EXPANDING OPPORTUNITIES

A report on school-college partnership programmes in Scotland

Scottish Funding Council
Promoting further and higher education

HMIe
improving Scottish education

EXPANDING OPPORTUNITIES

Context for publication of this report

This is a report by HMIE for the Scottish Further and Higher Education Funding Council (SFC). The 2004-08 Memorandum of Understanding between HMIE and SFC, and successive annual service level agreements under that memorandum commit the two organisations to cooperate fully to secure and promote the quality of education provision in Scotland's colleges and to work in partnership to promote continuous quality improvement and enhancement across the college sector.

HMIE's work as part of this partnership is wide ranging and includes:

- the completion of external reviews of colleges, publication of these review reports, and additional actions specified by SFC where it has concerns about the quality of provision in a college;
- briefings for SFC on matters of strategic interest, and professional advice on other matters relating to educational provision in Scotland's colleges;
- delivery of quality enhancement activities for college staff as specified by SFC, for example activities relating to the dissemination of sector-leading and innovative practice identified in review reports; and
- preparation of reports for SFC on the current position in relation to specified aspects of college provision.

This report is one in the final category above. It has been prepared by HMIE as part of the 2007-08 service level agreement with SFC. Because of its relevance to schools and education authorities as well as colleges, it is being distributed much more widely than most other reports in the series.

FOREWORD

We have called this report *Expanding Opportunities* because for many young people, involvement in school-college programmes aims to help them to do just that, by allowing them greater choice in the subjects they can undertake at school and by involving them in different approaches to learning.

The report has been prepared as part of HMIE's work with the Scottish Funding Council. It complements the HMIE report *Preparing for Work*, published in 2007, which evaluated the impact of *Skills for Work* programmes, and brings us up to date with developments in school-college provision since HMIE published *Working Together* in 2005.

In this report, we identify the many ways in which schools, colleges and local authorities have joined forces to provide programmes which allow pupils to develop vocational, practical and academic skills. We suggest that there are great benefits for pupils in following school-college programmes, whether they are delivered on college premises or delivered by college lecturers in pupils' own schools. However, we also identify areas for improvement in both models of delivery. I recognise that there are wider issues to explore around concentrating future delivery of these programmes in colleges, not least because greatly increased demand for them may exceed colleges' capacity to respond. I also acknowledge the point raised in the 2007 OECD report *Quality and Equity of Schooling in Scotland* that schools themselves need to widen their own curriculum content so that it is relevant to all pupils, and not simply rely on colleges to fill the gaps.

I am pleased that an increasing number of school pupils, from primary up to S6, now take part in school-college programmes. For many pupils, taking part in these programmes does more than widen their subject choices. The more relaxed and adult ethos of the programmes also helps young people to take more responsibility for themselves, work better in teams, and generally enjoy, and therefore become more successful at learning. For a significant number of disaffected young people, behaviour and motivation have improved and school-college programmes have set them on the path to successful further study.

The management of school-college programmes and communication between schools and colleges has improved over the last two years. However, there are still areas for improvement, in coordination of timetabling, communication of information about pupils' backgrounds and their progress on programmes and in the development of joint approaches to learning and teaching. Finally, although I am pleased that schools and colleges are now working better together to place the right pupils on the right programmes, all concerned must remain focused on expanding opportunities for pupils of all abilities in school-college learning.

GRAHAM H C DONALDSON
HM Senior Chief Inspector

CONTENTS

1 | INTRODUCTION

Scotland's economic future is dependent on developing the skills and talents of its young people. Well-developed vocational, employability and personal skills are essential for young people entering an increasingly complex employment market. Scotland's young people deserve the best that education and training can offer them in order for them to expand their opportunities and engage confidently with life and work.

This report looks at the experience of those young people who broaden their learning and develop their essential skills by undertaking school-college partnership programmes. Its primary aim is to identify what makes these programmes successful for young people and what needs to be done better. It is intended to help schools, colleges and local authorities to build on key messages of success to further improve the learning experience for all.

The largest number of enrolments for school-college activity are for part-time vocationally-based programmes, designed to complement Standard Grade studies in S3 and S4. These include *Skills for Work* (SfW) programmes and others which result in the attainment of recognised qualifications. This report is designed to complement and expand the scope of the HMIE report *Preparing for Work*[1], published in 2007, which provided an evaluation of the *Skills for Work* pilot. It also covers other programmes offered by colleges, including Higher or more advanced programmes in subjects not usually offered in school, like psychology, sociology or care. The report also looks at taster or short programmes offered by colleges to pupils in S1, S2 or, in an increasing number of cases, to primary schools. Such programmes are designed to help expand the awareness of pupils making academic or vocational subject choices or simply to provide a learning experience which broadens out their school studies.

The report also examines the nature and impact of full-time programmes for pupils who are either ready to leave school and wish to follow a particular line of study at college, or who have become so disengaged from school that they are in danger of dropping out of education altogether.

The report identifies patterns of growth in school-college programmes over the last three years. It also explores issues around the different funding streams that support school-college provision, especially in relation to increased Government funding following the publication of *Lifelong Partners*[2] by the Scottish Executive in 2005. Finally, the report explores whether colleges, schools and local authorities have improved their collaborative planning, management and quality assurance of school-college programmes in line with the broad aims of *Lifelong Partners*, and the specific recommendations of the HMIE report *Working Together*,[3] also published in 2005. It makes a number of recommendations for further improvement and cites case studies which identify good practice.

1 Preparing for Work: A report on the *Skills for Work* pilot programme, HMIE 2007, ISBN: 978-0-7053-1119-9 http://www.hmie.gov.uk/documents/publication/hmiepfw.pdf

2 Lifelong Partners: Scotland's schools and colleges building the foundations of a lifelong learning society. A Strategy for Partnership, Scottish Executive, 2005, ISBN 0-7559-4629-4 http://www.scotland.gov.uk/Resource/Doc/36328/0011883.pdf

3 Working Together: Cross-sectoral provision of vocational education for Scotland's school pupils, HMIE 2005, http://www.hmie.gov.uk/documents/publication/wtcsp.pdf

2 | METHODOLOGY

The report draws on evidence from HMIE reports on 41 college reviews that have taken place since January 2005 and from 53 secondary or special school inspection reports published between 2006 and 2008. Desk research on Government strategy documents and reports from HMIE and other agencies provided essential background information. Analysis of questionnaire replies received from 33 of Scotland's 43 colleges and from 20 of Scotland's 32 local authorities provided evidence about the management and strategic planning of school-college partnership programmes.

In addition, inspectors visited ten colleges and seven secondary schools to hold structured interviews with senior managers, school-college coordinators, teaching and support staff and groups of learners. They observed a sample of classes and interviewed learners during these visits.

Inspectors also carried out telephone and face-to-face interviews with senior managers in a further three colleges, four local authority managers with responsibility for school-college programmes and senior managers in a further eleven secondary schools.

Annex 4 provides a full list of those colleges, schools and authorities involved in the fieldwork specific to this task.

3 | SUMMARY OF KEY FINDINGS

Strengths

Most school-college partnership programmes, including tasters and short programmes, have successfully fulfilled their aims of extending school study and introducing school learners to the world of work.

Most learners have a very positive experience of school-college programmes. Many previously disaffected learners have re-engaged with learning through involvement with school-college programmes.

Learning and teaching on school-college programmes is mostly well planned and delivered at an appropriate level and pace, and generally results in successful learning outcomes. Overall, learning and teaching approaches taken in school-college programmes have resulted in improvements in learner behaviour, self-confidence and enjoyment of learning.

Learners particularly enjoy learning through practical activities and respond well to the adult culture and the informal working relationships with teaching staff that are a feature of college life.

The majority of learners on award-bearing school-college programmes attain all or most of their qualifications. Most learners attain the practical elements of vocational programmes particularly well. A significant number of these learners progress to full-time vocational programmes in colleges.

There is a very wide, but generally successful, variety of models of delivery for school-college partnership programmes, based in most cases on local arrangements that have evolved over time.

There has been considerable growth in enrolments on school-college programmes over the last two years, mainly in part-time vocational programmes for pupils in S3 and S4. There has been a slight fall in enrolments for pupils in S5 and S6 and for winter leavers. Most key stakeholders in school-college partnerships are committed to building on success, and on finding ways to increase the number and scope of school-college programmes, in line with Scottish Government policies.

Strategic planning at institutional level is well established, and fulfils the broad planning needs of colleges, local authorities and most schools effectively. Operational planning has improved over the last two years, particularly in areas where local authorities centrally coordinate school-college partnership programmes.

Most school-college programmes take place on college premises, but an increasing number of local authorities are successfully establishing vocational skills centres in individual schools, in 'hub' schools or community learning centres. These developments are helping to provide equity of access for pupils in remote areas.

Better-coordinated selection procedures have helped to improve the placing of learners on programmes at appropriate levels.

Colleges' systems for evaluating school-college programmes within subject departments or along with key partners have led to improvements, mainly in management, timetabling and programme design.

Most teaching staff in colleges have vocational qualifications and up-to-date industrial experience which are appropriate for delivering school-college programmes. Most also have an appropriate teaching qualification. All colleges have robust procedures for the disclosure of new and existing staff. Most college staff have undergone training in child protection.

Areas for improvement/development

Although many teaching staff have identified a number of constructive approaches to the teaching of theory, learners generally do not perform as well in such sessions as they do in practical sessions.

Occasionally, learners are not consistently challenged to achieve beyond minimum levels in vocational programmes.

Only a few colleges and schools have developed joint delivery practices or have related activities and approaches on college programmes to wider school learning.

Only a small number of colleges and local authorities have fully reviewed school-college programmes to ensure that they align with the four capacities of *Curriculum for Excellence*.

Demand for school-college programmes greatly outstrips supply in some geographical areas and areas of provision.

Overall growth over this period has not been fully proportionate to the increased funding provided by The Scottish Government for this purpose.

There are variations in understanding and practice in funding models between colleges, schools and local authorities across Scotland.

Current data reporting systems do not support accurate distinctions between the components of provision, and colleges categorise and describe their provision differently in returns to the Scottish Further and Higher Education Funding Council.

Practice is inconsistently developed in:

- coordination of timetabling in most local authority areas;
- joint training of school and college staff;
- joint planning of pupils' programmes;
- communication from schools to colleges about pupil background issues;
- integration and simplification of planning systems; and
- reporting of pupils' results from colleges to schools.

There is considerable variation in how schools present school-college vocational programmes in relation to S2 option choice. A significant number of schools offer part-time college programmes outwith option choice columns, in addition to eight Standard Grades or Intermediate courses. This often generates excessively heavy workloads, especially for lower-attaining learners.

Most schools prioritise less academic learners for places on school-college programmes. Very widely, schools, parents and carers do not accord college-delivered vocational options parity of esteem with academic subjects.

Most colleges do not make a discrete analysis of the outcomes of school-college programmes or their trends over time.

4 | CONTEXT AND BACKGROUND

The strategy *Life through learning: Learning through life*,[4] published by the Scottish Executive in 2003, highlighted the importance of fully developing the potential of young people and encouraging them to take a lifelong approach to developing their skills. This strategy was developed further in *Skills for Scotland: A Lifelong Skills Strategy*,[5] published in 2007 by the Scottish Government, which committed to improving opportunities for school pupils to broaden their learning and develop essential skills for life and work through school-college partnership programmes. This approach was underpinned by *Curriculum for Excellence*,[6] launched in 2004, and the Ministerial response to it,[7] which broadened out the purpose of the school curriculum and focused on producing well-rounded young people, who are:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

In each of these publications there was a clear message that schools and colleges should continue to work together and build on previous successes in developing programmes that helped learners understand the world of work and acquire the skills to negotiate it successfully. The role of vocational education was seen as particularly important. Relevant extracts of the Ministerial response to *Curriculum for Excellence* are reproduced below.

> ***New courses in skills-for-work***
>
> *We will deliver a new course and qualification in learning about skills-for-work for 14-16 year olds by 2007. There is a need for more high-quality courses which will extend choice and increase young people's motivation and enthusiasm for learning. We will achieve this by:*
>
> - *developing new courses, many of which will be offered in partnership with colleges, to allow young people to develop important knowledge and skills for employment through practical experiences linked to particular careers, such as engineering.*
>
> ***School/college partnerships***
>
> *We will increase and enhance school/college partnerships so that pupils will have a high quality experience in colleges and gain suitable recognition for their work, for implementation in 2005.*

Skills for Scotland stated:

> *We will deliver our commitment of ensuring that vocational skills and qualifications have parity of esteem with academic skills and qualifications……we will provide increased opportunities by expanding school-college partnerships; and we will ensure that the guidance on Curriculum for Excellence will provide for vocational learning, learning about the world of work and learning about the skills needed in the world of work as part of the curriculum, valued alongside other learning and not as a separate experience perceived to be of lower value.*

The level of national priority given to this area was underlined by the commitment of the Scottish Government and local government in the Concordat of November 2007[8] to ensure delivery of:

> *Vocational education/skills – working in partnership with colleges, local employers and others as appropriate to give more school pupils opportunities to experience vocational learning.*

---

4 Life Through Learning; Learning Through Life, Scottish Executive 2003, ISBN 0-7559-0598-9
http://www.scotland.gov.uk/Resource/Doc/47032/0028820.pdf

5 Skills for Scotland: A Lifelong Skills Strategy, Scottish Government 2007, ISBN 978-0-7559-5479-7
http://www.scotland.gov.uk/Publications/2007/09/06091114/0

6 Curriculum for Excellence, Scottish Executive 2004, ISBN 0-7559-4215-9
http://www.scotland.gov.uk/Resource/Doc/26800/0023690.pdf

7 Ministerial response to a Curriculum for Excellence, Scottish Executive 2004, ISBN 0-7559-4373-2
http://www.scotland.gov.uk/Publications/2004/11/20175/45848

8 http://www.scotland.gov.uk/Publications/2007/11/13092240/concordat

A major report, *Quality and Equity of Schooling in Scotland*, published by the Organisation for Economic Co-operation and Development (OECD) in 2007[9] indicated that vocational education was one of the key strands by which Scottish education could achieve the aims of a *Curriculum for Excellence*. It suggested that there were important messages in the more practical and team-based approaches to learning experienced in vocational education programmes that could contextualise the 'mainstream' curriculum and make it more relevant and interesting for all learners, including those who were coping well with academic school work.

