



College Self- evaluation Report Session 2010/11

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Section 1 Progress against Actions from 2009/10 Report

During 2010/111 the College will:

- *take action to improve retention and attainment on HNC programmes where Performance Indicator data is low;*

Progress

HMle Annual Engagement Report provides evidence of action taken, specifically it was noted that:

1. teams who deliver HNC were required to present to the Academic Board the actions they had taken to improve retention, attainment and wider achievement;
2. two teams revised the content of their National Certificate programme, as this was the primary source of learners for the HNC programme, in order to provide learners further opportunities to develop core skills required for more advanced study;
3. one team revised the programme structure, in light of learner attainment in the previous session, to include an additional qualification to further enhance learners' employment prospects;
4. one team was required to provide an action plan to address low retention and attainment identified as a consequence of the internal review procedures; and
5. HNC programme team self-evaluation reports were considered within the College's annual self-evaluation procedures.

- *support those teams who require to improve further the skills necessary for evaluative analysis and the identifying of the associated targets for improvement of the learner experience;*

Progress

Team action plan writing was supported by managers and the Quality Team. In preparation for participation in programme review the Associate Principal Quality provided an overview of the process to Curriculum Leaders, Senior Lecturers and Programme Tutors as part of the Quality Day programme in February 2011. The Quality Team provided on-going guidance and support to those preparing for review; and to aid planning for the review meeting teams were given an outline of the topics for discussion.

- *continue to provide focussed CPD activities in order to enable teaching staff to develop still further ICT skills to enhance the learner experience; and*

Progress

A range of CPD activities have been delivered during Session 2010/11, including:

- Intro to Web2 for Learning and Teaching (JISC);
- Desk space – e-portfolios for Skills for Work programmes (SQA);
- CfE – Technology and Curriculum for Excellence (Scotland's Colleges); and
- Understanding Standards/Unit Writing (SQA)

Feedback from participants highlighted the value of these events, as did the number of requests for further activities. Specifically staff commented that they valued learning about:

- the details of what opportunities there are to use ICT more widely;
 - information on assessment techniques; and
 - ideas on how to further use technology within curriculum design.
-
- *review its Equalities Agenda in light of the new statutory Equalities Duties to be introduced from April 2011.*

Progress

The Equalities Committee structure was reviewed and amended to better facilitate the consideration of Equalities matters as a whole not as separate entities relating to employees, users of services and/ or learners and also to take account of the revised staffing structure.

In order to progress the general duty, in light of the delayed publication of specific duties, changes were implemented within the team self-evaluation reporting proforma in order to facilitate embedded assessment of equalities impacts.

Section 2. How well are learners progressing and achieving relevant, high quality outcomes?

2.1 How well does the college perform against its educational aims, objectives and targets?

The Board of Management has endorsed Ethos and Mission Statements which clearly set out the principles which inform the work of the college and the strategic planning process. These Statements are supported by a comprehensive Learning and Teaching Strategy which is reviewed annually by the Board.

The college has made good progress towards the strategic aims set out in its 2010-2013 college plan and the associated operational targets, including improvements in learner retention and wider achievement. A few targets which were partly achieved have been appropriately rescheduled. All staff are aware of, and are responsive to, the college's current strategic aims and objectives for 2011-2014. They make explicit reference to them in their team operational plans, enabling them to monitor and understand their team's contribution to the achievement of the college's strategic direction. They make effective use of their team plans to monitor progress against targets systematically. The college's Strategic Management Team routinely reviews progress against the targets in team plans with operational managers.

The Board of Management considers a Half-Yearly Report on Progress against Budget and Strategic Targets at its February meeting as part of its monitoring of college performance against its educational objectives and aims. In October of each academic session the Board considers an annual report for the previous academic session, which provides an overview of progress against its strategic priorities. The Board also considers the annual College Self-Evaluation Report at its December meeting. In addition the appropriate Standing Committees of the Board consider self-evaluation reports from the relevant operational teams. These reports provide Board members with a systemic overview of the work of the college. In addition the Board and its Standing Committees consider more specific reports on all the key areas of college activities providing members with routine opportunities to evaluate the effectiveness of the operation of the college.

Through the Board of Management's Academic and General Purposes Committee senior managers and Board members actively and effectively discuss performance indicator (PI) and self-evaluation reports as well as progress against targets and action plans.

The strategic and operational planning process takes appropriate account of local community planning priorities. Mutually respectful partnerships established with a range of organisations result in effective collaboration in delivering learning opportunities which encourage learner participation throughout the local area. The investment in a network of local learning centres provides relevant opportunities for learners throughout the communities in East Glasgow. The provision made in these Centres is planned and delivered in collaboration with partner agencies.

The college continues to achieve its current strategic aims to increase participation and widen access through a range of targeted programmes and support services. These programmes and services support speakers of other languages through ESOL programmes, those who have disengaged from learning (in particular the Scottish Government's priorities for the More Choices More Chances cohort), Care Leavers, those with disabilities and additional support requirements. The Board (or one of its

Standing Committees) considers detailed reports on these activities on a systematic basis.

