

John Wheatley College

Board of Management

Annual Progress Report – Session 2008/09

Report by Principal and Assistant Principal

1. Introduction

As members are aware the College is required, by the Scottish Funding Council (SFC), to provide an annual report to the Board which seeks to describe progress made in respect of national priorities and college-related targets.

It has been agreed that such a report will be provided, in respect of the previous sessions, at the second meeting of the Board in each academic/financial year.

The College is obliged, it will be recalled, to forward this report to the SFC for information.

This report seeks to fulfil that obligation in respect of academic/financial year 2008/09 (which ended on 31 July, 2009).

2. Annual Progress Report – Sessions 2008/09

The College's Annual Progress Report in respect of Academic/Financial Year 2008/09 comprises the undernoted elements:

- i) the College's response to the Scottish Funding Council's Corporate Plan (attached as annex 1 to this report);
- ii) the College's revised Best Value Review (attached as annex 2 to this report);
- iii) the College's achievement of targets established in its Plan for the Academic/financial year (attached as annex 3 to this report);
- iv) the College's response during that session to National Priorities (attached as annex 4 to this report).

Members will be aware that the National Priorities derive primarily from the Scottish Government's Economic Strategy, Skills for Scotland Strategy and from the SFC's Corporate Plan.

The College's targets were established as an integral part of its Plan for academic/financial years 2008/11. It will be recalled that the Plan for the current year, considered by the Board in June 2009, contained an interim summary of that progress. It is, at this stage, now possible for this commentary now to be 'firmed up'. Members will, however, note that elements of this report will still require to be verified formally by the College's auditors (these relate, for example, to student enrolment and activity data and year-end financial statements).

Members will recall that the Financial Memorandum between the College and the SFC also requires the Board to demonstrate that its services represent 'Best Value'. The College has, as a consequence, utilised the Scottish Executive's Best Value assessment methodology (as promulgated by the Efficient Government Programme). As with previous years the College will incorporate such a statement in its Annual Accounts and associated documents. This document will be discussed separately as agenda item 13d for this meeting. It will, however, be forwarded to the SFC as annex 2 to the report.

3. Recommendations

Members of the Board of Management are recommended to:

- note the contents of the Principal's Report;
- note the progress reports against targets established for academic session 2008/09 (as described in the Report's annexes); and
- request the Principal to forward this report and its annexes to the Scottish Funding Council.

4. Further Information

Members can obtain further information about the contents of this report and its annexes from the Principal or Alan Sherry, Assistant Principal.

IG/AS/AMcK
John Wheatley College
25 September, 2009

Scottish Funding Council's Corporate Plan 2008/09

1. College 'Contract' with Scottish Funding Council

Provisional data (yet to be definitively audited) confirms that the College surpassed key targets established by the Scottish Funding Council which were required to secure its grant-in-aid.

In these respects, in academic session 2008/09, the College:

- Enrolled 8573 learners;
- delivered 39,045 Weighted Student Units of Measurement (WSUMs); and
- enrolled 78 students in full time Higher Education.

It also exceeded, by a considerable margin, the activity levels which the Council funded in respect of the College's response to the Scottish Executive's *Lifelong Partners Strategy* (related to opportunities for school pupils to experience vocational education opportunities at college). In addition, it provided an enhanced English for Speakers of Other Languages (ESOL) provision for local refugees, asylum seekers and workers from European Union Accession States. This provision again exceeded that 'purchased' by specific grant from the Scottish Funding Council (it was augmented by grant assistance from the Fairer Scotland Fund which is managed by Local Community Planning Partnerships).

The College's Board of Management is anxious to ensure that the apparent 'over achievement' of the College against the SFC's targets for session 2008/09 is not seen as possible evidence of the College being 'over-funded' or 'reserve rich'.

The context of the College's performance in 2008/09 is a consequence of:

- the impact of cash releasing efficiency savings made within the Board's Value for Money Strategy;
- additional specific funding provided by the Scottish Funding Council to sponsor an additional pilot programme designed to explore the particular provision needed to support Care Leavers in post-school education; and
- the development of 'shared service' approaches with Local Community Planning Partnerships which have augmented provision made by the College in respect of English for Speakers of Other Languages (ESOL) beyond levels directly funded by the SFC and in the provision of youth services provided to re-engage young people in learning who might more normally join the *More Choices, More Chances* Group.

In addition, the College has assured partner agencies that any additional funds provided by them will, in all cases, be used to enhance and exceed levels of activity directly funded by the SFC. This use of marginal funding has, as a consequence of this approach, avoided the potential of the generation of 'deadweight' might be the consequence of such investments in other circumstances.

2. Corporate Objectives

a) Access to Learning

- John Wheatley College provides a highly 'accessible' curriculum which offers a comprehensive, certificated access provision with the National Qualifications framework. It has been recognised, in 2004 by Her Majesty's Inspectorate of Education (HMIE) as an 'exemplary model of an Inclusive College';
- the College's physical environment and associated learning networks are accessible by those with physical and sensory disabilities. Indeed, its new East End Campus exceeds current building specifications in that respect;
- the College also continues to provide comprehensive opportunities by a well designed curriculum to promote local progression for National Qualification to Higher National Certificate programmes in some areas (within the framework agreed in the *Rough Road of Superhighway Strategy* by the former Scottish Further Education Funding Council and all Glasgow Colleges). It participates in a range of SWAP-sponsored programmes which guarantee access to higher education institutions. In addition, it has developed innovative supported selection procedures with several metropolitan, city centre colleges which enable students progression to higher education. John Wheatley College's access to higher education provision exceeds, in most years, the collective output of this type for all secondary schools in its Glasgow's East End and Greater Easterhouse catchment areas;
- the College uses non-certificated learning as a means of improving the confidence of 'reluctant' learners who may have been 'damaged' by their previous experience of education. This is in line with priorities for Community Learning and Development established by Local Community Planning Partnerships. This approach enables the College to develop access to access programmes which facilitate re-engagement in post-school learning whilst also addressing priorities for local regeneration;
- the College provides for both college and community-based educational programmes. It seeks to use virtually all local regeneration initiatives to identify appropriate opportunities for the provision of relevant Lifelong Learning opportunities;
- the College plans and provides programmes of learning which seek to guarantee successful students access to employment in both the Public and Private sectors. These programmes of learning are agreed with employers, stakeholders and other partners;

- the College provides a growing portfolio of Higher National Certificate (HNC) programmes (in an area where participation in Higher Education is exceptionally low and where, in some years, it provides progression for more learners to advanced post-school education than all of the secondary schools in the catchment area combined). It will, nevertheless, continue to review the relevance of these programmes as part of its course review procedures; and
- the College makes available opportunities for flexible learning and other learning support to enable students to gain the additional assistance they need to succeed. This often involves the use of 'bite sized' learning to meet very specific needs.

b) Relevance of Learning

John Wheatley College strives to ensure that the learning opportunities it provides are relevant for learners. The College's programmes are designed to prepare learners for the world of work, to engage those more distant from the labour market in lifelong learning, and to support progression to higher education. The College makes clear in its planning that its curriculum should address the *Learning for All* and *Learning to Work* agendas. In addition, all College programmes are designed to address the principles of *A Curriculum for Excellence* (the national curriculum review) to develop successful learners, confident individuals, responsible and effective contributors.

The College bases its curriculum planning on an extensive review of local and national labour market intelligence in order to ensure that it offers programmes which respond to the needs of the local community while providing learners with realistic opportunities to progress to employment. This is currently reflected in the College's strong focus on the areas of construction, care, retail, service industries and creative industries (which reflect priorities in the Scottish Government's *Skills Strategy* and related documents).

The College prepares learners for the World of Work by developing not only their specific vocational skills but also the transferable core skills required in any workplace (such as communication skills, information technology and the ability to work with others as part of a team) and wider skills for employability (for example timekeeping and the ability to present well in interview).

The College has also developed partnerships that provide more specific learning and employment opportunities for learners such as the Fort Retail programme (working with Glasgow East Regeneration Agency to obtain work placements and jobs at the Glasgow Fort Retail Park) and a Health Support Workers' Programme which provides learners with employment with the local Community Health and Care Partnership (while working towards an HNC qualification). The latter project attracted Flourish Awards from Glasgow City Council (and the Leader's Award within that Scheme). It was also the overall winner of the National Care Accolade in 2009.

Furthermore it has been nominated, for provision made in session 2008/09, for two Scottish Qualification Authority Star Awards and a Herald Society Award. The outcome of these nominations will not be known until late October, 2009.

The College supports progression to higher education in a number of ways. It provides programmes within the Scottish Wider Access Programme (SWAP) framework which guarantee progression to higher education opportunities in Nursing, Primary Education and Humanities. It also provides a small range of HNC level programmes which offer progression to HND programmes in city centre colleges as well as to University. The College has also worked with Glasgow Metropolitan College to develop innovative supported progression arrangements from its non-advanced art, design and photography programmes to more advanced and specialist provision in the city centre.

In session 2007/08 the College successfully developed and delivered the HNC Working with Communities. This programme has been endorsed by CeVe, the professional body with responsibility for education and training course in this vocational area. It has, in 2008/09, been further developed in collaboration with local Housing Associations.

The key focus of the College's community-based provision (including its Wider Access Programme) and its access provision is to engage with learners who are more distant from the labour market in order to develop their confidence to progress as successful learners. The College also seeks to address wider aspects of the curriculum for excellence by providing opportunities for the development of citizenship, and by encouraging learners to become effective contributors both in class and within the community.