Evaluations of the *Skills for Work* pilot[10], which was launched in 2005 following the Ministerial response to a *Curriculum for Excellence*, helped to confirm that the experiences of learners undertaking vocational programmes were extremely positive. These experiences highlighted how the approaches taken by college teaching staff and, in a small number of cases, by private training providers could complement learners' school experience and broaden out their learning very effectively, in line with *Curriculum for Excellence*. The pilot was successful in terms of programme design and delivery, assessment and accreditation, and support for both learners and teaching staff.

Most secondary schools and a small number of primary schools have recognised the value of this type of vocational, experiential and complementary learning, and have been able to build successfully on pre-existing relationships with external providers, including colleges, to help them address it. The enterprise in education initiative *Determined to Succeed*[11] (DtS) has encouraged schools to develop links with the business community to contextualise school projects with work experience and to extend vocational learning in colleges. The HMIE report *Improving Enterprise in Education*[12] published in 2008, indicated that most learners have enjoyed these initiatives and benefited in many ways in the development of vocational, personal and, importantly, transferable skills.

At present, it is primarily within Scotland's colleges that vocational expertise and resources are based, and most school-college partnership programmes are delivered on college premises. Most college staff have sufficient up-to-date industrial knowledge to ensure that the content of programmes is relevant and has currency for future career choices. Indeed, many staff are also industry practitioners and most have very close working links with employers.

Most school-college programmes open up the world of work for learners, especially in relation to the expectations of behaviours and attitudes that lie within it. Importantly, the adult culture found in colleges offers young people a different type of learning environment in which they are asked to take more responsibility for themselves and where relationships with teaching staff tend to be more egalitarian than at school. Learners respond to this in different ways, and need different levels of support while at college. There are key messages from the positive experiences of learners undertaking school-college programmes which should be of interest to anyone supporting young people in education.

Since 2005, enrolments of learners participating in school-college programmes have increased by just over 22% and most schools and colleges are enthusiastic about this area of provision. They can see the benefits of expanding it further, especially to older school pupils who wish to combine senior school with more advanced part-time vocational programmes. However, the capacity of colleges to deliver many more school-college programmes in the future, and even the desirability[13] of this approach, are currently the subject of debate. Several local authorities plan to build on existing models of success and expand provision where college staff deliver programmes on school premises, or support and train school teaching staff to do so. Many stakeholders see benefits in a range of solutions to make vocational and other complementary learning more widely available to school pupils.

---

9 Reviews of National Policies for Education – Quality and Equity of Schooling in Scotland, OECD 2007, ISBN 9789264041004

10 Preparing for Work: A report of the Skills for Work pilot programme, HMIE 2007, ISBN: 978-0-7053-1119-9 http://www.hmie.gov.uk/documents/publication/hmiepfw.pdf; and:
Evaluation of Skills for Work Pilot Courses: Final Report, Thomas Spielhofer and Matthew Walker, National Foundation for Educational Research 2008, ISBN 978-0-7559-6989-0 http://www.scotland.gov.uk/publications/2008/02/29105118/0

11 Determined to Succeed: A Review of Enterprise in Education; Scottish Executive 2002

12 Improving Enterprise in Education, HMIE 2008, ISBN 978-0-7053-11335 http://www.hmie.gov.uk/documents/publication/hmiepfw.pdf;

13 See – for example, Page 115 of Outcomes and Equity in Scottish Schooling, OECD, 2007.

5 | FUNDING, ENROLMENTS AND ACTIVITY IN SCHOOL-COLLEGE PROGRAMMES

This section focuses on the ways in which different funding streams have been used to support the delivery of school-college programmes. In particular, it looks at the issues which have emerged following increased investment in this provision after the publication of *Lifelong Partners* in 2005. It also identifies the main patterns of growth in different categories of school-college programmes over the last three years. There is further statistical information and analysis in Annex 1 of this report, which includes patterns concerning different learner categories and learner attainment.

This section has been compiled using a combination of publicly available data and data provided by SFC to the Scottish Government in early 2008. SFC is currently refining the latter data and will report separately to the Scottish Government. HMIE evaluations based on this data are therefore provisional.

5.1 Funding context

SFC has estimated a baseline funding figure for school-college activity as a starting point for further calculations, based on the number of wSUMs[14] delivered in 2004/05. This figure is £23.6m, which represents a wSUMs level of approximately 134900 but includes adjustments to take account of the fact that pupils on school-college programmes did not automatically generate a fee waiver[15] grant in that academic year.

One of the most important outcomes of *Lifelong Partners* was the pledge by the Scottish Executive to increase funding directly to colleges for school-college partnership activity in order to stimulate growth and help colleges with the associated costs of delivering these programmes. This resulted in an additional £41.5m being allocated for school-college partnerships across financial years 2005/06 to 2007/8: £39.2m to colleges through SFC, and the remainder to Careers Scotland. The funding was split across individual academic years providing for an increase of approximately £6.6m in 2005/06, £13.8m in 2006/07 and £18.8m in 2007/08.

The additional £6.6m in 2005/06 was not specifically linked to expected growth in school-college activity. Rather, it was allocated to colleges to build capacity to facilitate growth in school-college activity in future years and to offset the fee waiver income which colleges were still unable to claim at that time. Consequently, SFC regarded the baseline funding figure of £23.6m as still applying in 2005/06, even though colleges did, in fact, increase school-college programmes to approximately 147000 wSUMs of activity during this academic year.

Funding of college provision

*A **SUM** (student unit of measurement) is a measurement of student learning, notionally 40 hours, which represents a standard funding value. In 2006/07, a SUM was valued at approximately £189.*

*SUMs are weighted by dominant programme group to reflect the supplementary resources required to deliver different types of programmes **(wSUMs)**. For example, a wSUM in a special programme[16] will be weighted at 1.8 to compensate colleges for the specialist resources required, whereas a wSUM in social studies is weighted at just less than one SUM to reflect the fewer specialist resources that are required.*

*In this report the use of the term **enrolment** refers to an occurrence when a school pupil is registered on a college programme and their details formally recorded on a college enrolment form. Every enrolment a college makes with SFC incurs a standard*

14 Please refer to text box on this page and annex 2 for explanations of terms related to funding that are used in the report

15 As in footnote 14

16 Further information on wSUMs for Special Programmes is provided in annex 2 of this report.

entry cost, and in many cases, further premium payments. Such additional payments relate to enrolling learners from areas suffering multiple deprivation, or from rural or very remote locations, and for retaining learners beyond an agreed timeframe. These payments, while significant, are on a much smaller aggregate scale than SUMs. However, for some shorter-term enrolments, the amounts can be comparable.

Enrolments for activity less than three hours are ignored in the figures provided by SFC and quoted throughout this report, albeit that colleges draw down entry cost funding for them. In 2006-07 there were about 2500 such enrolments, 4.5% of the total, that accounted for only about 0.06% of wSUMs.

***Fee waiver** is the fee income due to colleges for certain eligible FE learners, but paid to them by the Scottish Funding Council so that colleges can waive the collection of fees from these learners.*

In 2006/07, colleges had increased school-college programme activity to approximately 160000 wSUMs. This represented £30.3m claimed for these programmes, which, along with associated entry costs and premiums amounting to £3.2m, brought the total figure for SFC-funded school-college activity and resource allocation in 2006/07 to approximately £33.5m. Colleges were also able to claim fee waiver from 2006 onwards for the majority of school pupils enrolled on school-college programmes, though fee waiver income was not directly linked to expectations of growth in these programmes.

As noted above, in 2006/07, the Government allocated an additional £13.8m which was intended specifically to support growth in school-college activity. This, on top of the baseline funding figure of £23.6, should have resulted in a total of £37.4, sufficient in principle to account directly for the delivery of approximately 180000 wSUMs. However, wSUM activity of 160000 actually delivered by colleges and a funding equivalent of £33.5m suggested a shortfall of £3.9m. Reasons for this apparent shortfall are complex. For example, colleges generally ascribe much higher than normal costs to the delivery of school-college programmes, citing generally smaller class sizes, the requirement for additional staffing support in some cases and higher than average levels of wastage of materials.

The additional funding for school-college programmes was allocated in proportion to the total number of wSUMs delivered by individual colleges, but it was not ring-fenced.

SFC provided guidance on various aspects of how the additional funding was to be used. These aspects included:

- supporting growth in school-college activity;
- automatic fee waiver for eligible pupils;
- staff training and support, including on child welfare issues;
- support for learners with additional support needs;
- fees for disclosure of college staff; and
- enhanced careers advice for learners.

However, SFC indicated that where a college could demonstrate it had met in full the school-college activity demand from schools and local authorities, the balance of funds could be used for other college priorities. For 2006/07, most colleges indicated that they had fully delivered the programmes demanded by their partnership agreements with local authorities. However, beyond these agreements, colleges, local authorities and schools acknowledged that there was still considerable unmet demand for school-college programmes from pupils and parents.

Lifelong Partners allocated responsibility to local authorities for funding school learner transport to and from college, additional materials and personal protective equipment. Local authorities were also charged with reimbursing any additional support for pupils exceptionally attending college full-time. Local authorities and schools were able to access *Determined to Succeed* (DtS) funds to support vocational training by colleges, and there were no barriers imposed to prevent local authorities funding additional school-college activity from other funds if they so wished.

5.2 Current funding picture

There are currently considerable variations in funding models between colleges, local authorities and schools across Scotland. Differences in the balance between SFC funding, direct funding by local authorities and schools, and, in a small number of cases, funding from additional sources have created a complex and opaque funding landscape. Not all colleges and local authorities fully understand or agree with each other's perspectives on funding. SFC is reviewing these anomalies and intends to report separately on its findings later in 2008.

Furthermore, a number of colleges work with more than one local authority and vice versa, and have to coordinate and manage multiple funding models within their partnership arrangements.

Of the 76% of colleges that responded to a questionnaire sent out by HMIE, most indicated that SFC funding accounted for between 80% and 100% of school-college activity. A few colleges received payment drawn down from school budgets, in some cases channelled through the local authority, to fund the costs of college-based programmes or, more usually, to cover the costs of lecturers delivering programmes in schools. Six colleges had accessed the European Social Fund (ESF) to support specific school-college projects while two accessed funding from employer or industry organisations.

Of the 66% of local authorities who responded to a similar questionnaire, all indicated that they provided financial support for school-college programmes to some degree, mostly by providing transport, materials or protective equipment in line with the recommendations of *Lifelong Partners*. The majority of local authorities accessed DtS funding to support this. A number of schools had also applied directly to use either this fund or Schools of Ambition[17] funds to support additional school-college activity.

A few local authorities had used DtS or other funding to establish vocational skills centres, either in 'hub' schools or in local authority learning centres. A few others had used funds to provide classroom assistants or transport escorts for pupils with additional support needs. Glasgow City-Vision[18] funding had underpinned local authority support for school-college programmes in the Clyde Valley Community Planning area.

Almost half of the local authorities considered that they did not have sufficient influence over the choices available to them in accessing vocational programmes for school pupils because core funding went directly to colleges. In particular, two local authorities in the south of Scotland would have welcomed direct funding because it could have enabled them to access appropriate programmes from nearby colleges in the north of England.

The prevailing view of both colleges and local authorities was that school-college programmes had been highly successful and contributed well to the delivery of the Government's strategic aims. Almost all colleges and authorities focused positively on building on this success and expanding programmes to include either more S3 and S4 pupils or more pupils in the upper school. However, there were key areas of concern for colleges and authorities. These concerns included:

- fulfilling the increasing demand for school-college programmes within current funding models, or when DtS and ESF match-funded initiatives finished;
- the cost of increasingly high transport fuel costs;
- funding to provide equity of access for pupils in remote areas, partially through transport costs, but also through establishing training centres in remote areas;
- the inefficiencies of delivering programmes to very small groups of pupils when school timetabling was not centrally coordinated; and
- perceived inequalities in UHI Millennium Institute (UHI) colleges, because additional SFC funding for school-college programmes was proportionate to currently delivered whole-college SUMs for only the FE learners in these colleges.

---

17 Scottish Executive initiative guaranteeing at least £100,000 per year for an agreed period to support selected secondary schools to transform educational outcomes.

18 Glasgow City-Vision Vocational Training programme is funded mainly by the Cities Growth Fund, match-funded by ESF Round 2

5.3 Enrolment patterns in relation to funding

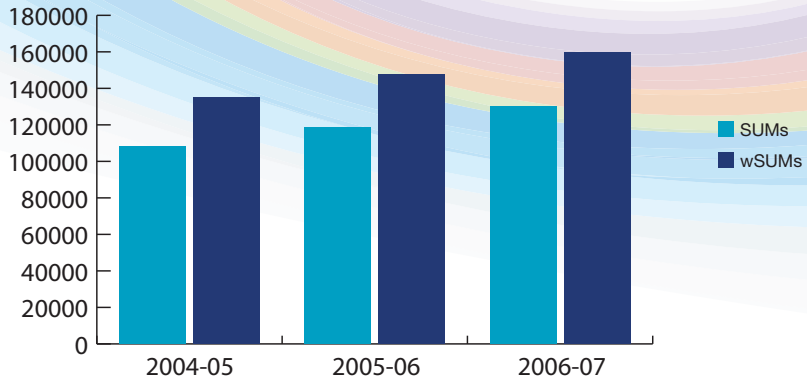
This section provides summary information. Further statistical analysis can be found in Annex 1 at the end of the main report. The information in both this section and the annex derives from figures submitted to SFC by colleges. Although the information from colleges is comprehensive and detailed, the very large number of ways of categorising school-college learners in submitting and reporting data makes it difficult to ascertain entirely clear and detailed patterns of enrolment and attainment.