2.2 How effective is the college at achieving and maintaining high levels of retention, attainment and progression?

Senior managers are aware of the retention and attainment trends in the college and have identified subject areas and aspects of provision where concerns exist. Retention rates are high on part-time FE and HE programmes overall and very high on a few part-time FE programmes. However, on more than a few full-time FE and HE programmes retention rates are low. Overall, college rates for retention and attainment are at or below average rates for the sector, although student retention in FE programmes has shown a rising trend in recent years. College investigations of the causes for learner drop out identify the incidence of ill health in communities in East Glasgow as a key cause. Learners are often unable to complete programmes because of their own health or the health of those for whom they care. The college has extended the services which it provides to learners in this area by working with the former East Glasgow Community Health Partnership (CHP). Attainment rates of learners on full-time HE programmes are low and have been low over the last three years. The college has recognised this and has identified the ill health of learners and their dependents, and personal or financial problems, as major contributory factors to low attainment. There are retention and attainment issues in programmes in more than a few curriculum areas. As a consequence, the College has identified the need to focus on the further development of the teaching and learning skills of staff involved in HNC Social Care and Information Technology. However most staff in these areas are very aware of the specific issues relating to their programmes. They work hard to support learners and help them achieve their learning goals. Many learners, who do not complete their programmes for personal reasons, return to the college to continue their studies when their life circumstances change.

The CHP programme was recognised as leading practice in a recent aspect report by HMIE on Care. The aim of the approach in this programme is to improve retention and attainment of learners. The report commented that: *“John Wheatley College has taken an innovative approach to engaging practitioners in the work of the college, building on successful partnership working with the Community Health Partnership (CHP). The college hosts a secondment for a health practitioner from the CHP to coordinate and support work experience for a wide range of learners on programmes from Skills for Work to HNC. This enables the college to introduce young learners with few or no formal qualifications to work within the health sector. The approach is well-structured and links work experience to the theoretical elements of programmes. The learners are on placement one day a week for twenty weeks. They work with a variety of health care professionals. They experience tasters in all clinical and non-clinical areas of the CHP. Learners also receive training from workers engaged in working with addictions, alcohol awareness and health promotion. This enables learners to develop a more holistic view of care in community settings. They can then demonstrate a wider range of skills and experience when seeking employment.”*

The college uses systematic approaches to review performance indicator (PI) data. Senior managers analyse PI data on retention and attainment including trends. The College's flexible approach whereby staff tailor programmes to meet individual learner needs creates difficulties in applying the national student outcome measures. As a result, managers use analyses of learner attainment at unit level to inform their judgements about attainment. The Senior Curriculum Managers supported by the Senior Curriculum Manager: Quality Co-ordinator carry out a detailed review of PI data

with each programme team, including evaluations of actions taken to improve retention and attainment. Senior managers are aware that further development is required to establish reliable data on learner progression from introductory to mainstream programmes to inform their evaluations of learner progress and outcome. However some progress has been made in this area by using the data collated from Individual Learning Plans (ILPs). The college is aware that a few teams are still insufficiently rigorous in their analysis of PI data to identify actions which would improve attainment. As a consequence six teams have been required to produce Improvement Action Plans which address these issues.

During session 2010/2011 the college developed its quality procedures in order to benchmark its non-certificated programme within the levels contained within the Scottish Credit and Qualifications Framework. This approach continued to ensure more effective progression from community based programmes to mainstream college programmes.

2.3 How well does the college fulfil its statutory duties?

The college fulfils its statutory duties as required by Equalities legislation and has integrated all aspects of equality, diversity and fairness into its policies, procedures and planning processes. As a result, a strong ethos of fairness and respect for all permeates the college culture. The Board of Management and equalities committee monitor rigorously the effectiveness of the college's equalities arrangements. Responsibilities in relation to the college's fulfilment of statutory duties, including equalities and diversity legislation, are clearly identified and its response to directives and legislation is effective.

The college has appropriate and well embedded policies for safeguarding children and vulnerable adults, and provides the associated training for staff on an annual basis.

The college's authorisation and review processes ensure that there is a systematic review of curriculum material to promote and support the Board's Equality agenda. Programme teams promote equalities and inclusion as part of their routine working practices.

It is recognised that following the introduction of the new equalities duties from April 2011 the College will require to further review its policies and procedures in light of any revision to its statutory duties.

The Board is aware of its statutory responsibilities to promote sustainable development. As a consequence this informed the design brief of the east end campus which has been identified in an HMIE Aspect Inspection Report as an excellent example of sustainability in the design of an educational building.

To further demonstrate its commitment to sustainable development the Board has endorsed the Colleges and Universities Climate Commitment for Scotland and has, as required, produced an Action Plan which will ensure that it obtains 42% of its energy supplies from renewable sources from the current position of 39% by 2020.

The Board of Management annually considers a Health and Safety Annual Report which provided members with a comprehensive overview of activities in this area for the previous session. In addition the Board annually reviews and agrees the college's Health and Safety Policy. Health and Safety performance indicators are produced on an annual basis and reported to the Board of Management.

