

**Annual report to SFC on the findings of Education  
Scotland evaluative activity in Scotland's colleges  
during the period 1 August 2014 – 31 July 2015**

December 2015  
Education Scotland

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## 1 Background to this report

This report provides a summary of evaluations of the college sector commissioned by the Scottish Funding Council (SFC) and produced by Education Scotland (ES) during academic session 2014-15.

The purpose of the report is to inform key professionals within SFC and ES of the strengths and areas for development in the college sector. It provides a basis for discussions between SFC Outcome Agreement Managers (OAM) and ES Her Majesty's Inspectors (HMI) in identifying and planning collaborative approaches to supporting improvement. Data references contained within this report relate to academic session 2013-14.

## 2 Introduction

This is the seventh annual report provided by ES to SFC on evaluative activity and intelligence gathered in the college sector from 1 August 2014 to 31 July 2015. The report draws from a range of evaluative activities:

- External reviews
- Action Learning Pilots
- Annual engagement visits
- Subject-based and thematic aspect Reports

The findings from the above activities are reported under the four key themes identified in Education Scotland's publication *External quality arrangements for Scotland's colleges (updated August 2013)*.<sup>1</sup> These are: Learner progress and outcomes, High quality learning, Learner engagement and Leadership and quality culture. The report provides comment against each of these themes. Each theme is colour coded throughout this report as follows:

• Learner progress and outcomes
• High quality learning
• Learner engagement
• Leadership and quality culture

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<sup>1</sup> [External quality arrangements for Scotland's colleges](#)

### 3 External reviews 2014-2015

Education Scotland HM Inspectors planned and carried out with Associate Assessors the external review of five colleges between November 2014 and June 2015. These were:

College	External review date	Publication date
Glasgow Clyde College <sup>2</sup>	10/11/2014	23/01/2015
Glasgow Kelvin College <sup>3</sup>	13/01/2015	27/03/2015
Fife College <sup>4</sup>	16/02/2015	24/04/2015
West College Scotland <sup>5</sup>	03/03/2015	15/05/2015
New College Lanarkshire <sup>6</sup>	23/03/2015	29/05/2015

#### 3.1 Planning of external reviews

ES teams carried out an external review of each of the above colleges based on the 13 core quality indicators outlined in the aforementioned quality arrangements document. During review planning, ES took account of intelligence gained from College HMI, SFC OAM and other sources including relevant ES inspection reports, to inform review activities.

*External review planning arrangements highlighted differences between colleges which were at various points of a post-merger process. Quality arrangements enable ES (and colleges) to include additional quality indicators to take account of individual college contexts. As a result, in all reviews ES included 2.2 Relevance of programmes and services to learner needs and 6.3 Managing and responding to changing environments, as all colleges reviewed had recently merged.*

All external reviews were planned logistically to ensure appropriate and equitable interaction with staff and learners across all campuses.

#### 3.2 Judgements of effectiveness

Education Scotland uses an overall judgement of effectiveness to summarise the findings from the external review of colleges. The judgement refers to quality assurance and enhancement processes, college leadership, arrangements to address any identified minor weaknesses, and ability of the college to continue to improve the quality of its services for learners and other stakeholders. The overall judgement of effectiveness is informed and underpinned by supporting statements for each of the 4 key themes of *Learner progress and outcomes, High quality*

<sup>2</sup><http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/GlasgowClydeCollege.asp>

<sup>3</sup><http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/GlasgowKelvinCollege.asp>

<sup>4</sup><http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/FifeCollege.asp>

<sup>5</sup><http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/WestCollegeScotland.asp>

<sup>6</sup><http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/NewCollegeLanarkshire.asp>

*learning, Learner engagement and Leadership and quality culture*. The judgement of effectiveness is expressed as effective, or limited effectiveness or not effective.

The following colleges received a **Judgement of *Effective***.

- Glasgow Clyde College
- West College Scotland
- New College Lanarkshire

These colleges have in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This means that in relation to quality assurance and enhancement these colleges are led well, have sufficiently robust arrangements to address any identified minor weaknesses, and are likely to continue to improve the quality of its services for learners and other stakeholders.

The following colleges received a **Judgement of *Limited Effectiveness***.

- Glasgow Kelvin College
- Fife College

The **effectiveness** of this 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 *progress and outcomes for learners and quality culture*. If not addressed, the importance of these weaknesses will continue to **limit the effectiveness** of the college's arrangements.