School-college wSUMs represented 6.8% of the total wSUMs delivered across the whole college sector. However, the proportion of provision varied widely between individual colleges. This ranged from 1.7% to 19.0% of a college's wSUM total, with eleven colleges below 5% and eight colleges above 10%.[19]

The diagram below shows the growth in SUMs and wSUMs delivered by colleges across academic years 2004/05 to 2006/07.

Figure 1

SUMs and wSUMs claimed by colleges for school-college programmes



Over the period 2004 to 2007, both wSUMs and SUMs grew by approximately 9% per year, in direct proportion to each other.[20]

From academic year 2005/06 to 2006/07, enrolments on school-college programmes increased from approximately 41800 to 51100, an increase of just over 22%. However, it should be noted that each annual total of enrolments includes multiple enrolments by some individual learners. For example, a college could enrol the same learner for a programme in September, another programme in January and another in March. Also, as stated above, some 2500 enrolments for very short programmes are not included in the totals.

19 For the purposes of this report, Newbattle College and Sabhal Mòr Ostaig are not included in determining the lowest figures in the range.

20 Please also see diagrams which compare enrolments and wSUMs

Figure 2 below shows the proportion of enrolments on school-college programmes in 2006/07 for different categories of school pupil, while figure 3 shows the number of wSUMs[21] claimed by colleges for these categories.

Figure 2

Enrolments for categories of school pupils, 2006-07

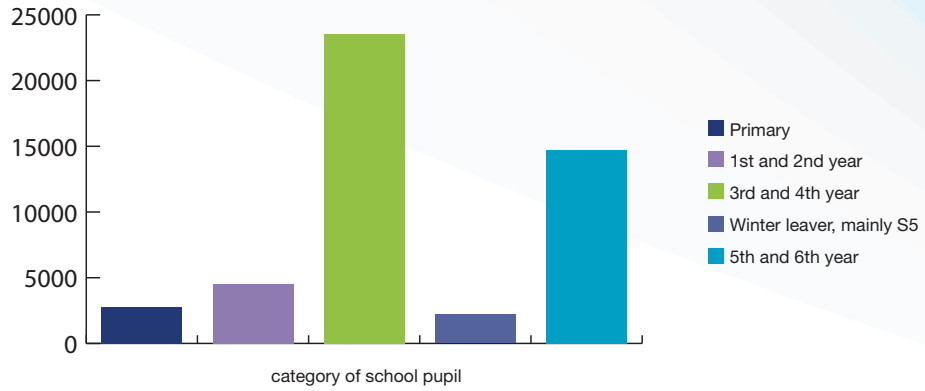
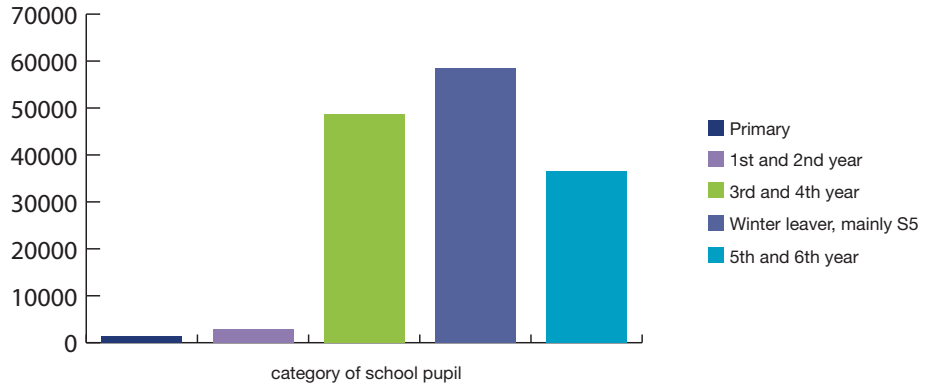


Figure 3

wSUMs for categories of school pupils, 2006-07



The two diagrams demonstrate the difference between enrolment numbers and wSUM activity. The relativity between enrolment numbers and wSUMs is most distinctive in the winter leaver category. Although winter leavers were a small proportion of the number of learners enrolled on programmes, the total number of wSUMs generated was large given

[21] Please also refer to text box on pages 13 and 14

these learners were almost all full-time and their programmes carried high levels of weighting. While the largest proportion of activity was in the winter leaver category, the greatest number of enrolments were in S3-S4. Primary school pupils accounted for very few wSUMs. However, between 2005/06 and 2006/07, wSUMs at the primary stage more than doubled.

In summary, to highlight these points, the average number of wSUMs per 2006-07 enrolment was approximately as follows:

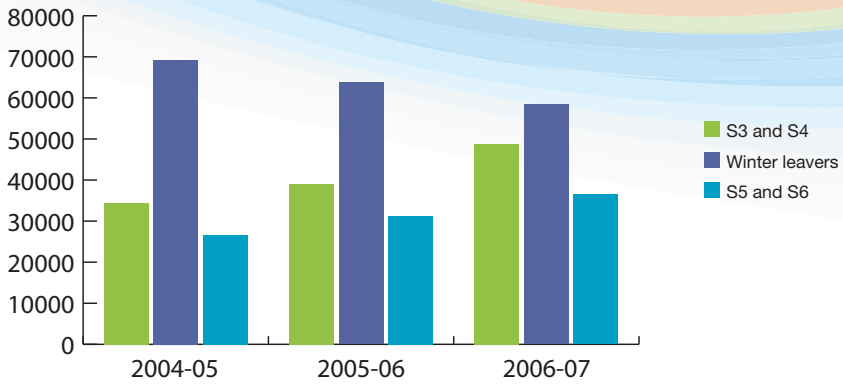
Winter leavers	26
Post-compulsory, S5/S6	2.5
Compulsory, S3/S4	2.1

Contributions to the average figure of 2.5 in S5/S6 would include such as four SUMs for a Higher course in a year. Contributions to the S3/S4 average figure of 2.1 would include such as two SUMs for one year of a two-year *Skills for Work* course.

The figure below shows how the number of wSUMs for each stage of secondary education from S3 onwards has changed over the years from 2004/05 to 2006/07.

Figure 4

Patterns of growth in wSUMs, S3-S6, 2004-07



The diagram indicates that the number of wSUMs for winter leavers had decreased in the last three years, while the wSUMs generated by S3/S4 and S5/S6 learners had increased significantly. These trends need to be considered in the context of a small decline in the number of secondary pupils over the period.

In 2006/07, 95% of learners from all the categories in the table above attended college on a part-time basis.

Further statistical analysis on enrolment and attainment patterns is contained in Annex 1.

6 | PROGRAMMES, LEARNING AND TEACHING

6.1 Programmes, learning and teaching in mainstream provision

This section covers programmes for learners in mainstream provision, as opposed to programmes for those learners requiring additional support.

The range of programmes included:

- part-time vocational programmes, mainly for learners in S3 and S4, and occasionally S5;
- one-day or other short programmes for learners from primary and secondary school;
- taster programmes, mainly for S2 learners about to make SQA subject choices;
- Higher and other programmes for learners in S5 and S6, and
- full-time programmes for learners with a December school leaving date (known as winter leavers).

6.2 Part-time vocational programmes

Most part-time vocational programmes took place on college premises, but a number of local authorities had other approaches to where they were delivered. For example, a few local authorities had established vocational learning centres either in individual schools, in 'hub' schools or in completely separate locations. In many cases, this approach had improved access for learners in remote areas or helped overcome accommodation shortages where colleges were working to full capacity. College staff delivered programmes in these schools or vocational learning centres. In a few cases, they supported school staff to deliver programmes.

Case study 1: Vocational learning in rural areas

Angus Council had addressed the dual issues of excessive travel time and interruption of school classes for pupils in rural areas who wished to access college-based programmes. The council had used DtS funds to convert areas of school buildings in Forfar and Brechin to become discrete Vocational Learning Centres. They were accessible to pupils from nearby areas as well as from these towns. The centres offered programmes in hairdressing and beauty therapy, construction and rural skills. Plans were under way to offer care and ICT programmes also. Teaching was carried out mostly by Angus College staff. In their first year of operation, the centres had hosted approximately 150 pupils from S3 to S6. Because learning took place in an environment close to but separated from school, pupils were able to overcome practical difficulties in attending vocational programmes while enjoying the benefits of a more adult college-orientated culture. Programmes had been highly successful and well received by pupils. In a number of instances, pupils had been motivated to stay on at school beyond the leaving age because they could so easily combine academic and vocational programmes.

Practical activities

Almost all learners worked well in practical classes, and engaged constructively with learning. Learners undertook a wide variety of practical learning activities such as:

- working in small teams to build and fit out a mock 'house';
- carrying out skin analysis and cleansing sessions in a beauty salon;
- using ropes and tying knots in a marine studies session;
- carrying out navigational chartwork calculations;

- preparing and serving food in an industrial-standard kitchen;
- setting up and taking digital camera shots;
- washing, styling and colouring hair using mannequins and wigs;
- stripping down and rebuilding car engines; and
- life drawing.

The atmosphere in practical classes was generally relaxed but purposeful. Learners worked well either on their own or in small groups with appropriate support and guidance from teaching staff. They responded positively to being given responsibility for carrying out practical tasks. Many found feedback from teaching staff affirming and had quickly become confident in their own abilities. Learners enjoyed wearing work clothes and saw themselves as operating in an adult working environment on equal terms. They felt competent and particularly welcomed the chance to take responsibility for themselves or their classmates.

> *You are told what you have to do and you just get on with it. You are not given instructions about absolutely everything. The teachers trust us to work things out for ourselves or to ask for help.*

Occasionally staff had to remind learners about correct procedures, but they did this in a constructive and supportive manner. Staff drew on their extensive vocational knowledge and experience to contextualise programme content to reflect current industrial practices. They also conveyed their enthusiasm for their subject areas very effectively. Learners both valued this and benefited from it.

In most cases, learners worked in surroundings which were very well resourced and mirrored industry standards. They used resources competently and confidently and closely followed health and safety practices. When teaching staff drew groups together to recap or demonstrate new practices, most learners were attentive and interacted well with them.

Relationships with teaching staff and support staff were almost always courteous and good-humoured. Learners usually called staff by their first names. Class groups were generally fairly small for practical activities, usually no more than 12 to 15, which allowed learners and teaching staff to get to know each other well and work closely together on tasks.

> *It's a really good atmosphere. It can be a laugh, working with your friends – it's good banter, but you get into your work really well too. The time goes too fast – I wish we were here for the whole day.*

Learners were developing appropriate levels of practical skills and had made good progress on their programmes. In some cases, they achieved very high levels of competence and had taken part successfully in competitions and events. Most learners attained outcomes particularly well in the practical elements of their programmes.

Case study 2: Inter-schools competition in hairdressing

Motherwell College delivered Skills for Work programmes in North Lanarkshire Council in purpose-built premises in secondary schools. However, the college felt that learners would also benefit from a college experience, especially where it meant working in the very well-resourced salons and workshops in college, alongside learners from other secondary schools. In order to provide this experience, the college organised a one-day inter-schools hairdressing competition in the college itself for learners from the four local schools where hairdressing was being delivered. The event was designed to encourage learners to showcase the skills they had developed, while providing a fun introduction to college for learners normally based in school. On the day, learners worked in pairs to create a hairstyle and make-up look, against the clock. They rose enthusiastically to the challenge and everyone, including lecturers, judges, school teaching staff and, of course, the learners themselves, enjoyed the day. Local employers supported the event by providing prizes and being part of the judging team.

On a few occasions, employers had been involved with designing or delivering programmes and they were impressed with the quality of learners' work. Staff emphasised skills for employability in most practical activities. Their focus ranged from how to carry out procedures correctly and safely, to how learners should conduct themselves in a work situation. Several programmes incorporated site visits, presentations from employers and work placements, particularly in construction programmes. Learners responded very positively to these activities.

Occasionally staff introduced aspects of citizenship into projects. For example, learners might be asked to 'buddy' each other, constructively criticise each others' work or carry out projects for the wider college community, for example running a lunchtime "nail bar" or serving food to other college learners.

In most cases, learners behaved well in practical classes. Most learners had competed or been selected for college places and were well motivated, not just in their learning but also to keep their place on the programme. Attendance and retention rates were mostly high. However, in a small number of practical classes, the pace of learning was too slow, and learners found the work repetitive or unchallenging. A few classrooms were poorly resourced and did not provide good opportunities for realistic practical work.

A small number of learners were themselves able to relate their college learning to their mainstream school programmes. However, only a few learners described instances where school staff had asked about their college work or built on learners' college learning within school classes.

Case study 3: Practical skills in construction

The Try the Trades programme at Cumnock Community College, a vocational skills centre jointly run by Kilmarnock College and Ayr College, offered programmes in a range of construction skills to young people who had effectively disengaged from education. In college, the learners worked in pairs to construct eight small, complete 'houses', from the brick foundation to the timber-framed walls. This included plastering, decoration and introducing a water and electricity supply. Over time, learners built up their practical skills and their self confidence in a highly supportive college environment. Work placement with local companies formed a particularly important aspect of the programme and learners were able to apply their college-acquired skills to real-life situations. Learners enjoyed this very much. One said, 'doing real meaningful work and coming into contact with customers is a buzz'. The programme enabled learners to try out a wide range of trades and they were able to make informed choices about their future careers.

Theory and other non-practical activities

College teaching staff took a variety of approaches to delivering underpinning theory and the core skills of communication, numeracy and information technology.[22] Many of these approaches were successful but, in general, learners took part less enthusiastically in theory activities than in practical activities. Any instances of disruptive behaviour tended to happen in theory classes, though these were relatively few in number.

It is just like school. It's really boring doing writing and tests and that.