The Board is aware of its statutory responsibilities under the Bribery Act and notification is made to budget holders related to compliance.

2.4 How accessible, flexible and inclusive are the college's programmes and services?

The college demonstrates a strong comprehensive commitment to access and inclusion which is evident in all plans and at all levels in the organisation. The clear and far reaching vision, developed and shared with key partners, demonstrates the desire to improve access to education and training for the communities served by the college. Extensive and fruitful partnerships exist with Local Authority departments, Local Community Planning Partnerships, a wide range of community organisations, voluntary sector agencies and schools. The strong links with these organisations have ensured that the college has increased access to education, training and employment especially for under-represented groups in the communities it serves.

The college offers a wide range of accessible and flexible learning options which enable learners to tailor learning around their individual needs, circumstances and aspirations. An extensive range of predominantly FE level programmes provides very good opportunities for learners to access learning at levels appropriate to their skills and abilities.

During session 2010/11 the college continued to develop the provision which it offered to successfully engage with those young people at risk of entering the More Choices More Chances cohort.

With the support of the Scottish Funding Council the college continued to deliver a programme to meet the needs of Looked After Children (LAC) within the communities which it serves. This ground-breaking programme contained a mix of youth work, vocational and core skills elements designed to address the educational deficit experienced by these young people. Almost all the young people who participated in this programme have progressed to further study or into employment.

The college uses a wide range of innovative approaches, many in partnership with other agencies, to engage individuals and groups in learning. College staff take very good account of the needs of their learners. They are familiar with the social and cultural issues within the area that can affect participation and take steps to help learners overcome them. The integration of different types of activities within the college including youth work encourages and enables local residents, particularly young people, to experience the college for positive learning opportunities. The college's deployment of youth workers has been very positive in engaging young people, particularly those hardest to reach and most at risk of disaffection. The Youth Access programme continues to provide activities in the evenings and at weekends and has helped to create 'a safe place to be' where young people can develop the behavioural and social skills required to participate in Lifelong Learning. Furthermore there is evidence external that this programme has contributed to the reduction in anti-social behaviour in East Glasgow.

There is also some evidence that engagement with the Youth Access Programme includes the participants' propensity to progress to more formal learning.

The Digital Media programme for young disengaged learners from a local secondary school, whilst designed holistically, offered the opportunity to gain SQA certification. All learners attained at least one SQA unit, developed good employability skills and felt a major boost to their confidence.

The college offers a comprehensive provision at appropriate non-advanced levels. It exploits fully the potential of the National Qualifications Framework by providing, in all subject areas, programmes which span Access 1/2/ to Intermediate 2/Higher (the college also provides, primarily for its Widening Access Programme, community-based programmes to progress to all curricular areas within its mainstream provision).

In addition, the college continues to offer a range of non-certificated community based programmes, which are designed to enable local residents to re-engage with learning. Community based learning units enable learners to access learning at times which best suit their needs. These programmes are now benchmarked within the SCQF. The priorities of these programmes have been agreed within the context of Local Community Planning Partnership priorities. These programmes are entirely consistent with Social Partnership models of industrial relations. These programmes are designed to develop a range of skills, which contribute to both personal development and community capacity building.

The college makes effective use of diagnostic testing of learners to identify Core skills levels and arrange appropriate support or adaptations to any learner's programme. Arrangements to support learners are promoted well to staff and learners and delivered effectively.

The college provides a range of curricular support for all learners in its Flexible Learning Units which is welcomed by learners.

The college is proactive in reducing barriers to learning. This includes providing childcare and personal equipment and materials needed for successful learning. Learners, including non-English speakers, have very good access to support for literacies.

The range and flexibility of programme delivery and assessment meets the needs of a few local employers and different groups of learners well. In session 2010/11, in partnership with the Scottish Trades Union Congress, the college expanded its innovative approach to providing Lifelong Learning opportunities to trade union members in local organisations to include certificated programmes at SCQF level 6.

2.5 How well do programmes and services meet learner needs?

The college makes very effective use of labour-market information and engagement with partner agencies and employers to inform planning of programmes and services. As a result, the range and levels of programmes are relevant and well-linked to the needs of individuals, communities and key stakeholders. Programmes designed in response to the expressed needs of community groups are highly successful in attracting and engaging hard-to-reach learners. This is reflected in the high proportion of part-time programmes.

Programmes include Transitions to Learning and Work (a programme for Looked After Children), transitional vocational programmes, Routes into Learning (a programme for women vulnerable to violence as a consequence of involvement in prostitution and at significant risk of exploitation). In these programmes, proactive and creative design

ensures a flexible and responsive curriculum to meet individual needs and interests. Within the Transitions programme, looked after young people gain in confidence and self-esteem and build positive relationships with their tutors whilst developing the skills required to progress to more mainstream provision.

The college is skilled and successful in developing and delivering provision for specific groups of learners, particularly those who are vulnerable or have become disengaged from learning. The college, in partnership with Glasgow City Council, offers a wide range of part-time school-link programmes for pupils of local secondary schools including those with additional support needs. Strong links with employers and the Scottish Trades Union Congress (STUC) have led to an appropriate range of bespoke programmes for employees.