The College has, in association with the STUC and local employers, begun to establish a network of work-based Learning Centres in premises owned by local businesses. This initiative has enabled it to develop new relationships to address work-based learning needs identified by trades union learning representatives in local workplaces.

c) Higher Quality Learning

The quality of John Wheatley College's provision is of a high standard

This is confirmed by the most recent Quality Review conducted by Her Majesty's Inspectors of Education (HMIe). The College's grades, in the last such external Review published in July 2005, were confirmed as:

Context	Grade
Educational leadership, direction and management	Very good
Access and inclusion	Very good
Guidance and support	Very good
Resources and services to support the learner	Good
Staff	Very good
Quality assurance	Very good
Quality improvement	Very good

HMIe (July 2005)

It should be noted that the 'Good' grade ascribed to Resources to support the learner related to evident deficiencies identified in the College's former Queenslie Construction and Shettleston sites. Both of these have now been replaced by a new state-of-the-art East End Campus.

HMIe confirmed in September, 2007 that 'satisfactory' steps had been taken to address all of the main points for action identified in the Review.

The College's self evaluation of its quality in 2007/08 using HMIe Quality Frameworks was:

Context	Grade
Educational leadership, direction and management	Very good
Access and inclusion	Very good
Guidance and support	Very good
Resources and services to support the learner	Very Good
Staff	Very good
Quality assurance	Very good
Quality improvement	Very good

In 2004 a thematic Review conducted by HMIe also confirmed that John Wheatley College was considered to be an 'exemplary model of an inclusive college'.

Furthermore the College is a regular recipient of national awards for the quality of its premises. These have, in the recent past, included the Scottish Qualifications Authorities (SQA) Gold Awards for College and Partnership of the Year (in the Centre of the Year and Partnership of the Year categories).

In addition the Board of Management considers an annual report from an external consultant which evaluates the quality of the learner experience by the observation of classroom and workshop learning and teaching episodes. This process commenced in session 2004/05 and to date all four reports have commended the high quality of the learner experience. This exercise, in session 2007/08, yielded a number of 'challenge questions' for all staff in the College. The review of its provision in 2008/09 continued to chart improvements in learner experiences and to note progress made against earlier long term action points related to these 'challenges'.

The College is committed to ensuring that the learner 'voice' is appropriately heard and valued in its quality enhancement procedures and it undertakes a range of activities to obtain the views of learners. This includes:

- student representation on the Board of Management and its Standing Committees;
- learner representation at Management planning events;
- regular meetings with the Executive Committee of the Students' Association;
- a mid-programme evaluation exercise, the outcome of which is considered by the Board's Academic and General Purposes Committee;
- an end-of-year student satisfaction survey, the outcome of which is also considered by the Board's Academic and General Purposes Committee; and

- focus groups which are held throughout the session on a range of specific topics.

The outcome of all these activities are considered as part of the College's self-evaluation process which is based on the methodologies which underpin the SFC/HMle Quality Review Framework. The Board annually considers a College-wide self-evaluation report which grades its activities within the context of this framework.

The College had hoped to appoint a Sabbatical Student President in session 2009/10 to augment the Learner Voice. This plan, being developed in association with the National Union of Students in Scotland, was unfortunately delayed as a consequence of external factors beyond the College's control. It is, however, expected that it will be in place from the start of session 2010/11.

Furthermore the College has undertaken a review of all of the other recommendations contained within the Scottish Government's *Promoting Excellence Report*. That review concluded that the College had overtaken all of the report's recommendations (which apply specifically to its functionality).

d) World Class Institutions

The College's new East End Campus has been designed to the highest environmental standards. It has achieved BREEAM (Building Research Establishment Environmental Assessment Methodology) 'Excellent' ratings for both design and construction. It is anticipated that its eco-friendly features will enable it to address climate change targets related to the reduction of 'carbon footprints' well in advance of Government plans. That building was awarded two architectural Awards for the Institute of Glasgow Architects in 2007/08. These related to the building's educational functions and its sustainable development features. It was also nominated and short listed for a World Architectural Festival Prize in Barcelona (in October 2008).

It continued to attract Awards in 2008/09. Aspects of its design being highly commended with a Scottish Design Award in 2009.

The Easterhouse Campus includes an innovative shared services arrangement with Culture and Sport Glasgow and the Greater Easterhouse Arts Company which includes Library services, theatre, a swimming pool and recording studios. The 2006 addition to this Campus, the Bridge, was designed by the Young Architect of the Year and the quality of this design was recognised by the awarding of the Royal Institute of British Architects National Award in June 2007. This is the latest in a number of awards for the design of the building. In addition this iconic building has been short-listed for the Prime Minister's *Better Public Building Award*.

In addition, the College has sought to begin the integration of sustainable development into its curriculum offer. It has drafted new Scottish Qualification Authority (SQA) National Qualification Units for this purpose (partly in response to the United Nations Decade of Sustainable Education).

The development of the e-mandate learning repository was also 'showcased' in 2006 at a joint UK/US event in the United States Library of Congress in

Washington DC. The Joint Information Systems Committee (JISC) selected this project as one of six which the United Kingdom presented (the College's presentation was the only one made in respect of Further Education).

The College was awarded the Queen's Anniversary Prize for Further and Higher Education in February 2008. The College was the only such prize winner from the post-school education sectors in Scotland that year (includes both Further and Higher Education). The associated citation recognised the College's strong commitment to partnership working to contribute to local economies and social regeneration.

e) Other Aims

The College makes no contribution to Scotland's Research Capacity (this is not an aim which relates to its current mission). Similarly the College makes no contribution (other than linking with partner colleges in the European Union when appropriate and when consistent with its mission) to the development of provision which is focussed on an international market for post-school education. The College is not a member of Scotland's Colleges International (SCI). Its priorities relate to the regeneration of its local communities rather than a wider global role. The College has sought, in 2008/09, to develop further its services which relate to knowledge transfer. Given the nature of the communities which it serves the main emphasis of these activities have related to the development of social economy organisations. However, a wider role in association with the Federation of Small Businesses and local Housing Associations (particularly in respect of sustainable social housing design) has begun to be developed.

IG/AMcK
John Wheatley College
September 2009

John Wheatley College

Best Value Self Evaluation – Academic / Financial Year 2008/09

1. Responsiveness and Consultation

The College conducts extensive consultation with key partners, stakeholders, staff and its learners.

The College fulfils its statutory obligations (under the terms of the Further and Higher Education [Scotland] Act 1992) to consult with Glasgow City Council.

Its related statutory obligation to consult with Scottish Enterprise Glasgow ended when that body was wound-up by the Scottish Government in March 2008.

It also consults with other stakeholders and brokers of local interest (these include the Local Regeneration Agency, Local Community Planning Partnerships, Culture and Sport Glasgow, the local Community Health and Care Partnership and local schools). In addition Senior College staff participate in a range of community organisations in order to support them in their aims of promoting local regeneration.

The results and conclusions of this consultation is routinely reported to its Board of Management as part of its Strategic Planning processes.

The College also consults with and involves its staff both formally and informally. Its Joint Consultative Committee (JCC) functions under the terms of locally devised Recognition and Procedures agreements (which were last reviewed in June 2007).

The College additionally consults learners and students in a highly systematic manner. This includes the use of a number of methodologies to elicit both in-year and end-of-year feedback on the quality of their experience at the College.

This consultation informs the Board of Management's Strategic Planning Processes.

The Board also holds an Annual Public Meeting and the College participates in Community Engagement events run under the auspices of Local Community Planning Partnerships. This ensures its responsiveness and accountability to the communities it seeks to serve.

The minutes of all consultation events are in the Public Domain.

2. Commitment and Leadership

The College has an absolute commitment to continuous service improvement.

Its most recent Quality Review, conducted by Her Majesty's Inspectors of Education (HMIe) and published in July 2005, rated its Quality Assurance and

Quality Improvement as 'very good'. No significant recommendations were made by HMle to effect improvement. HMle have confirmed that the College's response to the main points for action have been 'satisfactorily'.

The HMle Review also commended highly the quality of the College's leadership and Strategic Management. This was also rated as 'very good'.

The College grades in respect of this Report are as follows:

Cross-College Elements	Grade
Educational Leadership, direction and management	Very Good
Access and Inclusion	Very Good
Guidance and Support	Very Good
Resources and Services to support the Learner	Good
Staff	Very Good
Quality Assurance	Very Good
Quality Improvement	Very Good

The Good grading in respect of the 'Resources and Services to support the Learner' were as a consequence of a number of shortcomings at the College's Shettleston building and at Queenslie Construction. The facilities at these former sites have now been replaced by new, purpose-built premises in its new East End Campus at Haghill.

The College's most recent self-evaluation of its provision (made within the frameworks formerly established by HMle) confirms progress against the standards achieved during the 2005 Review. This process suggests that its provision is now rated as indicated below:

Cross-College Elements	Grade
Educational Leadership, direction and management	Very Good
Access and Inclusion	Very Good
Guidance and Support	Very Good
Resources and Services to support the Learner	Very Good
Staff	Very Good
Quality Assurance	Very Good
Quality Improvement	Very Good

The College underwent an Annual Engagement with HMle in 2 April, 2009. This report was very positive (it is in the Public Domain).

It will, in addition, undergo an HMle Quality Review in November, 2009. The results of that exercise will be reported formally in next year's Best Value Review.

In February 2008, the College was awarded the Queen's Anniversary Prize for Further and Higher Education. It was the only establishment funded by the SFC to receive this prestigious award in that year. This award celebrated the College's commitment to partnership working to contribute to local regeneration in East Glasgow. It also received a number of other awards these included the overall winner of the *Care Accolade* Award for 2009, a National Training Award in 2008, the Leaders' Prize from Glasgow City Council in 2009 and a commendation of the College's campaign to retain its Charitable Status from the *Herald* Newspaper's *Society* Award in 2008.

The College underwent a COVE (Co-ordinated Verification Event) exercise conducted by the Scottish Qualification Authority (SQA). This confirmed the College's 'devolved status' within SQA frameworks.

In addition, the most recent Investor in People (IiP) audit (conducted in September/October 2009) recognised the almost universal 'buy-in' of staff to the College's vision and its mission. The audit report further concluded that the College had gone beyond the IiP Standard in a number of areas including Equalities.