Most teaching staff overcame resistance to theory work through a variety of approaches. For example, many contextualised theory or core skills in practical activities. Examples included:

- carrying out mathematical calculations in joinery work or in navigational chart work;
- measuring out chemicals in hairdressing;
- exploring healthy eating in hospitality, care or beauty programmes;

[22] All such classroom-bound and written activities are referred to in the remainder of this section as "theory".

- highlighting child development issues in childcare play activities;
- recapping on knowledge and understanding through worksheet activity as a preliminary to carrying out skin analysis;
- explaining the workings of engines in automotive engineering; and
- relating different approaches to managing stress to personal experience, in a Higher psychology class.

Learners responded well to this embedded approach to underpinning theory. One learner said:

You are doing maths without even knowing it, when you are measuring wood.

On a few occasions, college teaching staff had to allocate sizeable amounts of time to classroom-based theory or written work in order for learners to complete assessments. In a few programmes, learners had been disappointed by the amount of theory work involved, and this had caused a number to drop out.

Teaching staff found that certain approaches to classroom-based theory worked best. These approaches included:

- introducing theory in small 'bitesize' episodes and relating them directly to those practical activities which or had just taken place;
- carrying out quizzes, in teams or pairs;
- integrating theory and assessments with the building of learner logbooks; and
- providing very clear step-by-step booklets, with clear illustrations and examples.

College teaching staff had also developed a number of successful approaches to using ICT which helped broaden theoretical understanding, test underpinning knowledge and enable learners to reflect on their learning and present project work. These approaches included:

- staff using animation packages to demonstrate the qualities of different earth strata or to explain engine workings;
- learners using polling technology to participate in a knowledge test;
- learners accessing class notes or carrying out formative assessments remotely using a virtual learning environment;
- groups of learners using the Internet to research information (for example online automotive catalogues or manuals) and using PowerPoint to present findings to the whole class;
- primary school learners using the Internet to cost out a forestry project; and
- learners building e-portfolios or personal websites which included digital photographs and accounts of their work alongside research on a range of topics.

Case study 4: Using learning technologies in engineering

Learners attending school-college programmes in engineering at Lews Castle College used ICT in various ways to enhance underpinning knowledge. In one S4 class in motor vehicle engineering, the group used voting buttons to answer questions in a whole-class knowledge test on the different components of two-cylinder and four-cylinder engines. The class was well paced and enjoyable, and used well-designed illustrations on screen. The lecturer reinforced each correct answer by relating it to previous practical work carried out by the class. The learners were also able to access the college VLE externally, to revisit diagrams and class notes, and to carry out further formative assessments online. This facility had given the learners a measure of independence in their learning. Most had benefited from being able to access college materials in their own time and balance their college extension work alongside other school homework.

Teaching staff also used classroom-based sessions to help learners prepare for employment or for life beyond school. Such activities included:

- preparation of a CV or letter to employers;
- practice in interview skills;
- discussion of visits to or from employers;
- discussion of personal management issues; and
- social and citizenship issues.

Not all college teaching staff delivered theory classes well to school pupils, and a few acknowledged that they would benefit from additional CPD, discussions with school teaching staff about alternative approaches to disruptive pupils, or additional classroom support.

Learners generally attained the written parts of assessment less well, and many needed extra support to complete them. Teaching staff employed a range of strategies to support learners to complete written work which included one-to-one support, simplified workbook materials and short amounts of set-aside time to complete work. These strategies were based on those developed to help older, full-time college learners who also often found written work difficult. School staff were largely unaware of requirements for completing written college work or of the assessment schedules for learners' college programmes. It was rare for college staff to set homework for school pupils.

6.3 Taster or short programmes

Colleges had a wide range of programmes for primary school, S1 or S2 learners that had successfully contextualised or extended school work. Programmes included:

- forestry fieldwork projects;
- technology futures roadshows;
- young chef programmes;
- ICT workshops; and
- sport and fitness workshops.

Case study 5: Primary school environmental project

Banff and Buchan College worked with approximately 100 P6 and P7 pupils in seven primary schools throughout Aberdeenshire, delivering the SQA Managing Environmental Resources programme. The main activity for pupils was planning, developing and monitoring an environmental area within their school grounds. Pupils undertook a wide variety of activities that built on and extended their knowledge. For example, they made bird tables and boxes, used natural materials to make Christmas gifts, and participated in the Great Bird Watch. They also collected local wildflower seeds and grew these for use in the school grounds. During the programme the pupils learned how to safely use and care for a wide variety of hand tools. They also solved problems, used ICT to research information, worked in teams and used creative, imaginative thinking. This helped them to develop confidence and self-esteem. Many school teachers linked aspects of a Curriculum for Excellence to the project and introduced other subjects into the written part of the project, especially when completing logbooks. Pupils and teachers were very enthusiastic about the programme and parents had also found that discussing it with their children had opened up dialogue with them about other school work and wider environmental issues.

The largest group participating in short programmes were S2 learners around the time they were selecting option choices for S3 and S4. Taster programmes also helped learners think more widely about progression opportunities beyond school. Learners typically spent a day in a college department, toured the premises and took part in a range of practical activities.

Most colleges made taster and short programmes relevant and fun for learners. Typical comments from learners were:

I got to know the way around a bit, which is handy because I'll be taking college courses next year.

I loved the practical exercise that I did in the business class. Before I came I did not intend to do any college courses but I will now.

6.4 Higher or other programmes for learners in S5 and S6

Learners attending Intermediate 2, (SCQF level 5), Higher (SCQF level 6) or, in a small number of instances, Advanced Higher or HNC (both SCQF level 7) classes delivered by college staff, were also generally positive about their learning experience. They found that relaxed relationships with college staff created a learning environment in which they felt confident about expressing views. For some, the experience offered a helpful rehearsal for modes of learning in higher education institutions.

In general, learners on Higher and Advanced Higher programmes were of a high level of ability and were well motivated. Many planned to pursue the same subjects at university. A number of learners studying Higher care hoped that it would help them with applications to HE programmes in medicine and nursing or related subjects. A number of colleges delivered the practical elements of science programmes, using their well-resourced laboratories and high-quality equipment. Meantime the schools covered the theory elements of the programmes.

A few learners accessed Higher programmes in psychology or sociology remotely, using videoconferencing technology or online support. This mode of delivery was less successful than other modes because learners found it difficult to sustain their interest in these demanding subjects without regular face-to-face contact with teaching staff and peers.

Several colleges offered programmes to build portfolios for entry to further study in art. Programmes tended to focus on areas not usually available at school, such as life drawing with real models, fashion studies or digital media. Learners mostly found these experiences very useful and welcomed the opportunity to extend their range of skills. A significant number were successful in applying to FE or HE programmes in art and design.

Case study 6: Portfolio building in fashion

Cardonald College had worked closely with local secondary schools over a number of years to develop 'Open Door' programmes which enhanced the education of young people in S5 and S6. A programme in fashion and design at Intermediate 2 or Higher level introduced school learners to creative fashion-based subjects which extended their design techniques and introduced them to a wide range of fashion illustration media. Learners carried out research, experimented with colour and texture and produced fashion illustration storyboards to exhibition standard. Because the fashion programme was oversubscribed, the college had introduced a brief for a piece of design work to be produced by pupils wishing to enrol for the course. This had resulted in two classes of highly focused learners who attended well and worked to a very high standard. A number of learners used their project work to enhance entry portfolios for further study at Cardonald College or in other colleges of art and design. Three learners had enjoyed the programme so much that they had volunteered to attend an open night to tell parents and other young people about it.

6.5 Programmes for winter school leavers

In 2006-07, there were 1600 learners not recorded as having significant additional support needs who were designated as winter leavers and attended college full-time.

There are two school leaving dates in a year. The date for a particular pupil depends on when s/he becomes 16:

Date of 16th birthday	School leaving date
Between 1 March and 30 September	31 May of that year
Between 1 October and following 28 February	First day of Christmas holidays

Pupils may, at the discretion of their school or education authority, be given exemption from school attendance to begin a full-time programme of further education. Most pupils who do this fall into the 'Christmas' or 'winter' leaver category.

Most of these programmes consisted of clusters of mainly specialist vocational units that did not result in a group award, together with development of core skills and personal skills. In most cases, learners were taught in discrete groups, but in less subscribed subject areas, pupils sometimes infilled into programmes for full-time college learners. Most winter leavers preferred attending college to school and made good progress. The majority of learners successfully attained most of the units they were studying. For many, college programmes offered a fast track into training for a specialist career. These learners had felt ready to leave school and embrace vocational learning. A small number had previously experienced part-time college provision and felt they had 'outgrown' school. A few learners exercised choice over resistance from schools who felt they were in danger of turning away from academic work too early. A small number of parents had been concerned for the same reason, especially as opportunities for these learners to attain qualifications like Higher or Intermediate 2 group awards were rarely on offer in colleges alongside vocational programmes.

Most of these learners progressed successfully on to further vocational college programmes. The remainder left college as soon as they were legally able to do so.

6.6 Learners with additional support needs

Learners with additional support needs fell into three main categories:

- learners from special schools or from special units within mainstream secondary schools, who had a range of learning difficulties and would need support at all stages of their education and beyond;
- learners who might not have specific learning difficulties, but whose emotional or behavioural patterns had made their school experience particularly challenging for themselves or for school staff. This group included learners who had become disengaged from school and whose attendance and progress was very poor. These learners were very likely to finish compulsory education with no qualifications or immediate employment prospects – the so-called 'More Choices, More Chances'[23] group, and:
- learners with a range of physical disabilities or health issues which might impact on their learning. This included mobility difficulties, dyslexia, asthma or even temporary mental health problems.

Learners in the first and third category mostly attended part-time, but most pupils in the second category followed full-time programmes.

[23] More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland, Scottish Executive, 2006. ISBN 0-7559-4817-3 http://www.scotland.gov.uk/Resource/Doc/129456/0030812.pdf

6.7 Programmes for learners from special schools or from special units within mainstream secondary schools

The main aim of school-college partnership programmes for learners with learning difficulties was to smooth the transition from special school to special programmes departments in college[24] or to another post-school option. Most learners had enjoyed school and looked forward to moving on.

Most special schools offered an effective range of leaver programmes that helped develop learners' core, personal, social and independence skills. Schools usually planned these programmes to develop enterprise and citizenship skills and often fostered strong links with local colleges to help address them. As preparation for moving on to post-school life, many colleges offered a range of programmes that graduated from tasters of different activities to more substantial part-time sessions that enabled learners to develop confidence in coping with college life. These programmes usually had a practical focus which developed employability and independent living skills.

Overall, transition arrangements worked well. In most cases, college and school staff successfully coordinated long-term planning and ensured that there was good communication between local authority, support agency and school and college staff. Learners were prepared well for college and support arrangements were in place when they got there. A number of local authorities had undertaken, or were undertaking, multi-agency reviews of school-college transition arrangements.

Most learners enjoyed their school-college programmes and had developed a range of new skills. They also benefited from the development of wider skills, for example, working in groups for drama improvisations, enterprise and citizenship through art and design. Most learners also benefited from the many new social experiences that the college afforded. However, a few found the transfer from the very secure and supportive school environment to the more open college environment to be daunting. Learners welcomed the relaxed working relationships with college tutors. Generally, the more adult college environment helped them become more confident and independent and helped with their passage into adulthood.

Many learners also gained a better understanding of the world of work. They were better able to look ahead and plan their next steps as a result of school-college programmes, and the majority attained accreditation for their college work, through SQA certification or the Award Scheme Development and Accreditation Network (ASDAN).

Communication between special schools or units and colleges was generally effective but staff in schools and colleges did not always routinely share information about programme content or previously successful teaching approaches with each other. Learners occasionally experienced excessive duplication in learning activities.

Places for these school-college programmes were heavily oversubscribed. Not all colleges could meet the demand to cater for all young people with very severe and complex learning difficulties who might have benefited from school-college programmes. This was due to limited specialist staff numbers and accommodation or, in a few cases, to insufficient college staff expertise.

Most local authorities, colleges or schools provided additional classroom support staff for learners with additional support needs. This contributed well to the success of the learners' experience, but resourcing the additional support was costly and in some cases there was confusion about who was responsible for providing it or how much additional support was appropriate. Many schools had overcome a range of barriers to enable learners to access college provision. The additional costs for transport and escorting learners with additional support needs were considerably higher than for other school learners. The expense impacted on school and local authority budgets, especially when learners had to travel considerable distances.

[24] Please also refer to text box in Annex 1 to this report

6.8 Full-time programmes for learners with emotional or behavioural difficulties

A group of learners attended college full-time as a substitute for attending school. In most cases, these learners had virtually dropped out of school because of personal difficulties, or because multiple exclusions for poor behaviour had made their continued attendance at school very difficult. Overall, this group numbered approximately 600, most of them in the winter leavers age group but including a subgroup of approximately 200 who were younger, in S3 or early S4. Learners in this category were often receiving multi-agency support, which included social workers, education welfare officers and youth workers as well as college and school staff. Most had major social or personal issues and a few were looked after. Although these learners were attending college full-time they were still officially on the school roll, albeit that categorisation of the group in national data gathering was not consistent.

Some colleges placed these groups within the 'special programmes' category, which generated SUMs weighted at 1.8.[25] More than a few colleges had accessed ESF funds to support pilot programmes to address the problems of this group, and a few local authorities paid for college places through funds set aside to support the *More Choices, More Chances group. Prince's Trust*[26] programmes that targeted learners in this group were frequently based in colleges. These programmes all generally belonged in the 'alternative curriculum' category. Because of the requirements for intensive additional support colleges regarded them as very expensive to resource, even with the additional funding available through wSUMs or additional SUMs for extended learning support.

These programmes generally combined practical 'taster' style vocational activity with projects and tasks designed to help learners develop social, citizenship and personal management skills. These activities often involved group work and community-based projects. Most programmes followed clusters of small numbers of NQ vocational or core skills units at Intermediate 1 or Access 3 level, or SVQ level 1 awards (SCQF levels 3/4). Approximately half of these learners attained most programme units and most of the rest attained at least a few accredited units.

