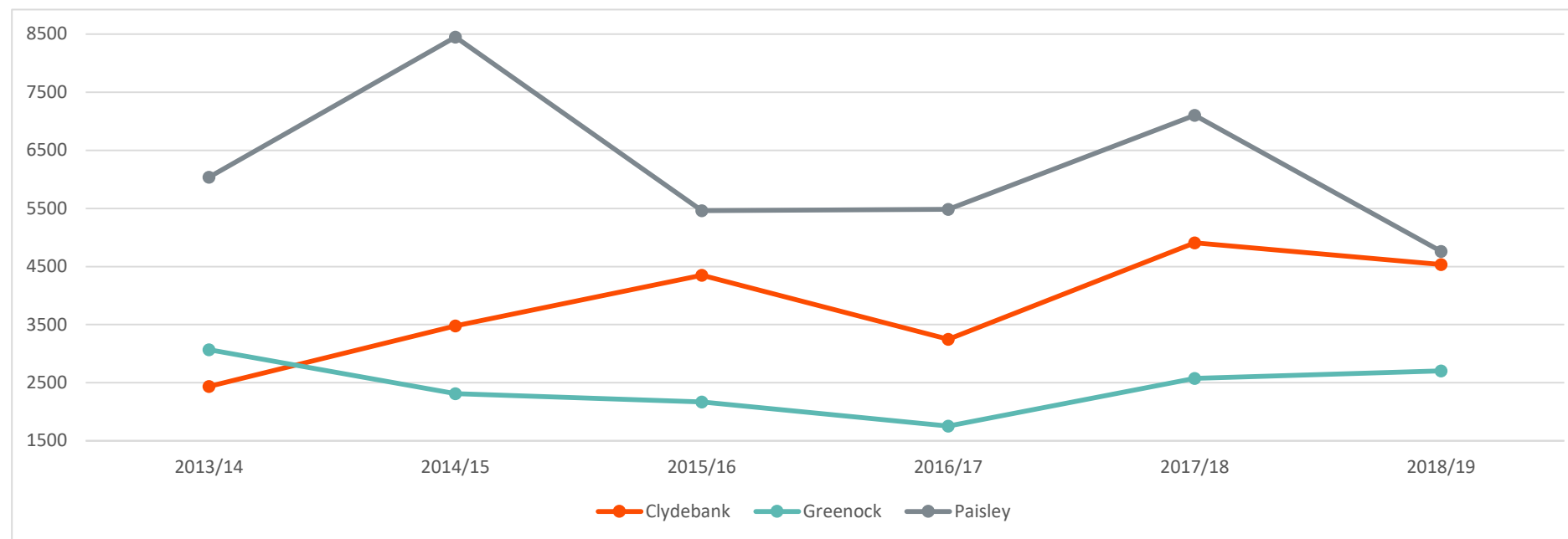


Part-time Study

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

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

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



Campus Student Activity

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

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

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

West College Scotland

15 May 2015

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

Full report



The external review process

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

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

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

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

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

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1. Introduction

The external review

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

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

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

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

2. The college and its context

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

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

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

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

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

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

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

3. Outcomes of External Review

Judgement of *Effectiveness*

Section A: Overarching judgement

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

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

Section B: Supporting statements

Learner progress and outcomes

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

Learning and teaching processes

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

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

Learner engagement

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

Leadership and Quality Culture

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

Section C: Areas of positive practice

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

Section D: Areas for development

- The successful completion rate for part-time FE programmes is 69%, nine percentage points below national sector performance level. Overall performance within the majority of curriculum areas for these programmes is low.
- Learner access to college ICT (mainly computers hardware and software) is variable and on occasions unreliable.
- Actions identified for improvement by programme teams are not always sufficiently detailed to enable progress to be monitored.
- Many class representatives are unclear about the appropriate processes for dealing with campus or college-wide issues.
- Managers do not communicate effectively high-level messages about prioritising improvement in part-time FE outcomes.

Section E: Main points for action

- **The college should ensure that its strategies for improvement, including those for improving attainment, are communicated and implemented effectively.**
- **The college should ensure that learners can routinely access reliable ICT systems to improve their learning.**
- **The college should ensure arrangements to capture learners' views are comprehensive and are used to influence college-wide developments.**

4. How well are learners progressing and achieving relevant, high quality outcomes?

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

West College Scotland was created on 1 August 2013 from a merger of three legacy colleges; Reid Kerr, Clydebank and part of James Watt. There is no historical data on which to base any trend analysis. For the purposes of this report the combined 2013-14 data has been considered as a baseline.

Full-time early withdrawal rates are in line with the national sector performance. Early withdrawal rates for part-time programmes are slightly worse than the national sector performance level. Further withdrawal rates for full-time further education programmes is two percentage points better than the national sector performance level. Further withdrawal rates for full-time higher education (HE) programmes is one percentage point worse than the national sector performance level. Part-time further withdrawal rates are in line with the national sector performance level.

Learner success in full-time programmes for 2013-14 is slightly below the national sector performance level. In full-time FE programmes 65% of learners completed their programme successfully which is one percentage point below national sector performance. A further 13% completed with partial success. In full-time HE programmes 69% of learners completed their programme successfully which is two percentage points below national sector performance. A further 13% completed with partial success.

The successful completion rates for part-time FE programmes is 69% which is nine percentage points below national sector performance. In part-time FE programmes the partial success rates are 24% which is considerably higher than the national performance level of 13%. The successful completion rates for part-time HE programmes is 73% which is five percentage points below national sector performance. A further 16% of learners complete with partial success which is two percentage points higher than the national sector performance level.

The college collects data on learners' progression routes and identifies that many learners progress to further study, training, apprenticeships or employment.

How well do programmes and services meet learners' needs?

Almost all learners are satisfied with their learning experiences and programmes of study. The college offers a very wide range of programmes at different levels and through various modes of delivery from introductory access level (SCQF level 2) to degree level (SCQF level 10) which meets the needs of learners, the local community and employers well. Programmes have appropriate entry requirements and offer progression routes onto further learning and employment options. As a result, learners access and exit provision at a level appropriate to their needs. A wide range of programmes is delivered in community locations and is enabling many learners to access college programmes within their local area. Online and distance learning programmes provide accessible, flexible learning options. An extensive range of

programmes delivered to secondary school pupils across seven local authority areas provides a useful introduction to vocational learning.

College programmes incorporate activities to develop skills for employability. These experiences prepare learners well for employment and further learning. Across a number of curriculum areas learners benefit from participating in relevant work-experience placements. However, this is not consistent across all vocational areas and the college is taking actions to address this.

At the beginning of academic session 2014-15, a significant number of learners did not receive sufficient communication from staff about college arrangements for disbursing student support funds. College managers responded promptly to address this and have put measures in place to improve arrangements for communicating with learners and processing applications for funding.

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

The majority of learners who complete their programmes gain certificated awards. Almost all learners make good progress during their programme of study. They gain useful skills which prepare them well for employment or further study. Within some programme areas, learners gain additional vocational qualifications. Examples include Cisco and Microsoft vendor qualifications and certificates in First Aid and Care.

In a few subject areas, the success rates for learners on full-time programmes are in line with the best in the sector. These include FE construction programmes and HE programmes in social subjects and sport and leisure. However, successful completion rates across a number of full-time programmes, dispersed across subject areas, is low and requires improvement. Successful completion rates are low in many part-time FE programme areas. Many learners leave early or do not attain the programme award.

Learners in many programmes achieve more widely and enhance their employability options through participating in local and national skills competitions. Examples include hair and beauty learners winning awards at the National Association of Hairdressing and Therapists competition and a photography learner winning first prize at the 2014 *Picture This* competition. A number of learners widen their experience and skills through participating in fundraising activities for local and national charities.

Most learners attain core skills units in *communication, information and communications technology, numeracy, problem solving and working with others*. Almost all learners develop and enhance their essential and employability skills. During their programme of study almost all learners increase their confidence in learning and develop skills for working collaboratively with their peers.

5. How effective are the college's learning and teaching processes?

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

The college's range of programmes, meets the needs of learners well. During session 2013-14, curriculum teams worked effectively to standardise the content of full-time programmes across all campuses. This approach ensures learners receive similar experiences which prepares them well for progression to work and further learning.

The wide range of online and community-based programmes takes good account of the needs of employed learners and those who cannot easily access provision on a college campus. There is an appropriate range of programmes and services to support learners who require additional help to engage purposefully in learning experiences. Many programmes include opportunities for learners to participate in work-experience placements. Whilst the college has a strong culture of inclusiveness, opportunities to promote equality and diversity actively within programmes are not always fully developed.

A recently-implemented approach by the college to link essential skills with the four capacities of Curriculum for Excellence is supporting teaching staff to promote these skills more effectively to FE learners. Through use of an online recording and monitoring tool, *Your Essential Skills*, learners record and enhance their wider skill development.

How well do learners learn?

Learners enjoy their classes and value their learning experiences. Learner relationships with staff are productive and are based on mutual respect. Learners value highly their constructive relationships with teaching staff and gain confidence and self-esteem as a result of their positive interaction. Most learners benefit from the additional help they receive from teaching staff outwith timetabled classes.

Almost all learners are involved actively in learning, particularly during practical classes, and are motivated by teaching staff to do well. In most classes learners work effectively independently and in groups. They make good use of a range of resources including tools and equipment to develop vocational skills and enhance their own learning.

Learners progress well in most subjects. They build on their previous learning to further develop vocational and employability skills. Completed learner work demonstrates a clear understanding of industry expectations.

How well do planning, teaching and the use of resources ensure effective learning?

Almost all teaching staff plan teaching activities effectively. They form purposeful relationships with learners and respond positively to meet their individual needs. Most curriculum areas have strong links with employers and teaching staff work diligently to engage with employers to enhance programme delivery. Teaching staff regularly invite guest speakers from industry or businesses to contribute to college programmes. Most teaching teams work collaboratively with local companies to provide work-experience

placement opportunities for learners. They make good use of these activities to assist learners to develop and extend their skills and to help them compete for, and achieve, apprenticeships and employment outcomes. The learning environment and atmosphere during most teaching sessions is positive and purposeful.

During practical sessions teaching staff enthuse learners and motivate them to succeed. However, during some theory lessons teaching staff do not use a sufficiently wide range of learning and teaching approaches and some classes are overly or wholly teacher-led. In these classes learning is too passive and is not sufficiently engaging. Classrooms and workshops are generally well-equipped and appropriately resourced. However, learner access to college ICT (mainly computer hardware and software) is variable and on occasions unreliable. A number of computers are broken or slow to use. As a result, learners become frustrated and do not make best use of ICT routinely to enhance their learning.

How well is assessment used to promote effective learning?

Across almost all programmes, teaching staff schedule activities effectively to enable learners to plan and prepare for assessment. These arrangements ensure that assessments take place at appropriate points and are planned evenly across programmes to avoid overburdening learners.

During most lessons teaching staff make good use of questioning to reinforce learning, check understanding and determine progress made. These approaches generally work well. Teaching staff make good use of feedback arrangements to promote learning and build learner confidence. They confirm progress made and support learners well to identify gaps in their knowledge, skills and understanding.

There are effective arrangements in place to support learners who have additional barriers to learning to participate in assessed activities. These include additional time to complete assessments and use of readers or scribes. Learners make use of assistive technologies for assessment purposes where appropriate.

How well are potential and current learners provided with information, advice and support?