The outcome of student satisfaction surveys and focus groups are reported systematically to the College's Board and are extensively used to inform future plans. Progress against priorities for change is measured. This also confirms year-on-year improvements in the quality of students experience.

The College operates to high ethical standards. It has adopted the principles outlined in the *Langland's Report* on Quality Standards for Public Services. An analysis of the College's Governance against that standard has now been considered by its Board of Management in 2007/08. Internal Auditors have also confirmed that, as far as is practicable for a Public Body, the College conforms to the primary recommendations of the Turnbull Committee and its associated Combined Codes. The College evaluated, in 2008/09, the quality of its governance using the revised Scottish Government's '*On Board*' methodology. This provided an alternative perspective on this function of its Board.

College staff, as a matter of course, are excluded from Board and Board Standing Committee discussions when matters of possible conflict are considered (for example, this prohibits the Principal from membership of the Board's Audit Committee and staff representative from its Personnel and Staffing Committee). Similarly they do not participate in the process which appoints new Board members.

The Principal is not a member of the Board's Audit Committee (he and other members of the College's Management Team attend that Committee's meetings by invitation of the Chair).

Members of the College's Management regularly and routinely absent themselves from Board and Standing Committees if there are material conflicts of interest on the published agenda.

3. Use of Review and Options Appraisal

The College uses options appraisal exercises to inform all major capital expenditure projects and for planned, new 'lumpy' revenue expenditure (this includes consideration of its operations and services).

This has, in recent years, included options for the business case to support its new East End Campus, the out-sourcing non-core services (such as cleaning, sanitation, security, child care and aspects of its estates maintenance) and alternatives for the procurement of Information and Communication Technology infra-structure.

It has also adopted novel forms of service delivery which develop the potential of 'shared services' (at, for example, the Bridge in Easterhouse and the provision of library services at its East End Campus).

The College systematically self-evaluates its own service using frameworks developed nationally for such purposes. During Academic / Financial year 2008/09 it began to use systematically some of the performance indicators recommended by the UK Audit Bodies. It is seeking to benchmark its performance in key operational areas against other colleges which are utilising a similar approach. It also engages with its learners to gauge the quality of its service from their perspective. Both of these exercises demonstrate a year-on-year improvement in the quality of its provision and governance.

The College's Board of Management is also engaged in self appraisal of its performance. For this purpose the College utilises the Scottish Executive's '*On Board*' Methodology and a self-evaluation questionnaire designed specifically for the work of the Board. It conducted such an appraisal in 2008/09.

It has, in 2008/09, also engaged in a self-evaluation of the functions and operations of its Audit Committee and it has utilised recently published CIPFA guidance to the review of the operation of its Financial Control Committee.

The College has received confirmation of the comprehensiveness and validity of its appraisal systems by means of external reviews (much of this ultimately rests on the views of objective quality auditors such as HMIe, IiP [Investors in People], RoSPA [the Royal Society for the Prevention of Accidents] and KPMG the College's External Auditors).

The College routinely benchmarks its performance against other colleges by using the conclusion and recommendations contained in other published HMIe reports. In addition it seeks to improve further the services it offers to learners by reviewing the good practice identified by HMIe throughout Scotland's Colleges and applying these, when appropriate, to its own provision.

4. Joint Working

The College has an absolute commitment to joint working and the development of shared services.

The College participates in the operation of the Bridge (in Greater Easterhouse). This 'shared service' has resulted in a significant improvement in the quality of Library services on that site, a substantial increase in Library activity, it was able to attract over 250,000 visitors in its first nine months in 2006/07 it has increased materially the demand for drop-in, flexible learning provision.

It has also improved dramatically the nature of the book stock available to both students and members of the Public.

The joint library provision has, for example, propelled the Easterhouse Public Library to being regularly being in the top 4 most busy libraries in Glasgow (formerly it performed regularly around 27th in that performance indicator).

A recent evaluation, funded by the Scottish Library and Information Council (SLIC), has confirmed objectively that these arrangements have improved significantly the quality of both College and Public Library Services.

This innovative development relies on a high degree of integration with local service providers to enable the Greater Easterhouse community to access joined-up, related public services of exceptionally high standards. The Bridge has established new standards for lifelong learning, library and leisure services.

Similar approaches underpin the College's commitment to contributing to the aims of initiatives engaged in local regeneration. In the past the College made significant contributions to the work of both local Social Inclusion Partnerships in East Glasgow and it has sought to make similar contributions to the Local Community Planning Partnerships and to the East Glasgow Community Health and Care Partnership.

It has developed, often in association with the Glasgow East Regeneration Agency (the local economic development agency) and other Public Services, innovative training schemes which guarantee local residents access to employment opportunities in their communities. This relationship has also led to the transfer of college-based child care facilities to the Regeneration Agency. This has allowed the College to focus on the management of its core services.

During 2008/09 the College developed further its relationship with the East Glasgow Community Health and Care Partnership (CHCP). It has, as a consequence, begun to provide primary care services in its East End Campus.

It is engaged in an extensive network of partnerships which are designed either to improve the experience of learners or to contribute to local regeneration priorities.

The most recent HMIe Review commented on the extent of these networks and partnerships and their success in ensuring the relevance of the College's provision for East Glasgow.

These networks have also led to quantifiable improvements in the College Estate and its provision which have resulted in enhanced facilities being made available to learners. These have been confirmed, in respect of its East End Campus, by a user survey of that facility (undertaken as part of a post-capital project survey) which was conducted by the Building Research Establishment in 2008/09. A similar evaluation will be conducted in respect

of its Easterhouse Campus during financial / academic year 2009/10 (this will coincide with that building's tenth year of operation).

5. Sustainable Development

The College is fully committed to sustainable development.

During 2008/09 the College obtained energy efficiency certification for both of its main buildings (as required by regulation). Its East End Campus was judged to be 'A' rated and its Easterhouse Campus is 'B' rated.

The design of its new East End Campus at Haghill overtook BREEAM (British Research Establishment Environmental Assessment Methodology) 'Excellent' standards. It has begun work to introduce an Environmental Management System (EMS) which will comply with standards established with the British Standards Institute ISO 14001 framework by the end of calendar year 2010.

The College participated in a Scottish Funding Council – led post-capital project review process (undertaken by the Building Research Establishment) which sought to analysis the impact of the sustainable features included in the design and construction of its East End Campus. It is understood that the results of this exercise will, in 2009/10, be disseminated to both Colleges and Higher Educational Institutions in Scotland.

Its Board of Management has adopted a Sustainable Development Policy and the College operates a Sustainable Development Committee to assist further in the development of that policy and associated procedures.

In 2008/09 the College concluded a Sustainable Accounting project (which was also supported by grant assistance from the SFC). This project has led to the identification of a methodology which will enable colleges to report their environmental impact as part of their Annual Reports and related Financial Statements. This project, which was assisted by Consultants from URS, was disseminated to Scotland's Colleges during the year.

The commitment to sustainability also extends to the curriculum. It has developed new Scottish Qualifications Authority National Qualification units in Community Sustainability. It has also amended its Curriculum Planning Guidelines to include consideration of such a dimension in all new teaching programmes.

The College has begun to retrofit its Easterhouse Campus to reduce that building's 'environmental footprint' as part of planned maintenance and capital investment strategy on that site. Academic year 2008/09 saw an apparent reduction in the proportion of energy obtained by the College from sustainable sources. This largely resulted as a consequence of operational difficulties related to the use of the bio-mass boilers in the East End Campus. It is expected that these issues will be resolved during 2009/10.

It has also taken cognisance of its duties under the Nature Conservation (Scotland) Act 2004 to promote biodiversity. It has planned the external environment of the new East End Campus to be, as far as is feasible, based on the planting of indigenous species or those which will support a diversification of local fauna.

The College's new East End Campus has deployed an extensive range of sustainable technologies to reduce energy consumption (these include water re-cycling, bio-mass energy production, air-source heat pumps, high levels of insulation, photovoltaic cells, solar heating and both active and passive energy control systems). Those will, in future, reduce the College's 'carbon footprint'.

The College has produced a Climate Change Action Plan for 2010/15 (within guidance provided by the Environmental Association of Universities and Colleges). That document sets out its proposals to improve still further its commitment to reduce its production of Greenhouse Gas emissions and to improve its environmental sustainability over the next five years. It also seeks to outline how the College seeks to meet its new Statutory Duties in respect of Climate Change. The College expects to meet these respects in full within the timescales recently established by legislation.

In order to contribute to the development of sustainable employment in its catchment areas the College is a member of the Clyde Gateway Employers' Group, the Local Employers' Coalition and works closely with Glasgow East Regeneration Agency (GERA) in order to equip residents with the skills required for the labour market.

Furthermore, the College offers a range of programmes, often in collaboration with partners, which are designed to contribute to sustainable community capacity building and social regeneration.

The College's commitment to sustainable development was 'highly commended' in the 2008 *Green Gown* Awards and its new East End Campus won the Glasgow Institute of Architects' Sustainability Award in 2008. In 2009 aspects of the environmental design, undertaken by Buro Happold, were also further commended as part of the Scottish Design Awards. These awards attest to the College's commitment to Sustainable Development.

Its commitment to Sustainable Development was also reviewed by HMIe in session 2008/09 as part of an Aspect Inspection of colleges at the mid-point of the UN Decade of Sustainable Education. Provision made at the College was prominently featured in a number of instances in the resultant Report (published in October 2009).

6. Equal Opportunities

The College has an equally compelling commitment to the promotion of Equal Opportunities. In an HMIe Aspect Report *Implementing Inclusiveness in*

Further Education (published November 2004) John Wheatley College was cited as an 'exemplary model of an inclusive college'.

College policies and procedures, work practices and terms and conditions of employment are routinely reviewed to ensure continued compliance with legislation, developing case law and meet identified best practice.

In addition the College actively promotes equality as required by statute and associated regulatory frameworks.