### **3.3 Findings from external review**

The following provides an overview of the strengths and areas for development stemming from external review reports. These are identified in relation to each of the four key themes of *Learner progress and outcomes, High quality learning, Learner engagement and Leadership and quality culture*. The findings are listed as answers to the following high level questions:

- How well are learners progressing and achieving relevant, high quality outcomes?
- How effective are colleges' learning and teaching processes?
- How well are learners engaged in enhancing their own learning and the work and life of their college?
- How well are colleges led and how well are they enhancing the quality of their services for learners and other stakeholders?

### 3.3.1 High quality learning

#### 1. How well are learners progressing and achieving relevant, high quality outcomes?

Scotland-wide overview for 2013-14 outcomes: In full-time further education (FE) programmes there was a small overall improvement of 1% in early withdrawal rates and further withdrawal rates remained unchanged. In full-time higher education (HE) and part-time FE and HE programmes there was a small overall improvement of 1% in both early withdrawal and further withdrawal rates. There was a 1% improvement in successful completion rates in full-time provision and part-time FE programmes. In part-time HE programmes, the number of learners who completed successfully increased by 2%.

#### **Strengths were identified in relation to:**

- Processes for arranging early support intervention.
- Learner progress in their programme of study.
- Arrangements for setting individual learning goals.

#### **Areas for development were identified in relation to:**

- Arrangements for improving attainment rates on programmes where they are low.
- Arrangements for ensuring programme design supports successful attainment of the full programme award.
- Arrangements for collaboration between support services and teaching departments in monitoring and reviewing attendance, withdrawal and success rates to inform improvements.

#### 2. How effective are colleges' learning and teaching processes?

#### **Strengths were identified in relation to:**

- Suitability of college programmes to learner and stakeholder needs.
- Support for learners throughout their studies.
- Vocational and professional experience of staff to support learners.
- Positive and mutually respectful relationships between staff and learners.

#### **Areas for development were identified in relation to:**

- Insufficient range of teaching approaches to engage learners.
- Arrangements to ensure that all teaching staff focus sufficiently on evaluating their learning and teaching approaches to inform future development.
- Arrangements for providing appropriate guidance and support services on all campuses.

### 3.3.2 Learner engagement

3. How well are learners engaged in enhancing their own learning and the work and life of their college?

#### Strengths were identified in relation to:

- Engagement of learners in planning their own learning and contributing views to inform improvements.
- Learners influencing improvements.
- Support for Students' Associations.

#### Areas for development were identified in relation to:

- Arrangements for ensuring learners' awareness of the role of Students' Associations in multi-campus colleges.
- Arrangements for ensuring staff involve learners in planning learning activities.
- Arrangements for ensuring staff involve learners systematically in programme review activities.

### 3.3.3 Leadership and quality culture

4. How well are colleges led and how well are they enhancing the quality of their services for learners and other stakeholders?

#### Strengths were identified in relation to:

- Arrangements for responding to the recommendations within Developing the Young Workforce (DYW).
- Staff responding positively to major and on-going change within merged colleges.
- Staff awareness of the vision and direction of their college.
- Leadership of services to support learning.

#### Areas for development were identified in relation to:

- Arrangements for providing support to staff to implement college strategies.
- Arrangements for ensuring self-evaluation processes routinely include robust analysis of PI data to effect improvement.
- Arrangements for ensuring action plans address all areas of low performance.
- Arrangements for ensuring college-wide quality assurance and quality improvement processes are applied consistently.

### 3.3.4 Excellent practice

During external review, ES identified examples of excellent practice. The table below lists these examples and the main theme/s to which they relate in terms of Learner progress and outcomes (LP&O), High quality learning (HQL), Learner

engagement (LE) and Leadership and quality culture (L&QC). However, this is only indicative as examples of excellent practice often pertain to a number of themes.

College	Excellent practice	LP&O	HQL	LE	L&QC
Glasgow Clyde College	Building a positive cross college culture: college Festival of Sport.				√
	Enhancing employability: Additional Support Learners with additional support needs.		√		
	Enhancing employability: effective use of industry links.		√		
Glasgow Kelvin College	Supporting the Development of Vocational Skills Through Strong Partnership Working.		√		√
	Supporting Young Learners with Additional Support Needs Through Outdoor Learning.		√		
Fife College	The Science Training School.		√		
	Learners using the development of Apps to meet educational and community needs.		√		
West College Scotland	Staff and learner engagement in equalities through the procurement process.		√	√	
	Development of employability skills through effective external partnership working.		√		√
New College Lanarkshire	Excellent practice in Enhancing Learning through Motorsport.		√		
	Excellent practice in Partnership Working through <i>Project Search</i> .				√

### 3.3.5 Main points for action identified in external review reports

During external review, ES identified main points for action. The table below lists main points for action and the main theme/s to which they relate in terms of Learner progress and outcomes (LP&O), High quality learning (HQL), Learner engagement (LE) and Leadership and quality culture (L&QC). However, this is only indicative as main points for action often pertain to a number of themes.