A series of cross-college themed events engage learners in activities which develop citizenship and social awareness and contribute positively to the work and life of the college. Equality and diversity is promoted and addressed very effectively within programmes. Sustainability is an integral part of college life and is promoted actively within programmes.

The college was recognised as leading practice in a recent aspect report by HMIE. The report commented that: *“John Wheatley College is engaged in a collaborative venture with an arts project aimed at the development of creative experiences for babies and toddlers. The project, Starcatchers, through its artist in residence, works with learners on HNC Early Education and Childcare. Learners gain insight into how expressive arts can be used to enhance educational activity with pre-five children. The programme involves skill development and practical delivery. The project also seeks to improve the health and wellbeing of children, their parents, carers and teachers within the college’s wider context of Glasgow East. Learners participate in workshops in drama, dance, music and visual arts. They also attend live performances. Starcatchers supports learners to design and deliver their own projects within their placements. Learners are given effective guidance on how to plan post-performance activities as part of their nursery placements. Teaching staff also attend the workshops to increase their knowledge in this area. In an initial focus group, learners expressed confidence in their understanding of expressive arts. At that time, few were confident in their ability to lead such activities. Feedback from learners and nurseries following the project is now very positive. Learners have continued to develop their interests in expressive arts through their choice of project topics.”*

In session 2010/2011 the college organised a series of events to provide the learners with information on how to develop financial management skills. These activities involved learners from a number of curricular areas contributing to the development of citizenship and teamwork skills. In addition the college developed an online tool in money management which was welcomed by guidance practitioners in Scotland’s colleges.

In more than a few areas learners are actively engaged in developing their programmes of study in negotiation with staff. Within the Support for Learning section learners, in consultation with staff and support agencies, select from a menu of learning opportunities which lead progressively into unitised attainment thus ensuring that the needs of individual learners are addressed effectively.

2.6 How well do learners make progress, attain qualifications and achieve more widely?

The college's curriculum is designed to enable learners to progress at their own pace, and leave and return to education as their personal, domestic and economic circumstances change. As a result, learners are able to build incrementally from their prior learning.

Most learners are making good progress, attaining useful qualifications and developing essential skills and opportunities for further learning. Almost all programmes have flexible arrangements which take account of the prior learning and attainment of learners. Most learners who complete programmes gain certificated qualifications.

Most learners make good progress against targets agreed with them as part of their Individual Learning Plans (ILPs). These enable them to gain useful skills that allow them to enter employment or further study within the college or at other institutions. As a consequence they gain confidence through their college experience.

Learners achieve a wide range of vocational and essential skills, including personal, learning and core skills, and skills for citizenship, employability and sustainability. In addition learners develop an effective awareness of equality and diversity. Many learners enter learning with very low confidence and skill levels and progress successfully through college programmes to further learning and employment. Employability skills are an integral part of most programmes. Learners undertaking programmes which include guaranteed employment or recruitment interviews are particularly successful in progressing to employment.

A series of cross-college themed events engage learners in activities which develop citizenship and social awareness and contribute positively to the work and life of the college. Equality and diversity is promoted and addressed very effectively within programmes. Sustainability is an integral part of college life and is promoted actively within programmes.

Most learners continue their learning on completion of their programmes. For example, most learners undertaking programmes designed to give them More Choices and More Chances continue to engage with learning after completing their programme.

The college uses Individual Learning Plans (ILPs) in a systematic way to record and assess the progress and wider achievements of its learners as recommended in the former SCHMIe Mr Graham Donaldson's report Improving Scottish Education. Staff agree an ILP with each learner during the induction phase of programmes and this records the learner's prior attainment and personal learning goals. The ILP also records the outcome of core skills screening and vocational skills assessment which learners complete prior to undertaking full-time or substantial part-time programmes. In session 2010/2011 this skills assessment was developed further to include numeracy. Staff take full account of learners' starting points in agreeing appropriately challenging learning targets with each learner. They assess the progress learners make against these targets at one-to-one guidance meetings held a minimum of three times each session. Staff record on the online ILP any learner achievements that are not certificated such as the development of skills for citizenship, employability and sustainability. They arrange any additional support for learning that learners require. Learners can access their ILP across the Internet or at any networked college access point. In Session 2010/11 the college further developed a trial of an additional section in the ILP where learners could record their own information about achievements and progress outwith the guidance meetings. There is some evidence that learners used this opportunity to reflect on their college experience in a few curricular areas.

Learners are making appropriate progress from prior learning and attainment and developing employability, vocational and personal skills.

One aspect of the college's work with prevocational learners was recognised as leading practice in a recent aspect report by HMle. The report commented that: *"In an innovative development, John Wheatley College delivers the NPA Construction Crafts (SCQF level 5) in partnership with Glasgow Regeneration Agency (GRA). As part of the arrangements, learners undertake a work experience placement with a contractor on the Commonwealth Games athletes' village as part of Glasgow's legacy from the games. GRA also provide support to the learners in preparation and testing for the Construction Safety Card Scheme (CSCS). This card assists learners in gaining a foothold to employment within the construction industry as it is a major requirement for gaining access to site. GRA also provides support and assistance to learners actively seeking employment once the college programme has ended. The placement helps learners develop their skills in a real working environment and improves their employability. It adds purpose and relevance to their studies and improves learner motivation and self-confidence."*

Section 3 How effective are the college's learning and teaching processes?