Its curriculum guidelines require all teaching materials and associated teaching and learning approaches to be evaluated for their potential to meet the needs of students with physical, mental or sensory disabilities. Similar approaches are also deployed to ensure the use of appropriate positive models which challenge other stereotypes related, for example, to gender and ethnicity. These procedures are reviewed on a regular basis following consultation with service users and their inclusion in planning procedures. Towards the end of academic session 2008/09 the College, in conjunction with *Disabledgo*, produced an on-line guide to its estates which seeks to provide up-to-date information to potential learners with disabilities about the accessibility of the College's estate.

The College holds accreditation under the *Positive About Disabled People* Quality Standard. In session 2009/10 the College expects to endorse the 'see me' mental health campaign to develop further its support for learners and staff with limiting ill-health and disabilities.

Its provision in 2008/09 for students with disabilities and with other learning difficulties has been considered by the Glasgow Disability Alliance (an organisation which seeks to ensure the Human Rights of Disabled people) to be characterised by a number of examples of 'best practice'.

The Board has also evaluated its commitment to equalities by using the Disability Rights Commission Guide and the Scottish Funding Council Self-evaluation Toolkit. It also utilises guidance in the development of its Equalities agenda for external agencies such as the Disability Rights Commission and Equality Forward. It also utilised, in 2008/09, an evaluative tool developed in England for use in colleges by the Learning and Skills Council to assist them to evaluate their compliance with Race Equality Statutory Duty. That exercise confirmed that the College exceeds Statutory Requirements in that respect. It appointed a full time Equalities Officer in 2009 to assist in the further development and implementation of its policies in this respect.

The College's recruitment policies were 'highly commended' by the Glasgow *Business Diversity Award* Scheme in 2008.

The College's Board considers a detailed Equalities' Report on an annual basis. This document reviews the implementation of the College's Equalities'

Policy Framework. As required by Statute, this document is in the Public Domain.

The Principal was a member of the Advisory Committee of Equality Forward Scotland (until that organisation's grant assistance from the Scottish Funding Council ceased on 31 March, 2009).

7. Sound Management of Resources

The College is confirmed to be 'financially secure' by the Scottish Funding Council's Financial Appraisal Methodology. It has made a modest operational surplus in most recent financial years.

The College is fully compliant with the provisions of the Turnbull Report (and the associated Combined Code) and it utilises CIPFA (Chartered Institute of Public Finance and Accounting) guidance on Risk Management which was specifically prepared for use in the post-school sectors. The management of risk underpins the approach which the College applies to all of its operations. It maintains comprehensive Risk Registers which are routinely and regularly reviewed by its Board. It has, in the past, also maintained separate Risk Registers to assist in the effective management of Capital Projects.

The College complies with all appropriate procurement legislation and seeks to ensure it obtains best value by accessing, where feasible and of benefit, collective procurement contracts. It is preparing for a more active engagement with the Advanced Procurement Universities and Colleges (APUC) Centre of Procurement Excellence which is, in part, funded by the Scottish Government's Efficient Government Fund. It subscribed fully to APUC towards the end of 2008/09.

The College expects to have an electronic Procurement System (ePS) fully operational by the end of calendar year 2009. It will produce a Procurement Strategy during 2009/10.

To support the sound management of resources the College also maintains a comprehensive Asset Register which is routinely updated.

The College's budget is constructed as an integral part of its operational planning exercises. These exercises take full account of the Board of Management's strategic priorities and the level and the quality of service required by the Scottish Funding Council to justify its core funding. It is obliged, by the Board's Financial Regulations, to conduct a zero-based, bottom-up approach to budget planning every second year. However, in practice, it undertakes such an approach annually.

Each year the Board approves a Value-for-Money (V-f-M) Strategy which establishes priority areas for action. These areas have, in recent years, included staff attendance and the efficiency of the deployment of the College's teaching staff. Progress against these targets is subject to scrutiny by the Board's Internal Auditors and progress is reported to the Board. External benchmarking has confirmed the relative effectiveness of these measures.

The College also utilises the e-mandate system, jointly devised by the SFC and other funding bodies, to identify key benchmarking and performance management data to review the effectiveness of the use and operation of its Estates.

The College was, until the end of 2007/08, a member of a financial Benchmarking Club (the membership of which contained three other local colleges) which sought to review the cost effectiveness and efficiency of a number of its operational areas. The conclusions of this exercise informed operational and financial planning and priorities for review within future VFM strategies until SFC support for this initiative ended in 2008/09. Subsequently the College has, as an alternative, sought to use performance indicators developed for the Public Services by the UK Audit Bodies (led by Audit Scotland). It has sought to identify other colleges to assist in inter-institutional comparison of its performance in this context.

The Board is actively involved in audit planning including the identification of the priorities contained within the annual Internal Audit Needs Assessment. The Board considers an Annual Audit Report which reviews progress against the priorities of such exercises.

8. Accountability

The College is engaged in significant levels of public performance accounting.

Its Board of Management holds an Annual Public Meeting.

Documentation related to its Board of Management are routinely available on the College's web-site and its Library and Information Centres. The College is fully compliant with the provisions of the Freedom of Information (Scotland) Act. It has provided a comprehensive Information Scheme which allows web-based access to almost all documentation related to its governance.

The College operates a comprehensive complaints procedure (with potential access to the Scottish Public Services Ombudsman for external review of possible maladministration). A summary of the complaints received by the College and the action which was taken to resolve them is considered annually by its Board of Management (this is also available on the College's web-site). Commendations made by members of the public are also reported to the Board. In every year these greatly exceed the level of complaints.

The College advises local elected members (including Members of the Scottish Parliament and MPs) of its strategic priorities and of progress achieved against previously established operational and strategic targets.

The College participated in the Pilot stage of the Rolling Review of Scottish Charities which was initiated by the Office of the Scottish Charities Regulator (OSCR). The process led to an assessment that the College was 'exclusively' a charity (nevertheless it concluded that aspects of the Statutory framework which applied to colleges potentially precluded its future definition as a Scottish Charity). The College complied fully with the governance standards established by OSCR. Its Board members (as trustees of the charity) receive an annual report of the College's achievements against its statement of charitable purpose. All relevant documentation in these respects is in the Public Domain. Recent legislative changes made in 2008/09 by the

Scottish Government have confirmed that the College will retain its Charitable Status beyond July, 2009.

The College also participates fully in Local Planning Partnerships (such as Community Planning Partnerships and the East Glasgow Community Care and Health Partnership). It takes appropriate steps to ensure that its planned provision coheres appropriately with those of other local bodies to maximise its contribution to the Local Single Outcome Agreement for Public Services in East Glasgow.

In addition the College provides all information required from it (under the provisions of the Further and Higher Education [Scotland] Act 1992) by Scottish Enterprise Glasgow (until 1 April, 2008) and Glasgow City Council.

Members of the College's management teams and other staff participate in a host of other local organisations and voluntary agencies. This makes the College highly accessible to residents in local communities and makes it highly responsive to identified learning needs.

Surveys conducted by local People's Panels and Community Engagement events have confirmed a high awareness of the College and appreciation of its provision in local communities

9. Sound Governance at a Strategic and Operational Level

The College utilises the Scottish Executive's '*On Board*' methodology to confirm the quality of its governance arrangements. More recently it has benchmarked its Governance against the Standards for Public Sector promulgated by CIPFA and OPM. It used its Internal Auditors (Baker Tilly) until August 2009 to review annually the quality of its Governance. For the last two financial/academic years no high level recommendations for improvement have been made as a consequence of that process. A recent review of the quality of the College's governance which was conducted on behalf of the Scottish Executive by DTZ Pida (as part of the Review of Scotland's Colleges) concluded that: 'John Wheatley College are at the leading edge of governance practice'.

The College also utilises the services of an independent Clerk to the Board (to ensure impartial advice and guidance for its Board). In addition Board Members are provided with a list of alternative sources of information which is updated on an annual basis.

It complies fully with the recommendations of the Nolan and Neil Committees and other guidance related to its Governance received from the Scottish Funding Council. This has led to further improvements in its appointment procedures for new Board members and to the appointment process which will apply to the appointment of the Principal/Chief Executive (when that is next required). It has, as part of these improvements, appointed an External Scrutineer (who is the Chief Executive of a major Scottish Charity) to oversee the Board's Recruitment processes. Her report is in the Public Domain and confirms the fairness of the College's procedures and their application. The Principal does not participate in the selection of new Board Members. All members of the Board are offered an Induction to the College and their role. The Board has an annual Development Programme which addresses priorities identified by members.

The College's Board and its staff declare interests when appropriate. They also complete a Register of Interests (which is regularly reviewed) and declare any gifts of material value.

In 2008/09 the College published a summary of the out-of-pocket expenses claimed by its Board. This document is, given recent public interest in such matters, in the Public Domain.

The College's Board of Management agrees, on an annual basis, the College's Service Development Plan and the associated budgetary arrangements. The Board receives regular appraisals of progress made against SMART (Specific, Measurable, Achievable, Relevant and Time-Bounded) targets and expenditure plans. Full cognizance is taken of risk and appropriate steps are taken to mitigate or eliminate risk as part of a routine analysis of the College's operational environment (this is undertaken to standards required to address as far as is practicable for a Public Body the Combined Code which was published as a consequence of the recommendations of the Turnbull Report). The College accepts the need for continuous review and quality improvement of its standards of governance. It has in place a Governance Action Plan (as part of the College's Plan for 2009/12) which sets out targets for further improvement.

There are systematic reporting arrangements which enable the Board to consider progress against strategic and operational targets and to monitor the College's financial performance against approved budgets. The Board also receives regular reports on the quality of the service provided for learners and sector-wide contextual information based primarily on the conclusion of Her Majesty's Inspectors of Education (HMIe).

Members of the College's Management Team are provided with annual targets. Their progress against these is assessed by an annual appraisal system (Board members are involved in the appraisal and career development review of both the Principal and Depute Principal).