There was a strong concentration on core skills, especially literacy and numeracy. All programmes focused on preparing for post-school life, especially for employment, through visits to or by employers, practice in interview and presentation skills, preparing a CV and development of interpersonal skills.

For many of these learners, their college experience was life changing. They re-engaged with learning, developed self-esteem and were better behaved and motivated than they had been previously. They found the programmes interesting and relevant. Most learners responded well to the relaxed but purposeful atmosphere in college classes, and cases of serious indiscipline or poor attendance were rare. In most colleges, the presence of classroom-based learning support assistants provided critically important guidance, personal and behaviour support and in some cases links with home.

Case study 7: Developing personal skills

Dundee College offered the PACE (Pupil Access to College and Employability) programme to pupils in their last year of secondary education, who had a history of poor attendance and behaviour at school. The programme was offered in two modes. A six month full-time programme prepared learners for progression to introductory mainstream programmes in college or to employment. This was preceded by a six-month part-time programme offered in conjunction with attendance at school. The part-time programme was intended to assess learner suitability for full-time study, and gradually introduce learners to college life. Learners were referred through the Options Group within the education department of Dundee City Council. A multidisciplinary team of teaching and support staff from the college and the council provided a range of learning experiences including vocational tasters, individual and community projects, contextualised learning and residential activities, all of which developed pupils learning skills, employability, citizenship and personal skills. The programme had been highly successful and had resulted in transformed attitudes to learning amongst almost all the participants.

[25] Please also refer to text box in Annex 1 to this report

[26] A UK charity that helps young people overcome barriers to achieving their potential http://www.princes-trust.org.uk

Case study 8: Vocational coaches in classes

In the Enhanced Vocational Inclusion Programme (EVIP) at John Wheatley College, a number of measures supported young people to make progress in their studies. These included in-class support provided by 'vocational coaches', who were appointed by the social work department. Most had a background as youth workers and had a great deal of experience in dealing with challenging young people. They worked alongside teaching staff in class, undertaking guidance and personal support for the learners, dealing with behaviour issues and helping them manage the learning environment that was often quite daunting for these young people. They also provided a link between learners' external lives and their college experience which had helped keep several young people on track. The learners had built up a very high level of trust with the vocational coaches. Teaching staff considered that their presence in class was one of the key aspects of success of the EVIP initiative.

Because a college full-time programme represented fewer hours than a school full-time programme, a number of arrangements were in place to address the shortfall. In a few cases, learners attended school for the remaining time for general subjects, pastoral support, or to try to follow one or two Standard Grade programmes. Although a small number of these extra classes were successful,[27] most learners did not enjoy these sessions once they felt they had effectively left school. Attendance on them was poor and attainment of Standard Grades was very low. Several colleges had no arrangements at all to cover the extra time.

Although learners generally enjoyed college, a few full-time learners missed the school environment. They especially missed their friends and the wider school 'family', where, in spite of difficulties, they had felt well known. A small number found the size and anonymity of college daunting. A few learners missed subjects they had enjoyed in school, including physical education, drama, music and home economics.

The majority of these learners progressed into further college programmes or employment, but some vulnerable learners found it difficult to achieve successful outcomes on these later programmes when intensive college support or external support systems lessened when they turned sixteen. In a few cases, learners struggled when work became harder, more theoretical or was assessed, and they found it difficult to sustain college programmes or employment when they had to manage their own time and workloads. Few colleges had tracked the progress of these learners in detail, but anecdotal evidence led to concern around how well they flourished following these highly supported school-college partnership programmes.

6.9 Programmes for learners with physical disabilities or health issues[28]

There were just over 6000 enrolments of learners with declared disabilities who attended school-college programmes in 2006/07. This group represented approximately 13% of all enrolments on school-college programmes. A further 7434 either did not know if they had a disability or declined to give that information.

Of these learners categorised as disabled, more than half had unseen disabilities, for example asthma, epilepsy or mental health difficulties. A quarter had dyslexia or disabilities not specifically listed but covered by other categories. Approximately 370 were full-time enrolments, including winter leavers.

Colleges and schools generally provided effective support for learners' disabilities, proportionate to the amount of time spent on school-college programmes or the nature of their programmes. As far as possible, the support mirrored the support provided to them in schools. For example, school staff who provided personal support or care usually accompanied learners to college as well as into vocational classes at school.

---

[27] Please also refer to case study 'Joint delivery of employability skills, page 31

[28] Please also refer to the statistical analysis on learners with disabilities in Annex 1 to the report

Most colleges and schools or local authorities had effective systems in place for identifying learners with disabilities who planned to attend school-college programmes. Where learners, parents or school guidance staff completed college enrolment or application proformas, this system generally provided a reliable indicator of additional support requirements. However, a few colleges and local authorities did not use such enrolment or application proformas. There were also instances where learners were confused by what was being asked on enrolment forms.

There was a range of practice in how college coordinators used information from enrolment or application forms, or liaised with schools about the needs of learners who were disabled or had health issues. In the best examples, colleges identified what additional support was needed before programmes commenced, informed teaching staff appropriately and put support in place from the start. However, this was time-consuming for coordinators and it usually took a few weeks for support arrangements to be fully in place for all learners.

Where enrolment and related processes worked least successfully, colleges did not receive prior information about learners with disabilities from schools, nor did courses routinely pass relevant information to teaching staff before the start of programmes. Occasionally this prevented teaching staff offering support sufficiently quickly or sensitively. A few schools had assumed that because of SQA registration, colleges would already have information about assessment-related disabilities.

Colleges often used the pre-enrolment interview process to discuss additional support needs with learners, and this usually identified them effectively. However, learners did not always alert staff during interviews, partly because they did not fully appreciate the implications for their learning. A few learners were also concerned in case disclosure of disabilities on application forms or during interviews would compromise their application to college.

Where appropriate, most colleges supported learners with dyslexia using similar approaches to those they used to support full-time college learners, for example, by providing notes on coloured backgrounds or in larger font sizes. In a few cases, learners were allowed additional time to complete work or had scribes for assessments, but this was only usually necessary in Higher or advanced programmes. Where learners had been identified as having asthma or epilepsy, risk assessments were usually carried out prior to them using chemicals, working in dusty workshops or using machinery.

Colleges were mostly able to accommodate the small number of learners with mobility difficulties. For example, one college had built a special platform for a learner to carry out brickwork. However, in a number of cases, the layout of college premises restricted access to particular programmes for learners with mobility difficulties.

6.10 Comparison between delivery in college and in school

The college-based experience of school-college programmes

Most learners attending programmes based in college benefited from the experience of wider college life. They responded positively to the increase in freedom and responsibility and almost all claimed to feel more respected and trusted than in school. Resources within colleges were generally of a very high quality and allowed learners to learn about work practices in realistic work environments. Many learners particularly welcomed this.

The kit is amazing – much more up-to-date than in school.

ICT facilities were generally of better quality and more easily accessed than in school. Most learners also found that learning over longer periods, for example, a whole morning or afternoon, allowed them to be productive in their work and achieve tasks to time. However, learners who had travelled considerable distances to reach college sometimes found

that actual learning time was shorter than they had expected.

Most learners also benefited by learning alongside more experienced learners or mixing with them in social areas. This contact with successful role models was a particularly important motivator for many learners. Most learners also mixed well with those from other schools. Attending college programmes also enabled learners to see what the next stage of college programmes entailed and many felt encouraged to apply for full-time programmes. Most learners leaving at the end of S4 who had experienced school-college programmes continued into full-time college programmes, apprenticeships or related employment.

Almost all college staff delivering school-college programmes coped well with minor behaviour problems. Their approaches to refocusing learners on behaviours expected by employers were received positively by most learners. In fact, many cited the approach of college staff to discipline as one of the best aspects of college:

> *You are treated with respect. If you do something wrong, you are told how to do it right, not told it's you that's at fault.*

School-college programmes also offered full-time or part-time learners an opportunity to make a fresh start to education and training. For many learners, college attendance offered a "clean slate" where previous behaviour histories were not an issue. Many learners who had not done well at school surprised themselves by discovering that they had talent in practical skills and perceived themselves as successful learners for the first time in their careers.

On the other hand, some learners found college life outwith classes daunting and one college had created a separate recreational area for school learners. A few learners did not cope well with the increase in freedom and 'went missing' in between classes or on the journey from school to college. A few learners found that teaching staff were too 'laid back' and did not always give clear enough instructions.

Case study 9: Social space for school learners

Kilmarnock College had set up a common room for the exclusive use of the large number of S3 and S4 learners who attended school-college programmes. They had done this to provide a separate supervised space for the learners, most of whom were under 16. Learners could opt to use the common room, but could also access the main canteen and other college facilities. The common room had been furnished to a very high standard and offered a comfortable, welcoming environment, where pupils could relax during break times and mix with young people from other schools. Because it was adjacent to the office of the school programme coordinator, learners could access guidance and programme information easily, and the whole area was an important point of contact for the young learners. Feedback from the learners had been very positive, and they felt that the facility greatly enhanced their overall college experience.

The school-based experience of school-college programmes

Learners attending college-delivered programmes in school benefited from them in different ways from those who attended college. For many learners, especially those who lived at a distance from colleges, not having to travel to college was a major advantage, and this helped them to keep up with their other school work or carry out part-time employment.

The atmosphere in school-based classes was generally relaxed and S3 and S4 learners were often allowed to call lecturers by their first name. Most learners coped well with undertaking vocational programmes alongside their other classes and there were very few discipline problems associated with their delivery in school. In those cases where learners from different schools accessed vocational skills premises in a 'hub' school, they generally mixed well together and enjoyed the increased social interaction.

Although several local authorities had put substantial funding into the establishment of vocational training premises in schools, most workshops and salons were not resourced as well as colleges, which generally operated on a much larger scale. Vocational subject choices were more limited in school-based delivery. Occasionally, practical classes in subjects such as childcare were held in general purpose classrooms. Learning usually took place in shorter episodes, for example a single or a double period, and this sometimes reduced the momentum of learning relative to the longer periods in a college context.

School staff were better able to communicate with college staff when programmes were delivered in schools, and a number of learners felt more confident undertaking college programmes in familiar surroundings, knowing that they could easily seek support from staff they knew well. More immediate communication between college and school staff helped with monitoring of learners' progress and attainment, and supported more rapid interventions of support from school staff if required.

In a few schools, teaching staff benefited from the presence of college staff. This in turn benefited learners. There was a small number of successful joint projects involving college and school staff. Schools were able to incorporate college programmes into their quality assurance systems but very few included observation of classes delivered by college colleagues in their evaluations of learning and teaching.

Case study 10: Joint delivery of employability skills

A group of learners from Lochend Community High School attended John Wheatley College full time and followed a mix of general and vocational programmes. College learning took place over 21 hours per week. This left a gap in provision which was normally intended to be self-study time for learners. The college and school enhanced this by jointly planning and delivering a programme on employability skills for a half day per week, in school. Because of the approaches taken by teaching staff, this was a successful programme which had largely counteracted learners' reluctance to re-engage with school once they had moved on to college. The programme focused on developing self-awareness and appropriate workplace behaviours, as well as preparation for interviews. Visits to companies and presentations by employers or careers staff provided a realistic context for the classroom activities. In one class, a school teacher and college lecturer jointly delivered a well-paced interactive lesson, with input from a careers adviser. Learners in this class undertook individual work, group discussion, and tasks which explored relevant careers' data bases and identified the skills and qualities suitable for selected jobs. The learners were able to draw on their own recent experience of vocational skills development and contributed to this class knowledgeably and enthusiastically.

6.11 Strengths and areas for improvement in programmes, learning and teaching

Strengths

- Almost all learners worked well and engaged constructively in learning in practical activities.
- Most learners used practical resources competently and safely.
- Most learners worked well independently, and took on responsibility for carrying out practical and group tasks with enthusiasm.
- The standard of learner behaviour overall in school-college programmes was high.
- Learners made good progress overall in the development of practical, employability and personal skills. Some learners reached very high levels of competence in practical tasks.
- In most cases, the motivation and, where relevant, the behaviour of the small number of learners who attended college full-time was better than it had been reported to be in school.
- Most learners responded well to the increased freedom and responsibility of attending college-based programmes and benefited from the adult ethos of college life.
- The majority of learners who attended Higher and advanced programmes attained the relevant awards. Many used the wider skills they gained to support progression to appropriate programmes of further learning.
- Learners with additional support needs or disabilities were generally well supported. School and college staff planned transition programmes for learners from special schools effectively.
- The atmosphere in most classes was relaxed but purposeful. Relationships between learners and teaching and support staff were constructive, and staff coped well with minor behaviour issues.
- College teaching staff drew on their extensive vocational knowledge and experience to contextualise programme content to reflect current industrial practices. Learners both valued this and benefited from it.
- The majority of teaching staff were constructively exploring approaches to the teaching of theory, including the integration of theory with practical work, the use of ICT or the presentation and timing of theory lessons. A few particularly successful approaches had evolved.
- Most workshops and practical learning environments were well resourced, particularly on college premises.

Areas for improvement

- The pace of learning was too slow in a small number of practical classes. As a consequence, learners in these classes were insufficiently challenged to achieve beyond minimum levels.
- Although many teaching staff had identified a number of constructive approaches to the teaching of theory, overall learners did not perform as well, and in a few cases they did not behave as well, as in practical sessions.
- A few vocational programmes did not provide sufficient opportunities for learners to develop practical skills and focused too much on theory.
- Only a few colleges and schools planned pupils' programmes jointly, or related activities and approaches on college programmes to wider school learning.

