

## Consultation on the Commission for Developing Scotland's Young Workforce

### Supporting Evidence following the Submission from Colleges Scotland

The following case studies are examples of well-planned, targeted and successful stakeholder engagement and school-college partnership provision currently being undertaken within Scotland's colleges.

#### Case Study 1 – Aberdeen College

##### Policy into practice through a regional approach



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By working in close partnership, schools, local authorities, colleges and universities in the north-east region of Scotland are developing a systematic and coherent approach to the implementation of *Curriculum for Excellence*. Aberdeen College has a lead role in the partnership approach to regional implementation, with a focus on learner opportunity and effective delivery. Each partner supports its own significant and unique contribution to the partnership, as well as joint planning and review activities. Curriculum planning activity is well developed across school, college and university provision with improved choices and post-school destinations. The college has hosted seminars and joint continuing professional development (CPD) activity with schools and universities in the region. In consideration of enhanced transition arrangements and following on from discussions with the college, the University of Aberdeen has mapped its graduate attributes to the four capacities of *Curriculum for Excellence*, and Robert Gordon University includes *Curriculum for Excellence* within its access information to new learners.

Within the college environment, the implementation of *Curriculum for Excellence* is managed through strong, systematic leadership of the *Curriculum for Excellence* implementation steering group. This group monitors audit findings of curriculum review, promotes good practice and co-ordinates effective peer-working. The group also ensures that appropriate CPD is in place for all staff. Both academic and support areas are engaged with a whole-college approach to both the curriculum and wider learner experience and opportunities. A *Curriculum for Excellence* community of practice is in place to collate and share delivery approaches and examples of curriculum design. Key staff have taken a partnership approach to mapping opportunities to develop capacities with curriculum teams, employers, industry representatives and learners. They enable learners to understand the principles of the four capacities and skills development, and have been involved in developing subject-specific displays and general awareness-raising publicity materials.

The college curriculum is focused on skills development, reflection on progress and learning, engagement with employers, and enterprise through engagement of support and curriculum teams. The partnership has made significant progress towards more positive post-school destinations, with improved learning and skills opportunities within the region.

Source: [Education Scotland Showcase for Excellence, March 2012](#)

## Case Study 2 – Banff and Buchan College



### Getting girls into energy

Banff and Buchan College in partnership with Shell UK has developed an engineering programme specifically for the oil & gas sector. The programme consists of the Scottish Vocational Qualification (SVQ) Level 2 in Performing Engineering Operations, the Institute of Leadership and Management Certificate, an industry work placement and the Higher National Diploma (HND) Mechanical Engineering. The college has also developed the 'Girls into Energy' programme, sponsored by Shell UK, which provides an introductory experience to the energy industry for female pupils in local secondary schools.

Upon completion of the engineering programme, learners can apply for membership to the Institute of Mechanical Engineers which allows successful learners professional recognition of their achievement. A work placement arranged by Shell UK develops learners' employability skills and supports them to apply their academic understanding to real life situations. 28 learners have undertaken the programme which has a success rate of 92% of learners gaining employment within the oil & gas sector. A further 7% progress onto further education.

Through the 'Girls into Energy' programme, female pupils visit Shell UK facilities in the Aberdeenshire area and their headquarters in London. They benefit from a range of learning approaches including case studies, information technology applications and practical skills development, including developing confidence in use of engineering tools and equipment. The programme supports effectively the desire by employers to address gender imbalance within the engineering sector. A number of pupils develop their citizenship skills through attendance as volunteers during the three-day British Science Festival which was held at the college's main campus in Fraserburgh.

The pupils are perceived as role models in their schools and the majority are actively seeking a career in the energy sector and have applied for apprenticeships with local employers or have applied for the National Certificate (NC) in Engineering at the college.

Source: [Education Scotland Showcase for Excellence, March 2013](#)

### Partner work placements

Work placement has always been a key element within all full-time construction programmes in Borders College and, in the past, learners secured placement opportunities with ease. However, the recent difficult economic climate has had a detrimental effect on the local construction industry, resulting in a significant drop in placement opportunities. In response to this, Borders College and Scottish Borders Housing Association (SBHA) came together in partnership to offer an innovative solution to ensure the continued development of the workforce of the future, giving learners valuable work experience and preparing them well for employment.