Individuals not content with the quality or the standards of the College's Governance have eventual recourse to the Standards' Commissioner (when internal procedures have been exhausted).

IG/AMcK
John Wheatley College
17 September, 2009



***Progress Against Targets
Sessions 2008/11***

October 2009

1. Introduction

1.1 During Session 2008/09 the College sought to:

- inform, establish and respond to the environment in which it operates;
- provide learning experiences of the highest quality to meet the aspirations of its learners and key stakeholders; and
- provide an operational environment which supports learning of the highest quality.

It will discharge these Strategic Objectives by overtaking the undernoted Priorities.

2. Strategic Priorities

2.1 Scottish Funding Council

2.2 The College undertook to:

- achieve, during academic year 2008/09, the student activity target of 34,697 WSUMs agreed with the Scottish Funding Council;

Achieved - the College delivered 39,045 in wsums in Session 2008/09. The additional activity, over the SFC target, was supported by further grant funding from a number of external sources.

- seek to enrol, during academic year 2008/09, 6911 learners as anticipated by its funding agreement with the Scottish Funding Council;

Achieved – the College enrolled 8,500 learners.

- participate in a pilot programme for young people who have been looked after and accommodated, or are similarly vulnerable, by working with local partners to enrol up to 50 young people and delivering up to 1400 WSUMs of additional activity;

Achieved – three (3) Groups have been recruited involving 53 learners.

- ensure that it remains financially sustainable, as defined by the Scottish Funding Council, during the period of this Plan.

Achieved - the College financial position has been monitored on a monthly basis and throughout the year with the College's financial performance for the year in line with budget.

3. Corporate Governance

3.1 The College undertook to:

- appoint three new Board members, within the Board's procedures for these appointments, by August 2008;

Achieved - three new full members appointed and two new co-opted members. In addition 1 new Fellow of Board appointed.

- prepare, for the consideration of the Board, a review of the College's Governance within the On Board framework by October 2008;

Achieved - On Board report considered by at April 2009 board meeting.

- retender for Clerk to the Board Service by August 2008;

Achieved - Clerk to Board appointed.

- prepare to retender for Internal Audit Services by April 2009;

Achieved – tender exercise completed. The recommendation on providers of Internal Audit Service to be considered at June Board meeting with Wylie & Bisset being appointed.

- disseminate the results of the Sustainable Accounting project during Session 2008/09;

Achieved - the final report is completed and the outcome disseminated at Finance Managers' Conference held in May 2009.

- agree and deliver Induction and Board Development Event programmes during Session 2008/09.

Achieved - Induction programme for new members delivered as agreed by the Board. Board Development programme delivered as agreed by members.

4. Partnerships

4.1 The College undertook to:

- continue to participate in the Board of the Glasgow East Regeneration Agency (GERA);

Achieved - the Principal routinely attends GERA board meetings.

- participate in joint initiatives led by GERA to address priorities in respect of the City Strategy (assuming that GERA are successful in their tender for a Department of Work and Pensions (DWP) contract to deliver this work);

Achieved - joint work undertaken with GERA staff and Guidance manager.

- participate in the Clyde Gateway Employability Group to overtake the priorities outlined in the Urban Regeneration Company's Business Plan (as published in January 2007);

Achieved – the College participates in Employability Working Group.

- participate in the City Council's Vocational Programme and other projects in response to Lifelong Partners (delivering 3500 WSUMS) in Session 2008/09;

Achieved.

- continue to participate in the Boards and structures of the East Centre and Calton, and Baillieston, Shettleston and Greater Easterhouse Community Planning Partnerships;

Achieved – the Principal attends both Board meetings.

- work in partnership with Glasgow Housing Association (GHA) to further develop community access to ICT based learning opportunities;

Achieved - additional learning centres established in Sandyhills, Cranhill, Shettleston and Carmyle.

- continue membership of, and utilise the services of, Strathclyde Labour Intelligence Monitoring Services (SLIMS) during the period of this Plan;

Achieved - SLIMS information routinely discussed at SMT and distributed to Curriculum Leaders.

- consider being a member on a re-established Glasgow Community Colleges Group during Session 2008/09;

Not achieved - progress has been slower than anticipated with no agreed format for such a grouping agreed to date.

- continue to participate in Glasgow Colleges Construction Skills Partnership;

Achieved - the College seconded a Senior Lecturer to support the work of this Partnership.

- continue to develop the strategic partnership with Jobcentre Plus in Session 2008/09;

Achieved.

- develop the Care Leavers programme in collaboration with East Glasgow CHCP, Glasgow City Council Education and Social Work Services during Sessions 2008/10;

Achieved - Steering Group established to oversee Transitions Programme.

- develop innovative transition programmes for young people who have been looked after and accommodated, or are similarly vulnerable, in partnership with East Glasgow Community Health and Care Partnership and Glasgow City Council's Education and Social Work Services;

Achieved - three groups with 53 young people recruited in Session 2008/2009.

- be a member of the Association of Scotland's Colleges during Session 2008/09 until such services are replaced by Further Education Scotland Support Agency (FESSA);

Achieved.

- support and participate in the activities, where appropriate, of the West Access Forum during Session 2008/09;

Achieved - Assistant Principal is the Vice Chair of Forum Steering Group.

- consult with Glasgow City Council in respect of its services provided for pupils from local secondary schools during Session 2008/09;

Achieved.

- consider with Glasgow East Arts Company (GEAC) establishing a record label to promote the educational aims of the College by December 2008.

Partially Achieved - draft Memorandum and Articles of Association have been prepared, the establishment of the record label has been discussed at a Board of Management meeting. Final approval from GEAC Board is awaited.

5. Promoting Excellence

5.1 The College undertook to:

- consider participation in the new Further Education Support Agency by December 2008;

Achieved - the Board has joined Scotland's Colleges.

- seek to develop, in association with recognised Trades Unions and professional associations, a staff survey for use by end of Session 2008/09;

Achieved - survey agreed, conducted and outcome reported to Personnel and Staffing Committee at February 2009 meeting.

- seek to put in place arrangements for an elected sabbatical Student Association President, in association with NUS-Scotland, by the commencement of Session 2008/09;

Discussions are on-going with NUS Scotland who have agreed in principle to support this development from Session 2010/11 with preparatory work scheduled to be undertaken in Session 2009/10.

- take account of policies and protocols defined in Promoting Excellence as part of its annual planning process;

Achieved - as part of the Strategic Planning process.

- prepare for and undergo, an Investors in People audit during Session 2008/09.

Target revised for operational reasons – work on-going to achieve this target early in Session 2009/10.

6. Health and Safety

6.1 The College undertook to:

- introduce a revised Health and Safety Policy from the commencement of Session 2008/09;

Achieved - new Policy introduced in August 2009.

- seek accreditation for its Health and Safety Management under the British Standards Institute ISO 9001 by June 2009;

Target revised for operational reasons - Work on-going to achieve this target in Session 2009/10.

- review the College's mental health support service, in collaboration with East Glasgow Community Health and Care Partnership, for staff and learners by March 2009;

Achieved - Mental Health Support Services in collaboration with East Glasgow CHCP in place.

- work to achieving recognition under Healthy Working Lives, Silver Award by June 2009;

Not Achieved - There is a change in the Award Structure which requires the College to reapply for the Bronze Award.

- undertake an external audit by the College's Health and Safety systems by March 2009;

Achieved - audit undertaken and report considered by Board and Health & Safety Committee.

- provide the College's Board of Management with a report of the College's Health and Safety performance for Session 2007/08 by September 2008.

Achieved report considered at the October 2009 Board meeting.

7. Financial Management and Sustainability

7.1 The College undertook to:

- produce a Finance Section Operational Plan for Session 2008/09 for consideration and agreement with the Strategic Management Team by August 2008;

Achieved - the Operational Plan was prepared on time and has been considered by the Financial Control Committee.

- consider guidance issued by SFC in respect of institutional financial sustainability by December 2008;

The College is awaiting the SFC guidance on this. The College has been consulted on in relation to Institutional Sustainability and has tried to anticipate the outcome within its plans for 2009/10 onwards.

- continue to further develop the knowledge and experience of non-financial managers as part of the College's staff development priorities in Session 2008/09;

Achieved - budget monitoring meetings continue to take place on a regular basis, almost all Curriculum Leaders and Senior Lecturers have undertaken financial training.

- continue to participate in College's Benchmarking club to inform its value-for-money agenda and to continue to consider the use of the value-for-money Public Sector Corporate Services Performance Indicators during Session 2008/09;

Achieved - the College has continued to make use of benchmarking and performance indicator data. The Benchmarking Club has not met during the Session although work is on-going in relation to HR and ICT Benchmarking.

- consider the case for participation in Advanced Procurement for Universities and Colleges (APUC) with a view to making a complete transition from existing arrangements by the commencement of financial year 2009/10;

Achieved - the College has continued to engage with APUC. Almost all of the issues raised by the College have been addressed and a paper recommending the Board delegate authority to Principal to join APUC has been prepared. It is expected that the College will join APUC during 2009/10.

- participate in the 'roll out' of the Scottish Ministers' e-Procurement system during Session 2008/09;

Partially achieved - the first stage implementation with 5 users has been completed, the full implementation is now expected in autumn/ winter 2009.

- maintain an overdraft facility of £150k during Session 2008/09;

Achieved - an on-call overdraft facility is in place.

- comply with the revised Statement of Recommended Practice (SORP) in respect of the annual accounts for academic/financial year 2007/08;

Achieved - the External Auditor was satisfied that the College accounts fully complied with changes which resulted from the revised SORP. No recommendations for improvement in this area have been made.

- maintain improvements in the collection of the documentation required to substantiate the College's fee waiver claim and related improvements to the recording of learner registration during Session 2008/09.

Achieved - the Internal Auditors reviewed the administration of Fee Waivers at the College during the year, there are now no outstanding high or medium grade audit recommendations relating to Fee Waivers.