College	Main Point for Action	LP&O	HQL	LE	L&QC
Glasgow Clyde College	The college should improve successful completion rates in programmes where they are low, particularly in part-time FE.	√			
	The college should ensure that programme structure and design always support successful attainment of the programme award.	√	√		√
	The college should improve		√		√



	approaches to self-evaluation in programme teams to ensure that action planning leads to improvement in performance.				
Glasgow Kelvin College	The college should improve successful completion rates for full-time learners, particularly those on HE programmes.	√			
	The college should ensure that curriculum teams develop and use targets for improving retention and attainment systematically.		√		√
	Senior managers should provide staff with support and direction in order to implement fully the aims of the learning, teaching and assessment strategy.		√		√
	Senior managers should provide effective leadership for quality enhancement, with particular focus on learning and teaching and attainment.		√		√
Fife College	The college should improve successful completion rates for full-time learners.	√			
	Managers and staff should ensure learners are fully engaged in planning their own learning and contributing to the work and life of the college.			√	√
	Managers and staff should improve action planning for improvement at college and programme levels.		√		√
	The college should ensure that information, advice and guidance services are fully available across the college.				√
	Senior managers should further develop leadership for the curriculum ensuring the new roles and structures are fully effective.				√
	Staff should extend the range of learning and teaching approaches used in classes, taking full account of the need to promote equality and diversity.		√		
West College Scotland	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.			√	√
New College Lanarkshire	The college should improve withdrawal and attainment rates, particularly on full-time programmes.	√			
	The college should work with the SA to improve its effectiveness.			√	√

## **4 Action Learning Pilots (ALPs) 2014-15**

### **4.1 Background to ALPs**

Against a backdrop of college mergers, regionalisation and Regional Outcome Agreements (ROAs) the SFC invited three colleges to participate in this pilot programme.

The three colleges are:

Ayrshire College  
North East Scotland College (NESCOL)  
South Lanarkshire College

The project is overseen by a Project Board.

### **4.2 ALPs**

The sample of colleges selected represent a range of sizes and regional-related circumstances. Colleges adopted different approaches as the ALPs are designed to be college-led. However, all colleges used the Education Scotland external review framework. A main focus of the ALP was on-going engagement and collaboration between the college, ES college HMI and SFC OAM. The methodology and output of each ALP is currently being evaluated and findings will be collated and reported in early 2016.

## 5 Annual engagement visits

Between December 2014 and June 2015 ES College HMI with HMI and, or Associate Assessors, planned and led annual engagement visits (AEV) to 19 colleges which were not undergoing external review during session 2014-2015. These were:

<b>College</b>	<b>AEV date</b>
Lews Castle	09/12/2014
Newbattle Abbey College	10/12/2014
SRUC	27/01/2015
Moray College	25-26/02/2015
Perth College	23/04/2015
SMO	28/05/2015
Borders College	28/04/2015
North Highland College	30/04/2015 – 01/05/2015
Dundee and Angus College	07/05/2015
Orkney College	12/05/2015
West Lothian College	12/05/2015
Edinburgh College	12-13/05/2015
West Highland College	13-14/05/2015
Dumfries and Galloway College	15/05/2015
Forth Valley College	18/05/2015
Shetland College	20/05/2015
Inverness College	22/05/2015
City of Glasgow College	26/05/2015
Argyll College	27/05/2015

### 5.1 Planning of annual engagement visits

ES teams carried out an annual engagement visit to each of the above colleges. When planning the visits, ES College HMI worked with another HMI and, or Associate Assessors, to scope the visits in light of previous AEV and external review reports and intelligence gained from the college, ES, SFC OAM and other relevant sources. As a result, all AEVs are bespoke to the context and needs of each individual college.

All AEVs were planned logistically to ensure appropriate coverage of scale and engagement with staff across all college campuses.