The SBHA was due to commence renovation works to a block of flats involving the installation of a plumbing and heating system, new bathroom and kitchen, and full redecoration to each property in the block. To assist learners in gaining workplace experience, SBHA offered one of the properties to the college to carry out the schedule of works.

A number of learners took the opportunity to be involved in the project which was supervised by college staff, and the work had to be completed within the timescale set out by SBHA. Staff and learners worked alongside SBHA's own apprentices and time-served tradesmen who were on hand to provide practical help and materials when required, making the project a real team effort. Due to the nature of the project, learners were able to experience the demands and pressures of working on a real life building site, involving meeting deadlines while maintaining required work standards.

*Source: Preparing learners in Scotland's colleges for employment of further study (An aspect report on provision in Scotland's colleges), Education Scotland, August 2011 (p26)*

## Case Study 4 – Coatbridge College



### Providing work experience in the college environment

## Coatbridge College

Coatbridge College have provided Skills for Work learners who attend the Early Education Childcare department with a unique and exciting opportunity to work with children and nursery staff in a purpose built 3 – 5 years playroom within the college environment. This is a unique opportunity because the learners are school pupils (many are disengaged from learning) and due to a range of organisational restrictions such as school timetabling, unavailability of suitable nursery placements and distance between school and nurseries, the learners would otherwise not be able have the opportunity of working in a real life supported nursery environment with experienced and skilled practitioners on a weekly basis.

Prior to the opening of the purpose built playroom Skills for Work learners tended to be exposed to a theory-based curriculum with few opportunities for practical-based learning with children aged 3-5 years. The playroom and its resources are key to ensuring creativity within the learning process. Learners are now actively involved with the children raising their awareness of building positive relationships; creating and planning age appropriate activities, they are involved in risk assessments in relation to planning activities for children aged 3-5 years and evaluating activities at the end of class. It is an excellent example of blending theory and practice as part of the learning and teaching process.

The learner engagement strategy has brought about significantly improved outcomes. This has had a positive impact on the experience for our learners and ensures that there is challenge, enjoyment, depth and importantly relevance to their learning. Feedback from learners suggests they are more confident learners, i.e. improved self-confidence working with both children and practitioners. Being involved in planning age appropriate activities, interacting with children and seeing successful outcomes for the children has boosted self-confidence and promoted learner engagement, allowing them to become effective contributors as well as developing skills for life, skills for learning and skills for work. The pupils have developed an understanding of the role of an early years practitioner, the role and importance of play in children's learning and improved their skills in observation, reflection and evaluating.

Source: [College Development Network](#)

### Young aspiring scientists!

Coatbridge College hosted a range of exciting science showcase events for young people aged 5 – 14 years old throughout March, with the Scottish Government as the principal supporter.

An hour of exciting science activities designed and developed by a variety of science students from NC Applied Science, NQ Biomedical Science and the HNC Applied Science courses. All activities and experiments took place within the college's state of the art laboratories with science lecturing staff leading and monitoring the experiments.

Some of the experiments on offer include CSI detective work, science in motion, magic science, kitchen chemistry, fun physics, rocket science and an egg challenge experiment where young people worked in teams to design a vehicle to protect the 'Egstronaut' when he falls from a great height.

Science Curriculum Leader at Coatbridge College, Anne Marie McNally stated:

*"The Science Showcase event provided young people with a real college experience, giving them an opportunity to work in a real science laboratory and carry out exciting science experiments".*

Source: [Coatbridge College](#)



## Enhancing young learners

Ian Porteous, head teacher at Pentland Primary approached Coatbridge College to ask if there was a way the college and school could form a partnership to enhance the experiences of the school pupils.

The college agreed to bring performing arts students to the school to work with P5/6/7 pupils ending in a final dance performance.

A number of male pupils opted to study motor mechanics and travelled to the Greenhills campus weekly. There were initial problems at the start of the course due to health & safety, as all participants were required to wear protective clothing and the college didn't have any small enough for the young children. The college managed to source small boots and overalls to allow pupils to commence their work on cars.