8. Estates

8.1 The College undertook to:

- update and revise the College's planned maintenance schedule by December 2008;

Achieved – planned maintenance schedule in place.

- have an energy performance certificate for each of its buildings by January 2009;

Achieved.

- take part in the SFC Post Occupancy Evaluation project to enhance capital procurement during the period of the Plan.

Work on-going - the College survey and focus group activities undertaken. The Deputy Principal attends Steering Group meetings.

9. Sustainable Development

9.1 The College undertook to:

- maintain a Sustainable Development Advisory Committee during the period of the Plan;

Achieved - Sustainable Development Committee meetings routinely held during Session 2008/09.

- work towards obtaining accreditation under BSI 14001 Environmental Management during Session 2010/11;

Not Achieved - the College unsuccessfully sought support from FEDD to progress this initiative. It is now considering alternatives means of funding this activity;

- install a range of sustainable development technologies at the Easterhouse Campus by December 2008;

Achieved – energy efficient lighting, wind turbine, solar panels and air-sourced heat pump installed.

- review the College's Sustainable Development policies by April 2009;

Ongoing as part of target ii);

- maintain procedures to ensure that environmental content is included within all teaching programmes during Session 2008/09;

Achieved - as part of Programme Approval and Review Procedures.

10. Information and Communication Technology (ICT)

10.1 The College undertook to:

- review the management and staffing structures of the College's ICT support team within the agreed procedures for such a review, reporting to the Joint Consultative Committee by October 2008;

Achieved.

- produce an ICT Operational Plan for Session 2008/09 for consideration and agreement with the Strategic Management Team by August 2008;

Achieved - considered and approved by SMT.

- review ICT Strategy and ICT Security systems during Session 2008/09;

Partially Achieved - documentation reviewed and updated. The full revision of the Strategy now scheduled for Session 2009/10

- upgrade the ICT Infrastructure in the Easterhouse Campus;

Achieved - additional wireless access installation underway.

- explore the feasibility, cost of and sustainability of integrating the Greater Easterhouse Learning Network (GELN) and Eastend Connected by March 2009;

Partially Achieved - Phase 1 of the integration implemented. Discussions with GERA yet to be completed on phase 2.

- explore the potential use of ISO 27001 in validating the security of the College's information management systems by June 2009.

Achieved - considered as part of documentation update.

11. Community Planning

11.1 The College undertook to:

- lead the Lifelong Learning Group for the East Centre, Calton and Shettleston and Baillieston and Greater Easterhouse Community Planning Partnership Boards during Session 2008/09;

Achieved - Single Learning Theme Group now established for East Glasgow, Chaired by Assistant Principal and supported by College Administration Team.

- further review the impact on College curriculum provision of the decision to award the 2014 Commonwealth Games to Glasgow during Session 2008/09;

Achieved - as a part the Programme Review process.

- participate in the Clyde Gateway Employability group and support the Urban Regeneration Company's Employability Strategy (when established) throughout the period of the Plan.

Achieved - Senior staff attended meetings during Session 2008/09.

12. Widening Access

12.1 The College undertook to:

- provide the Board with a report on the Widening Access provision delivered during Session 2007/08 by October 2008;

Achieved - the Board considered a report on Widening Access in May 2009.

- provide the Board with a report on programmes delivered under the auspices of *Lifelong Partners* by October 2008;

Achieved.

- implement the strategy for working with young people *More Choice More Chances* during Session 2008/09;

Achieved – the College delivered a range of programmes to support this Strategy in Session 2008/09.

- continue to respond to the needs of migrant workers and asylum seekers by developing its provision of ESOL and the new citizenship/residency qualification during Session 2008/09;

Achieved - additional funding secured from Community Planning.

- implement the Board's Youthwork Strategy during Session 2008/09 and report to the Board on the impact of this Strategy by August 2009.

Achieved - Strategy implemented through Youth Access Programme and support for Transitions Programmes.

13. Advice, Guidance and Other Resources to Support the Learner

13.1 The College undertook to:

- review the staff structure of the College's Advice Team with agreed procedures for such a review, reporting to the Joint Consultative Committee by October 2008;

Achieved - report on revised structure considered by JCC. Revised structure implemented June 2009.

- produce an Advice and Guidance Operational Plan for Session 2008/09 for consideration and agreement with the Strategic Management Team by August 2008;

Achieved - Operational Plan considered and approved by SMT.

- evaluate the revised Individual Learning Plan procedures by December 2008;

Achieved – report considered by Academic and General Purposes Committee in May 2009.

- further develop, in partnership with GERA, employment advisory services which can be accessed by learners as part of a progression guidance programme;

Achieved - a progression guidance programme was delivered in March/April 2009.

- continue to develop the use of ICT based systems to provide guidance services to learners during Session 2008/09;

Achieved - additional guidance support materials available to learners via College website.

- further develop the flexible and blended opportunities provided for both learners in both its main buildings and learning networks during Session 2008/09.

Achieved – ICT Champions have further developed on-line learning resources. Flexible Learning provision has been expanded to include Digital Cre8or.

14. Marketing

14.1 The College undertook to:

- produce a Marketing Operational Plan for Session 2008/09 for consideration and agreement with the Strategic Management Team by August 2008;

Achieved - Operational Plan considered and approved by SMT.

- conduct a comprehensive Labour Market Review and provide a report to the Board by May 2009;

Achieved - report considered at June 2009 Board meeting.

- developing relations with local Housing Associations as a means of communicating with local communities;

Achieved - articles provided to local Housing Associations for publication in newsletters;

- contribute to the further development of the College website to promote its curriculum activities and achievements during Session 2008/09.

Achieved - Web-site routinely updated to include information on a range of College activities.

15. Quality Enhancement and Continuous Professional Development

15.1 The College responded to the revised Guidance to Colleges on Quality by:

- preparing the baseline statement required by the Scottish Funding Council (SFC), for consideration by the Board at the meeting scheduled for December 2008 prior to submission to the Funding Council by 31 December 2008;

Achieved - Baseline Report considered at December 2009 Board meeting.

- revising the College quality procedures to take account of the emerging SFC quality framework and Review methodology during Session 2008/09;

Achieved - revised self-evaluation reporting format introduced for Session 2008/09.

- further developing its processes and procedures to facilitate learner engagement in the quality enhancement activities of the College during Session 2008/09;

Partially achieved - new Class representative hand book introduced. Revision of mid-year evaluation activity and end of Session questionnaire implemented. Due to instability within Students' Association Executive Committee in-house class representative training not delivered.

- undertaking during Session 2008/09 the appropriate activities which will be required to produce the College's first Annual Quality Statement by November 2009;

Achieved - evidence collected to form basis of the Annual Quality Statement for Session 2008/09.

- considering how to further develop external peer review to encompass wider aspects of its quality enhancement processes by December 2008;

Achieved - external review procedure further modified to include learner engagement.

- devise and deliver a CPD programme to support all staff in implementing the revised quality arrangements during Session 2008/09.

Achieved - Quality Day Programmes included briefings from College HMle on revised quality procedures.

15.2 The College undertook to:

- produce a Quality Enhancement and CPD Operational Plan for Session 2008/09 for consideration and agreement with the Strategic Management Team by August 2008;

Achieved - Operational Plan considered and approved by SMT.

- continue to respond to the national enhancement themes of attainment, retention and employability by providing reports to the Academic and General Purposes Committee by May 2009;

Achieved - CPD Sessions on attainment and retention delivered in December 2008 Quality Day. Reports on attainment, retention and employability considered by Academic & General Purposes Committee in Session 2008/09..

- amend the annual report format for Academic Schools to include specific commentary on A Curriculum for Excellence for reporting in Session 2009/10 onwards;

Achieved.

- respond to appropriate externally produced equality priorities, in particular those identified by HMle as a consequence of the national review activity undertaken during Session 2007/08;

Achieved - HMle SLIPS identifying equalities have been disseminated to appropriate Curriculum and Project Teams.

- continue to develop approaches to using the Scottish Credit and Qualifications Framework, in collaboration with Telford College, to assign academic credit to non-certificated programmes within its Youthwork and Community based programmes during Sessions 2008/10;

Partially Achieved - training programme complete. The Curriculum Leader for Services Industries is now leading developments in Hospitality.

- implement the revised Career Development Review (CDR) procedures for the Operational Management Team from August 2008.

Achieved - revised procedures in place.

16. Equalities

16.1 The Board undertook to:

- develop an integrated Equalities Policy by May 2009;

Partially Achieved - Consultation and involvement activities planned for June 2009. Draft Policy to be produced for approval in Session 2009/10.

- incorporate an annual Equalities Report in the College's Annual Report by October 2008;

Achieved - Equality and Diversity Report Sessions 2005/06 to 2007/08 approved by Board of Management in December 2008 and placed on College website.

- continue to participate in, and respond to, the activities of the Scottish Funding Council supported Equalities Forward during the period of this plan.

Achieved - a number of events have been attended by key personnel during Session 2008/9. In addition the Principal was a member of the Equality Forward Board until 31 July 2009.

17. Human Resources

17.1 The College undertook to:

- produce a Human Resources Operational Plan for Session 2008/09 for consideration and agreement with the Strategic Management Team by August 2008;

Achieved.

- implement the FEDRA job evaluation system during Session 2008/09;

Partially Achieved - Implementation Schedule in place. Steering Group Established. Role Analyst trained. Briefings for managers in June 2009. Implementation of system will commence 2009/10;

- produce a Workforce Development Plan to inform the budget setting process for Session 2009/10 by May 2009;

Achieved – report considered as part of the Strategic Planning process for Session 2009/12.

- report on the operation of the College's sick absence management policies and procedures for each meeting of the Personnel and Staffing Committee;

Achieved – reports routinely considered by Personnel and Staffing Committee.

- revise the College's approach to sick absence to take account of legislative changes, in particular in relation to those receiving treatment for cancer, by December 2008.