The college's well-developed website and supplementary materials provide potential learners with good access to information about college provision and services. The online application facility enables learners to apply for a college place, quickly and easily. Pre-entry arrangements for learners with mild or complex needs are very effective. The *Student Services and Communities* team works collaboratively with local secondary schools and community groups to ensure learners are placed onto appropriate programmes.

Learners value the helpful support, advice and guidance provided by teaching staff on an ongoing basis. All full-time FE learners have timetabled guidance sessions within their programmes. Guidance staff customise and tailor guidance sessions to meet the needs of learners. Most learners on HE programmes make effective use of a personal development plan to monitor their performance and explore vocational options. Learners make good use of this process to reflect on the skills they are acquiring and the progress they are making. In a few teaching departments, industry representatives

visit the college to advise learners of employment opportunities. In these subject areas learners recognise the relevance of their learning and draw on this to set informed personal goals related to future employment. Almost all learners draw productively on regular, helpful feedback and discussions with their teachers to reflect on the progress they are making.

A few curriculum teams use social networking sites effectively to provide support, advice and feedback to learners. These approaches are valued by learners.

How well does the college sustain continuous enhancement of learning and teaching through self-evaluation and internal review activities?

The college works productively with employers to design and deliver programmes which meet industry needs well. Teaching staff involve learners in providing feedback about their programme through unit evaluations, communication with class representatives and general discussions. There are many examples of teaching staff making improvements to the content of programmes, sequence of units and timetabling arrangements in response to feedback received from learners.

Most teaching staff use curriculum team discussions and extensive reporting procedures to analyse and reflect on learning and teaching approaches. However, this is often not sufficiently evaluative and teaching staff are overly-reliant on drawing on feedback received from learners as the main mechanism for evaluating learning and teaching. Staff are aware of what works well in different curriculum areas and are beginning to discuss effective practice more widely across campuses. Shared continuous professional development activities, team activities and scheduled *Faculty Days* are supporting staff to work increasingly with colleagues across different campuses. However, curriculum team discussions are not focused sufficiently on innovation and creativity within teaching practice and pedagogy.

Where actions for improvement in under-performing programmes are identified, teaching staff have been successful in making changes. These include, revising the sequence of units, adapting programme content and assessment arrangements and improving accommodation. However, actions identified for improvement are not always sufficiently detailed to enable improvement progress to be monitored.

6. How well are learners engaged in enhancing their own learning and the work and life of the college?

How well do learners engage in enhancing their own learning?

All learners benefit from constructive and supportive relationships with staff and speak very highly of their college experiences. The majority of learners describe their experience of West College Scotland as positive.

Most learners contribute positively to planning aspects of their learning. This includes, selecting project topics, planning the use of learning resources and influencing learning activities during lessons. In the majority of classes, learners proactively influence the pace of learning and the approaches adopted to undertake class activities. These arrangements are valued highly by learners, who use them well to choose topics and subjects which interest and benefit them.

Across a number of subject areas learners enhance their own learning through participating in additional activities. For example, in programmes in Applied Science and Make-up Artistry, learners work collaboratively with school pupils to assist them to complete project work. Learners on the National Certificate Dance programme attend workshops hosted by external trainers from a number of Scottish and UK-wide dance companies. These experiences are valued greatly by learners. They help learners to develop self-confidence and support them well to consider future employment opportunities.

Class representatives work productively and collaboratively with curriculum staff. They engage in regular, informal dialogue about issues relating to their programme and learning experiences. When learners express concern about aspects of their provision, most staff respond promptly to action improvements. Through attendance at course team meetings, most class representatives convey the views of their peers well. As a result, learners' opinions feature regularly and strongly in programme reviews. Matters raised include teaching approaches, assessment scheduling and other programme-related issues. In most curriculum areas class representatives support their peers effectively to resolve issues and enhance learning experiences.

Almost all learners report that their programme includes helpful arrangements for accessing advice and guidance. Learners make good use of these services to monitor their progress, identify areas of strength and, where appropriate, to plan for improvement. Almost all learners are satisfied with the support they receive from teaching and support staff.

How well do learners engage in enhancing the work and life of the college?

The college has a strong commitment to learner engagement and has recently appointed staff roles aimed at supporting this work and enhancing and improving liaison with the Student Association. The Head of Student Services works productively and collaboratively with the Student Association and college staff to coordinate and enhance learner engagement activities. To support the work of the Student Association the college has appointed a *Stakeholder Experience*

Coordinator and a number of part-time *Student Experience Assistants*. However, these are very recent appointments and post-holders have not yet drawn up work plans.

Student Experience Focus Groups are scheduled termly across each of the college's three campuses. However, their profile is low and meetings are generally not well attended. Staff receive formal feedback from learners relating to their college experiences, through submission of completed learner surveys. However, the college recognises that there is a need for improvement to the timing and speed of analysis and more timeous sharing with learners of collated survey outcomes. The President and Vice President of the Student Association represent the student body at college Board level and attend most of the key Board operational committees regularly. They have been particularly active in creating external links with organisations that have been providing support for a number of health campaigns, including those designed to support smoking cessation.

The college has recruited 459 class representatives. However, the majority of representatives have not yet attended tailored training sessions to support them in their representative roles. As a result, there are inconsistent approaches to collation of learner views across subject areas. The college does not communicate to class representatives or learner groups whether their priority issues and concerns are being discussed and actioned at college level. Many class representatives are unclear about the appropriate processes for dealing with campus or college-wide issues. As a result, current arrangements for collation of learner views, and for these views to be shared with the Student Association are not fully effective.

Class representatives meet regularly with curriculum staff and provide helpful and clear feedback to curriculum teams both informally and through formal review meetings. Some learners, individually or through their class representatives, contribute to wider college improvement processes. Examples include providing input to college procurement practices and participation in developing and improving the college application process for distribution of student support funds. To ensure effective learner representation and allow for absence cover, the college is planning to assign two class representatives to each full-time group of learners.

7. How well does the college recognise and respond to changes in its environment?

College managers and staff have responded positively and enthusiastically to deliver the Scottish Government's Post-16 policies. Staff work cooperatively with key stakeholders to support and deliver change across the large geographical region the college serves. The *Developing a Collective Ambition Programme* promoted to staff at the beginning of merger outlines the college's aspiration in terms of developing a distinct culture. West College Scotland's *Fourth Way* vision seeks to direct and assist staff to adopt fresh policies and procedures to support the new, much larger institution. The implementation of the *Fourth Way* is ensuring staff are consulted and involved in establishing new ways of working.

Prior to and since merger, college managers have carried out an extensive review of the curriculum offer across all of the legacy colleges. They have drawn on this process to rationalise provision across campuses, to create consistency in the use of awarding bodies and to establish progression routes and address some inconsistencies in programme design.

The college places very high value on communicating ongoing developments to staff. The principal leads information events on all main college campuses. A dedicated page on the staff intranet enables staff to pose questions to college managers. Through these activities staff receive answers and updates regularly from senior managers. This approach is ensuring staff across college campuses are aware of and are committed to college aims and objectives. College staff whose individual post was affected adversely by the merger process were supported by managers to take up an alternative job role. Staff feel that the merger and restructure process has been well handled by senior managers and that they are included and consulted. As a result, the principal and senior managers are trusted by staff.

To minimise risk to critical areas of college operation, the college invested in college-wide ICT infrastructure and systems to ensure effective cross-campus communication. This included systems to support the virtual learning environment, student records systems, HR database and staff and student intranets. The new ICT systems enable staff working across all campuses to receive and send email and have access to resources when working in different locations. These arrangements are working well and are supporting effective curriculum planning and data-gathering. However, investment in front-line ICT systems used by learners has not been prioritised. As a result, learners often experience difficulties when accessing college computers or using college purchased software. College managers are focusing on improving outcomes for full-time learners and are making good progress towards this aim. However, attainment outcomes for part-time learners, for which the college recruits considerable numbers, have declined recently and are now low. College managers recognise the urgent need to improve outcomes for part-time learners and have recently introduced plans to deliver this aim.

8. How well is the college led and how well is it enhancing the quality of its services for learners and other stakeholders?

The college's strategic aims are articulated clearly in the ROA of 2014-17. They indicate a clear direction for the college and its potential to enhance regional economic development. Strategic aims align well with national and local priorities, particularly in relation to enhancing employability opportunities for people in the local area. The principal and senior managers work well with the Regional Board of Management to provide strong strategic direction for the college.

Senior managers have worked effectively and sensitively to establish a strong foundation for the new college. Communication with staff about proposed change has been highly effective and new arrangements have built on positive aspects of the legacy colleges to inform the *Fourth Way*. The *Collective Ambition Programme* is having a positive impact on the college culture. Most college staff are enthusiastic about the potential of the new college to enhance its influence within the region and are committed to providing a wider, better-integrated service to learners. The college is in the process of translating the aims and objectives of the ROA into a set of simple, clear objectives in a draft Corporate Plan which is due to be launched in the near future.

The principal and senior management team provide effective leadership, focused strongly on establishing a confident, outward-facing organisation. The *Educational Leadership Team*, which includes senior managers responsible for curriculum and support services, is working well together to provide direction and support to staff. A curriculum staffing structure is now in place. Assistant Principals and Heads of Sector provide effective leadership and have worked hard to minimise disruption to learners throughout the merger process. Curriculum Quality Leaders (CQL), appointed in August 2014, are contributing positively and are demonstrating increasing levels of confidence as leaders of learning. Since merger, most college managers have prioritised the establishment of staffing structures and formation of workable operating procedures. They recognise there is a need for a more concentrated focus on raising the standard of learning and teaching to a consistently high level. The college has recently appointed *Teaching Enhancement Lecturers* to enhance evaluation of learning and teaching and coordinate actions for improvement.

College managers work collaboratively with teaching staff to draw up sets of draft common principles to support review and action-planning processes for the curriculum and learning and teaching. These principles translate the college's strategic aims to easily-understood overarching themes which are relevant to most areas of the college's work. The principles are being used by staff within curriculum planning and self-evaluation processes and are providing a useful and relevant framework for team discussions.

Most teaching staff are working collaboratively with colleagues in other campuses to share good practice and shape the work of their curriculum areas. Many staff report these activities have re-energised their approaches to learning and teaching. An extensive and effective range of staff development activities is helping staff to adapt to new processes and management responsibilities.

Support services staff are enthusiastic and managers provide effective leadership for their areas of responsibility. *Quality Days* are facilitating useful discussion between

curriculum and support staff to enhance the quality of support services. A range of improvements have resulted from these discussions including the introduction of a new learner application system. The college has implemented various continuous professional development initiatives to assist support services staff to manage change and the implementation of new systems. Support service managers recognise that the provision and reliability of ICT services to support learning and teaching is not yet consistent across the college. Self-evaluation reporting for support services teams are aligned to the college's operational planning cycle. However, approaches to self-evaluation are not yet consistent across all support areas. They focus predominantly on operational issues and do not evaluate sufficiently the impact of service delivery on learners and staff. Plans are advanced to implement a revised support services self-evaluation process with an enhanced focus on the learner experience.

College staff and managers are committed to the continuous enhancement of the quality of provision. Since the formation of the new college, new faculty and curriculum teams have worked well together to identify areas which require improvement. Heads of Sector provide strong leadership and direction for quality enhancement and are supported well by a team of specialist quality managers. Heads of Sector provide good support to recently appointed CQLs who are increasingly taking responsibility for improving the quality of provision at programme level.