The young learners studied basic car maintenance with activities such as removing and fitting wheels, brake pads and light bulbs and have progressed to some car valeting. The pupils appeared to thoroughly enjoy their weekly outing to college and gained an understanding of the type of courses they may wish to undertake at college in the future.

Source: [Coatbridge College](#)



## Case Study 5 – College Development Network



### Comprehensive map of education and training aligned to workforce planning in care delivery

College Development Network (CDN), through the sector's identified lead strategic group for care delivery, is working towards a comprehensive map of education and training aligned to workforce planning which is outcome driven. The aim is to develop a nationally skilled workforce which is smart, efficient, skilled, and safe. CDN has a vital role to play in supporting NHS Boards and Local Authorities taking forward the quality strategy through an outcomes-driven approach. TH is supporting the Government vision for a robust global economy with healthy communities resulting in increased productivity and high quality public services. It is being achieved through the existing structures in place with the care strategy steering group (CSSG) and the underpinning partnerships developed with every board and local authority in Scotland.

The development of the National Progression Award (NPA) – Promotion of Reablement in Health and Social Care was in response to an identified need against the background of significant change across all NHS boards and local authorities in terms of both work practices and workforce skills needs. In order to help address their changing skills needs NHS Dumfries & Galloway with Dumfries & Galloway Council formed an initial partnership to respond to the national agenda and developed an in-house training programme for support workers across health and social care in 2008. This became a wider educational partnership involving Dumfries & Galloway College and UWS when it was realised that mapping the local in-house programme would lead to a SQA nationally recognised qualification sitting within the Scottish Credit and Qualification framework (SCQF). This will allow career progression both horizontally and vertically promoting a mobile, skilled workforce of both existing employees and direct entrants across Scotland.

The NPA has a number of important features in that it:

- further develops an integrated framework of education in the health and social care sector
- creates the ability to provide core and transferable skills within the integration of health and social care and reablement national initiatives for the sector
- incorporates the NHS induction and quality improvement standards ensuring students are work ready on exit into employment
- provides a flexibility including SVQ units to support the social care registration and underpinning qualification agenda.

Source: [College Development Network](#)

## Case Study 6 – Dundee College



### Support and development for professionals who engage with learners throughout the community

The Dundee Science Learning Institute was established in 2010 and launched by the Cabinet Secretary for Education and Lifelong Learning.

The Institute is an innovative and dynamic collaboration, with a core group of organisations consisting of Dundee Science Centre, Dundee College and the University of Dundee who have formed a partnership to facilitate relevant, inspiring and useful professional development experiences for students and professionals.

The institute aims to:

- support *Curriculum for Excellence* through practical support for teachers, trainee teachers and educational practitioners
- enhance 'soft skills' and science communication content in further education and undergraduate courses
- support the Research Excellence Framework for universities, and the need for science communication training for scientists, providing facilitated public engagement opportunities
- create a vision of a culture of engagement with science, through the integration of services by education, 'informal' learning, further education, and higher education

During 2011-12 the institute delivered courses to 805 students and professionals from a range of settings (an increase of 117% compared to 2010-11) including:

- 67 teachers specifically of early years
- 194 primary school teachers
- 46 secondary school teachers
- 31 trainee teachers (attending twilight courses)
- 14 research scientists
- 11 undergraduate science students
- 60 first year BEd students
- 60 second year BEd students
- 11 PGDE students
- 35 Dundee College Access students
- 46 Dundee College HNC/HND students
- 230 STEM Ambassadors

The institute's programme offering has expanded, with new clients approaching the institute for support with science continuing professional development (CPD), including Dundee City Council Educational Development Service. New and bespoke courses and initiatives developed including a two-part course on inquiry pedagogies for Early Years practitioners in Dundee.

Additionally, Dundee Science Centre secured the contract to deliver the STEM Ambassador scheme and Schools STEM Advisory Service in North East Scotland, on behalf of STEMNET. All of these developments have enabled the Science Learning Institute to further support *Curriculum for Excellence*, through development of teachers and science professionals who engage with Scotland's young people. Evaluation shows that Science Learning Institute courses have enabled delegates to build new skills, and feel a new or renewed confidence and motivation to engage and inspire young people.