7 | MANAGEMENT AND PLANNING OF SCHOOL-COLLEGE PROGRAMMES

7.1 Strategic and operational planning

Almost all colleges and local authorities had developed systems of strategic cooperation that in most cases fulfilled their broad planning needs. These systems had evolved constructively over the last two years and built on earlier successes. Almost all colleges participated in high-level strategic planning or steering groups which had oversight of school-college partnerships. These were usually attended by senior college managers, education directors or quality improvement officers and often staff from Careers Scotland, school headteachers or deputes. A few local authorities took the overall lead in strategic planning and coordination of school-college programmes. This included the management of strategic planning groups.

In all cases, these high-level strategic planning groups were well supported by a range of operational liaison groups, with a framework of links between colleges, schools and local authorities. These groups typically covered allocation of college places to schools, content of programmes, coordination of school timetables, joint delivery of programmes and selection and induction procedures. In many cases, they were responsible for reviewing the effectiveness of the programmes or their management, and implementing and monitoring resulting action plans. Several colleges and schools had drawn up a formal memorandum of understanding with each other to cover responsibilities and procedures.

Operational groups were central to the management of school-college programmes and most were successful. The constructive relationships built up through attendance at operational meetings had been a major factor in improved communication between colleges, local authorities and schools.

Most colleges were also represented on further planning groups concerned with school-college partnerships, alongside these main operational ones. These groups usually involved a range of support agencies and other key partners in local authority education departments or community planning groups. There was a degree of overlap amongst different groups in a few areas and their range and their different purposes made the planning landscape very complex. For example, one college was involved in nine separate planning groups which covered different aspects of support for school-college partnership activity.

Although strategic and operational planning groups were effective overall a few colleges reported insufficient opportunities to participate in any strategic planning with local authorities. In addition, several colleges and local authorities pinpointed aspects that caused concern. These included:

- uncoordinated, overly-cluttered planning systems;
- demand greatly outstripping supply in some subject areas;
- an insufficiently wide range of school-college programmes offered;
- insufficient numbers of school-college programmes overall, particularly for very low-performing mainstream learners;
- insufficient opportunities for learners to progress from part-time programmes to similar ones in S5 or S6.
- dominance of historic relationships between a college and particular schools and exclusion of others;
- poorly coordinated timetabling and transport arrangements; and
- insufficient joint CPD of school and college staff in, for example, approaches to teaching challenging young people.

A few local authorities had particular concerns about the non-involvement of schools in remote rural areas due to very high transport costs and the inability of colleges to provide staff who could travel to remote areas economically. Several had established alternative provision to address this, involving private training providers, employers or 'hub' vocational skills centres accessible by several schools.

One of the recommendations of *Lifelong Partners* was that:

> *By 2007, local authorities and colleges will review all local school-college partnership activities to ensure they match the framework for the 3-18 curriculum for school pupils set out in a Curriculum for Excellence.*

Of those colleges and local authorities that responded to the survey for this report, only two colleges and two local authorities had fully reviewed school-college programmes to ensure that they aligned with the four capacities of a *Curriculum for Excellence*, but the majority of others had either carried out a partial review or planned to do so within a short time. Five local authorities and eleven colleges had not carried out even a partial review. Most college teaching staff considered that elements of a *Curriculum for Excellence* were well addressed within school-college programmes because of the type of activities and subjects that were offered, particularly in practical, group or employability activities. Most programmes included contextualised core skills. However, only a few teaching staff were able to describe practical or theory activities which had a specific focus on the four capacities.

7.2 Communication and collaboration

Overall, communication between colleges, schools and local authorities had improved within the last two years.

Where local authorities were entirely responsible for coordinating arrangements, including timetabling, this had a significantly positive impact on the smooth implementation of arrangements for school-college programmes. However, colleges operating within these authorities occasionally found that having to channel all communication with schools through local authority staff made it ineffective and slow. Most other local authorities undertook a brokering role, to help colleges and individual schools agree on timetables and other arrangements, but the success of this differed from area to area.

Case study 11: Central coordination of school-college programmes

South Lanarkshire College had developed extensive links with South Lanarkshire Council and with local schools to provide Skills for Work and other vocational programmes under the overall title of 'What's with Work?'. These programmes involved over 500 pupils from schools spread over a wide geographic area. The coordinator in the authority provided a very effective link between the schools, the council and the college and was actively involved with future planning. Having a single contact person within the council had greatly enhanced communication and facilitated efficient problem solving. College and council staff successfully coordinated transport, timetabling, liaison with pupils and teachers, selection, induction and, importantly, guidance on options beyond the college programme. Retention and progression rates from the 'What's with Work?' programmes were very high, with 85% of completers entering employment or further training. The college also arranged a one-day event for school pupils called 'Next Steps 4U' which invited a range of employers, the careers service and training organisations to present various career options to pupils beyond school and college. Pupils and their parents found the day both informative and useful.

Inflexible approaches to timetabling by more than a few colleges or schools working directly with each other meant that they found it difficult to make or sustain coherent arrangements. This could impact on class sizes, which made college provision inefficient in terms of costs. For many colleges this had particularly serious financial implications that discouraged further development of school-college programmes. Timetabling issues had least impact when school-college programmes were delivered in schools.

Communication of pre-enrolment information to learners, parents and carers

Almost all colleges and local authorities had collaborated to develop robust, effective systems to communicate information about school-college programmes to learners and their parents or carers. In almost all cases, colleges produced printed or online information about their school-college programmes or contributed information to prospectuses produced by local authorities and distributed by them to parents. Most printed information was clear and attractively produced, and often illustrated by photographs or case studies.

Many colleges and local authorities also helped learners and parents make informed choices by attending parents' evenings in school or by hosting information events in college, usually when learners were making choices in S2.

Many colleges and local authorities involved Careers Scotland staff or school careers advisors in their arrangements for providing information to school learners. In most cases, careers staff either took part in parent information evenings or preparation for learner college interviews. Just over half of the colleges offered information sessions or college tours for school guidance staff.

Most colleges provided an induction programme for school-college learners and most learners felt that these had been useful. Most colleges had ensured that learners were more fully informed than in previous years about programme content, including the amount of theory work. Nevertheless, in a few cases, learners were still disappointed about the balance of theory and practical work once they started on programmes.

Column choices

Schools differed in where they placed college options in relation to subject choice columns in S2. In many schools, programmes were offered in one column as alternatives to other vocationally oriented subjects, like craft, design and technology or home economics. A few schools placed college options in two columns and allowed a greater degree of choice for learners. In other cases, the choice of a college programme was offset against non-assessed subjects like physical education or personal and social education, and pupils simply omitted these subjects from their timetables.

In a number of other schools, programmes were additional to a full programme of Standard grades and Intermediate courses, and meant that learners missed these classes to attend college. Although many schools provided lunchtime or after-school catch-up sessions for these learners, many learners still found it hard to keep up with academic school work. This could put undue pressure on lower-attaining learners, many of whom were already struggling with a full seven or eight courses workload. It also tended to impact negatively on their ability to attain all their school-delivered qualifications, or successfully complete college programmes.

Learner selection processes

Overall, learner selection processes had improved over the last two years, with only a few schools sending learners who were unsuitable for school-college programmes. Most colleges had increased their input into interviewing learners and

there was a broad match in levels at which learners were placed on programmes. For example, significant numbers of pupils were working towards awards at Intermediate 2 in *Skills for Work* programmes and in general, also gained some awards at Intermediate 2 or Standard grade Credit in their other subjects.

Where schools alone identified learners for part-time programmes in S3 and S4, they tended to encourage applications from learners in the lower end of the ability scale, rather than include learners from all ability ranges. This was especially the case for schools with a more academic tradition. A few schools restricted college programmes to pupils intending to leave after S4. Some parents, as noted earlier, were also concerned that involvement with school-college programmes would adversely affect their children's academic progress and discouraged uptake. When the workload of school subjects increased, particularly at examination times, some learners gave up their college programmes to concentrate on schoolwork. Very widely, schools, parents, carers and even pupils did not accord college vocational options parity of esteem with academic subjects.

Collaborative approaches between schools and colleges in the selection of learners had a particularly positive impact on whether learners were successful in the programmes they undertook. Learners who were asked to complete application forms or letters, and took part in interviews with school or college staff for part-time programmes generally performed better subsequently than those who did not. In several colleges, places on school-college programmes were heavily oversubscribed and competition to gain a place was fierce. In one example, there were ten applications for each place on a *Skills for Work* construction programme.

The positive impact of selection processes on the performance and motivation of learners also had a more negative dimension. Many schools were concerned that part-time school-college programmes were effectively not available to a large number of learners at the lowest attainment level who could not successfully pass selection processes, but who, they believed, would have benefited from suitable college programmes.

Background information about learners

The transfer of information from schools to colleges about either pastoral or learning issues concerning individual learners had improved over the past two years but was not yet sufficiently systematic, especially in local authorities which did not centrally coordinate school-college programmes. The introduction of transition forms in a number of local authorities had helped advance the flow of information. College staff occasionally felt they received little or no information about learners before they joined college programmes. This meant college staff could find it difficult to gauge appropriate starting points for learning, especially in relation to literacy and numeracy skills. This was particularly an issue in classes which comprised learners from different schools. College teaching staff were also not always made aware of learners' personal difficulties, or alerted to potential behaviour problems. In a few cases, schools had cited data protection requirements as one reason for withholding information.

Transfer of information was generally better for learners with obvious support needs, though even here, many colleges had to request information from schools more than once.

Attendance and progress reporting

Most colleges reported attendance and behaviour problems directly to school staff, usually on a daily basis. However, there were occasions when the 'reporting chain', from teaching staff to college coordinator, and thence to school guidance staff slowed the process down too much.

Occasionally, schools did not report to colleges that learners were absent, that they had prioritised attendance at prelims or school trips, the dates of in-service days, or even in some cases that a learner had left the school. A few college staff still felt that particular schools gave too low a priority to learner attendance on college programmes. Colleges were occasionally slow to inform schools about staff absences in time for schools to make alternative arrangements on the day and learners were unable to carry out the full range of planned activities when they turned up at college.

All colleges regularly reported progress to learners themselves through informal class feedback or formative assessment, and additionally in a few cases, through individual guidance or progress interviews.

Almost all colleges provided written reports on general learner progress on part-time programmes to schools twice or three times during the school year. Increasingly, colleges provided these reports in a format which could be included in school report proformas to parents. However, in more than a few cases, schools had to prompt colleges more than once to provide them in time. Although progress reporting had become more effective over time, this was an area which still needed improving. A small number of colleges and schools had piloted online reporting systems which provided clear, realtime updates on learner progress and other learner issues.

Progress reporting was most effective when college staff delivered programmes on school premises, and a number of schools had implemented procedures to enable college staff to integrate progress reporting within school systems.

Case study 12: School information for college staff

St Aidan's High School in North Lanarkshire had produced a booklet with background information about the school to support Motherwell College staff delivering school-college programmes at the school, and to familiarise them with school procedures. The booklet included a useful section detailing support contacts for lecturing staff. It also covered procedures for dealing with challenging situations and for reporting learner progress. Wider information included school maps, the annual calendar of events, pupils' code of conduct and care and welfare procedures. The tone of the booklet reflected the very positive and supportive relationships which had built up between the school and college over years, based on mutual respect and good communication. College teaching staff had found that it provided a very helpful introduction to the school.

Reporting of results in external certification from colleges to schools was not as effective or systematic as it could be. The SQA issued results for individual learners simultaneously to colleges and schools. However, occasionally problems arose because the SQA issued award summary reports only to the presenting centre – usually colleges - and not also to schools. Colleges occasionally took excessive periods of time to disaggregate award summary results for school learners and convey them to school staff. College staff were often on leave when SQA results came out in August. In several schools, staff did not know whether learners had attained certificated units on college programmes.

Most colleges did not formally track the progression of learners who undertook part-time school-college programmes into their own full-time programmes or employment, though a few were piloting tracking projects. Though most had estimates of numbers, there was no clear sector-wide pattern of progression, and wider impact of these programmes was therefore difficult to gauge.

Case study 13: Pilot tracking project

Careers Scotland and Lews Castle College had piloted a project to track the progress of a sample of Skills for Work learners attending the college, and thus assess the long-term impact on learners of participation in these programmes. A private company had been engaged to initiate a 'flagging' system which allowed the young people to be identified subsequently through the Careers Scotland client management database. This would be capable of reporting learner destinations or employment status at any chosen time in the future. The project had so far identified the type of information and size of sample which would lead to robust tracking of employment patterns, for example, impact on particular employment sectors or gender bias. It had also noted, even at this early stage, that learners were enthusiastic about their programmes and felt better motivated to engage with employment.

7.3 Quality assurance

Within operational planning groups, colleges, local authorities and schools reviewed operational issues and stakeholder responses to school-college provision regularly and effectively. Almost all colleges evaluated school-college programmes as part of their routine quality assurance and improvement processes, including classroom observation when it was the practice. However, this meant that in most cases self-evaluation reporting of school-college programmes tended to be aggregated into wider subject-based reporting, which also encompassed college full-time learners.

In the few instances where school-college programmes were evaluated separately, this generally informed improvement more effectively and enabled college staff to focus on the particular needs of school learners. However, most colleges had no systematic picture of the overall performance of learners on school-college programmes and only a small number had analysed trends in performance indicators (PIs) for these programmes over time.

In almost all cases, evaluation involved learners, either formally through end-of-unit or on-course surveys or informally though reflection activities embedded into coursework. A few colleges involved learners in focus group sessions and a very small number had school learner representation at course team meetings. Most local authorities also carried out surveys within school-college programmes, or disseminated the results of college surveys to schools or parents.

Most colleges used the HMIE/SFC quality framework to carry out self-evaluation, and approximately one third also incorporated some aspects of the HMIE guide *How good is our school? School-college Partnership.* These colleges had found it particularly useful for identifying potential improvements in management and support for school-college programmes. However, very few colleges had used it to identify improvements in learning and teaching approaches.