### 5.2 Findings from annual engagement visits

ES provides each college with a formal report of the findings from the AEV. The report is an annual commentary of the work and priorities of each college and provides a useful description and indication of current and future developments. AEV reports are not published and are not made available on the ES website. ES forwards individual AEV reports to the SFC for information. Some colleges place their AEV report on their website and, or intranet. Due to the bespoke nature of each AEV, the content of these reports varies according to the context of each individual college. The following provides a high level summary of the strengths and areas for

development identified across the 19 AEVs in relation to each of the four key themes of *Learner progress and outcomes*, *High quality learning*, *Learner engagement and Leadership and quality culture*.

### **5.2.1 Learner progress and outcomes**

#### **Strengths were identified in relation to:**

- Local Authority wide approach to programme planning.
- Account of learner needs in programme planning.
- Wider achievement of learners.
- Setting of realistic improvement targets.

#### **Areas for development were identified in relation to:**

- Arrangements for improving attainment rates where they are low.
- Arrangements for reviewing progression of part time learners.

### **5.2.2 High quality learning**

#### **Strengths were identified in relation to:**

- Staff-learner relationships.
- Merged colleges taking opportunities to revise the curriculum portfolio to meet emerging needs.
- Regional sharing of good practice events.
- Increased emphasis on employability skills.
- Industry and university links.
- Learners supported well throughout programmes.
- Innovative learning and teaching approaches encouraged.

#### **Areas for development were identified in relation to:**

- Arrangements for developing strategies to reduce learner withdrawal rates and improve learner success rates.
- Arrangements for college wide strategies for improvement and innovation in learning and teaching.
- Curriculum realignment needed to meet identified social and economic needs at local, regional and national levels.
- Use of technology to support effective learning and teaching.

### **5.2.3 Learner engagement**

#### **Strengths were identified in relation to:**

- Engagement of learners in planning their own learning and contributing views to inform improvement.
- Strongly supported Student Associations.
- College use of learner feedback to inform improvements.

### Areas for development were identified in relation to:

- Effectiveness of arrangements for training of class representatives.
- Arrangements for promoting Students' Associations across multi-campus colleges.
- Arrangements for engaging learners in systematically planning and reviewing their learning throughout their programmes.
- Learner feedback not used routinely by course teams to analyse the views of learners.

### 5.2.4 Leadership and quality culture

#### Strengths were identified in relation to:

- College managers commitment to the principles and recommendations of DYW.
- Strategic commitment to partnership working with key stakeholders.
- Arrangements with key partner agencies to inform direction and planning of provision.
- Leadership for learning and teaching.

#### Areas for development were identified in relation to:

- Arrangements for ensuring self-evaluation processes lead to effective action planning for improvement.

### 5.2.5. Excellent practice

During annual engagement visits, ES identified examples of excellent practice. The table below lists these examples and the main theme/s to which they relate in terms LP&O, HQL, LE and L&QC. However, this is only indicative as examples of excellent practice often pertain to a number of themes.

College	Excellent practice	LP&O	HQL	LE	L&QC
Lews Castle College	Enterprise and volunteering activities on programmes for learners with additional support needs.		√		
Newbattle Abbey College	Rural Skills Programme.		√		
Sabhal Mor Ostaig	Adjustment to Gaelic coursework for visually impaired students: Submission to be further developed and discussed at a follow-up meeting.		√	√	
	UHI Online Counselling Service Initiative recently rolled out to all UHI learners. Further time required to evaluate impact.		√		

Forth Valley College	Online Student Funding Application System.	√			
City of Glasgow College	Excellence in the use of community projects for learning in construction.		√		
	Excellence in embedding Equality and Diversity in Hair and Beauty programmes.		√		
	Excellence in the provision of inter-disciplinary team working.		√		
	Excellence in project based work in the creative industries.		√		
Edinburgh College	Arrangements to promote and support learners to progress in programmes related to science, technology, engineering and mathematics (STEM).	√			
	Arrangements for delivering ESOL qualifications to school-age learners across Edinburgh and the Lothians.		√		
	Delivery of access level programmes in hairdressing and beauty therapy to engage adult learners who are farthest away from the job market.	√	√		
	Arrangements made by the college to help secondary school staff, pupils and parents learn more about the content of programmes and opportunities for progression to HE and degree-level study.	√			√

## 6. Aspect Reports

Between August 2014 and June 2015, HM Inspectors with Associate Assessors planned and carried out one subject-based aspect tasks and three thematic aspect tasks. These were as follows:

### Subject-based aspect task

- *Engineering*<sup>7</sup>

### Thematic-aspect tasks

- *Understanding learners achieving with partial success*<sup>8</sup>
- *Preparing Young People for the Future: Senior Phase in Scotland's Colleges*<sup>9</sup>
- *Use of My World of Work (MyWoW)*<sup>10</sup>

Each of the tasks culminated in a published report which is available through the Education Scotland and SFC websites.