A college-wide *Portfolio Review* process has generated useful baseline intelligence about what works well and what needs to change in programme design and delivery. However, in some subject areas, there is insufficient analysis of performance indicator data and not enough account taken of learner comments and actions for improvement. The follow-up *Curriculum Programme Review* process is used constructively by faculty managers to drive forward changes. Actions for improvement, though broad, are generally focused on relevant themes, including programme design, consistency of standards and improved recruitment processes. *Interim course evaluation* provides useful opportunities for staff to engage in mid-year evaluation of progress against targets. However, not all programme teams have carried out mid-year evaluations. It is too early to measure the effectiveness of new quality systems on the achievement of actions for improvement or the impact of monitoring by managers. Targets for improvement in retention and attainment are stated clearly within the ROA. However, managers do not communicate effectively high-level messages about prioritising improvement in part-time FE outcomes.

9. How extensive and effective are college partnerships with communities, other learning providers, employers and agencies?

Partnership working is strong across the college and many learners and staff benefit from a wide range of partnerships at local and regional levels. Most curriculum areas have effective links with industry and employers which impact positively on learners and help to ensure the college contributes effectively to workforce development. Many staff, across a number of subject areas work hard at nurturing positive partnerships with local and national companies to provide appropriate training for their employed staff and apprentices. The principal is the elected Chair of Renfrewshire Chamber of Commerce.

The college works closely and collaboratively with seven local authorities to deliver a broad range of programmes which meet the needs of school-aged learners well. Since the merger the range of provision has increased. As a result, some school pupils now attend programmes delivered at college campuses outwith their own local authority. School representatives report that the college is very responsive to the needs of local school-aged learners and that communication with college staff is very effective. Often, approaches mirror best practice, which is in line with the principles outlined in *Developing the Young Workforce: Scotland's Youth Employment Strategy*.

One particularly positive example is provision of a Higher National Certificate Engineering programme to 16 school-based learners across two days a week. This provision will expand to 40 places next year. College staff attend schools' open days and parents' evenings where they promote the range of college provision. Collaborative working between college subject areas and external community partners, is very positive.

The college has received recognition for partnership working. It was highly commended in the Times Educational Supplement FE Awards 2015 for its contribution to support the display of the Great Tapestry of Scotland. The college also provides an extensive programme of community-based learning programmes. The college works effectively and collaboratively with a number of universities and this enables many learners to progress to degree-level study.

10. Signposting excellent practice

During the Education Scotland external review, the college submitted examples of what it considered to be excellent practice and the review team also identified examples worthy of dissemination.

10.1 Staff and learner engagement in equalities through the procurement process

Staff and learners from across West College Scotland's three legacy campuses identified widely varying costs associated with purchasing protective clothing and equipment. Learners have to buy items in order to undertake vocational programmes including hairdressing, beauty, makeup artistry, hospitality and sport. Each legacy college had different styles of clothing and equipment and staff and learners identified a need to standardise them and to create a West College Scotland brand. Together, they identified a need to negotiate with suppliers to achieve best value for money.

Across subject areas, staff and learners set up *Procurement Teams*. Each team agreed in principle the type of clothing and equipment required for their designated programmes. Learner representatives consulted with fellow learners across subject areas with regard to style, colour and equipment requirements. *Procurement Teams* drew on feedback received to draw up a specification for tender. Potential suppliers were contacted by the *Procurement Team* and submitted tenders were scrutinised and suppliers agreed.

Throughout this process learners were supported by staff from the college's own procurement team in relation to procurement best practice and legal compliance with public-sector purchasing approaches. This support was helpful and provided useful training for the learner-devised procurement team.

As a result of this initiative, learners across West College Scotland now pursue vocational provision wearing college-branded uniforms. This approach ensures delivery of a collegiate identity when undertaking outdoor activities or during work-experience placements. It was particularly helpful to female sport learners as previously supplied clothing was uncomfortable and did not fit properly. Learners report being proud of the sport shirts, chef whites and protective tabards they now wear when attending college programmes.

Involvement in the procurement process has been a very positive experience for learners. Furthermore, as a result of involvement in this initiative, cost savings have been passed directly onto learners.

10.2 Development of employability skills through effective external partnership working

Prior to Glasgow's hosting of the Commonwealth Games, the college's hair, beauty and make-up artistry staff and learners submitted a tender to deliver hair and beauty services to athletes participating in the Games. The tender was successful and learners across the college's three campuses were recruited to deliver the services to competing athletes. Services were delivered by learners through paid work experience placements over the 21 days of the Games. Salons were open from 9.00am to 9.00pm and learners had to fit shift patterns around other commitments. Over 100 learners provided hair

cutting, styling and beauty services to athletes from across the Commonwealth. These experiences were greatly valued by both athletes and learners. For many learners this was the first time they had applied beauty treatments to clients with darker skin tones. They also became familiar with a wide range of hair styling and cutting techniques required by individuals from different cultural backgrounds. The Commonwealth Games work experience was a great success and equipped learners very well for future employability opportunities.

West College Scotland's learners and staff worked in partnership with Paisley Thread Museum to bring the Great Tapestry of Scotland exhibition to Paisley. The tapestry is the largest in the world, measuring 469 feet and consisting of 160 separate panels.

The challenge for the college was to devise a cost-effective and secure method of framing the tapestry which would allow it to be easily displayed and transported. College staff and National Progression Award (NPA) learners set about constructing 160 stand-alone frames which would display the tapestry panels to best effect. They liaised and consulted with the museum and other stakeholders to ensure the finished project promoted the tapestry effectively. Upon completion, the tapestry was unveiled at a high-profile ceremony attended by local dignitaries, the NPA learners and members of their families. Participating learners received volunteering certificates from the local provost. As a result of their experiences, six of the learners were recruited for employment by local firms. The rest of the NPA group of learners progressed onto further learning choices.

11. What is an overarching judgement?

Education Scotland uses an overarching judgement of *Effectiveness* to express the findings of the review team. The judgement of effectiveness takes into account all the evidence gathered through the external review. Such judgements express outcomes as:

effective;
limited effectiveness; or
not effective.

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

Key principle 1 – High quality learning (supporting statements numbers 1 and 2)

Key principle 2 – Learner engagement (supporting statement number 3)

Key principle 3 – Quality culture (supporting statement number 4)

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

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

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

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

Scottish Funding Council response to judgements

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

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

12. What happens next?

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

There will be feedback to the learners at the college.

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

Andrew Brawley
HM Inspector

13. Further information

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

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

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

14. How can you contact us?

This report has been produced as a web-only publication and is available on our website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/WestCollegeScotland.asp>. If you would like to receive this report in a different format, for example, in a translation please contact the administration team on 01506 600381.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to The Complaints Manager, Denholm House, Almondvale Business Park, Livingston, EH54 6GA.

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Appendix 1

Glossary of terms

| | |
|------|--|
| CQL | Curriculum Quality Leader |
| FE | Further education |
| HE | Higher education |
| ICT | Information and communications technology |
| NPA | National Progression Award |
| ROA | Regional Outcome Agreement |
| SCQF | Scottish Credit and Qualifications Framework |
| SFC | Scottish Funding Council |
| wSUM | Student unit of measurement |

Appendix 2

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



| SCQF Levels | SQA Qualifications | | Qualifications of Higher Education Institutions | SVQs/MAs |
|-------------|--|--------------------------------|---|-----------------------------------|
| 12 | Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner | | | Professional Apprenticeship |
| 11 | | | Doctoral Degree | Professional Apprenticeship SVQ 5 |
| 10 | | | Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate | Professional Apprenticeship |
| 9 | | | Honours Degree, Graduate Diploma, Graduate Certificate | Technical Apprenticeship SVQ 4 |
| 8 | Higher National Diploma | Professional Development Award | Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate | Technical Apprenticeship SVQ 4 |
| 7 | Advanced Higher Scottish Baccalaureate | Higher National Certificate | Certificate Of Higher Education | Modern Apprenticeship SVQ 3 |
| 6 | Higher | | | Modern Apprenticeship SVQ 3 |
| 5 | National 5 Intermediate 2 | | | Modern Apprenticeship SVQ 2 |
| 4 | National 4 Intermediate 1 | National Certificate | National Progression Award | SVQ 1 |
| 3 | National 3 Access 3 | | | |
| 2 | National 2 Access 2 | | | |
| 1 | National 1 Access 1 | | | |

Evaluative Report and Enhancement Plan

31st October 2018

Version 2 January 2019

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1. Introduction

West College Scotland is one of Scotland's largest colleges, with around 22000 students on full time or part time study, and employing 1200 staff across our campuses in Clydebank, Greenock and Paisley. The College successfully delivered 167,500 credits, across a wide range of full and part time programmes and met target activity in the Regional Outcome Agreement. Almost 25% of our activity is delivered to students from the 10% most deprived areas in Scotland. This presents challenges for both students and staff, and we are proud of our track record in supporting success.

Our College now has over 600 successful working partnerships with employers across the West of Scotland including FTSE listed organisations, local charities, local authorities and small /medium sized companies. This provides opportunities for student work placement, real life work experience and a chance for students to work on live projects. An added benefit is the ability to engage employers in shaping our curriculum.

As one of the largest employers in the West of Scotland region, we take an active role in shaping regional economic strategy, using our connections and scale to help build a modern workforce that can support economic regeneration. Partnership working in the College is corporate priority and a major strength, verified through external recognition of our work and success in a number of external awards.

This evaluative report supports our decision- making processes and judgements. In line with the quality reporting and planning requirements outlined in the 'Arrangements for assuring and improving the quality of provision and services in Scotland's colleges', the report aligns to the quality framework, 'How Good Is Our College?' It provides a comprehensive summary of our activities, areas of positive practice and areas for development arising from session 2017/18. The report includes an Enhancement Plan, detailing progress made since 2016/17 and quality enhancement actions covering the periods 2018-19 to 2020-21.

The report informs our stakeholders of the quality of provision and services delivered by the College, and provides a clear plan for further improvement and enhancement of the student experience, through rigorous evaluation.

2. Methodology

West College Scotland has a set of robust evaluation processes in place across all curriculum and service areas that support learning. In light of the introduction, in 2016, of the new set of quality arrangements, 'How Good is Our College? (HGIOC)' the College took the opportunity to review and reshape the curriculum evaluation procedure, with an aim of improving standards of evaluation at course level and providing a sound evidence base to inform teaching department portfolio review and sector level curriculum planning.

Evaluation processes for curriculum and support areas are well established and embedded in the quality cycle of activity. Curriculum teams evaluate against College Curriculum Principles, which are consistent across all course teams. The same principles permeate through the annual portfolio review (September/October) and the annual Curriculum Planning and Review (November) processes. Support team evaluation complements the operational planning cycle and the same College Principles are used as appropriate to the area, Both curriculum and support areas self - evaluate against the quality indicators in the quality framework 'How Good Is Our College?'

The College uses evidence from stakeholder feedback, performance indicators, external review and audit to support our evaluation outcomes. We engage with, listen to, stakeholders and partners in assessing the quality of our provision, and use our evaluation activities to develop actions for continual quality improvement and enhancement.