Source: [College Development Network](#)

## Case Study 7 – East Lothian Hospitality and Tourism Academy



### Exposing 16-18 year olds to the wealth of opportunities that exist in hospitality and tourism

Established in 2012, the East Lothian Hospitality and Tourism Academy is a pioneering partnership between Queen Margaret University, Edinburgh College and East Lothian Council. As well as raising standards across Scotland's hospitality and tourism industries, the initiative aims to expose 16 - 18 year old pupils (S5 and S6) to the wealth of opportunities that exist within the industries and help them develop knowledge and skills which will allow them to move seamlessly to college, university or industry, depending on their aspirations.

In Autumn 2012, thirty four pupils from three East Lothian secondary schools were the first pupils to take part in the Academy initiative. Throughout the two year programme, students have the opportunity to take both practical and academic classes at Queen Margaret University and Edinburgh College whilst also having practical placements at Academy partner hotels. The school pupils all volunteered to be part of the Academy – a commitment which is over and above their full school timetable.

A major success of the Academy project has been the buy-in of partner hotel groups such as Marriott Hotels, The Point, Archerfield, Prestonfield House, Novotel, Macdonald Hotels and the Caledonian Waldorf Astoria. These hotel groups are instrumental in exposing the youngsters to the workings of the industry by providing placement and hands-on event opportunities. The enthusiasm of the hotel groups is also about creating a dynamic young workforce which is fit for purpose – a ready-made source of young talent equipped with the right skills and knowledge to hit the ground running when entering the industry.

In less than a year, the East Lothian Hospitality and Tourism Academy is viewed as a programme that has the potential to deliver real solutions for Scotland's young people. The Scottish Funding Council has pledged £4.6million to roll out the Academy model to other areas of the Lothian and Borders, making new Academies available in food industries, the creative industries and healthcare. The new funding will see up to 1200 young people benefit from new skills development. The project could revolutionise how young people access education, training and employment, and it is hoped that it will raise pupils' aspirations, enhance employability and support Scotland's economic development in key areas of growth. The new Academies are set to launch in autumn 2013.

Source: [East Lothian Hospitality and Tourism Academy](#)



## Case Study 8 – Edinburgh, Lothians, Fife and Borders Regional Articulation Hub



### Collaborative ventures and sustainable activity between colleges, universities and employers

Funded by the Scottish Funding Council (SFC), the Edinburgh, Lothians, Fife and Borders Regional Articulation Hub (ELRAH) was established in 2009 to develop articulation routes that enable college students to use Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) to progress into years 2 or 3 of university degree programmes. ELRAH's partners include:

- |                                |                            |
|--------------------------------|----------------------------|
| 1. Edinburgh Napier University | 7. Borders College         |
| 2. Heriot-Watt University      | 8. Carnegie College        |
| 3. Queen Margaret University   | 9. Edinburgh College       |
| 4. University of Edinburgh     | 10. Forth Valley College   |
| 5. University of Stirling      | 11. SRUC – Oatridge Campus |
| 6. Adam Smith College          | 12. West Lothian College   |

Their vision is for collaborative ventures and sustainable activity between colleges, universities and employers in the region which provides:

- articulation routes which are demonstrably active and are used regularly by individuals wishing to progress to higher levels of study;
- increased opportunities and guaranteed places for college students (or work-based trainees) to use HNC/D or VQ qualifications to articulate to higher education and obtain qualifications at ordinary or honours degree level without loss of time;
- curriculum with articulation routes that are aligned well with the current and future skills needs required in the region we serve;
- alternative ways for individuals in employment and schools to access higher education;
- useful information and effective guidance and support services which are valued and available to everyone who is using articulation as a means of progressing to higher study;
- effective guidance and support and personal development planning (PDP) mechanisms that support students to succeed in completing their programme of study once in higher education and prepare for employment;
- consistent and accurate methods for collecting data and presenting information about articulation to different stakeholder groups including : ELRAH Partners, SFC, local employers and students considering articulation as a route to higher level study;
- employers and our college/university partners with opportunities to develop a greater understanding of the valuable work undertaken in each sector
- employers and our college/university partners with opportunities to value articulation as an alternative route to higher education.