3.1 How well does the college develop and deliver programmes and services to meet the needs of learners from all backgrounds?

The college delivers a wide range of programmes and services to meet the needs of a diverse range of learners. This includes programmes for learners with specific support needs, school-age, older learners and non-English speakers. An extensive range of provision with a strong focus on the development of learner self-confidence meets the needs of individuals well. Part-time programmes, which do not lead to a nationally recognised award, provide an appropriate re-introduction to learning for many learners. The priorities for such programmes are agreed as a comprehensive part of East Glasgow Community Learning and Development Strategies. Teaching staff work across community-based learning centres and college campuses and this eases transition for learners progressing to college-based programmes.

The college has a positive approach to inclusion within its curriculum, both in the way programmes are delivered and in almost all teaching materials. In response to analysis of learner needs, it offers a wide range of programmes and modes of learning that help learners prepare for further study and/or employment. Its range and models of outreach programmes help build confidence in those who previously experienced barriers to learning particularly in older and younger age groups and ESOL learners.

The college has effective arrangements for meeting the needs of learners who may encounter additional social and personal barriers to learning, including services and assistive technologies for learners with additional support needs. Many of these arrangements involve both support and teaching staff and/or successful partnership arrangements with agencies based in the communities which the college serves. Additional learning support is readily available to those who need it. The college offers a range of highly successful school-college partnership programmes designed to promote employability, vocational and personal skills in young people. It is responsive to accommodating the needs of individual school pupils.

Staff systematically review their curriculum materials to ensure they promote awareness of equality and diversity and avoid cultural bias. The Senior Curriculum

Manager: Quality Co-ordinator provides regular support and guidance to course teams to ensure equality and diversity are embedded throughout programmes. Robust curriculum approval processes ensure planning for learning and teaching takes account of the design principles of Curriculum for Excellence. As a result, the curriculum, teaching approaches and learning materials reflect a rich diversity of cultural aspects.

The college delivers community-based programmes in a number of centres situated within local communities and workplaces. It sets standards with regard to the specification of these learning centres to ensure that resources are consistent with college facilities. This approach helps learners become familiar with college operating systems and eases transition and progression between community and college-based programmes. College staff work across community-based learning centres and college campuses and this also encourages and eases transition for learners progressing to college-based programmes. Good programme design encourages learners to progress from community to mainstream programmes. Introductory programmes, constructed around short bite-sized learning experiences, help learners to gain in confidence and recognise their achievements and use benchmarking against SCQF levels. Where appropriate, learners undertake certificated 10 hours SQA Core Skills units to attain nationally recognised qualifications. This approach assists learners to overcome their apprehension about taking on a long-term commitment as they are able to achieve incrementally. Effective referral processes between college staff and outside agencies enable learners to receive support when they most need it.

Learners enjoy being able to work at a pace that suits them. They respond well to being given responsibility for their individual learning, but they also work very well together, supporting each other in group activities. Almost all learners make good progress with their work in classes against agreed targets and are gaining appropriate vocational and personal skills at college.

The college employs an effective range of approaches to obtain the views of learners on their learning experience.

3.2 How well do learners learn?

Learners are motivated, committed to their learning and enthusiastic about participating in learning activities. They work purposefully together and support each other well in class activities. Almost all had gained sufficient confidence to be able to work independently to enhance and extend their learning.

Learners progress well and develop a range of useful personal, learning and vocational skills. Almost all draw on constructive feedback from staff to further develop their skills. Most gain employability skills through a range of activities including work placements and involvement in community projects. They make good use of their Individual Learning Plans (ILPs) to reflect on learning and plan for improvement and progression. Many make good use of the Flexible Learning Units (FLU) to broaden and further their learning and to gain additional support.

Through participation in a range of learning activities most learners consider that they are improving significantly their self-confidence and are developing a wide range of social, personal and practical skills.

Young people who were previously disengaged from learning, particularly those on the Enhanced Vocational Inclusion Programme (EVIP), want to continue to participate in learning as a result of their experience at the college.

3.3 How well do teaching and the use of resources ensure effective learning?

Teaching staff use their vocational expertise effectively and apply well-judged learning and teaching approaches to engage and motivate learners. They consistently encourage learners to make full use of all the college's facilities, including FLUs and additional support services, to maximise their achievements.

Recent investments in the college's estates, including local learning centres, have resulted in very high quality learning environments which aid effective learning.

The college has given high priority to the development and use of Information and Communication Technology (ICT) to enhance learning and teaching and has invested heavily in its ICT infrastructure and resources. In addition, it has sought to develop the confidence, competence and expertise of its staff to use these resources to enhance the quality of learning and teaching. There is some evidence that this approach has achieved this objective. The College has developed a Blended Learning approach which enables staff to effectively deploy a range of resources to supporting learning activities. It provides a comprehensive range of ICT resources to support learning and teaching and ICT facilities are available in all the college's teaching spaces and flexible learning units. The college is successful in using ICT to engage both adults and young people from across East Glasgow in learning through the college's flexible learning units and community-based learning centres.