Most colleges and local authorities had implemented improvements as a result of evaluation of school-college programmes. These improvements covered a very wide range of actions, including:

- providing additional classroom support for vulnerable young people;
- devising better information and selection procedures for learners;
- offering more appropriate qualifications on programmes;
- adjusting timetables to accommodate more learners in college;
- introducing more site visits in a construction programme; and
- incorporating more practical activities in a hairdressing programme.

Case study 14: Improvement in services to learners

Due to fully timetabled beauty salons in Borders College, beauty therapy staff had previously delivered units in cosmetology to learners from Hawick High School in a generic classroom. As a result, learners had been unable to practise their skills in a real workplace setting. These classes had taken place over two afternoons, but college and school staff decided to take a different approach to timetabling, by having learners attend college one afternoon per week for a theory session, then undertake practical classes in the beauty salons in a twilight session till 7.00, following a meal break. This way, learners were not only able to work in the salons, but work with real paying clients and gain important customer care skills. It also meant that fewer school classes were missed, which was particularly welcomed by parents. Retention had improved considerably in the time this approach had been taken.

7.4 Staff training and support

In the guide to schools and colleges that accompanied *Lifelong Partners* in 2005, the Scottish Executive indicated that part of the additional funding allocation for 2005/2006 should be used for:

- staff training for the new professional development award and units for college staff teaching under 16-year-olds;
- training for all college staff on learner welfare and support, including child protection matters; and
- the reimbursement to colleges of fee costs to Disclosure Scotland for the disclosure of existing college staff.

The guide also proposed that, as well as expertise in their vocational areas, college lecturers who taught school learners in college should possess or be working towards an appropriate teaching qualification, or have other means to demonstrate that they could teach to the appropriate standard.

Pending the outcome of the review of a working group, it was agreed that college staff who either had a Teaching Qualification (Further Education) [TQ(FE)] or were working towards one within an appropriate timeframe would be able to teach learners in S3 or above in schools. College staff without such qualifications could teach such learners in schools if a qualified teacher was present.

In all colleges which responded to the questionnaire issued for this report, almost all staff who taught on school-college partnership programmes had extensive industrial experience and appropriate vocational qualifications.

In just over half of these colleges, 75% to 100% of staff who delivered programmes as part of school-college partnerships either had TQ(FE) or were working towards this qualification or the PDA *Introduction to Teaching* qualification. However, in a few colleges these proportions applied to full-time teaching staff only.

Contrary to the expectations expressed in *Lifelong Partners*, a few colleges deployed staff in school-college programmes who did not hold a teaching qualification at all and were not currently working towards one. A few colleges were unable to easily identify which teaching staff were involved in school-college programmes and were therefore unable to identify their qualifications.

Just over one third of colleges had staff who had completed the PDA in *Teaching Children and Young People*, or were on track to offer this unit to staff. Only one college had 50% or more staff who had undertaken it.

However, all colleges had provided other training sessions for staff delivering school-college programmes. In just over two-thirds of colleges, all teaching staff had undergone training in child protection or were planning it in the near future. A further small number of colleges had produced child protection manuals or guidance cards for all staff, including for those teaching on school-college programmes. In the remaining colleges, a small number of staff had yet to undergo child protection training.

Almost all colleges had robust procedures for enhanced disclosure of new staff, and a rolling programme in place for all other existing staff.

Most specific training for staff delivering school-college programmes was aimed at managing challenging behaviour or the particular learning needs of school learners. Such training had been well received by teaching staff. Approximately one third of colleges had taken up Scottish Further Education Unit (SFEU) training programmes[29] which focused on approaches to engaging school learners. Staff had found this training particularly useful.

Only four colleges had involved school colleagues in training sessions for college teaching staff, which in a few cases had included classroom observation and help with school report writing. In two colleges, staff had accessed local authority training programmes for school staff.

---

[29] SFEU Engage or Enrage? Managing the Learning Behaviour of Under 18s in Scotland's Colleges http://www.sfeu.ac.uk

7.5 Strengths and areas for improvement in management and planning of school-college programmes.

Strengths

- Strategic planning at institutional level was well established, and fulfilled the broad planning needs of colleges, local authorities and most schools effectively.
- Operational planning had improved over the last two years, and had helped to strengthen overall communication and working relationships between staff in colleges, local authorities and schools.
- A number of local authorities centrally coordinated and managed school-college partnership programmes effectively, with a positive impact on timetabling and efficiency in class sizes.
- Most colleges, local authorities and schools had collaborated to convey appropriate pre-programme information to learners and their parents and carers effectively.
- Selection procedures, including college and school interviews for learners, ensured the placing of learners on appropriate programmes in most instances.
- Almost all colleges had systems for evaluating school-college programmes within subject departments. In almost all colleges, learners evaluated programmes through end-of-unit or annual surveys.
- Most colleges had implemented improvements in management, timetabling and programme design as a result of evaluation of school-college programmes.
- More than a few colleges had successfully incorporated aspects of the HMIE guide *How good is our school? School-college Partnership* into their self-evaluation reporting procedures. Many more colleges had firm plans to do so.
- Most teaching staff in colleges had appropriate vocational qualifications and up-to-date industrial experience.
- All colleges had robust procedures for the disclosure of new college staff and almost all had procedures for a rolling programme of disclosure for existing staff. Most college staff had undergone training in child protection.
- The majority of college staff had undergone further training and development in dealing with young people.

Areas for improvement

- Demand for school-college programmes greatly outstripped supply in some subject areas. There were insufficient college places overall for young people with severe and complex learning difficulties.
- Learners in rural areas were unable to access school-college programmes to the same extent as learners in urban areas.
- There were insufficient progression opportunities for learners who wished to continue on part-time vocational programmes from S3/S4 into S5 and S6.

- Very few colleges and local authorities had formally mapped school-college programmes against the four capacities of a *Curriculum for Excellence*, though most considered that broadly, these programmes addressed them well.
- A significant number of schools offered part-time college programmes in addition to seven or eight Standard grades. This often generated excessively heavy workloads for learners, especially lower-attaining learners.
- Most schools prioritised lower-attaining learners for places on school-college programmes. In general, schools, parents and carers did not accord college vocational options parity of esteem with academic subjects.
- The transfer of information from schools to colleges about either pastoral or learning issues concerning individual learners was not yet sufficiently systematic. Occasionally college staff found it difficult to gauge appropriate starting points for learning, or were unaware of learners' personal difficulties, disabilities or potential behaviour problems.
- Most colleges did not separately analyse PIs in school-college programmes or trends over time.
- College staff did not always report learner attainment effectively to schools. Staff in schools often did not know how well learners had attained on school-college programmes.
- It was rare for college and school staff to share and apply information about successful approaches to learning and teaching in each other's sector.
- Colleges were not fully consistent in the application of guidelines about the teaching qualifications of staff teaching on school-college programmes.

8 | RECOMMENDATIONS

All stakeholders should:

- encourage schools and parents to consider the wider benefits of vocational programmes alongside academic programmes for all learners; and
- work closely to identify a range of solutions to make vocational and other complementary learning more widely available to school pupils.

The Scottish Funding Council should:

- review its recording and reporting systems for learners on school-college programmes, to more easily enable the identification of information on enrolment and attainment patterns; and
- promote fuller understanding of the rationale and methodology of funding for school-college programmes through guidance, monitoring and support for all stakeholders.

Colleges should:

- build on successful approaches to the delivery of theory to school learners, to raise performance levels and attainment;
- improve the reporting of attainment results to schools, so that it is timely, complete and accurate;
- improve the evaluation of school-college programmes with a focus on analysing PIs and trends over time; and
- ensure that all teaching staff involved in school-college partnership programmes have an appropriate teaching qualification or are working towards one.

Colleges and schools should:

- jointly map the planned outcomes of school-college programmes to the capacities of *Curriculum for Excellence* so that their wider benefits can be understood by learners, parents and employers;
- work together to share and draw on each other's most successful learning and teaching approaches in order to help deliver *Curriculum for Excellence* through school-college partnerships; and
- carry out further joint evaluation of school-college programmes and draw up plans for improvement for the benefit of all learners.

Schools should:

- provide relevant background information about learners to colleges where possible before the start of programmes; and
- offer S2 option choices that avoid excessively heavy workloads for learners undertaking part-time school-college programmes.

Local authorities should:

- work closely with colleges and schools to improve the coordination of timetabling of school-college programmes.

Local authorities, schools and colleges should:

- work closely with each other to understand fully the basis for funding of school-college partnership provision and ensure that it is used to benefit learners as efficiently and effectively as possible.

ANNEX 1

Further enrolment and attainment data

In 2006/07, 56% of the wSUMs claimed were for male learners and 44% for female learners. These figures show an increase in 4% for males, and a decrease of 4% for females, from the previous year.

In 2006/07, 93% of all enrolments were white, approximately 1% were Asian, 0.24% were black, and 0.34% were mixed race. Analysis of the ethnic population in Scotland from the 2001 census indicates that this mirrors the overall profile in Scotland, except being rather low for the Asian population which stands at 1.41%.[30] However, because the proportion of young people in Asian groups is much higher than in white groups, an overall figure of 1% of enrolments may indicate that under-representation of Asian pupils in school-college programmes is greater that the figures immediately suggest.

Programme content and attainment

School-college programmes covered a wide range of levels and types of provision. The table on the next page presents the level of programmes by the number of wSUMs claimed by colleges from the SFC. It shows that 14% of enrolments (33% of wSUMs – the largest proportion of activity) were claimed for the category: *National Certificate modules alone, not leading to any qualification*. Within this group, which included most part-time vocational programmes outwith *Skills for Work*, 63% successfully completed programmes, attained units or progressed to the next stage of programmes. However, 26% did not successfully attain at this level, or had withdrawn from programmes. A further 7% were on programmes that were not designed to be assessed.

The category: *Courses not leading to a recognised qualification, including non-vocational courses*, had the largest number of enrolments - 61% - which generated 21% of wSUMs activity. This group mostly comprised short or taster programmes which were not designed to be assessed, for example, laboratory work to support Higher science programmes or introductory engineering programmes. A small percentage of learning outcomes on these programmes were assessed, however, and 7% of learners attained successful outcomes.[31]

30 Analysis of Ethnicity in the 2001 Census – Summary report http://www.scotland.gov.uk/publications/2004/02/18876/32932

31 please see table below and footnote 3

The table below indicates the breakdown of enrolments and attainment by level of qualification, estimated from analysis of SFC data for 2006/07.[32]

Table 1

wSUMs and attainment across levels of qualification 2006/07

Type of qualification	Enrolments	wSUMs	Enrolments successful or progressing	% of enrolments successful or progressing
Access (Group Award)	67	861	26	39%
Advanced Certificate not specified elsewhere	27	63	22	81%
Advanced Higher (Group Award)	2	38	2	100%
Any other recognised qualification	2,528	8,856	2,047	81%
Course not Leading to recognised qualification (including most non-vocational courses)	31,501	34,239	30,811	98%
GSVQ / GNVQ: Level 1	160	812	136	85%
GSVQ / GNVQ: Level 2	11	244	5	45%
GSVQ / GNVQ: Level 3	19	146	15	79%
Higher (Group Award)	477	2,171	273	57%
Highest level of study (course or unit) Access	298	2,433	202	68%
Highest level of study (course or unit) Advanced Higher	13	124	7	54%
Highest level of study (course or unit) Higher	1,444	6,384	888	61%
Highest level of study (course or unit) Intermediate 2	1,524	5,623	1,190	78%
Highest level of study (course or unit) Intermediate 1	1,054	4,996	871	83%
HND or Equivalent	1	14	1	100%
HNC or Equivalent	4	61	3	75%
HN units only but not leading to certificate	46	75	26	57%
NVQ: Level 1	34	838	23	68%
NVQ: Level 2	28	645	20	71%
NVQ: Level 3	49	744	41	84%
Other Non-Advanced Certificate or equivalent	2,469	17,324	1,692	69%
Other Non-Advanced Diploma or equivalent	1	21	0	0%
Other SCE / GCE / GCSE examination only	45	186	13	29%
SVQ: Level 1	479	5,681	323	67%
SVQ: Level 2	233	4,407	166	71%
SVQ: Level 3	59	1,137	42	71%
Intermediate 2 (Group Award)	365	3,154	236	65%
Intermediate 1 (Group Award)	1,010	4,116	703	70%
National Certificate Modules alone, not leading to any qualification listed above	7,157	54,438	4,642	65%
TOTAL	**51,105**	**159,833**	**44,426**	**87%**

[32] The annex has used the figures in SFC data, but HMIE evaluations based on these are provisional at present, as in section 5

The table below shows enrolments and wSUMs in each of the subject areas and provides examples of the type of programmes delivered in each area.

Table 2

Enrolments and wSUM counts by subject area, 2006/07

Sector and examples of types of programmes	enrolments	% of total enrolments	wSUMs	% of total wSUMs
Agriculture and horticulture Introduction to Agriculture; managing the environmental resource; equine studies.	1632	3.1	4613	2.8
Art and design Use of creative technologies, such as comic illustration; sound engineering and recording; portfolio building; life drawing	3522	6.8	6931	4.2
Business and management Tasters in business, administration and financial services.	546	1.0	1234	0.7
Computing Computer animation; build your own PC; ECDL; Digital imaging and printing.	1397	2.7	4413	2.7
Construction Taster programmes, many bespoke for individual schools, in construction and general building crafts; NQs in a range of construction crafts.	4806	9.3	21885	13.4
Engineering Taster programmes; City & Guilds programmes; NC electrical engineering and practical welding programmes.	7100	13.7	12292	7.5
Food technology and catering Wide variety of taster type and elementary food hygiene programmes; City & Guilds programmes; NQs in catering and hospitality.	5464	10.5	7333	4.4
Health Wide variety of introductory courses in health and beauty and hairdressing; care and childcare programmes.	13370	25.9	23278	14.2
Minerals and materials Taster programmes in fashion, design and textiles.	421	0.8	997	0.6

Office and secretarial Wide variety of office administration programmes; NC business modules; SVQs in office administration.	504	1.0	1935	1.2
Personal development Enterprise activities; introductory and taster programmes with core skills element.	3339	6.4	5158	3.1
Social studies NQ programmes in a range of levels and subjects in social studies subjects; English for speakers of other languages	2733	5.3	5153	3.1
Social care NQs at all levels in social care; SVQs in care.	1347	2.6	2293	1.4
Special programmes Wide range of programmes in a variety of subject areas to help prepare learners with learning or personal difficulties prepare for further learning or employment.	5451	10.5	44530	27.3
Sport and recreation Preparation courses for uniformed services; a wide range of fitness programmes; NQs in sport and recreation.	3487	6.7	10051	6.1
Transport Entry level City and Guilds programmes; wide range of motor vehicle programmes; bicycle repair courses.	1885	3.6	9617	5.8

The subject groups containing programmes which generated most wSUMs activity included:

- special programmes, with 27% of activity, but only 10.5% of enrolments[33]
- engineering and transport (mostly motor vehicle engineering), with a combined total of 13.3% of activity and 17.3 enrolments
- health, with 14% of activity and 25% of enrolments
- construction, which generated 13% of activity and 9% of enrolments.