Source: [Edinburgh, Lothians, Fife and Borders Regional Articulation Hub](#)

## Case Study 9 – Energy Skills Partnership



### **Increasing Scotland's capacity to deliver skills and prevent duplication of effort**

Established in 2011, the Energy Skills Partnership (ESP) is a collaboration of 25 colleges with a vision of a college sector which works collaboratively to deliver the right skills, in the right place at the right time for the energy sector, maximising Scotland's economic development and the generation of industry capacity for jobs growth.

Funded by member colleges, Skills Development Scotland and the Scottish Funding Council, ESP works with industry to:

- develop and deliver demand led skills programmes
- promote careers in the energy sector
- develop pathways through schools to college to university
- build capability and capacity across Scotland's colleges to support jobs growth
- support economic development
- interface with government and its agencies
- influence and support energy developments across Scotland's colleges.

Source: [Energy Skills Partnership](#)

## Case Study 10 – Forth Valley College



### Enhancing partnership working to build parity of esteem

Forth Valley College works closely with eight Falkirk secondary schools, under a consortium arrangement, to eliminate the challenges that individual school timetables can bring to school-college partnership provision. All of the schools set aside the same two afternoons each week for pupils' choices in a 'consortium column'. Most of the consortium choices are vocational (mainly *Skills for Work*) courses delivered at the college. A few Highers and Advanced Highers, delivered either at the college or at one of the schools, are also included, to allow less popular subjects (such as psychology, media studies and mechatronics) to run with viable groups from across a number of schools.

Although these arrangements are well-established and successful for those pupils who attend regularly and complete their college course, the college was concerned that pupils often appeared to prioritise their school learning over their college course and, at certain points in the year, this impacted on attendance and subsequently on success. The college has been working closely with its school partners to build greater parity of esteem between school and college qualifications. Very successful continuing professional development (CPD) events for school pastoral staff have been held in the college, to make sure that these key staff are fully aware of what the college has to offer and to build relationships.

A working group, consisting of a representative practitioner from each school and each college department, is currently developing a new programme, consisting of vocational tasters and an employability award, which will be jointly delivered by the schools and the college to 120 pupils in 2013-2014. This development activity is very effectively building strong partnership relationships and helpful mutual understanding of the senior phase curriculum at the 'front line'.

Source: [Forth Valley College](#)

### Engineers of the Future

Working in partnership, Forth Valley College, Heriot-Watt University and Ineos Manufacturing Limited offer an exciting and innovative training and education programme – Engineers of the Future. The programme integrates the development of hand skills, work-based training, Modern Apprenticeship and the academic requirements to achieve a Masters in Engineering leading to chartership.

This uniquely tailored academic and training programme is specifically designed to combine the practical applications of working in the science and engineering technology industries and the underpinning knowledge required of graduate engineers. The programme promotes integration of the college and the university spheres of expertise. It is attractive to both individuals and employers as it breaks down the requirement to make a decision about whether to pursue a wholly academic route or a vocational career.

Through integrated delivery and alignment with employers' needs, learners understand their own skills needs and development, and the benefits their skills and learning bring to the work place, promoting skills understanding, development and utilisation. It is particularly attractive to students who learn by doing rather than learning theory and applying it later. Graduates understand both the 'how' and 'why' of their industrial roles and are able to contribute to process improvements, improve efficiency and productivity during the programme and following graduation. There is a need to develop graduates who have these skills before they take up graduate positions within industry so that they can immediately contribute to the business needs of the company rather than undertake a workplace or graduate training programme.

Employers have early access to graduate calibre employees from the moment they leave high school, who are educated, trained and developed as part of the Engineers of the Future programme, and are thus ready to work immediately after graduation.

Source: [Forth Valley College](#)

## Supporting vocational learning at advanced higher level

Since the Scottish Science Baccalaureate was launched in 2009, a number of colleges have worked successfully in partnership with schools, employers, universities and other agencies to offer the award. Pupils undertake the required Science Highers and Advanced Highers in their schools, or as part of the school-college partnership portfolio, and attend college to undertake the interdisciplinary project unit, in which they apply concepts from their Higher/Advanced Higher syllabi to a research project.