The college evaluates systematically the impact of ICT use on learning and teaching in all programmes. Evaluations confirm that ICT resources are used increasingly and with greater confidence and creativity by teaching staff to enhance the learning experience. Learners use ICT confidently and enthusiastically to: access learning materials; research topics; prepare assignments; support specialist studies in subjects such as music; and to communicate with teaching staff and other learners. The college has extended ICT applications to encompass the use of technologies such as social networking applications. A few initiatives involve the use of wikis to support collaborative writing and online storage and modification of documents. Moodle has been used to provide learners with a range of extensive activities to support attainment. The college is continuing to support the exploitation of Smart Board technologies to support greater interaction in the learning process.

The college's use of ICT was recognised as leading practice in a recent HMIE aspect report. The report commented that: *"The college's construction team has developed and implemented imaginative approaches to blended learning using a variety of ICT resources within practical lessons. Staff encourage learners to use interactive whiteboards, PC tablets and computers to enhance and broaden their knowledge and understanding, to reinforce key teaching and assessment points, and encourage investigative work. They also use these approaches to promote learner engagement and support peer evaluation. Staff exploit the interactive capability of whiteboards to encourage learners to be more self-directed in their learning during practical sessions. For example, in one lesson observed learners searched for and located crucial data and information needed to complete their practical assignments including sizes, proportions and sequencing of operations that would normally have been presented to*

them by teaching staff. Staff use interactive whiteboards effectively to engage in activities such as quizzes using popular television formats including Who wants to be a millionaire? populated with relevant and current subject matter to consolidate learning and encourage participation in a less formal environment.”

Teaching staff use their vocational expertise effectively and apply well-judged learning and teaching approaches to engage and motivate learners. They consistently encourage learners to make full use of all the college's facilities, including FLUs and additional support services, to maximise their achievements.

Staff are enthusiastic about their subject areas and apply their knowledge and vocational experience effectively to contextualise learning. This approach enhances the learning experience and learners value it highly.

Teaching staff make effective use of work placements and learner involvement in community-based projects to develop employability and citizenship skills and help learners develop responsibility, social awareness and self esteem.

Most teaching staff use suitable methods to confirm learners' understanding through, for example, questioning and the setting of written exercises. Occasionally, however, opportunities to extend knowledge are missed. In all practical classes, teaching staff encourage learners very well through one-to-one support. Staff know learners well and work with them according to their needs.

Teaching staff set appropriate standards and encourage good timekeeping, attendance and behaviour. However, they also take very good account of the circumstances of individual learners and respond flexibly and appropriately to accommodate their specific needs.

3.4 How effective is the context and planning for learning and teaching?

Learners enjoy positive and respectful relationships with teaching staff which help contribute to a relaxed and supportive environment for learning. The majority of teaching staff plan lessons well to ensure that programme aims are met while effectively supporting learners to achieve their goals. Those younger learners who have previous negative experiences of learning are made to feel particularly welcome.

Learners contribute regularly to the design and delivery of learning through learner feedback processes. Programme design is very well considered, responsive and creative. Teaching staff plan learning activities well. They construct lessons, adapt pace and alter delivery styles, in response to learner feedback and different learner needs. Staff incorporate activities on topics such as territorialism and sectarianism to develop citizenship skills and social responsibility.

The college has implemented projects which have sought to further contextualise essential skills within vocational areas to promote more effective learner engagement in subjects such as Communication and ICT. There is evidence, in more than a few teams, that this approach has proved to be both appropriate and effective. However in a few programmes learners still do not see the relevance of core skills to their chosen programme.

A range of learning spaces offers learners a choice of different learning environments across the college where they can learn as social groups or individually.

Youth Access programmes, delivered to teenagers in college campuses and local centres, provide excellent learning environments for informal learning and develop personal and social skills. College youth workers collaborate with teaching staff to ensure activities reflect the needs and interests of young people and are planned and presented in an appropriate and engaging way. This approach has been very successful in providing early intervention to prevent young people from becoming disaffected and disengaged from learning.

3.5 How well is assessment used to promote effective learning?

Learners are involved in the planning and scheduling of assessments. Teaching staff use assessment well to help learners develop confidence, skills and knowledge. They use a variety of appropriate assessment methods to involve learners in reflecting on their performance and to help them prepare for further learning. This includes assessing and monitoring the development of core skills within vocational activities following a target skills or ESOL assessment.

Most teaching staff provide clear and constructive oral and written feedback to learners on their assessed work and learners use this to help them set targets for improvement.

Teaching staff engage learners regularly in individual and peer evaluation processes to assess their progress and performance. Additional support arrangements are comprehensive and resources and assistance are readily available to learners.