### Findings from SFC commissioned subject-based and thematic aspect tasks.

Within each subject-based and thematic aspect report, ES identified strengths, areas for development and recommendations for colleges and other key stakeholders. This report identifies strengths and recommendations pertaining to each aspect report. Recommendations for colleges are identified in relation to the main theme/s to which they relate in terms of LP&O, HQL, LE and L&QC. However, this is only indicative as recommendations often pertain to a number of themes. College HMI use these recommendations to engage colleges in professional dialogue in relation to quality improvement and enhancement.

## 6.1 Engineering

### 6.1.1 Engineering: Strengths were identified in relation to:

- Colleges have effective and positive collaborative arrangements in place with a wide range of local and national employers, industry partners, key trade bodies, equipment manufacturers and suppliers.
- Almost all colleges have effective strategic links with their local authorities, particularly in relation to DYW and other senior phase initiatives.
- The majority of college engineering departments have close and effective partnership arrangements with the Energy Skills Partnership (ESP). These arrangements contribute to Continuing Professional Development (CPD) activities for staff, development of distance learning programmes in

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<sup>7</sup>[http://www.educationscotland.gov.uk/resources/e/genericresource\\_tcm4868691.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708](http://www.educationscotland.gov.uk/resources/e/genericresource_tcm4868691.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708)

<sup>8</sup>[http://www.educationscotland.gov.uk/resources/u/genericresource\\_tcm4868693.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708](http://www.educationscotland.gov.uk/resources/u/genericresource_tcm4868693.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708)

<sup>9</sup>[http://www.educationscotland.gov.uk/resources/p/genericresource\\_tcm4868695.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4868695.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708)

<sup>10</sup>[http://www.educationscotland.gov.uk/resources/u/genericresource\\_tcm4868689.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708](http://www.educationscotland.gov.uk/resources/u/genericresource_tcm4868689.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708)



engineering, resource sharing, networking opportunities and updating of national qualifications.

- Colleges provide a wide range of engineering subjects predominately at SCQF levels 4 to 8. They also provide a well-considered range of Skills for Work (SfW) programmes, access courses, higher level diplomas, professional body awards and a few colleges offer degree level awards at SCQF level 10.
- Colleges continue to grow and adapt their engineering provision in line with ever-changing industrial and technological demands, often developing tailored and bespoke programmes for employers and industry.
- All colleges have recognised and endeavoured to improve the gender imbalance in engineering programmes, by developing provision to attract female learners through bespoke engineering programmes and expanding the number of STEM subjects. In a few colleges, engineering departments have set challenging targets to address the gender imbalance. However, overall, female participation in engineering programmes has not improved over the last seven years.
- Almost all learners are engaged and motivated in learning activities that are purposeful and planned well. Learners use well-equipped classrooms and workshops effectively to develop valuable vocational skills and enhance their learning.
- Most learners use blended learning resources and Information and Communications Technology (ICT) well to support their learning, including the Virtual Learning Environment (VLE). Learners are motivated when teaching staff use ICT and VLE teaching resources effectively to enhance the learning experience.
- Almost all teaching staff demonstrate good knowledge of current industry practice. They have effective links with industry and encourage learners to reflect on their learning from the workplace.
- The majority of colleges have modern, high quality industry-standard workshop facilities supplemented with good quality teaching areas.
- Supportive relationships are evident between staff and learners across almost all engineering programmes, with teaching staff providing effective guidance to learners on their progress.
- Assessment of learner progress is systematic and effective across almost all engineering programmes. Teaching staff use assessment well to set objectives and targets, measure skills and knowledge gaps and identify progress in learning.
- Completed successfully rates for all categories of engineering programmes have improved over the past five years, significantly so in most categories.
- Learners gain useful underpinning knowledge and practical skills during their engineering programmes, which prepares them well for employment or further study.
- The majority of learners who successfully complete their programme progress to further study or employment. Colleges work effectively with the university sector and have developed articulation routes to suit progression opportunities from their Higher National (HN) programmes.
- Programme teams responsible for engineering have well-established and comprehensive self-evaluation processes for evaluating and enhancing curriculum provision. Learner involvement in programme review, evaluation and enhancement activities is effective in the majority of colleges.