3. Outcomes of Evaluation

3.1. Outcomes and Impact

3.1.1. Wellbeing, Equality and Inclusion [HGIOC QI 3.1]

Areas of Positive Practice

- The College responds well to equalities legislation with a strong student-centred focus from the Equalities, Diversity and Inclusion (EDI) Committee, ambitious targets in its Equality Outcomes, Gender Action Plan and the Access & Inclusion Strategy. A range of relevant and current policies and procedures provide direction and support for both staff and students.
- Curriculum teams are aware of how deprivation affects students within their programmes, and make a range of appropriate adjustments, interventions and actions on support measures, offering flexible and personalised learning opportunities.
- Teaching staff make alternative arrangements for assessment to meet the needs of the individual, providing additional assessment support, modifying timetables, and teaching materials, to ensure each individual is provided with sufficient support for attainment.
- The College reviews and updates staff training in equalities and diversity that meets the needs of students. For example, all Curriculum and Quality Leaders have undertaken Unconscious Bias training, have considered, and shared methods to mitigate the risk of bias in the curriculum.
- The Scottish Funding Council in its Gender Progress Report identified engagement with the Student Association in the development of the Gender Action Plan, as good practice. In partnership with the NUS, we delivered workshops, to the SFC, on engaging students in advancing equality, at the national Gender Conference.
- Positive initiatives to meet targets include joint school/college awareness information sessions, targeted course promotion, and gender imbalance awareness raising with local authorities, schools and employers. For example, the Women into Construction partnership activity with Renfrewshire Council, is now in its second year and has increased recruitment of females on our HN Construction programme.
- The College is proactive in engaging and contributing, nationally, with initiatives that impact on equalities, bringing in, and sharing practice that improves success outcomes for students.
- The College offers real work opportunities to some of the most disadvantaged students in our region, through the Learner Development area's strong focus on employability. The department's innovative approach to a Certificate of Work Readiness programme, resulted in positive destinations for almost all students, and won the CDN Employer Connection Award, in 2017/18. This programme has expanded across all three campuses, increasing opportunities for engagement by students from different local authority regions.

- The College has successfully developed the British Sign Language (BSL) Action Plan in consultation with our local communities, students and staff. This has enhanced student and stakeholder interactions with the College, with student feedback being integral to the shaping of the plan.
- Our ESOL curriculum re-design has resulted in attainment rates above sector average, and includes a new range of SCQF credit rated activity, providing more opportunities for accredited student learning pathways.
- Student Association representation on the College EDI Committee, ensures that staff are proactive in taking forward and supporting student led initiatives, such as raising awareness of challenges students face around disabled parking.
- The College staff work in close partnership with 'Who Cares Scotland' and this contributed positively to staff understanding of the specialist support required for this group. The College has increased the number of disclosed care experienced students at application stage, and curriculum teams are increasingly developing awareness and further referring care experienced students on programme. In 2017-18, the College, compared with 137 in 2016-17, directly supported 256 care-experienced students in the 16 to 26 year old age group.
- The "Your Future Starts Here" marketing campaign, in session 2017-18, captured the diversity of our students, using College students as models, promoting real life student case studies and providing a balanced representation across all age-groups, ethnicity and gender. In 2017-18, the College increased the number of applicants who disclosed a disability and/or declared themselves from a black or minority ethnic group.
- The Student Association takes an active role in supporting the LGBT community within the College, with a dedicated SA officer appointed. The SA set up support group meetings and drop in sessions for students. Those who attended the meetings valued the support given.
- The College monitors applications, enrolments and achievements by protected characteristics, which successfully contributes to delivery of a tailor made curriculum to meet the needs of protected groups. The EDI Committee monitors student complaints against protected characteristics, to ensure that these groups are enabled to provide feedback and that their chance of a positive complaint resolution is equitable.
- The College recognises the impact that mental health issues may have on student learning and places a high priority on support for mental health. Front line staff, and all of the Student Association team, have been trained in Mental Health First Aid, providing a prompt and responsive first line contact and signposting service for students and the College provides good access to dedicated counsellors.

Areas for Development

- Further interventions are to be designed and implemented, with a view to improving the success and progression rates for care-experienced students.
- A more cohesive, college wide approach, aligning and developing current initiatives, is required, to support good mental health.
- There is more scope to work with the Student Association to promote and celebrate our inclusive culture across all curriculum areas and campuses.

3.1.2. Equity, attainment and achievement for all learners [HGIQC 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% | 69.0% |
| HE full time | 68.7% | 67.1% | 65.4% | 71.6% | 68.7% | 71.3% | 69.4% |
| FE part time | 69.1% | 64.2% | 51.7% | 77.1% | 67.6% | 78.2% | 72.3% |
| HE part time | 74% | 76.3% | 77.5% | 78.6% | 76.1% | 80.4% | 80.2% |

- A range of improvement measures are in place as an outcome of the Student Journey project and following a re-alignment of Enabling Services. These actions have contributed to increasing success rates for students stay until the end of their programmes. An improved bursary funding application process, timely processing of applications, assessment support and on course support and guidance, contributed to this improvement.
- The table below shows the success rates trends for key groups of students, for 2017-18, on programmes which last 160 hours or more:

| Courses lasting 160 hours or more | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|--------------|
| Under 18 year olds (all FE and HE) | 56.2% | 58.6% | 63.7% | 63.6% |
| 18-20 year olds (all FE and HE) | 63.3% | 65.2% | 67.8% | 68.5% |
| FE females (all FE and HE) | 61.7% | 51.2% | 64% | 63.7% |
| FE males (all FE and HE) | 60.8% | 60.8% | 66.6% | 71.1% |
| HE females (all FE and HE) | 72.2% | 68.2% | 72.3% | 73.9% |
| HE males (all FE and HE) | 61.8% | 63.7% | 70.5% | 66.5% |
| BME students (all FE and HE) | 59.4% | 60.2% | 60.8% | 63.5% |
| Students with a declared disability (all) | 62.5% | 60.2% | 68.1% | 67.3% |
| Care Experienced FT FE | 64.7% | 53.8% | 58.7% | 54.2% |
| Care Experienced FT HE | 71.4% | 66.7% | 53.8% | 50.0% |
| SIMD 10 all (FE and HE) | | 57.6% | 64.8% | 65.1% |
| SIMD 20 all (FE and HE) | | 57.5% | 62.2% | 65.6% |
| Students from SIMD10 Full time FE | 57.6% | 61.1% | 64.7% | 65.8% |
| Students from SIMD10 Full time HE | 63.6% | 61.7% | 66% | 63.9% |

- Review of the annual trend outcomes indicates variable trend levels of successful outcomes across key groups of students. A sector benchmarking exercise highlighted some gaps between the college success outcomes against the sector average attainment in some key groups. Most notably

for ethnic minorities, where the college outcome, while improving year in year, is just under 8% below sector. Similarly, care experienced student outcomes are just over 3% below sector.

- The College Leavers Destinations (CLD) for session 2016-17 showed that 96.3% (95.7% for 2015/16) of full-time successful students, who confirmed their destination after completion, went on to positive post course destinations. This was slightly lower than the College target, while higher than the sector comparative figure at 95%. Positive destinations include progressing to further study or into employment, reflecting well on the value of their learning experience in securing next steps. At HE level the positive destinations for confirmed students improved by 1.2%, on the previous session, to 96%, while the FE figure rose slightly to 96.4% (96.2% in the previous session).
- The College has participated in the Scottish Government Improvement Project, engaging staff and students in making quality improvements that positively impact on retention and attainment, with more full time FE level students staying to the end of their programmes and successfully achieving their qualification aim.
- We are the only Scottish college to secure “Work Ready Plus” funding and have directly engaged with agencies. The College continues to support fifty individuals, mainly adults with additional support needs, into positive outcomes such as further progression to work and study.

Areas for development

- Regular and consistent analysis of performance data for all students will ensure targeted actions for improving attainment are directed at the right groups and individuals, especially for those key groups of students where the attainment gap is widest (Care Experienced and Ethnic Minorities).
- The College will work to increase the rate of confirmed destinations for college leavers, for both FE and HE level qualifiers.

3.2. Delivery of learning and services to support learning

3.2.1 Curriculum [HGIQC QI 2.2]

Areas of Positive Practice

- The College, in line with the Region Outcome Agreement objectives, meets the needs of its local and regional stakeholders very well and responds effectively to national priorities. The College curriculum is well-planned and has particular strengths in an employability focus, with strong employer engagement supporting curriculum design and delivery. High proportions of students (91% in the SFC SSES survey, April 2018) agree that their time at college helped them develop knowledge and skills for the workplace.
- A systematic curriculum planning process ensures that local, regional and national strategic drivers contribute well in delivering a relevant curriculum. The College curriculum is well-designed to enable progression pathways between SCQF levels, including cross campus learning opportunities. Curriculum teams have worked effectively together to shape curriculum delivery and realign courses to enable this progression.
- Overall, students feel their course is relevant to employment opportunities and that they are making good progress and gaining valuable skills. Curriculum Planning Reviews report curriculum areas as being focussed on the need to develop student skills for employment, with almost all

students to experiencing real life work experience, placements and/or live project work at industry standard.

- Almost all students are satisfied with the design of their curriculum and enjoy all aspects of their course.
- Curriculum teams provide programmes which are designed well to meet the needs of students and stakeholders. Through systematic Portfolio Review and Curriculum Planning Review (CPR) processes, teams evaluate and plan the curriculum effectively, including input from class representatives. Appropriate changes are made to ensure courses are linked well to industry and to student progression needs.
- The design, rationale and development of the curriculum takes full account of market intelligence and labour market data, ensuring the curriculum is amended to meet student current and future employment needs. When reviewing and redesigning the curriculum, the Heads of Sector benefit from the involvement of dedicated college staff to provide information on government policy, labour market trends and employment predictions. Internal monthly Policy Bulletins also ensure that staff are aware of any changes and developments in the policy context that may be relevant for their area.
- Staff have a good understanding of their industry and use employer engagement very effectively to drive the curriculum and focus on the important employment related aspects. The College has developed bespoke facilities and designed curriculum content to meet business needs for specialist skills, evidenced particularly through the strong engagement curriculum areas had with the Flexible Workforce Development Fund.
- Successful delivery of the Future Development Workforce Fund (FDWF) in 2017-18 provided high levels of employer satisfaction across a wide range of subject areas – with almost 80% agreed / strongly agreed that the training was value for money.
- The college leads on the regional steering group responsible for developing and implementing our Foundation Apprenticeship strategy across our four local authorities, resulting in a partnership approach to shaping and promoting the programme to improve uptake.
- Extensive staff networking and representation with awarding bodies and other external agencies, has improved curriculum planning and assessment outcomes.
- The College offers courses, with accreditation from around 25 different awarding bodies ensuring that, within a curriculum area, students are provided with qualifications most in demand for their specialism. Sound quality assurance arrangements are in place across the College with a Quality Assurance and Examinations team providing oversight of regulatory approvals and accreditation activities, and qualifications verification activities. This ensures that College claims for certification for students are quality assured and have value in the wider world.
- The College has a strong commitment to STEM running throughout the curriculum. The College achieved STEM accreditation from the STEM Foundation, was awarded best, and sector leading practice for 'strategy and planning', partnership working with employers' and the 'impact of STEM' on our student learning SFC defined STEM specific courses account for 23.5% of overall College activity.

- A joint regional approach to school and college timetabling improves opportunities for school pupils to undertake a wider range of college learning activities.
- Articulation arrangements are in place with partner institutions offering students established and guaranteed pathways to further study. This engages and motivates students to stay on course and success rates are high within these programmes.
- A number of initiatives in reimagining the curriculum in areas where PIs have been low, have resulted in improvements in student feedback and outcomes. For example, a reimagined curriculum in Creative Industries at FE level, providing personalised pathways and interdisciplinary project-based learning, resulted in full success and positive progression for students.
- Community and Learner Development programmes provide positive pathways to accreditation and further opportunities for study. Our access programmes deliver positive learning experiences to the hardest to reach groups in society. There has been a significant growth in the delivery of Childhood practice short courses at SCQF level 4, to address the national priority for 1140 hours of nursery experience for the workforce in that area.
- International work placement opportunities has given around 85 students the opportunity to gain real work experience in other countries. The opportunities extended across a number of subject specialisms – computing, hospitality, professional cookery, travel and tourism, motor vehicle engineering, construction and hairdressing) and has greatly enhanced their student experience.