3.6 How well are potential and current learners provided with information, advice and support?

Learners receive effective pre-entry guidance and support, including profiling of core skills, at an early stage of their studies. The open access policy of learner recruitment ensures that learners are offered equality of opportunity and provided with a range of supported learning services to encourage achievement at appropriate levels. For session 2010/2011 a revised approach to pre-entry guidance was piloted with a number of curriculum teams in order to address issues which were identified by learners in the previous session.

Learners and staff use ILPs effectively to identify initial support requirements, reflect on progress and plan any additional support measures. Staff provide relevant and appropriate curriculum support to learners and help them set suitable goals and targets for improvement.

Teaching staff plan induction carefully to help learners successfully manage the transition to college and to work well alongside classmates.

In the majority of areas there are consistently good working relationships between staff and learners and this contributes significantly to the college's success with learners who, in many cases, have previously had a negative experience of education.

Learners receive high quality information, guidance and support during their college experience. Highly committed, approachable and proactive staff ensure that resources and support services are easily accessible to learners. The central Advice Team provides effective tailored and targeted support for learners. Very good communication and referral arrangements between teaching and Advice Team staff enable learners to obtain support quickly.

An effective progression guidance programme, delivered in collaboration with key partners, provides learners with appropriate advice in potential career opportunities and progression to further study.

In partnership with Enable the college has developed a progression guidance programme which effectively embeds dedicated specialist employability support for learners who have additional support needs during their course of study through work placements and volunteering activities. In addition the partnership provides access to appropriate support services once individuals have progressed to employment. In session 2010/11 over 30 learners with additional support needs benefitted from the specialist partnership.

In collaboration with East Glasgow Community Health Partnership the college has provided learners with access to effective Mental Health Support Services on campus.

3.7 How well does the college sustain continuous enhancement through self-evaluation and internal review activities?

The Board of Management has adopted a range of self-evaluation toolkits including the Scottish Government's On-Board and the format contained within the Langland's report: Standards in Corporate Governance, to evaluate the effectiveness of its corporate governance. For session 2010/2011 it piloted the use of the Corporate Governance Standard explicitly developed for Scotland's Colleges by CIPFA (Chartered Institute of Public Finance and Accountancy). The outcome of these activities informs the Board's Strategic priorities. As a matter of routine the Board and its Standing Committees receive progress reports on the key areas of College activity including its Quality Enhancement agenda. In addition the Board routinely volunteers to participate in a range of external review activities such as that undertaken by Audit Scotland into Corporate Governance in public bodies as a means of further enhancing its evaluation of the effectiveness of the college.

The Board of Management considers a Half-Yearly Report into Progress against Budget and Targets at its February meeting as part of its monitoring of college performance against its educational objectives and aims. Furthermore it annually considers a report on the Commendations and Complaints received by the college in order to inform its quality enhancement agenda.

In session 2010/11 the Board considered annual reports on Health and Safety and the Human Resource Management Performance Review as part of its self-evaluation activities.

The college's Strategic Management Team routinely review progress against the targets in team plans with operational managers. Furthermore the Strategic Management Team systematically considers reports on complaints in order to identify where further improvements to the services it provides to learners can be made.

The Quality Team conducts a range of activities through the academic year which provide learners with a variety of opportunities to contribute effectively to the quality enhancement process. Reports on the outcome of these activities are considered by the Academic and General Purposes Committee, the SMT and programme/project

teams and where appropriate action plans are put in place to address the issues identified. The implementation of electronic surveys has resulted in disaggregated qualitative information being disseminated to individual teams both curricular and support. This has ensured that teams are able to address any quality improvement issues as highlighted by learners. Learners are systematically informed of the steps which the college proposes to take to address action points.

Almost all curriculum and support teams engage learners well in the evaluation of provision and services. Learners attend programme review meetings and are active on programme review panels. Staff take good account of learner feedback obtained through programme team meetings, focus groups and surveys. Innovative cross-college and departmental approaches to learner engagement are shared well amongst staff.

Curriculum teams regularly evaluate learning and teaching and staff draw on external evaluations to reflect on, and improve their practice. The majority of programme teams use challenge questions effectively to review their learning and teaching approaches and action improvements. However, a few teaching teams are not effectively using PI data to set sufficiently measurable targets to enable them to monitor impact of enhancing learning and teaching.

Senior Staff review, systematically, course team reports at the end of each academic year as part of the College's commitment to self-evaluation. This process identifies areas for development. At the start of Academic session 2010/11 this process required course teams engaged in Social Care, Health Care and Photography to develop Improvement Action Plans. In 2009/10 this process required a similar plan in respect of the HNC Computing programme which was successfully overtaken by this team. The evaluation of learning and teaching approaches by a few programme teams is not sufficiently rigorous enough to inform practice or enhance learning.

For session 2010/2011 senior staff undertook a similar review for all support staff team reports. Managers responsible for support areas welcomed this feedback.

The college involves its partner agencies appropriately in reviewing community provision and setting targets for improvement. Staff evaluate community programmes against the skills and attributes associated with the four capacities of Curriculum for Excellence.

Section 4 How well are learners engaged in enhancing their own learning and the work and life of the college?