- Colleges have made good progress in addressing most of the recommendations for improvement highlighted in the previous Education Scotland report: *Engineering in Scotland's Colleges*, October 2007.

### 6.1.2 Engineering: Recommendations

Colleges should:	LP&O	HQL	LE	L&QC
Identify in their ROAs and communicate explicitly to employers, what partnership activities they are jointly developing to address improvements to employment outcomes for engineering programmes.	√			
Work in partnership with employers to increase the number of engineering work placements available to learners and apprentices.		√		√
Include data and challenging targets on learner entry by protected characteristics in their ROAs to evaluate and improve gender balance and success rates for female learners on engineering programmes.	√			
Support teaching staff to enhance learners' use of VLEs in all engineering programmes and improve access to general college IT resources and specialist software.		√		
Ensure all learners receive adequate levels of challenge, particularly in mathematics and provide appropriate differentiation in learning for learners who complete their practical tasks more quickly than others.		√	√	
Ensure all learners are involved in planning, evaluating and contributing to learning approaches used by teaching staff.			√	
Improve success rates in full-time HE engineering programmes.	√			
Ensure teaching staff reflect on, evaluate and improve their learning and teaching approaches, especially in relation to theory classes.		√		√
<b>The Scottish Funding Council should:</b>				
Develop and monitor closely an action plan to address gender disparities within college engineering programmes, reinforced by mandatory and challenging gender balance targets in all college ROAs.	√			√
<b>Education Scotland should:</b>				
Continue to monitor progress made in terms of the above recommendations through their annual engagements with colleges, and disseminate information on key improvements as they emerge across the sector.	√			√

## 6.2 Understanding learners achieving with partial success

### 6.2.1 Understanding learners achieving with partial success: Strengths were identified in relation to:

- Overall, learner success has improved in the college sector in recent years, across all modes of delivery. The rates of learners completing with partial success has remained fairly steady over the same period but varies slightly by level of programme and mode of delivery.
- Senior managers place significant importance on learners achieving successfully and most colleges have appropriate policies and arrangements to support this.
- Most colleges provide appropriate targeted support to learners who are identified as more likely to complete with partial success. Learners receive good support from a range of college services which help them deal with issues which might impact on their learning. These include: financial difficulties; social and emotional issues; and conflicting commitments, such as employment or caring for others.
- Most programme teams have good knowledge of their learners and the issues that impact on their success. This includes identifying key units which they often do not complete that contribute to partial success outcomes.
- Most colleges have appropriate arrangements to monitor attendance and identify at-risk learners, particularly those on full-time FE programmes.
- Most colleges have well-developed self-evaluation processes that take good account of a range of factors which impact on learner success. Some colleges have introduced programme risk assessments to identify learners at risk of withdrawing or completing with partial success.

### 6.2.2 Understanding learners achieving with partial success: Recommendations

Colleges should:	LP&O	HQL	LE	L&QC
Identify programmes on which learners completing with partial success attain no units, and analyse and understand better the reasons.	√			√
Reduce the number of learners who complete programmes with partial success, particularly on full-time programmes, and achieve no units.	√			√
Target support for learners who are just short of completing successfully and support them appropriately to complete successfully, to raise attainment.	√	√		
Continue to monitor and act upon poor attendance patterns to identify and support learners to complete programmes successfully.	√			√
Ensure arrangements to track and monitor the progress of learners are effective.	√			√
Ensure programme self-evaluation activities examine fully the underlying reasons for learners completing with partial success and	√	√		√

take actions to improve programme attainment.				
<b>College Development Network should:</b>				
Draw on the findings of this report to support colleges to take forward the recommendations.	√			√
<b>Education Scotland should:</b>				
Support colleges in identifying actions to improve learner success, particularly with learners completing with partial success.	√			√
Offer colleges the opportunity to use the partial success profile report as a focus for professional discussion around partial success.	√			√
Continue to monitor progress on the above recommendations through on-going engagements with colleges, and disseminate information on key improvements as they emerge across the sector.	√	√		√

### 6.3 Preparing Young People for the Future: Senior Phase in Scotland's Colleges

#### 6.3.1 Preparing Young People for the Future: Senior Phase in Scotland's Colleges: Strengths were identified in relation to:

- Overall, colleges have responded well to Curriculum for Excellence. Strategic planning embeds the four capacities and senior phase entitlements to support curriculum design and the delivery of learning and teaching.
- Almost all colleges plan senior phase programmes well. They work effectively with a range of external partners and are well-represented on key planning groups within their regions. Through the development of a shared vision and understanding of the needs of young learners, they work collaboratively to anticipate and accommodate the needs of both the local and national economy.
- Almost all colleges work closely with local authorities to plan vocational career pathways and support young people to make the transition from school. In response to DYW, colleges are expanding the breadth and volume of senior phase provision, with increasing numbers of vocationally relevant programmes offered across a wide range of subject areas.
- All colleges promote vocational opportunities and pathways to learners and other stakeholders effectively. They employ a wide range of methods to reach school age learners and key influencers including parents/carers, guidance staff, and employers.
- Most colleges have well developed partnerships with Skills Development Scotland (SDS) to promote vocational opportunities. The majority of colleges make good use of resources including *My World of Work (MyWoW)* to help develop the career management skills of young learners and help them make informed choices about progression from school to college.
- In most colleges, communication between teaching and support staff is well managed. In almost all colleges, learners in the senior phase are supported according to their individual needs throughout their programme as a result.

- Almost all colleges have robust quality arrangements in place to capture, record and share learner performance data. Learner views are gathered and used effectively to support self-evaluation and action-planning for improvement.
- Colleges deliver well-planned induction activities which help learners to settle in quickly to college life and build relationships with staff and fellow learners.
- Almost all learners appreciate the support they receive from college staff very highly. They enjoy learning theory which is contextualised to vocational skills in high quality learning environments and using industry standard resources.
- Young learners on full-time college programmes value the social aspects of college-based learning and the immersive nature of vocational programmes that focus on areas that interest them. They enjoy learning alongside peers of all ages within a more adult learning environment.
- Almost all colleges offer a wide range of senior phase vocational pathways which incorporate national qualifications at Scottish Credit and Qualifications Framework (SCQF) levels 3-7. Many colleges enhance the vocational relevance of programmes by embedding additional industry qualifications within delivery. A few colleges have begun the delivery of Foundation Apprenticeships, which include the piloting of shared delivery models with local schools and employers.
- Almost all colleges integrate skills for life, learning, and work within the curriculum well.
- All colleges focus strongly on developing skills for employability within programmes. Almost all colleges use work experience or work placement opportunities well to develop the skills for work of learners in the senior phase.
- All colleges plan for progression to positive destinations well. Vocational pathways are clearly identified, and show routes to further learning or employment for all learners in the senior phase. College staff work well with SDS colleagues to provide learners with access to comprehensive guidance services that support them to plan next steps in their learning or to employment.

### 6.3.2 Preparing Young People for the Future: Senior Phase in Scotland's Colleges: Recommendations

Colleges should:	LP&O	HQL	LE	L&QC
Ensure that curriculum planning takes account of Curriculum for Excellence and the senior phase entitlements for all 15-18 year old learners on full-time programmes.	√	√		√
Ensure that transition planning and recruitment processes support 15-18 years old learners to make informed choices about their full-time college programme.	√			√
Promote senior phase entitlements to all 15-18 years old learners on full-time college programmes.		√		√
Develop appropriate approaches to learning and teaching including classroom management for young learners.		√		

Ensure programme teams analyse the performance of 15-18 years old learners on full-time programmes as a discrete group to better inform action-planning for improvement.	√	√		
Continue to work with secondary schools and other partners to redress the gender balance in some subject areas by positively promoting the full range of curriculum to all 15-18 year old learners.				√
<b>Colleges and Secondary Schools should work together to:</b>				
Ensure there are appropriate opportunities for young people to link college and school learning.		√		√
Promote the full range of vocational opportunities within colleges to all pupils in the senior phase.				√
Ensure that key information regarding the support needs of individual school pupils who plan to enter a full time college programme is shared timeously to allow earlier planning of support services.	√			√
<b>Colleges and SDS should work together to:</b>				
Raise awareness of staff in colleges of the role of career management skills in supporting Curriculum for Excellence and delivery of senior phase entitlements.				√
Provide CPD for staff in schools and colleges to promote <i>MyWoW</i> and its role in supporting transition from school to college.				√
<b>College Development Network should:</b>				
Draw on the findings of this report to support colleges in taking forward the recommendations.				√
<b>Education Scotland should:</b>				
Ensure inspection and review activities take account of the senior phase entitlements.				√
Support secondary schools and colleges to work together to provide senior phase opportunities which meet the needs of all 15-18 years old learners regardless of where they learn.				√
Promote and share good practice in delivery of senior phase entitlements across and between secondary schools and colleges.				√