Areas for Development

- The delivery of essential skills in the form of career management skills, is not fully embedded within all of the curriculum provision, and do not consistently assist all students in recognising wider opportunities for future employment or self-employment.
- Building on current initiatives such as Curriculum Reimagined, there is much scope to increase flexibility and personalisation of learning opportunities for students across a broader range of curriculum areas.
- The number of students undertaking Foundation Apprenticeships is below target and the College will work with partners, to increase this number.

3.2.2. Learning, teaching and assessment [HGIOC QI 2.3]

Areas of Positive Practice

- Feedback from surveys continues to highly rate the student experience of learning and teaching with 97% of students feeling that staff encourage them to take responsibility for their own learning. Overall, the survey responses for 2017-18 were broadly similar to the previous year. Variations in trends from survey responses inform planning for teaching staff development through the Teaching and Learning Communities.
- The standard of teaching is high and motivational across all campuses, with students feeling welcome and well supported.

- Guidance support is effective, particularly in non-advanced programmes, in helping students stay on their programmes and achieve their qualification aim.
- Formal opportunities for sharing of ideas, teaching approaches and strategies for improvement are well received by teaching staff. Faculty Days take place on each campus, with teaching staff from different campuses sharing practice.
- At course level, our Curriculum and Quality Leaders took part in a cross campus and cross subject specialism networking event. This facilitated the sharing of positive recruitment practice and retention strategies across teams and resulted in curriculum revising their current practice to improve recruitment.
- The College continues to improve the pedagogical development of teaching staff offering CPD routes to accredited teaching qualifications and opportunities to engage in Teaching and Learning Communities that enhance teaching practice.
- Curriculum Planning Review documentation indicated that social media platforms are being more widely embedded and creatively used to enhance the learning, teaching and assessment and engage students. Students report positively on the use of social media, although in some areas, ICT issues limit engagement.
- The College engages with awarding bodies in curriculum and assessment design with some staff actively involved in qualifications development work and engaged as external reviewers, ensuring currency in subject qualifications knowledge and providing staff developmental opportunities.
- The College Portfolio Review and CPR processes are used to inform and prioritise Estates developments and, as a result, curriculum areas in Creative Industries in the Paisley campus, have benefited, with a new location for the Photography department and a state of the art graphic design studio in the Abercorn Business Centre. The Paisley library and resource centre has moved to a more central location with easier access for all students.
- The College engages in a wide range of external activities, such as the Energy Skills Partnerships, Digital Skills Partnership and *FUTUREquipped* (SFC funded pilot project to explore models for collaboration and innovation). This develops and improves staff capacity for innovation in learning and teaching, across curriculum areas.
- The College has a flexible approach to the delivery of learning, with staff focussing well on supporting students who had been absent or may be struggling.

Areas for Development

- Learning and teaching approaches could be modified to better meet the needs of all students, including those who may benefit from further challenge.
- In some areas of the College campuses, the student learning experience is negatively impacted by the ICT infrastructure.
- The quality of student engagement, and use of student feedback, to inform teaching practice is variable in its use for planning and delivery of learning.

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

| | |
|---|---|
| Approved by the Board of Management | |
| <p>Keith Mc Chair</p> <p>Signed _____</p> <p>Date <u>4/2/2019</u></p> | <p>Liz Connolly Principal and Chief Executive</p> <p>Signed _____</p> <p>Date <u>4/2/2019</u></p> |

6. Enhancement Plan 2016/17 to 2020/21

Outcomes and Impact

Wellbeing, Equality and Inclusion [HGIOC QI 3.1]

| Action Arising from | Areas for Development | Planned Action | Target Date | Progress Update |
|---------------------|---|--|---|---|
| EREP 2016/17 | The College will continue to work to enhance processes for early identification and support of Care Experienced students and identify any further interventions which may help support the 16-26 year olds specifically to achieve better success rates and progress. | Progress the actions in the Corporate Parenting Plan, including expanding the Corporate Parenting Support Team to include wider representation from the curriculum staff; promoting the positive success stories of Care Experienced students and extending the programme of staff development. | June 2018 | Actions and progress updates are regularly supplied to, and monitored by, the Scottish Government. The College has incorporated a Stand Alone for students who are estranged from their families. |
| | | Undertake further analysis of student success rates for care experienced students at curriculum level. | February 2018 | |
| EREP 2017/18 | Further interventions will be designed and implemented to improve the success and progression rates for care experienced students. | Improve the early identification of care experienced students across all programmes. | Dec 2018 | |
| | | Ensure the progress of care experienced students is consistently monitored and support is given to maximise attainment opportunities. | June 2018 | |
| EREP 2017/18 | A more cohesive, college wide approach, aligning and developing current initiatives, is required, to support good mental health. | <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 |
|---------------------|--|---|---|--|
| EREP 2016/17 | The College recognises that student retention and attainment is low for a few categories of students and in a few subject areas. Curriculum teams have improvement actions in place to address specific curriculum areas and the College will work to further share practice and work collaboratively to address retention and attainment improvements for specific categories of student. | Actively participate in, and share learning from, the Scottish Government Improvement Project | June 2019 | Completed Year 1 activities |
| | | Ensure Portfolio Review is robust in identifying trends and meeting actions for improvement at course level. | March 2018 | Completed |
| | | Review, and act on, SIMD10 data analysis at both curriculum and college level. | June 2018 | Completed |
| | | Review recruitment and attainment for BME | February 2018 | Completed |
| | | Deliver on the Gender Action Plan targets for improving student success. | June 2018 | Completed and reported at National Gender Conference |
| 2017/18 | Regular and consistent analysis of performance data for all students will ensure targeted actions for improving attainment are directed at the right groups and individuals, especially for those key groups of students where the attainment gap is widest | 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). Improve staff skill set for monitoring real time data to achieve SMART actions in course evaluations. Use dashboard analytics to better communicate and monitor attainment targets | June 2019 June 2018 June 2020 | |
| 2017/18 | 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 | |
|--|--|--|-------------------------------|--|

Delivery of learning and services to support learning

Curriculum [HGIQC QI 2.2]

| Action arising from | Areas for Development | Planned Action | Target Date | Progress |
|--|---|---|---------------|---|
| EREP 2016/17 and EREP 2017/18 | Essential skills in the form of career management skills, are not fully embedded within all of the curriculum provision, and do not consistently assist all students in recognising wider opportunities for future employment or self-employment. | Share outcomes from current Sector specific career management initiatives. | February 2018 | Heads of Sector shared practice in their area – there is inconsistency in approach. |
| | | Devise a college wide standard for the on-course provision of career management skills development. | June 2018 | To be taken forward into session 2018-19 |
| | | Review staff support, and increase student awareness, of core skills development within programmes. | August 2018 | Complete - Refined programme offering in conjunction with partner employers. Designed and delivered a regional skills survey - Surveyed 231 organisations employing 65000 people see 1.4 sheet. |
| EREP 2017/18 | There is more work to do to increase flexibility and personalisation of learning opportunities for students across a broader range of curriculum areas, building on current initiatives such as Curriculum Reimagined. | Share learning from the pilots and, where suitable, roll out intervention strategies and outcomes across the curriculum | June 2019 | |
| EREP2017/18 | The number of students undertaking Foundation Apprenticeships is below target and the College will work with partners, to increase this number. | Modify the FA offering to improve effectiveness | December 2018 | |
| | | Work with external partners to improve recruitment of FA students | June 2020 | |

Learning, teaching and assessment [HGIOC QI 2.3]

| Action arising from | Areas for Development | Planned Action | Target Date | Progress |
|---------------------|---|--|---------------|---|
| EREP 2016/17 | Learning and teaching approaches could be refreshed in a few programme areas – for example, the pace of learning does not always vary sufficiently to meet the needs of the class group and as a result, students may disengage from learning. Some staff do not take opportunities to reinforce standards of timekeeping and attendance. | Develop staff capacity in using existing technology and digital pedagogical approaches to learning and teaching. | November 2018 | Ed Scotland review reports TEL updates /Teaching and Learning Communities Digital programme of CPD, Uptake and impact – Ed Scot report Sector sharing days |
| | | Use student feedback to reflect on teaching practice, and make adjustments to the delivery and pace of learning that meets the needs of students on each programme. | June 2018 | Teaching and Learning Communities (TLC), facilitated by the Teaching Enhancement Lecturers) offer workshops to teaching staff. Student feedback is used in curriculum evaluation to inform practice. The iReflect tool is tested and launched. |
| EREP 2016/17 | In some areas of the College campuses, the ICT infrastructure negatively impacts on the learning experience. Students report that IT reliability is poor, delays in logging on to their student account, slow internet connections and equipment breakdown cited as the most common faults. | Prioritise the available ICT budget to impact on student learning, where possible. | August 2018 | ICT for learning and teaching has been prioritised |
| | | Submit a case to SFC for specific funding for ICT. | March 2018 | Discussions with the Funding Council are still ongoing |
| | | Focus teams on making practical adjustments to curriculum delivery to best utilise all available resources (teaching staff, digital technology, software, specialist rooms). | December 2017 | CPR activities in November 2017 highlighted adjustments made. |
| EREP 2017/18 | Learning and teaching approaches could be modified to better meet the needs of all students, including those who may benefit from further challenge. | Develop a L&T evaluation framework that is flexible to meet the needs of teaching staff | June 2019 | |
| | | Ensure all teaching staff are engaging in peer review and evaluation of their teaching practice to an accepted professional standard | June 2021 | |

| | | | | |
|---------------------|---|---|----------------------------|--|
| EREP 2017/18 | In some areas of the College campuses, the student learning experience is negatively impacted by the ICT infrastructure. | Continue to prioritise ICT spend to improve L&T Plan for industry standard software in curriculum areas where it is required. | June 2019 June 2020 | |
| EREP 2017/18 | The quality of student engagement, and use of student feedback, to inform teaching practice is variable in its use for planning and delivery of learning. | Year on Year increase the use of I-Reflect amongst staff and students Monitor curriculum actions in the use of student feedback and share practice | June 2021 June 2019 | |

Services to support learning [HGIOC QI 2.4]

| Action arising from | Areas for Development | Planned Action | Target Date | Progress |
|---------------------|---|---|---------------|---|
| EREP 2016/17 | It is recognised that staff have varying degrees of experience in dealing with, and responding to, mental health issues that impact on the learning experience. The College is therefore making mental health a priority, training additional staff as Mental Health First Aiders and working with the Student Association to support both staff and students in addressing the mental health agenda. | Train additional Mental Health First Aiders within the College, including the Student Association Executive team. | December 2017 | Completed – Front Line staff and SA officers trained in mental health awareness and SA high profile in priority planning for 2017/18. |
| | | Expand the range of CPD available to staff in mental health. | June 2018 | Completed – in CPD offering |
| | | Hold a cross College ‘Mental Health sprint group’, including representation from the Student Association, to identify further actions for improvement. | January 2018 | Completed and informed the Mental Health Strategy |
| EREP 2017/18 | There are further developments required in the processes for applications and programme funding to ensure they are equally accessible by all students. | Continued close working between Students Associations and college teaching staff, including bi-annual focus groups, will ensure that refinements to the system are enacted in advance of the opening of funding applications. | June 2019 | |

| | | | | |
|---------------------|--|--|---|--|
| EREP 2017/18 | Awareness and understanding of the role of the Student Association and the class representative system could be enhanced further to influence and shape the delivery of learning. | Combined activities, involving members of the Student Association, the Quality Department (Student Experience Team) and Curriculum area, will promote and raise the profile of the SA on each campus. | June 2020 | |
| EREP 2017/18 | There is still work to be done on implementing a systematic and equitable approach to developing student career management skills | Establish and commence work with pilot groups of students to deliver effective career management plans Share and enhance current practice Develop a consistent approach and shared resources/tools across all departments | Dec 2018 May 2019 June 2020 | |
| EREP 2017/18 | Further investment in ICT for learning and teaching is required to ensure that all students experience have parity of experience in accessing suitable industry standard technology. | Analysis of existing IT requirements is focussed, robust and prioritised in order to maximise the highest impact on learning and teaching. Undertake projects to mitigate any impacts of restrictions in the level of investment in IT. | June 2019 December 2020 | |