Achieved - a report on the changes to the College's approach to managing sick absence in relation to serious illness including cancer presented as part of Attendance Management Report at Personnel and Staffing Committee.

18. School of Vocational Skills/School of Core Skills

The College's academic Schools produced operational plans for Session 2008/09 for consideration and agreement by the Strategic Management Team by August 2008.

Achieved – School Plans presented to SMT and agreed.

These operational plans reflected the individual context of each school and addressed:

- the College's corporate priorities;
- the College's labour market analysis and environmental scan;
- the Scottish Funding Council's national quality enhancement themes of retention, attainment and employability;
- the College's Quality Enhancement/Improvement agenda;
- the College's Equalities agenda;
- review the curriculum offer within the College's corporate priorities, labour market review, environmental scan and the principles of A Curriculum for Excellence; and
- the College's Continuous Professional Development Programme.

Achieved – School Plans reflect the context of each school and address the identified priorities.

In addition School Plans sought to identify potential sources of additional funding to develop and deliver further provision.

19. Knowledge Transfer

19.1 The College undertook to:

- continue to develop its approach to the delivery of knowledge transfer during Session 2008/09;

Achieved - Bespoke programmes for employers in the Construction Sector have been delivered.

- continue to develop knowledge transfer activities in conjunction with the STUC;

Achieved - programmes now being delivered in conjunction with 5 Trades Unions including Spanish classes being delivered with PCS. First cohort completed 29/01/09, and will infill into EEC evening classes. Second group commenced

12/02/09, Literacies support via PDA ITALL, an Everyday Skills programme and A&V Awards with UCATT. IT learning & support being provided to GMB at United Biscuits. Learning Centre established at Parcellforce Rutherglen and ICT programmes delivered in collaboration with UCW. Discussions underway re Everyday Skills learning with T & G at First Bus Group with programme to be implemented in Session 2009/10.

- further develop the links with the Creative Industries sector during Session 2008/09;

Achieved - ongoing development of record label, recording/broadcast of Burns Celebration from Cathedral.

- participate in the Scottish Funding Council supported National Entitlement Card project during Session 2008/09.

Partially Achieved - Assistant Principal has contributed to development of 2nd stage funding application.

20. Employer Links

20.1 The College undertook to:

- further develop its links with small employers through the Federation of Small Businesses during Session 2008/09;

Achieved - new links have been made with a number of local employers including Housing Associations.

- further develop links with larger employers and deliver additional training in the area of construction during Session 2008/09.

Achieved - a number of new training courses for local employers have been delivered – in areas including, specialist flooring, construction maintenance and external rendering. Ongoing work in IT Flexible support to United Biscuits and Parcel force. ILM provision to Soapworks commenced May 2009.

John Wheatley College

Achievements Against National Priorities

Academic / Financial Year 2008/09

1. Introduction

1.1 Academic session 2008/09 was the second in which the College sought to address the priorities of the Scottish Government within the context of its Strategic Priorities.

1.2 The Government's main priorities related to the creation of a Scotland which is:

- smarter;
- wealthier;
- healthier;
- safer; and
- greener.

The Government has, since its election, emphasised the importance of viewing these general objectives in an integrated manner. The College will, as a consequence, also seek to report its contribution to these macro policy objectives in this report in this way.

1.3 The College has, in addition to these macro-targets, sought to address the key priorities contained in the Scottish Government's Skills Strategy and its related Economic Strategy.

2. A Smarter Scotland

2.1 In its response to the Government's objective of making Scotland a 'smarter place' the College has sought to address priorities in both the Scottish Skills Strategy and the Economic Strategy.

2.2 The College has comprehensively addressed the priorities of the Scottish Skills Strategy outlined by the Cabinet Secretary for Education and Lifelong Learning. It has:

- i) continued to develop an approach to the provision of essential skills (such as literacy and numeracy) which has sought to integrate these into vocational contexts. Similarly it has sought to integrate Information and Community Technology in this way. Its approach to curriculum design ensures that these skills are included in all programmes. The College also has extensive learning support facilities and services to address the needs of individual learners who have specific requirements in this respect;
- ii) further expanded its provision of English for Speakers of Other Languages (ESOL) in academic session 2008/09 (with specific grant for this purpose). ESOL provision was, under this auspices, made available for:

- refugees and asylum seekers;
- workers from European Union Accession States; and
- other migrant workers.

The College ESOL provision is also designed to prepare those seeking UK Citizenship for residency by means of the Scottish Qualifications Authority (SQA) Preparation for Citizenship Award. Much of this provision was planned within local partnership arrangements;

- iii) responded to the agenda established by the Scottish Executive's / Government's *Lifelong Partners* Strategy.

It has used Skills for Work Programmes (in construction, hospitality, child care and hairdressing / beauty therapy) to enrich the educational experience of pupils from almost every secondary school in Glasgow. It has, in association, with local schools developed bespoke programmes (such as Youthstart) to respond to the specific needs of smaller groups of learners. In addition, it has provided appropriate learning experiences for school pupils within Glasgow City Council's Enhanced Vocational Initiative Programme. The provision made by the College in these respects exceeded significantly the specific resources provided for this particular purpose by the Scottish Funding Council;

- iv) undertakes systematic labour market reviews as part of each academic year's planning processes. It uses this data to inform its future provision. The College's portfolio of provision is designed, as consequence, to meet the needs of local (East Glasgow) labour markers as well as the priorities outlined in the SFC's Learning to Work Strategy. The College reports annually to its Board of Management the efforts made to address local and national Employability agenda, the College encourages all staff to undertake an annual placement with a relevant local employer to ensure that their skills and experience remains up-to-date and relevant. The College has shared its labour market analysis with the Sector Skills Councils' Development Agency;

- v) the re-organisation of the Scottish Enterprise Network and the subsequent establishment of Skills Development Scotland caused a significant hiatus in collaborative working with some agencies concerned with the development of the Scottish Skills agenda in particularly Careers Scotland. Nevertheless the College has sought to meet the requirements of the protocol signed by the Association of Scotland's Colleges (ASC) and the Sector Skills Development Agency. It has also continued to develop its working relationship with Job-Centre Plus to improve the progression of those on Benefits into employment. This objective has been further enhanced by the College's membership of the East Glasgow City Strategy Consortium (led by Glasgow East Regeneration Agency);

- vi) the College has sought to respond proactively to the challenge of *More Choices, More Chances*. It reports annually to its Board on

progress made in this report. It used additional 'hot spot' funding in session 2008/09 to develop:

- innovative youth-work related services to re-engage with young people who had left the education system;
- a novel 'Soccer Success' programme in association with Glasgow City Council and both Rangers and Celtic football clubs; and
- additional programmes of Youthstart and Pre-apprenticeship Construction Training to meet perceived needs from local schools.

In addition, the College contributed to the cost of a *MC²* coordinator employed by Glasgow City Council.

In session 2008/09 the College delivered an innovative programme for Care Leavers *Transition to Learning and Work* with support from the Scottish Funding Council. This programme was targeted towards Looked After and Accommodated Young People who have had extremely negative educational experiences. The programme recruited fifty-three young people in the first year many of whom have progressed to further study at the College;

- vii) the College has revised its programme authorisation and approval procedures to attach Scottish Credit and Qualification Framework (SCQF) levels to all of its course provision. In addition it has in partnership with Edinburgh's Telford College, continued to develop an approach which allocates SCQF levels to non-certificated small 'chunks' of learning (for use particularly with unconfident learner in community settings);
- viii) the College is continuing to develop its relationship with Construction Skills Scotland to develop its provision in Carpentry and Joinery. Furthermore it assisted City Building LLP to provide Modern Apprenticeship training in:
 - a) carpentry and joinery;
 - b) brickwork;
 - c) plastering and tiling; and
 - d) roofing, slating and tiling.

The relatively poor educational achievement of pupils leaving local schools has necessitated the introduction of pre-apprenticeship classes. An analysis of outcomes for school leavers with, relatively poor levels of qualifications, who have successfully completed such programmes in session 2008/09 indicates that circa 80% gain access to Modern Apprenticeship schemes.

- ix) the College is committed to providing impartial guidance. It employs its own guidance staff for this purpose and employed an additional Careers Adviser to support this service for learners in session 2008/09. In addition it has partnership arrangements with a range of organisations, including Glasgow East Regeneration Agency (GERA) and Careers Scotland, to provide learners with additional progression guidance and support into employment and/or further learning.

- 2.3 The College seeks to respond to the needs of local employers to overtake the aims of the Scottish Government's Economy Strategy by:
- a) providing bespoke training to overtake the needs of local employers to find appropriate skilled staff;
 - b) collaborating with the Scottish Trades Union Congress and member Unions to provide tailored programmes of study for union members in local businesses and organisations;
 - c) engaging with local Business Club;
 - d) engaging with Scottish Small Business Federation; and
 - e) responding to local labour market intelligence provided by independent organisation such as SLIMS (Strathclyde Labour Monitoring Service).
- 2.4 The College has also developed links with GERA to provide most full-time learners with support to find and sustain employment at the end of their programmes of learning.
- 2.5 This approach has been developed in response to the needs of local employers who have indicated a preference for 'one-stop' shop for employment services.

3. A Wealthier Scotland

- 3.1 The College operates in one of the poorest areas in Scotland with a population which is heavily reliant on benefits. The College, therefore, seeks to provide learners with access to programmes of vocational employment which will promote progression to sustainable employment.
- 3.2 The College provides vocational education and training designed to meet the needs of local employers informed by a detailed analysis of local labour market intelligence.
- 3.3 The College also has specific programmes which lead directly to sustainable employment in both the public and private sector. For example, the College has collaborations with local partners, such as GERA, to provide training programmes which specifically and genuinely meet the needs of inward investors in Glasgow East. These programmes have been particularly successful in gaining local residents access to employment in Glasgow Fort and other retail developments. Similar approaches have also been possible in the public sector. For example, training programmes available to lone parents on Benefits have enabled them to gain employment as Allied-Health Professionals in the local Community Health and Care Partnership. This initiative has enabled these individuals to escape the potential 'poverty-trap' which is sometimes apparent when moving from benefits to employment,
- 3.4 The College also includes work placements in many of its vocationally orientated programmes which are designed to enhance the quality of the programme and the work readiness of individuals (in line with the Funding Council's *Learning for Work* Strategy).
- 3.5 The success of students in obtaining sustainable employment (often after long periods of employment) has a significant impact on their personal economic and their social well-being.