Attainment rates on the award have been very high and participation in the interdisciplinary project itself has had clear personal and vocational, as well as academic and developmental benefits to learners. Individual schools have benefitted by being able to offer the award where low uptake would otherwise have precluded this. School staff have benefitted by enhancing their understanding of topical and vocational science through the pupils' contextualised projects. A number of highly successful continuing professional development (CPD) activities for school staff have also arisen from delivery of the award.

Learners are very clear that they have broadened and deepened their skillset by developing highly transferable skills in project planning, higher-order thinking and evaluation, as well as strengthening the independent research, communication and collaborative learning skills that they will require to succeed in industry.

Successful candidates have gone on to pursue a range of scientific careers, ranging from undergraduate study in medicine and dentistry to engineering apprenticeships.

Colleges also contribute effectively to pupils' vocational learning at Advanced Higher level (SCQF 7) in other ways. At Forth Valley College, for example, large numbers of S6 pupils attend college each year to gain access to industry standard science laboratories to carry out the practical aspects of their biological and chemical science work.

Source: [Forth Valley College](#)

### Engaging the disengaged

The Bridge is an intensive support and vocational training centre run by The Highland Council, which works with school refusers and pupils at risk of disengaging from education. Since 2010, Inverness College works in partnership with The Bridge to deliver hairdressing and personal presentation units to learners within its Attitude Salon.

One day each week, the Attitude Salon is operated as a social enterprise, run as a commercial salon by Scottish Vocational Qualification (SVQ) Level 3 learners from the college, with The Bridge learners taking the role of junior salon assistants. The operation is overseen by a member of college teaching staff, in the role of salon manager. The SVQ learners each manage their own group of clients, largely friends and family of The Bridge learners and members of the local community.

The project provides the SVQ learners with a steady source of varied clientele to whom that they would not necessarily have access in college. It also allows them to experience acting in a supervisory capacity to instruct and mentor a junior team member. SVQ learners value this experience and feel that it stretches them, both by taking them out of their usual college environment and by helping them to develop further their confidence, team working and supervisory skills. They enjoy acting as positive role models and have a keen sense of giving something back to their community by helping to develop their younger and less experienced colleagues.

The Bridge learners also benefit greatly from the experience, particularly through the development of useful practical skills. Working in the salon with the more experienced SVQ learners, builds The Bridge learners' confidence and self-esteem. It encourages them to have greater respect for and interest in their own personal presentation and develops their employability skills. This allows them to compete successfully with peers who have stayed in school and gained qualifications for apprenticeships and full-time college places.

Source: [Education Scotland Showcase for Excellence, June 2012](#)

## Case Study 12 – Kilmarnock College



### Hope, Inspiration and Vision in Education

The HIVE is a dedicated learning space within Kilmarnock College where staff focus on preparing young people with individual challenges for future success.

Each programme is aimed at different age groups and/or different levels with the opportunity to start at various points in the year supporting individual needs. Programmes include a Winter Leavers Programme, Prince's Trust Programme and Personal Empowerment Zone. All subjects, including core skills, are linked to a project, so that students can see the relevance of everything they are learning in a realistic context. Examples of such projects include; running a breakfast club for all students in the HIVE to ensure everyone starts the day with something healthy to eat; taking responsibility for the organisation and delivery of national conferences; running a Smoothie business.

All of the courses include a community project, so not only do the students learn in a practical environment and start to feel good about themselves but there is also a benefit to a number of community and voluntary organisations. To ensure that the right staff deliver the programmes, the students themselves play an active part in the recruitment process. This makes the students feel both involved and valued.

Many of the students attending the HIVE have behavioural challenges and/or offending backgrounds and have previous negative experiences of education. Most have low self-esteem and social/emotional challenges and need to develop both soft and core skills. Some students are the first in three family generations to be in further education. By delivering learning in a non-threatening way, the students are encouraged to see the value of education. It also gives them the confidence to have aspirations for themselves. More than 80% of the students who participate in programmes in the HIVE move on to employment, training or a further course within the college.

Source: [Kilmarnock College](#)

## Case Study 13 – Moray College



### Getting young people ready for college or employment

The Skills for Choice programme is a one year full-time bridging programme for young people aged 16-19 who have not yet decided on a vocational pathway. Through effective liaison with advisors from Skills Development Scotland based in eight local high schools, individuals who would potentially benefit are referred onto the programme.