Leadership and Culture

Governance and leadership of change [HGIOC QI 1.1]

| Action arising from | Areas for Development | Planned Action | Target Date | Progress Update |
|---------------------|--|--|---------------|-----------------|
| EREP 2017/18 | The College has refreshed the Corporate Plan 2018-2021 and the strategic priorities identified in this plan will be taken forward through existing operational planning and evaluative processes. | Refreshed corporate plan approved. | Dec 2018 | |
| EREP 2017/18 | The key staff behaviours outlined in 'Building our Collective Ambition' will be embedded throughout the organisation as the expected standard of relationship building for staff and students alike. | Awareness sessions will be delivered to all staff. | April 2019 | |
| | | A culture study will be carried out to assess working relationships. | December 2020 | |

Leadership of Learning and Teaching [HGIOC QI 1.2]

| Action arising from | Areas for Development | Planned Action | Target date | Progress since 2016/17 |
|---------------------|--|--|---------------|---|
| EREP 2016/17 | Peer support and practical tools for teaching teams to reflect on, and evaluate learning and teaching, is not yet fully embedded, to enable sharing of innovative and creative practice across different curriculum specialisms. | Develop peer support for new staff and mentoring opportunities for experienced staff, within the curriculum. | June 2018 | New teaching starts induction strengthened to include mandatory meeting with Teaching Enhancement Lecturers |
| | | | | Learning and development pedagogical pathways are strong in a few areas /departments but continues to be an area for development |
| | | Pilot the new I-Reflect software with a teaching department from each Faculty | April 2018 | Pilot I reflect complete – software updated based on feedback |
| | | | | I- Reflect launched to staff – demo and showcased at CQL meetings. Administrative support in place. |
| | | Strengthen the focus on reviewing Learning and Teaching practices within the new CPDR process. | December 2018 | CPDR process updated to include a professional dialogue prompt on professional practice, focussed around teaching improvement methodologies. Feedback and reflection. |
| | | | | CPDR meetings taking place October /November 2018 – evidence from meetings will be reviewed by the Educational Leadership Team and the Staff Development Group. |

Leadership of evaluation leading to improvement [HGIOC QI 1.4]

| Action arising from | Areas for Development | Planned Action | Target date | Progress |
|---------------------|---|--|-------------|--|
| EREP 2016/17 | In some areas, self-evaluation reporting and action planning is not yet sufficiently robust in evidencing the impact on the student experience and outcomes of learning and teaching. | Introduce a programme of training and development, for teaching and support staff who lead on evaluation activities within their areas. | Feb 2018 | A peer review process for developing evaluation competences in Curriculum and Quality Leaders started in June 2017, and will be continued into session 2018-19, with a pre-planned and systematic review schedule. |
| | | Embed processes across the College that facilitate the sharing of practice in evaluative reporting to ensure a consistent standard of analysis is evident. | August 2018 | ELT/Heads of Sector provided feedback to CQLs on the quality of their evaluative reporting for session. Further work on establishing a WCS standard of evaluation, for both reviewers and CQLs will be ongoing throughout session 2018-19. |
| | | Regularly and consistently monitor, review and feedback on the quality of evaluative reporting and action planning. | June 2018 | This will be taken forward into session 2018-19 as part of the quality enhancement cycle of activity. |

| | | | | |
|---------------------|---|--|---------------|------------------------------------|
| EREP 2017/18 | The positive aspects of the College senior team and stakeholders annual evaluation and grading event, could be enhanced by further internal rigour around the testing of evidence that supports evaluation. | Plan for the allocation of QI responsibility to small teams of senior managers and test evidence at specific points in the year | November 2018 | |
| | | Engage with external stakeholders in testing the evidence for evaluation | June 2019 | |
| | | Share testing outcomes on a regular basis | June 2019 | |
| EREP 2017/18 | The quality of staff reflection on learning and teaching is variable, and could be improved by a systematic approach and more effective sharing of practice. | Sector and faculty sharing days will incorporate opportunities for sharing of professional reflection approaches, outcomes and impact. | June 2019 | |
| | | Strengthen the role of the course team in providing peer review of teaching practice. | March 2019 | |
| | | Use student feedback effectively to inform improvements | March 2020 | |
| EREP 2017/18 | Curriculum performance targets are not yet sufficiently aspirational, clearly communicated, nor fully systematically monitored through the existing evaluation processes. | Communicate expectations of college and sector benchmarks best outcomes as the minimum standard of KPIs. | November 2018 | January 2019? Sector PIs published |
| | | Review PIs and actions for improvement at regular intervals | June 2019 | |
| | | Share practices of high performing areas/departments | June 2019 | |
| EREP 2017/18 | Support areas evaluation activities do not yet fully evidence impact on the student experience. | Strengthen the role of student representation in the design and delivery of support services | June 2019 | |
| | | Review the support service evaluation process to better align with operational planning cycles | Dec 2018 | |
| | | Introduce peer review of evaluation for operational managers | Dec 2019 | |

Appendix A – Regional Outcome Measurement Table

| OA National Measure | Actual 2016-17 | Actual 2017/18 | Projection 2018-19 | Projection 2019-20 | Projection 2020-21 |
|--|----------------|----------------|--------------------|--------------------|--------------------|
| 1(a)* The volume of Credits delivered | | | | | |
| Core Credits target (region) | 159,047 | - | 157,855 | 157,855 | 157,855 |
| % towards core Credits target (region) | 100% | - | 100% | 100% | 100% |
| The volume of Credits delivered (ESF) | 7,086 | - | 6,368 | 6,368 | 6,368 |
| The volume of Credits delivered (core + ESF) | 166,133 | 167,479 | 164,223 | 164,223 | 164,223 |
| 1(b)(i) The proportion of Credits delivered to learners aged 16-19 and 20-24 | | | | | |
| Proportion of Credits delivered to learners aged 16-19 | 40.5% | 38.6% | 40% | 40% | 40% |
| Proportion of Credits delivered to learners aged 20-24 | 21.3% | 22.3% | 22% | 22% | 22% |
| 1(b)(ii) The proportion of Credits delivered to full-time learners aged 16-19 and 20-24 | | | | | |
| Proportion of Credits delivered to full-time learners aged 16-19 | 46.9% | 45.4% | 45% | 45% | 45% |
| Proportion of Credits delivered to full-time learners aged 20-24 | 23.3% | 25.4% | 24% | 24% | 24% |
| 1(c)* The proportion of Credits delivered to learners in the most deprived 10% postcode areas | | | | | |
| Proportion of Credits delivered to learners in the most deprived 10% postcode areas | 27.2% | 24.9% | 28% | 28.50% | 29% |
| 1(d) The proportion of Credits relating to learners from different protected characteristic groups and Care Experienced | | | | | |
| Proportion of Credits delivered to Male learners | 43.9% | 44.3% | 42% | 42% | 42% |
| Proportion of Credits delivered to Female learners | 56.0% | 55.3% | 58% | 58% | 58% |
| Proportion of Credits delivered to BME learners | 4.1% | 4.5% | 5% | 5.5% | 6% |
| Proportion of Credits delivered to students with a known disability | 17.6% | 20.0% | 18.5% | 19% | 19% |
| Proportion of Credits delivered to students with Care Experience | 1.88% | 1.48% | 2.5% | 3% | 3% |
| 2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges | 97 | 342 | 130 | 150 | 165 |
| Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | 0.4% | 0.83% | 0.45% | 0.5% | 0.6% |
| Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision | 4.7% | 5.3% | 4.5% | 5% | 5% |
| Proportion of Credits delivered at HE level to learners from SHEP schools | 4.4% | 5% | 8% | 8% | 8% |
| 3. The proportion of Credits delivered to learners enrolled on STEM courses | | | | | |
| Proportion of Credits delivered to learners enrolled on STEM courses | 23.4% | 23.5% | 23% | 24% | 25% |
| 4(a)* The proportion of enrolled students successfully achieving a recognised qualification | | | | | |
| Percentage of FTFE enrolled students achieving a recognised qualification | 68.7% | 69.2% | 70% | 73.5% | 73.5% |
| Percentage of PTFE enrolled students achieving a recognised qualification | 67.6% | 72.3% | 69% | 71% | 73% |
| Percentage of FTHE enrolled students achieving a recognised qualification | 68.7% | 69.4% | 72% | 74.5% | 74.5% |
| Percentage of PTHE enrolled students achieving a recognised qualification | 76.9% | 80.2% | 75% | 75% | 75% |

| | | | | | |
|--|-------|-------|-------|-------|-------|
| 4(b)* The proportion of enrolled MD10 students successfully achieving a recognised qualification | | | | | |
| Percentage of MD10 FT FE enrolled students achieving a recognised qualification | 64.9% | 65.8% | 66% | 67.5% | 68% |
| Percentage of MD10 PT FE enrolled students achieving a recognised qualification | 64.7% | 68.3% | 68% | 70% | 72% |
| Percentage of MD10 FT HE enrolled students achieving a recognised qualification | 64.9% | 63.9% | 68% | 70.5% | 72% |
| Percentage of MD10 PT HE enrolled students achieving a recognised qualification | 79.1% | 81.4% | 74% | 74% | 75% |
| 4(c)* The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges | | | | | |
| Percentage of senior phase FT FE pupils achieving a vocational qualification | 70.1% | 68.2% | - | - | - |
| Percentage of senior phase PT FE pupils achieving a vocational qualification | 70.1% | 60.8% | 60% | 65% | 70% |
| Percentage of senior phase FT HE pupils achieving a vocational qualification | 33.3% | 50% | - | - | - |
| Percentage of senior phase PT HE pupils achieving a vocational qualification | - | 66.7% | 74% | 74% | 74% |
| 4(d)* The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification | | | | | |
| Percentage of CE FT FE enrolled students achieving a recognised qualification | 58.7% | 54.2% | 60% | 62% | 63% |
| Percentage of CE FT HE enrolled students achieving a recognised qualification | 53.8% | 50% | 66% | 68% | 70% |
| 4(e)* The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification | | | | | |
| Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification | 65.8% | 66.8% | 66% | 68% | 70% |
| 5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT) | 886 | 917 | 928 | 960 | 960 |
| 6. The proportion of full-time learners with substantial 'work placement experience' as part of their programme of study | | | | | |
| Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study | 41.9% | 41.1% | 50% | 55% | 60% |
| 7.* The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | | | | | |
| Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | - | | 57% | 60% | 60% |
| 8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying | | | | | |
| Proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying | 96.5% | - | 97.5% | 98% | 98% |
| Proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying | 96.1% | - | 97% | 98% | 98% |
| 9. The percentage of students overall, satisfied with their college experience (SSES survey) (not confirmed by SFC) | | | | | |
| Percentage of full-time students overall, satisfied with their college experience | 95% | 93.3% | 94% | 95% | 95% |
| Percentage of part-time students overall, satisfied with their college experience | 97.5% | 93.8% | 95% | 95% | 95% |
| Percentage of distance learning students overall, satisfied with their college experience | 89.2% | 92.8% | 93% | 95% | 95% |
| 10 Gross carbon footprint (tCO2e) | 4,859 | - | 4,785 | 4,770 | 4,550 |



Economic and Social Impact Assessment of West College Scotland

Final Report for



December 2014

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Executive Summary

This Executive Summary presents the key economic and social impacts generated through West College Scotland's operations. The impacts are reported at the regional level.