- 3.6 This 'up-skilling' has made local people more effective in obtaining local jobs (rather than those opportunities being taken by 'in-comers').
- 3.7 There has been a beneficial multiplier effect by the spending of learners who have moved into employment in the local economy (which has, in part, assisted the sustainability of the employment of others).

4. A Healthier Scotland

- 4.1 John Wheatley College has, during session 2007/08, developed a close working link with the Glasgow East Community Health and Care Partnership (CHCP).
- 4.2 The poor health record of East Glasgow is a significant part of the operational context which the College faces. Indeed work undertaken to identify the key factors which influence student drop-out of College courses relate directly or indirectly to ill-health (indirect issues relate to issues associated with the role of many students as 'carers').
- 4.3 The College is unable to tackle such issues itself. Similarly the excellence of its provision or the relevance of its quality improvement agenda can have little impact on such an externally driven factor. This has necessitated the close operational links with the CHCP.
- 4.4 Nevertheless the College has sought to respond to the challenge of local ill-health by means of:
- i) agreeing with the CHCP that some of its primary care services (such as mental health workers) will be deployed into the College's primary sites (at both Easterhouse and in the East End);
 - ii) providing community-based adult education programmes which promote aspects of the health agenda which has been accepted locally with Community Planning constructs (this has, for example, included cookery courses for adults newly diagnosed with diabetes);
 - iii) assisting in the management of the Glasgow East Healthy Living Centre. The College has assisted this project to establish improved governance and to indentify how it may become financially more sustainable in future years to enable it better to focus on its health improvement agenda;
 - iv) participating in health studies (such as preliminary research with young women who were students at the College to assess the prevalence of HPV prior to decisions which were made by the Scottish Government to mass immunise 16-18 year olds);
 - v) organising of a number of health themed information events for both learners and staff; and
 - vi) promoting anti-addiction services provided by the local CHCP. Indeed referrals from John Wheatley College in sessions 2007/08 and 2008/09 have coalesced into a local 'hot-spot' for that aspect of the CHCP primary care service.
- 4.5 The College has also sought to play a part in enabling local residents to gain employment in the provision of primary care services. It has, in association with the CHCP and Glasgow East Regeneration Agency, run (with Community Regeneration Funding from the Glasgow Community Planning Partnership) an access to employment as Allied Health Workers programme

for single parents. This project guaranteed those who successfully completed both an HNC and supervised work placements employment as community care workers. The success of this programme was recognised in the achievement of a Care Accolade Award in session 2008/09. Furthermore, the College has, under the auspices of the Scottish Wider Access Programme, extended its provision which guarantees local residents access to undergraduate Nursing programmes in West of Scotland Higher Education Institutions (HEIs).

- 4.6 The College also sought, in 2008/09, to develop further its responsibilities towards the health of its staff and to extend the support it lends to health-related charities. The College has previously been accredited under the former Scotland's Health at Work (SHAW) Award Scheme at a Bronze level and is currently working towards obtaining recognition at the silver standard. However despite these activities staff absence as a result of ill-health rose in session 2008/09 to 5.15% compared to a figure below 4% in the previous session. This was solely attribution to instances of long term absence which may be ascribed to the demographic profile of the College. However the figure for session 2008/08 was still well below a high of almost 11% some five years previously. It has proactively sought to assist staff, in this respect, by, for example, offering all an opportunity to have an influenza vaccination, by introducing programmes which improve the effectiveness of hand washing (to reduce the potential of infection by means of that particular vector) and by more proactive use of occupational health services. Over and above these activities the College seeks to support medical charities by, for example, supporting McMillan Cancer coffee morning events several times a year. These provide opportunities for hospitality students to extend the range of their practical experience whilst also contributing to the College's citizenship agenda.

5. A Safer Scotland

- 5.1 The College takes part in Local Community Planning structures in East Glasgow. As such it is engaged, as appropriate, in a number of initiatives designed to improve the safety of those Communities.
- 5.2 It collaborates closely with Strathclyde Police to run a mobile Youth Work base which is located at areas of anti-social behaviour 'hot spots' to provide detached youth work services. The 'hot spots' are identified by police management information systems which collate, interpret and report incidents of anti-social behaviour. The College's Youth Work Services are, in part, funded by Fairer Scotland Grant assistance (channelled by means of the Community Planning Partnerships) and, in part, from funds provided by the SFC in respect of the *More Choices, More Chances* Strategy (these funds are so deployed to enable the College to establish alternative pathways back into learning for disengaged young people).
- 5.3 The College has also sought to support Strathclyde Police's gang violence initiative (CIRV) by providing educational opportunities for former gang members.
- 5.4 The College runs successful out-of-school drop-in youth services to attract local school pupils into learning at the end of their school day. This programme has operated successfully for a number of years. It has sought to develop a Youthwork Curriculum which seeks to address, in an informal

manner, the key principles of the Curriculum for Excellence. These programmes might also be seen as being of further utility in 'diverting' young people into activities which are not self-destructive.

- 5.5 The College's physical environment has also been designed to be 'safe'. It has taken advice from consultants with a Crime Protection background to 'design out' features which might unwittingly promote crime or anti-social behaviour. The College has deployed a comprehensive internal and external Close Circuit Television Security System on its two main sites. In addition, it has engaged 24-hour security to monitor and, if necessary, to intervene in incidents of anti-social behaviour. In a SFC survey of Scotland's Colleges (Mandate) John Wheatley College's repair costs related to vandalism and related activities were the lowest in the Sector. This attests to the success of both the quality of the design of the building, but also the levels of security which are applied to them. It also points to the community's 'respect' for the College and its infra-structure.
- 5.5 The College's curriculum offer has also been designed pro-actively to reduce the incidence of criminal behaviour in the Communities it serves. It has, for example, run a number of initiatives such as the Routes Into Learning project which seeks to provide an opportunity for women engaged in street prostitution to gain other skills as an alternative to the 'sex industry'. Similarly it contributes to a number of joint initiatives (run in conjunction with the local Community Health and Care Partnership) to assist recovering drug users to break their self-destructive habit and to escape from the incentive to commit crime.
- 5.6 The College additionally provides a range of support for local voluntary organisations (such as Alcoholics Anonymous) to assist local residents to break their dependency on alcohol. Within Community Planning Policy Priorities these activities are of the highest priority.
- 5.7 Furthermore, the College seeks to challenge the issues of territorialism which blight its catchment areas. Many of these are rooted in sectarianism. It has participated in several projects, such as Soccer Success, which seek to challenge the stereotypes upon which these attitudes rest. Soccer Success runs in association with both Rangers and Celtic Football Clubs and Glasgow City Council (it also represents part of the College's response to the challenge of *More Choices, More Chances*).
- 5.8 In Session 2008/09 the College included Strathclyde Police as one of its Key Stakeholders for consultation about the future nature of its provision. This ensures that it's planned activities will continue, where feasible, with local strategies to improve the quality of life in local communities.

6. A Greener Scotland

- 6.1 The College acknowledges the role which it is required to play in order to reduce its Carbon Footprint and its other impacts on the environment.
- 6.2 A key element of its response to these statutory and social responsibilities has been the construction of the East End Campus which seeks to utilise a range of sustainable development technologies which include:
 - i) photovoltaic cells;

- ii) solar panels;
- iii) air sourced heat pumps;
- iv) a bio-mass boiler;
- v) a Sustainable Urban Drainage (SUDs) system; and
- vi) active and passive design features (such as energy efficient lighting and high quality insulation).

As a consequence of this the College was awarded the British Research Establishment Environmental Assessment Method (BREEAM) Excellent rating at both the Design and construction stages.

6.3 In addition the sustainable features of the East End Campus has also been recognised by:

- i) the award of the Glasgow Institute of Architects Award for Sustainability;
- ii) being Highly Commended at the *Green Gown* awards by the Higher Education Environmental Improvement Awards (in the Colleges and Small Institutions category); and
- iii) being a finalist in the UK Environment and Energy Awards – (Renewable Innovations Category).

6.4 Furthermore the College has, during July 2008, refurbished its Easterhouse Campus. This refurbishment has included the installation of sustainable development technologies including:

- i) photovoltaic cells;
- ii) airsource heat pumps;
- iii) energy efficient lighting; and
- iv) solar collectors.

Early in session 2008/09 a wind turbine generator was installed on this site. It is anticipated that these developments will improve significantly the energy efficiency of the College's operations in that campus.

6.5 The installation of these sustainable development technologies has contributed to more effective energy use at both the College's main buildings during session 2008/09.

6.6 The College recognises that it is not sufficient merely to make its building more 'environmentally friendly'. It has, therefore, revised its curriculum guidelines to ensure that sustainable development topics are included in all teaching programmes. In addition, its collaboration with Stow College, it produced two National Certificate Units (which are now nationally available in the Scottish Qualifications Authority catalogue) which promote sustainable development.

6.7 Furthermore, the College led a Scottish Funding Council project which involves four colleges to develop a methodology which has enabled it to include specific commentary on the environmental impact of their activities. This commentary has been included in the College's Annual Accounts from academic/ financial year 2006/07. This methodology was disseminated to the Colleges Finance Managers' Community of Practice in session 2008/09.

6.8 The College has also sought to support an increase in the terrestrial / breeding birds by locating bird boxes at its East End Campus.