## 6.4 Use of My World of Work (*MyWoW*)

### 6.4.1 Use of My World of Work (*MyWoW*): Strengths were identified in relation to:

- SDS has very effective arrangements in place to support strategic planning and continuous development and improvement of *MyWoW* services and resources.
- Future planning of *MyWoW* is conscientious and forward looking. Developments take good account of, and are well-aligned to, Curriculum for Excellence, in particular Building the Curriculum 4 (BTC4), the new Career Education Standard and the recommendations identified in DYW.
- Targets for promotion, registration and delivery of *MyWoW* web-services are incorporated fully at strategic and operational levels.
- There are sound arrangements to monitor and measure the uptake and use of *MyWoW* at national and local levels.
- Effective arrangements are in place to support SDS Career Information and Guidance (CIAG) staff to use *MyWoW* productively with customers and partners. As a result, most CIAG staff use *MyWoW* proficiently and naturally as part of a range of interventions to support customers and partners.
- There are many examples of SDS staff and partners using *MyWoW* to help customers increase their confidence and improve literacy and Information and Communication Technology (ICT) skills.
- Most *MyWoW* sessions provide school pupils with a useful introduction to *MyWoW* and CMS.
- An extensive range of online resources provides customers and partners with access to real-time employment and educational opportunities locally and further afield.
- *My World of Work for Parents* provides useful information and resources to help parents and carers to support young people at key decision-making points during their school experience.
- In many colleges, support and teaching staff are using *MyWoW* effectively and increasingly to engage learners in researching career options and exploring opportunities for further learning.
- Most schools are increasingly recognising the value and application of *MyWoW* to support young people (with their parents and carers) to make important decisions about their future learning and work goals.
- *MyWoW* Champions play a key and important role in building the confidence and capacity of SDS staff to use *MyWoW* in different contexts.

#### 6.4.2 Use of My World of Work (*MyWoW*): Recommendations

Education Scotland should work with SDS to:	LP&O	HQL	LE	L&QC
Ensure education partners are aware of how <i>MyWoW</i> contributes to and supports implementation of national, educational strategies.				√
Provide opportunities for partners across educational sectors to share effective practice on using <i>MyWoW</i> to deliver Curriculum for Excellence and implement DYW.				√
Ensure school staff are aware of the national strategy to enable young people to develop CMS and the purpose of <i>MyWoW</i> to help to achieve this.				√
Explore opportunities for incorporating <i>MyWoW</i> within continuous professional development activities for teachers.		√		√
Ensure development of <i>Career Management Skills</i> (CMS) is incorporated sufficiently within all relevant inspection and review activities.				√
Produce an action plan which addresses all recommendations and involves appropriate partners and stakeholders.				√
<b>SDS should:</b>				
Arrange for CIAG staff in service areas to utilise <i>MyWoW</i> nationally-gathered data to use with local partners to plan for improvement.		√		√
Develop differentiated and targeted <i>MyWoW</i> training for partners to support the development of CMS, to deliver Curriculum for Excellence, implementation of the new <i>Career Education Standard</i> and recommendations of DYW.		√		√
Explore arrangements for accrediting the skills of staff and partners to use <i>MyWoW</i> to ensure the quality of delivery of <i>MyWoW</i> sessions.		√		√
Support CIAG staff to develop confidence and skills to widen approaches to deliver <i>MyWoW</i> sessions.				√
Put in place arrangements for measuring uptake of users by all protected characteristics.	√			√
<b>Schools should work with SDS to:</b>				
Ensure staff in schools are sufficiently aware of the resources available through <i>MyWoW</i> to enhance the curriculum and support delivery of Curriculum for Excellence, BTC4 and implementation of DYW.		√		√
Plan delivery of <i>MyWoW</i> sessions as part of the wider school curriculum to support young people develop and consolidate CMS.		√		√
Ensure the same <i>MyWoW</i> activities are not delivered repeatedly to the same groups of young		√		√



people.				
Further develop formal and systematic arrangements for informing parents and carers of <i>MyWoW</i> .				√
Provide appropriate access to ICT and accommodation to support effective delivery of <i>MyWoW</i> sessions.		√		√
<b>Colleges should:</b>				
Promote the development of CMS and application of CMS more fully to learners.		√		√
<b>Implementation of Recommendations:</b>				
Education Scotland, supported by SDS, should monitor progress of the implementation of the recommendations of this report.				√