The programme was established in 2012 and has retained 18 learners in the second year. It contains a number of vocational options including sport, biology, hairdressing, computing, gardening, cookery and construction. This broad range enables learners to experience a number of vocational options and informs their future choice. Staff recognise that Skills for Choice learners often have low levels of confidence and self esteem, as well as low levels of literacy and numeracy. Additionally, most learners have made limited academic progress through their school experiences and often they demonstrate challenging behaviours.

The programme is delivered in partnership with the charitable trust Skill Force, whose tutors have a military training background. There is a strong focus on personal fitness and wellbeing through a number of sport related activities including hockey, basketball, football and fitness training. Learners complete a number of Scottish Qualification Authority (SQA) modules, an ASDAN leadership award, and a first-aid certificate. They also create a portfolio of evidence and receive a college certificate of achievement. It helps learners with their self confidence and they develop the skills and attributes prescribed in *Curriculum for Excellence*.

At the end of the programme, learners are well prepared for a Level 5 vocational programme at college or to seek out employment locally. The college is looking to the future and hopes to widen the vocational options available to learners and to continue to work closely with SDS staff to ensure that the programme is promoted effectively across Moray.

Source: [Education Scotland Showcase for Excellence, May 2012](#)

### Embedding equality and diversity in the curriculum – retention and attainment of 16-19 year olds

During the session 2011-2012, Moray College identified a clear retention and attainment issue in the 16-19 year old age group compared to all other age groups. Two significant exceptions however were noted in horticulture and hospitality despite entry level courses requiring no formal academic entry requirements.

The college set out to identify good pre-course, induction and learning and teaching practice in areas where retention/attainment was good, to understand it and look to implement it across college. The college established two focus groups, one with students (16-19 year old) from the horticulture and hospitality courses and the other with students (16-19 year olds) from other course areas.

It was apparent to the college that younger students have very specific needs that differ from other age groups – all students must be seen as individuals and not stereo-typed e.g. 'schoolies'. It became clear that engaging with this group of learners prior to the start of their course and in the first few weeks of the course made a marked difference particularly with regards to the learning and teaching approaches used and the volume of coursework expected.

Following the engagement with this specific age group, a review of practices was carried out and the following areas highlighted concerns:

- institutional management and co-ordination – this highlighted a need to change some key policies and processes e.g. student recruitment and selection and induction/early experience.
- curriculum design – course teams requiring to consider the relevance of particular elements of programmes in terms of how activity based they were.
- curriculum delivery – certainly the phasing of the delivery as well as the learning and teaching approaches must be considered more fully.
- student engagement – this project in itself highlighted the need for better dialogue with students and indeed the use of focus groups with 16-19 year olds will be continued.

- staff engagement – work still to do with some course teams who perhaps feel that their views have not been taken into account as much as those of learners.

Following the review of practices, the college implemented several new practices including:

1. Wide Open Events – *student guidance, ELS, and SDS*
2. Course specific events - *course team/ELS*
3. Induction - *acknowledge specific concerns*
4. Learning and teaching - *reflect the needs of younger students in the first few weeks, gradual introduction of blackboard and self directed study*
5. Early warning - *credit card with student guidance and SDS contact details*
6. Develop 'project' to link the learning – *some incentive for learners to work towards*
7. Staff Development– *Critical Skills, Dealing with Challenging Behaviour, Moray Education Psychology Service*
8. Stress the role of the student adviser in the first few weeks – *to facilitate individual meetings and community building.*

The college is committed to monitor and review its practices to ensure retention for 16-19 year olds on all courses continue to improve. Additionally, the college, alongside Skills Development Scotland (SDS) and Moray Educational Psychology Service collaborated on a piece of research which involves contacting learners who have left early in their college course to ascertain why.

Source: [College Development Network](#)



## Case Study 14 – North Glasgow College



### Guaranteed outcome for learners

In partnership with Skills Development Scotland (SDS) and four industry lead training bodies, North Glasgow College has delivered a new National Progression Award (NPA) in Building Services Engineering. SDS recruited the learners and supported them financially and delivered employability skills on a Get Ready for Work programme.