Learner percentages by local authority

In terms of raw numbers, Fife Council had the largest share of learners enrolled on school-college courses with 15% of all enrolments, followed by Glasgow City and North Lanarkshire each accounting for 10% of enrolments. Edinburgh and Aberdeenshire accounted for 8% and 7% respectively.

A more meaningful picture of relative enrolments across local authorities is provided by the table below, which also shows the enrolments on school-college programmes for learners in each local authority as a percentage of the authority's secondary roll.

[33] Please see below for further details about special programmes

Table 3

Relative enrolments across local authorities

Local Authority	Enrolments	% of enrolments	Enrolments as a percentage of LA secondary roll
Aberdeen	1866	3%	19%
Aberdeenshire	3852	7%	25%
Angus	1288	2%	18%
Argyll & Bute	388	1%	7%
Clackmannanshire	374	1%	12%
Dumfries & Galloway	246	4%	23%
Dundee	1480	3%	18%
East Ayrshire	1175	2%	15%
East Dunbartonshire	607	1%	8%
East Lothian	796	1%	13%
East Renfrewshire	680	1%	9%
Edinburgh	4522	8%	23%
Eilean Siar	292	1%	16%
Falkirk	590	1%	7%
Fife	8478	15%	39%
Glasgow	5503	10%	20%
Highland	1550	3%	10%
Inverclyde	1069	2%	21%
Midlothian	736	1%	13%
Moray	639	1%	11%
North Ayrshire	1128	2%	13%
North Lanarkshire	5488	10%	25%
Orkney Islands	173	0%	12%
Perth & Kinross	767	1%	10%
Renfrewshire	1933	3%	17%
Scottish Borders	842	2%	12%
Shetland Islands	567	1%	36%
South Ayrshire	555	1%	8%
South Lanarkshire	2305	4%	12%
Stirling	521	1%	9%
West Dunbartonshire	1576	3%	26%
West Lothian	1285	2%	12%

A similar analysis across all colleges in 2006/07 showed a wide range in the provision of funded activity accounted for by school-college provision. This ranged from 1.7% to 19% of total wSUMs per individual college, with eleven colleges below 5% and eight colleges above 10%.

Enrolments of learners with additional support needs[34]

Activities within special programmes generated the highest levels of wSUMs with 27.3% of total wSUMs in 2006/07. However, this sector accounted for only 10.5% of enrolments. The high wSUMs figure was due to the specific nature and duration of these programmes and the increased weighting attached to them by SFC. Typical types of activity included supported learning school-link projects, alternative curriculum initiatives and programmes preparing for transition to employment or further training.

[34] Please also refer to section on provision and support for these learners on page 21 of main report

Special programmes *in colleges are weighted at 1.8 wSUMs. This additional resource supports a number of measures, most commonly extra staffing and very small class sizes. Learners are categorised as being eligible for special programmes if they have physical or learning disabilities which require a significant level of support. Some learners with very challenging emotional and behavioural issues are also in the special programme category. In 2006/07 over one third of special programme enrolments were on full-time programmes. Seventy percent of these learners were winter leavers.*

Colleges are also able to claim additional SUMs by providing ***Extended Learning Support (ELS)*** *for learners who require a range of learning support approaches, including one-to-one support, often in literacy and numeracy. This is not available for learners already categorised as special programme learners. In 2006/07 there were 359 learners who were not in the special programme category who were eligible and claimed for ELS wSUMs. Of these learners, 159 attended college on a full-time basis and participated in a very wide range of general and vocational programmes from introductory level to SVQ level 2.*

Disabled learners[35]

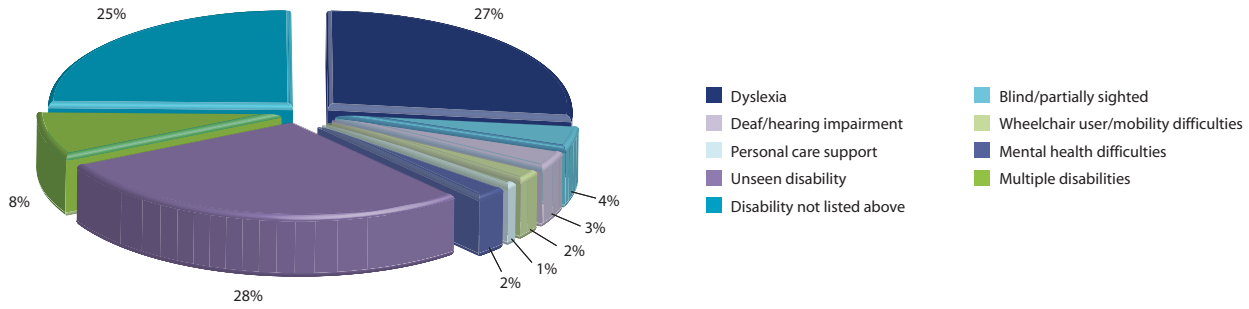
Learners, or their parents, carers or school guidance staff assess school learners' category of disability upon enrolment. In 2006/07, 6134 of all learners declared a disability, which accounted for to 12% of all learner enrolments. A further 7434 either did not know if they had a disability or refused to give that information.

The diagram below shows the distribution of types of disability based upon the different categories utilised by SFC.

Figure 5

The diagram shows that the largest proportion of learners who had declared a disability classified themselves as having an unseen disability. These disabilities include diabetes, epilepsy and asthma. The next most numerous groups concerned learners with dyslexia, and learners with disabilities not specified in the list.

Students declaring disabilities 2006/7: percentages by type of disability



35 Please also refer to section on support for disabled learners on page 24 of main report

ANNEX 2

Glossary of terms and abbreviations used in this report

Activity

This is measured by the Scottish Funding Council in terms of Student Unit of Measurement (SUM), notionally equivalent to 40 hours of student learning activity. SUMs are weighted (known as a wSUM) to reflect the different resource requirements of different types of provision. For example, special programmes are funded at 1.8 wSUMs but many classroom-based programmes are funded at 0.94 wSUMs. Overall, the weighting for school-college wSUMs averages out at approximately 1.2.

Enrolment

Enrolments cover all pupil engagements with college provision, from one-day taster or short experiential programmes (for example, a primary school one-day forestry field trip) to full-time programmes (for example, for winter leavers). Enrolment figures are always more than headcount figures, because pupils can enrol on more than one programme.

Fee waiver

This sum is contributed by the Scottish Funding Council, so that colleges can waive the collection of fees from eligible FE learners.

More Choices, More Chances

The name given to the Scottish Government initiative to address the needs of the group of young people who are not in employment, education or training or who may potentially be in this situation after leaving school.

Programme

Currently used for all experiences associated with enrolments. This term is used even when there is no accreditation involved.

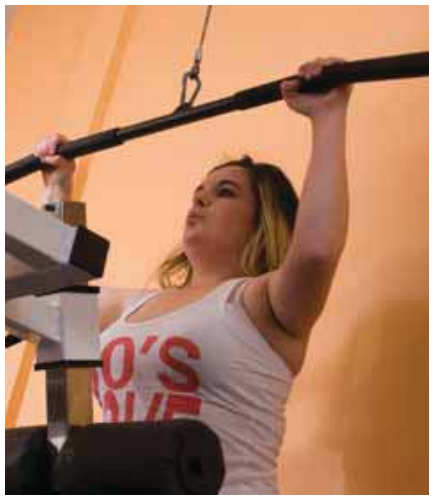
School-college partnership programme

All programmes delivered by college staff to pupils, on college, school or other premises. A number of these programmes also partially involve employers or private training providers.

Prince's Trust

A UK charity that helps young people who have underachieved in education or are unemployed, to overcome barriers and address issues that have prevented them achieving their potential. Activities include developmental programmes offered in schools and colleges

ASDAN	Award Scheme Development and Accreditation Network
CPD	Continuing Professional Development
DtS	Determined to Succeed
ESF	European Social Fund
FE	Further Education
HE	Higher Education
HMIE	Her Majesty's Inspectorate of Education
ICT	Information and Communications Technology
OECD	Organisation for Economic Co-operation and Development
PDA	Professional Development Award
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
SFEU	Scottish Further Education Unit
SfW	Skills for Work
SQA	Scottish Qualifications Authority
TQ (FE)	Teaching Qualification (Further Education)
UHI	UHI Millennium Institute



ANNEX 3

Colleges, schools and authorities involved in the fieldwork specific to this report

Colleges

Aberdeen College
Adam Smith College
Angus College
Anniesland College
Ayr College*
Banff and Buchan College*
Borders College*
Cardonald College
Clydebank College
Cumbernauld College*
Dumfries and Galloway College
Dundee College*
Edinburgh's Telford College*
Elmwood College
Forth Valley College
Glasgow College of Nautical Studies
James Watt College*
John Wheatley College*
Kilmarnock College
Langside College
Lews Castle College*
Glasgow Metropolitan College
Moray College
Motherwell College*
Newbattle Abbey College
North Glasgow College
Oatridge College
Orkney College
Perth College
Reid Kerr College
Shetland College
South Lanarkshire College
Stevenson College
Stow College
The North Highland College
West Lothian College

* field visits made to these colleges and schools

Local Authorities

Aberdeenshire Council
Angus Council
Clackmannanshire Council
Comhairle nan Eilean Siar
Dumfries and Galloway Council
East Dunbartonshire Council
East Lothian Council
Fife Council
Glasgow City Council
Highland Council
Inverclyde Council
North Lanarkshire Council
North Ayrshire Council
Moray Council
Orkney Islands Council
Perth and Kinross Council
Renfrewshire Council
Scottish Borders Council
South Ayrshire Council
South Lanarkshire Council
Shetland Islands Council

Schools

Alness Academy*
Cardinal Newman High School*
Castlebay High School
Castlebrae Community High School
Clyde Valley High School*
Cumnock Academy
Doon Academy
Grove Academy
Hawick High School
Kelso High School
Kilsyth Academy
Kirkland Community High School*
Lochend Community High School*
Lionel High School
Nicholson Institute
St Aidan's High School*
St Matthew's Academy*
Wester Hailes Education Centre

ANNEX 4

Bibliography

Preparing for Work: A report on the Skills for Work pilot programme, HMIE 2007, ISBN: 978-0-7053-1119 http://www.hmie.gov.uk/documents/publication/hmiepfw.pdf

Lifelong Partners: Scotland's schools and colleges building the foundations of a lifelong learning society. A Strategy for Partnership, Scottish Executive, 2005, ISBN 0-7559-4629-4 http://www.scotland.gov.uk/Resource/Doc/36328/0011883.pdf

Working Together: Cross-sectoral provision of vocational education for Scotland's school pupils, HMIE 2005 http://www.hmie.gov.uk/documents/publication/wtcsp.pdf

Life Through Learning; Learning Through Life, Scottish Executive 2003, ISBN 0-7559-0598-9 http://www.scotland.gov.uk/Resource/Doc/47032/0028820.pdf

Skills for Scotland: A Lifelong Skills Strategy, Scottish Government 2007, ISBN 978-0-7559-5479-7 http://www.scotland.gov.uk/Publications/2007/09/06091114/0

Curriculum for Excellence, Scottish Executive 2004, ISBN 0-7559-4215-9 http://www.scotland.gov.uk/Resource/Doc/26800/0023690.pdf

Ministerial response to a Curriculum for Excellence, Scottish Executive 2004, ISBN 0-7559-4373-2 http://www.scotland.gov.uk/Publications/2004/11/20175/45848

Reviews of National Policies for Education – Quality and Equity of Schooling in Scotland, OECD 2007, ISBN 9789264041004

Evaluation of Skills for Work Pilot Courses: Final Report, Thomas Spielhofer and Matthew Walker, National Foundation for Educational Research 2008, ISBN 978-0-7559-6989-0 http://www.scotland.gov.uk/publications/2008/02/29105118/0

Determined to Succeed: A Review of Enterprise in Education; Scottish Executive 2002

Improving Enterprise in Education, HMIE 2008, ISBN 978-0-7053-1133-5 http://www.hmie.gov.uk/documents/publication/hmiepfw.pdf;

More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or training in Scotland, Scottish Executive, 2006. ISBN 0-7559-4817-3

Report of the Differences Colleges Make workstream of the Review of Scotland's Colleges http://www.scotland.gov.uk/Publications/2006/10/02110410/7

How good is our school? School-college Partnership http://www.hmie.gov.uk/documents/publication/hgiosscp.pdf

NOTES

NOTES

£15.00

ISBN: 978-0-7053-1151-9

HM Inspectorate of Education
Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA

Tel: 01506 600 200
Fax: 01506 600 337
E-mail: enquiries@hmie.gsi.gov.uk

Produced for HMIE by GRP

Published by HMIE, August 2008

The text pages of this document are printed on recycled paper and are 100% recyclable.