Economic Impacts

Every year the College generates the following benefits and impacts for the regional economy:

- Jobs – 1,430 gross / 960 net
- Economic output (GVA) of £20.4m gross / £12.6m net
- Expendable income (salaries) of £28.7m gross / £18.6m net

The £5.7m investment in the Finnart Street Campus has created benefits in the local construction sector:

- PYE jobs – 40 gross / 30 net
- Economic output (GVA) of £2.0m gross / £1.4m net
- Expendable income (salaries) of £1.1m gross / £0.8m net

Long term impacts

Over 25 years the College is estimated to make a significant contribution to the local economy, measured at:

- Economic wealth (GVA) - £219m
- Disposable income (salaries) - £324m



Labour Market Effects

The College helps support a more competitive economy and labour market through providing access to good quality education and training. Having a skilled workforce will generate a number of positive knock on effects for both businesses and students:

- Improved levels of productivity in the economy
- Student learning can be tailored to meet business needs
- Bring new and innovative ways of thinking into the economy
- Students with qualifications have greater access to employment opportunities and are able to command higher salaries



Social and Community Impacts

- | | |
|-------------------------------------|--|
| ➤ Supporting town centres | ➤ Improving sustainability and resource efficiency |
| ➤ Providing local jobs | ➤ Enhancing social capital |
| ➤ Supporting the local supply chain | ➤ Volunteering and charity work |
| ➤ Generating cultural capital | |

1. Introduction

This report has been prepared on behalf of West College Scotland (WCS) to consider and identify the key economic and social impacts that the College generates within the regional economy across its three main campuses – Renfrewshire, Inverclyde and West Dunbartonshire.

WCS first came to be in August 1st 2013 as a result of a merger between three Further Education Colleges across the West of Scotland - Clydebank, Reid Kerr and James Watt.

WCS is active in six local authority areas across 15 communities and plays an important role both as a major employer (representing 1% of the total regional employment base) and as a regional hub for education, learning and training.

1.1 The Report

The remainder of the report looks at:

- [Chapter 2: Approach to Measuring Economic Activity](#) - presents our broad approach to undertaking the economic impact assessment;
- [Chapter 3: Demand Side Impacts](#) - considers the scale of the economic activity that the College supports and generates within the regional economy;
- [Chapter 4: Supply Side Impacts](#) - looks at the wider qualitative impacts generated for the economy as a whole, and for the individuals that gain qualifications/attend training courses;
- [Chapter 5: Social and Community Impacts](#) - reviews the wider role the College plays in supporting local communities and driving forward positive change; and
- [Chapter 6: WCS Logic Model](#) – diagram showing the key linkages between the College and the economic, social and community impacts.

2. Approach to Measuring Economic Activity

Our approach to this study has been to implement the latest, best practice approach to economic impact assessment (EIA). This is described in various guidance documents issued by organisations such as HM Treasury, Department for Business Innovation and Skills, the European Commission and the Homes and Communities Agency.

Historically, EIA has failed to capture the full spectrum of activity and influence that was both directly and indirectly attributable to the College sector, and therefore underrepresented their value to the local, regional and national economies.

When trying to capture, analyse, and quantify the economic and wider value of the College sector it is important to consider both the:

- **supply side impacts** i.e. how the College sector influences the productive capacity (resources, capabilities, and linkages) and competitiveness of the target geographic areas; and
- **demand side impacts** – these impacts are considered to be the more direct activity i.e. spending on wages, goods and services, and the expenditure of students within the target geographies.

Broadly speaking, the economic activity of the sector can be grouped into the following indicators in order to measure the economic and wider value.

Supply side impacts:

- **human capital/skills impacts** – increasing the supply of workforce skills and impacting positively on labour productivity;
- **consultancy/business support impacts** – through one-to-one or one-to-many business support provision; and
- **other impacts** – intangible impacts such as improving the profile and attractiveness of the region.

Demand side impacts:

- **direct on-site impacts** – generated through direct employment and expenditure on wages, goods, and services by the College (income based);

- **direct off-site impacts** – generated through students of the College spending money in the economy; and
- **infrastructure impacts** – from investment in capital developments through building new/redeveloping facilities and maintaining the College’s estate.

This approach is based on the premise that impact assessment includes multiple dimensions and is not solely focused on ‘traditional’ financial indicators in order to robustly quantify the value to the economy.

The supply side impacts are more challenging to quantifiably measure and are out-with the scope of this study. We have, however, provided a qualitative review of how the College positively influences the supply side of the labour market/economy ([Section 4](#)). This includes a review of wider research papers, feedback from both students (current and former) and local businesses who work/engage with the College.

Technical Note

Throughout the report a number of technical economic terms are used:

- gross jobs:
 - the direct jobs that are supported by the College i.e. staff members or headcount
 - jobs associated with the maintenance of the College’s estate
 - jobs supported by student spend in the local economy – retail and service sector jobs;
- the economic output associated with these jobs (salaries and Gross Value Added - GVA) is based both on information supplied by the College and taken as sector averages from official published data;
- net jobs – the out-turn of the gross jobs taking account of:
 - the impact the College is estimated to have on other businesses and the labour market (displacement)
 - the proportion of impacts that will benefit those outwith the defined spatial areas (leakage)
 - the positive spin-off benefits generated through income and supplier multiplier effects;

- PYEs – the jobs are based on Person Year Equivalents (PYE). This method allows the number of people (or headcount) that are employed by the College (which will vary between; on-campus/off-campus, and full-time, part-time, permanent, temporary and contract) to be estimated as an annual equivalent post;
- GVA - is a measure of the value of goods and services produced before allowing for depreciation or capital consumption. GVA measures the income generated by businesses after the subtraction of input costs but before costs such as wages and capital investment. GVA is the Government's preferred method for measuring economic performance; and
- net cumulative discounted impacts – the total quantified value of the net additional GVA impact over a 25-year timeframe taking account of the date at which the development will be completed and occupied, and the time value of money i.e. £1 today is worth more than £1 next year. We have used the HM Treasury Social Time Preference Rate (3.5%) to discount the estimated impacts.

3. Demand Side Impact

This section considers and quantifies the demand side impacts generated through the College's operations and activities.

Gross Economic Impact

The gross economic impacts are reported below. Please note, all impacts are considered at the regional level (Renfrewshire, Inverclyde and West Dunbartonshire).

Table 3.1: Gross Economic Impacts

| | PYE Jobs | Annual GVA | Annual Salaries |
|------------------|--------------|---------------|-----------------|
| On-site impacts | 1,130 | £13.1m | £24.7m |
| Off-site impacts | 160 | £3.7m | £1.8m |
| Maintenance | 140 | £3.6m | £2.2m |
| Total | 1,430 | £20.4m | £28.7m |

Note: Jobs rounded to nearest 10, GVA and salaries to nearest £0.1m

In addition to this annually occurring activity within the regional economy, the College recently undertook some capital development works to upgrade the Finnart Street Campus in Greenock – c. **£5.7m investment**. The investment has generated additional benefits and new activity within the wider construction sector. The one-off economic activity generated by this investment is considered below.

Table 3.2: Gross Economic Impacts – Capital Development Works

| | PYE Jobs | GVA | Salaries |
|---------------------------|----------|-------|----------|
| Capital development works | 40 | £2.0m | £1.1m |

Note: Jobs rounded to nearest 10, GVA and salaries to nearest £0.1m

Net Economic Impact

In order to undertake a robust assessment of the economic activity generated through the College, the gross impacts cannot be considered in isolation and must take account of a range of other factors including: displacement, leakage and multiplier effects, see [Table 3.3](#). Please note that gross and net impacts are not cumulative, but that net impacts are the outturn of the gross impacts after accounting for additionality factors.

Table 3.3: Net Economic Impacts

| | PYE Jobs | Annual GVA | Annual Salaries |
|------------------|------------|---------------|-----------------|
| On-site impacts | 760 | £8.9m | £16.7m |
| Off-site impacts | 130 | £2.9m | £1.4m |
| Maintenance | 30 | £0.8m | £0.5m |
| Total | 920 | £12.6m | £18.6m |

Note: Jobs rounded to nearest 10, GVA and salaries to nearest £0.1m

Long Term Economic Impact

The economic data presented above consider the annually occurring economic activity generated through the College’s activities. However, in order to get a true sense of the economic contribution the College makes to the region, we need to estimate the ongoing economic activity associated with the operation and maintenance of the College during a 25-year period¹. It is therefore important that we measure the longer term cumulative economic impact of the project.

When considering the longer term effects, it is important to understand wider market factors such as the time periods over which new economic activity is generated and the ‘present value’ of impacts i.e. adjusting historical and future impacts into today’s values². Cumulative impacts have therefore adjusted/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.

¹ HM Treasury Recommended timescale to measure major physical infrastructure projects.

² See HM Treasury Green Book for more information

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220541/green_book_complete.pdf

4. Supply Side Impact

As highlighted above, the supply side impacts are more challenging to measure and we have therefore considered these in a more qualitative sense. Firstly, we need to define what we mean by supply side impacts and how we will measure the College's contribution to these. Our approach is summarised below.

4.1 Human Capital/Skills Impacts

How do we measure this?

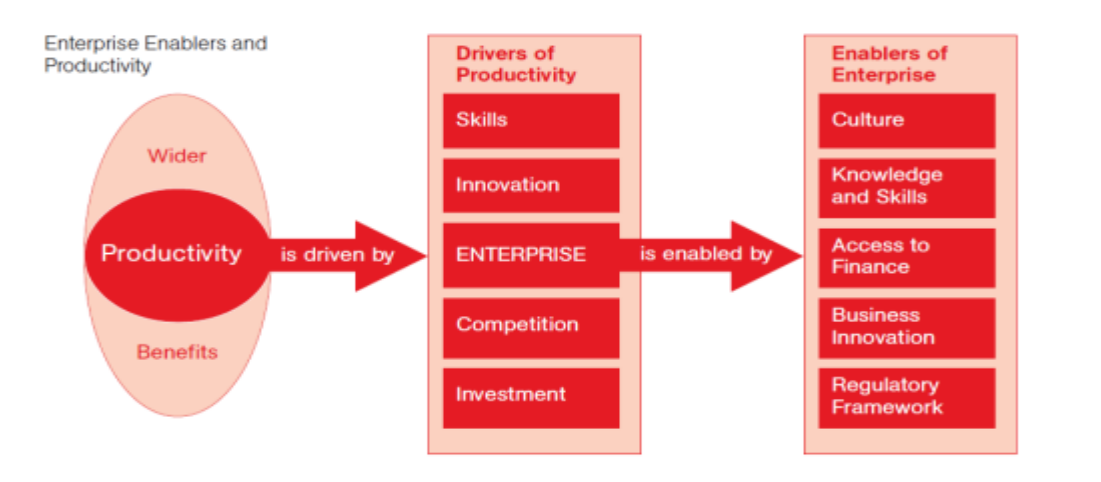
- impact/benefit for local businesses and the economy from a qualified and skilled workforce:
 - improved productivity
 - new and innovative ways of thinking; and
- impact/benefit for students and graduates:
 - greater opportunities to access employment opportunities
 - higher wage levels for qualified workforce.