The NPA covers four trade disciplines: plumbing, electrical, heating & ventilation and refrigeration & air conditioning. The industry lead training bodies guaranteed all learners a four week work placement in a chosen trade and also guarantee an apprenticeship interview at the end of the programme. The college has also worked closely with the University of Strathclyde to develop an articulation route from the NPA to a Higher National Certificate (HNC) then into year two study at university.

The programme has been deemed highly successful; with all learners retained on the programme. Feedback from employers has been very positive and all learners are guaranteed an outcome, either employment, apprenticeship or further study at college.

North Glasgow College is working actively with schools to develop this programme and embed it into the school curriculum, as well as offering a route into a traditional construction trade. Over 70 potential winter leavers have expressed interest in this programme already and one local authority has incorporated the NPA programme into their senior phase in session 2012-13, working in collaboration with the college.

Source: [Education Scotland Showcase for Excellence, July 2012](#)

## Case Study 15 – Perth College



### Engaging 14-16 year old drop outs

Perth College has developed a transitional support programme called Youth Unlimited aimed at young people (14-16 years) who have dropped out of education. The programme is delivered outwith the main college campus and its key aim is to help young people develop the confidence and skills to make positive connections with training, education or work opportunities and to develop the determination and resilience to get the best from these opportunities.

The programme is characterised by strong partnership working which includes a well co-ordinated referral system. It is delivered by a multi-agency team which includes Perth College UHI, Skills Development Scotland (SDS), Perth and Kinross Council and representatives of the voluntary and community sectors, including the Volunteer Centre in Perth.

The programme meets the needs of individual young people through close one-to-one support and weekly meetings with staff. There is a strong focus on the development of personal skills, with team working a particularly successful element. Vocational taster elements help learners to identify areas for further study. Following a successful pilot phase, the project received *Big Lottery* funding and approximately 130 young people have benefited from the programme.

Almost all young people sustained their attendance on the programme once they started and many have achieved relevant qualifications. All young people involved with the project for six months or more are offered further training or employment. Approximately one-third have moved into college programmes with most sustaining their studies thereafter. Almost all young people involved have demonstrated increased motivation, confidence and social skills.

Due to its success, Perth and Kinross Council has confirmed that it will be merging Youth Unlimited with another service to provide an extended provision for this learner group once current funding ends. It will therefore become the lead partner in its delivery, working to build on success to date with the college and other partners.

Source: [Education Scotland Showcase for Excellence, May 2012](#)

## Case Study 16 – West Lothian College

### Collective approach to the provision for senior pupils



The West Lothian Senior Phase Strategy Group was formed in September 2009 to consider innovative models to deliver a more effective, collective approach to provision for senior pupils across West Lothian. The group included representation from West Lothian Council and West Lothian College. The group was tasked with developing provision that would increase personalisation and choice and enhance progression opportunities for senior school pupils. The college and the region's eleven secondary schools have become equal partners in planning a radical and creative solution. Key issues to be addressed included the co-ordination of timetables on a geographical basis, re-configuration of the school day and week, joint course planning between the college and schools, further development of vocational and work-based learning, travel and logistics.

The resultant, collective approach has led to a number of benefits for senior phase pupils across West Lothian. The creation of a West Lothian Virtual Campus for the senior phase has increased choice and widened progression pathways for pupils, including more Skills for Work courses at the college. Logistics have been improved through careful co-ordination of timetables and negotiations with bus companies, including reduced costs and travel time for pupils attending college. Awareness of college provision among school staff, parents and pupils has improved. The most recent parents' evening for parents of school pupils attending college attracted over 100 parents, an increase of about 30% on the previous year.

Ongoing developments include a pilot project where S5 and S6 pupils' attainment, achievement and target-setting will be entered directly into the council's tracking and monitoring system by college staff, with the future intention of implementing this for all pupils attending the college. In order to further increase choice, West Lothian Council is funding the introduction of up to two additional courses in each school, including vocational courses that will be developed and accredited by the college. College staff will provide the expertise and staff development required to develop these courses.

Source: [Education Scotland Showcase for Excellence, January 2012](#)