4.1.1 Impact and Benefits for Business

There are **clear linkages between investment in skills/training and driving productivity and growth** in the marketplace.

Figure 4.1 below breaks down the key building blocks for developing and driving a successful economy, and highlights the important role and linkages that the development of skills play in supporting growth.

Figure 4.1: HM Treasury: Growing the Economy - Drivers and Enablers³



Wider research from *the Institute for the Study of Labour* identifies a number of other indicators where the development of skills, training and qualifications has a positive effect on businesses and the economy as a whole:

- ❑ research⁴ looking at the amount of time and money spent on vocational training shows that every hour spent training the workforce has the potential to accelerate the growth of Gross Domestic Product (GDP) by 0.55%;
- ❑ better fit of skills – helps to ensure the supply of graduates meets demand from the private sector; and
- ❑ increased employment retention rates and lower levels of ‘churn’ – cost savings for the business.

4.1.2 Impact and Benefits for Graduates

We have reviewed secondary data sources and wider research papers that suggest people that gain (particularly higher level) qualifications have greater opportunities in the labour market.

³ HM Treasury, Enterprise: Unlocking the UK's Talent (2008)

⁴ Institute for the Study of Labour

A 2013 report published by the Department of Business Innovation and Skills (BIS)⁵ identifies a number of benefits arising for individuals as a result of attaining a qualification or completing training at College:

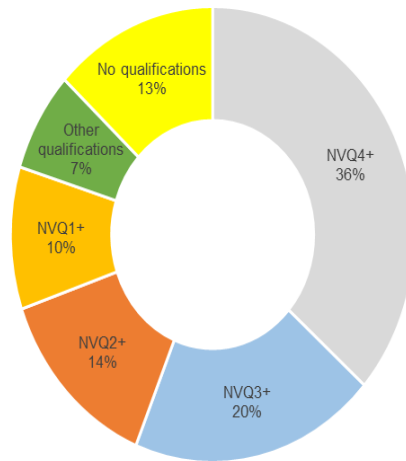
- ❑ over one-third of men (35%) and 29% of women indicated that they **had got a better job**;
- ❑ 18% of men and 12% of women reported that they had **received a promotion**;
- ❑ 58% who completed their course or training indicated that they were **receiving more satisfaction from their job**; and
- ❑ 22% of those that undertook a qualification/training reported that their **average earnings increased by 2.8%**.

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

Figure 4.2 below shows the proportion of economically active people (i.e. those that are either currently in, or actively seeking employment) across the region broken down by the level of qualification they have obtained.

⁵ The Impact of Further Education Learning, BIS, 2013, Research Paper No. 104.

Figure 4.2: Economic Activity by Qualification Level



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 Studies⁶

██████████

██████████ came into WCS in academic year 2012-13, a young father determined to embark upon a career in Electrical Engineering. He gained entry to the Intermediate II Electrical Installation course and he excelled. ██████████ was accepted onto the HNC Electrical Engineering course in August 2013 and soon realised that HNC Electrical Engineering was one of the most difficult curriculum areas within the College and his choice of course was going to push him to the limits.

██████████ immediately showed a keenness to learn and demonstrated a real understanding of engineering. This understanding combined with a strong work ethic enabled ██████████ to gain a Grade 'A' pass within the Graded Unit for HNC Electrical Engineering. On finishing the course ██████████ gained employment with a local company NES (Scotland) Ltd, a leading employer within the electrical installation & maintenance sector.

He is now going through a full apprenticeship and has demonstrated what a local student can do with the right qualification behind him. Without doubt ██████████ took the more difficult route, he picked a curriculum that he knew would be challenging and that there was no guarantee of success. His fortitude and decision making has really paid off.

"The help from the College has been phenomenal; they've helped me massively, accommodating the fact that I have a son and the responsibilities that come along with this, they helped me with CV writing, cover letters and even helped me with posting when I was struggling – they went above and beyond for me and I'm very grateful for that.

Who knows what the future holds, maybe I'll go to University and study further so I can go and work offshore. My main aim is just to give my son a better life – I want to give him all the things I didn't have and make my family proud."

⁶ Student case studies provided by WCS

██████████

██████████ 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 annum⁷**, with £9.0m of this being spent in the regional area;
- ❑ As outlined in [Section 4](#) this student spend, which will primarily be within the service and retail sector was estimated to support 160 gross PYE jobs in the region – helping to sustain the viability of these sectors. Since 2010 the retail and food/beverage services sub-sector has lost 1,000 jobs across the region, therefore bringing new footfall and importantly, expenditure into the area is vital for town centres to thrive;
- ❑ the College **helps attract new people to the area and create a more vibrant ‘feel’** within the town.

⁷ This includes the assumed rental costs of those that move to the area.

For example, of the 7,000 students (total headcount) that attend the College, around 900 – 1,000 Full Time students come from outwith the region and/or a reasonable commuting distance and therefore will likely move to the area;

- ❑ bringing new people to the area will also to some extent **contribute to supporting the night time economy** in the towns, i.e. restaurants, bars, clubs, cinemas, etc; and
- ❑ an additional indirect benefit of having more footfall and people in the town centres is ‘**passive policing**’ i.e. will remove the actual or perceived fear of crime.

Local Employment

As highlighted above, the College plays a dual role in supporting the regional economy, both as a provider of support directly to businesses via bespoke training, etc but also through ensuring that graduates have the skills and qualifications needed to support them to enter and compete in the labour market.

The College also provides direct employment for 1,130 people, with **60% of staff living in the regional area** and 99% from the West of Scotland.

The College also **works with local partners to support the employability agenda**. Recent activity includes a partnership with West Dunbartonshire Council and the Department for Work and Pensions (DWP) to establish the **West Employability Hub**, which provides a one-stop shop for training and jobs advice for 16-24 year olds who are currently claiming JSA.

As well as job coaching, job creation and formal training, the project also arranges work experience and offer courses in communication, confidence-building, literacy, numeracy and interview skills.

Local Supply Chain

Although covered above in the demand side economic impacts, it is important to bring out the wider impact on the local supply chain through ongoing contracts and one-off expenditure with local companies.

A review of the 2013/14 suppliers list shows that the College worked with 160 suppliers from the regional area, equating to some £3.7m in expenditure. This represents c. 18% of the College's total supply chain spend which helps highlight the strong links with local suppliers for a range of contracts ranging from building and maintenance to IT support and professional services.

The **supply chain spend of the College is estimate to support 110 PYE jobs** in the regional economy.

Social Capital

One of the key areas in which Further Education, and the 'college experience' can enrich the lives of students, but is often overlooked is that of **Social Capital**.

Social Capital is a difficult concept to define and measure, but in the main it relates to developing networks through engaging with other people (both formal and informal networks), that encourage civic participation and have shared values/beliefs.

Individuals that experience higher levels of social capital are more likely to be healthier, happier, have better employment outcomes and less likely to be involved with crime⁸. These can also be considered as quality of life indicators.

The College provides a unique opportunity for students to expand their existing networks and form new connections. For many that are coming straight from secondary education this will be an opportunity to mix with a wider range of people from different backgrounds - gender, age, race, religion, sexuality, etc.

A good example of how the College helps facilitate development of new networks, build capacity, and enhance social capital is providing opportunities to take part in new activities.

For example; clubs or groups (e.g. the Student Association), health and fitness (e.g. gym facilities on campus and College sports clubs), socialising venues (e.g. student union, and library). There is also evidence which suggests that adult learning contributes to changes in attitudes and behaviours that promote social capital.

⁸ The Social Capital Project, Office for National Statistics

Volunteering and Charity Work

As a key hub within the local community, the College (and students) are involved in a number of charitable and volunteering projects both collectively and as individuals. This includes:

Sponsorship:

- WCS sponsors a number of local sports teams and clubs e.g. sponsoring St Mirren FC (football) and St Mirren WCS (ladies basketball); and
- the College also sponsors local groups and events e.g. Paisley Colour Photography Club, Mission Discovery, and Inverclyde and Renfrewshire Chamber of Commerce.

Whilst it would be impossible to list all the various volunteering projects and charity work that the College and students are involved with, we have provided some examples to illustrate the diverse range of activities:

- Commonwealth Games Athletes' Village Salon was operated by WCS with donations going to official Glasgow 2014 charities⁹;
- student awards hosted by the College have recognised the various volunteering contribution students have made to local organisations, including: Quarriers Village, the Ardgowan Hospice and British Heart Foundation shops, the No Knives Better Lives campaign and Keep Scotland Beautiful¹⁰; and
- supporting the Woodland Trust plant trees at Nature Trail in Shielhill Glen¹¹.

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

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

¹⁰ http://www.jameswatt.ac.uk/news/news_detail.aspx?newsid=2264

¹¹ <http://www.clydemuirshiel.co.uk/tag/west-college-scotland/>

Environmental Impacts

As part of its ongoing contribution to environmental sustainability, and reflecting the recent merger and large estate portfolio, the College has recently signed up to the [Scottish College Carbon Management Programme](#), a joint project which brings together Zero Waste Scotland, the Scottish Funding Council and Environmental Association for Universities and Colleges (EAUC).

The Programme provides carbon reduction, resource efficiency and cost reduction support, which includes:

- undertaking a baseline assessment of carbon and costs for energy, water, transport and waste management;
- providing specialist technical site audits to identify potential carbon and cost savings;
- on-going technical mentoring and support during CMP revision;
- additional tailored support for participants on funding, governance and reporting; and
- advice linked to Outcome Agreements and the Universities and Colleges Climate Commitment for Scotland.

This project will help the College to decrease its carbon footprint and become a more sustainable and resource efficient organisation.

In addition, the College offers a number of training courses for upskilling that are primarily targeted at tradesman who are considering new opportunities within the renewables and green energy sector.

Cultural Impacts

The College helps support the development of culture and the arts (cultural capital) in a number of ways, as considered below.

Firstly, WCS offers a diverse range of courses including; Art, Design, Interior Architecture, Fine Art, Graphic Design, Photography, Music, Music Business, Sound Production, Dance, Technical Theatre, TV, Media and Radio.

In addition, students studying on Media/Television courses work daily in producing broadcast material for the College TV station and students from Dance and Drama work with the PACE Youth Theatre Group.

Another key way in which the College contributes to promoting culture and the arts is through the [WCS Festival Programme](#) which [showcases the talents and expertise of WCS students](#) across a variety of performances, exhibitions and celebrations both on campus and within the local communities throughout the year.

A full listing of the cultural performances is available on the WCS website, however, in summary it includes a diverse range of cultural attractions, such as:

- plays and music concerts; and
- exhibitions relating to
 - make-up
 - photography
 - fine art
 - visual communication
 - tapestry art.

In addition, the College has been recognised for the work it did in bringing the Great Tapestry of Scotland to the Anchor Mill in Paisley.

The College was approached for help by the Paisley Thread Museum and by the community-based arts project, Weaving Musical Threads. Students helped design and build the supporting framework for the Tapestry to be displayed for public viewing.

6. West College Scotland Logic Model