4.1 How well do learners engage in enhancing their own learning?

Learners value and enjoy learning at the college. They are motivated and very engaged in their learning. Many have learned to enjoy learning as a result of the activities they are involved in. College staff encourage learners to have aspirations and learners reinforce this by supporting and encouraging each other to continue and progress their learning.

Learner-staff relationships are very positive across the college. Almost all learners participate actively in a wide range of learning activities, including formative assessment, that develop their confidence and creativity. As a result, the majority of learners interact confidently with staff and other learners, and are empowered by a

supportive college culture to contribute effectively to issues that influence their learning. Learners and staff enjoy continuing mutual respect, which helps to maintain this positive ethos. Teaching and support services staff support learners to engage constructively with their own learning and identify where additional support is required.

The college uses the services of an external consultant to evaluate annually the learning experience based on lesson observation and discussions with both staff and learners. The 2010-11 report (the seventh produced under these arrangements) provides a very comprehensive and helpful evaluation of the learner experience, including comments from learners. The external consultant's report is presented to the Board of Management annually.

Learners use the range of college activities and resources very effectively to enhance and improve their performance. This includes using college facilities such as the FLUs outwith class times, in the evenings and at weekends.

There are good examples of staff incorporating a range of appropriate approaches to involve learners in thinking about their learning. However, in some cases, learners and staff do not recognise these activities as contributing to learner engagement.

Most learners actively discuss their learning with each other and plan approaches to tasks and activities. They make good use of their ILPs to think about what they have learned, track their achievements and prepare for discussions with their tutors about their progress.

All learners have a strong sense of influence and ownership of their learning. They participate in activities to guide and shape learning and teaching approaches and their overall college experience. They reflect with teaching staff on how they learn best and how well lessons help them to learn. Learners provide constructive feedback to teaching staff on the content and delivery of their lessons. Teaching staff value this feedback and modify both learning and teaching approaches and the curriculum to meet learners' needs and aspirations better.

Across programme areas, learners are involved in personalising their learning experience through the choosing, timing and sequencing of units. Young people from 12 to 18 years of age attending Youth Access provision work alongside college youth workers and teaching staff to plan and design their activities. Learners undertaking programmes through the Care Leavers' Employment Services (CLES) negotiate with staff their attendance patterns, programme content, learning and wider goals.

Most learners take part in a range of activities to contribute their views on their learning and college experience. These activities include contributing to cyclical programme review meetings, participating in the class representative system, responding to questionnaires and involvement in dedicated focus groups. Learners also attend regular programme team meetings where they provide feedback to staff on what works well and put forward ideas of where improvements can be made. Class representatives take their role seriously and represent the views of their peers well. Learners use these opportunities well to convey their opinions and affect change.

4.2 How well do learners engage in enhancing the work and life of the college?

Throughout the college, learners engage in a wide range of college and community projects and events. The college's citizenship programmes are highly effective in

helping learners consider issues pertinent to their local area. As a result, learners become involved in a wide range of locally-based initiatives. Learners draw on these experiences in class discussions and informally with their peers.

Across programme areas, learners learn about and discuss the impact of sustainability, and equality and diversity on the college and their communities. There are good examples of learners being involved in wider college activities to further their interest in these issues and participating in cross-college projects to extend their knowledge. For example, learners on construction and childcare programmes collaborated on a sustainability project to benefit local childcare centres, and supported learning and Youthstart learners worked together to further develop the sensory garden in the East End campus.

Learners make good use of opportunities to influence the topics of class discussions. They debate current issues as diverse as cosmetic surgery, territorialism, sectarianism and domestic abuse. Many learners consider that their participation in these activities has helped them to understand and respect the views of others. Within subject areas, they plan and host community events for employers, the public and other learners. Learners across the college contribute to the annual Diversity Week and college show to demonstrate and celebrate their new skills.

The college uses a comprehensive and effective range of approaches to obtain feedback from learners in order to evaluate the quality of their learning experiences. Class groups evaluate their learning experience through a mid-year review. Class representatives lead this review activity and use an online survey tool to provide feedback. The college uses focus groups of learners to explore themes related to their learning experience. The college uses end-of-year questionnaire surveys to gather feedback on learners' overall learning experience. Staff ensure that learners receive regular feedback on the college's response to issues raised.

Learners are involved in key college committees and participate in decision-making processes that affect the wider college. All programmes have elected class representatives and many have attended comprehensive in-house training to learn more about the college and prepare for their role. Learners found this training of value when contributing to programme team quality activities. A few have undergone Student Participation in Quality Scotland (SPARQS) training. Most learner representatives contribute confidently to annual programme team reviews.

Learner representatives participate in the Board of Management planning processes and engage informally with Board members at college events. They contributed to college developments such as the college plan, redesign of ILPs, production of a learner representative handbook and drawing up of equalities schemes. However over the last few academic sessions learner involvement at the Board of Management has been intermittent which reduced the impact of the learner voice in informing the strategic development of the college.

The annual college show effectively highlights the skills and wider achievement of learners from a variety of subject areas to an audience of invited guests which includes parents/carers and representatives of key college partners.

The Learning Theme weeks, focussing on Health and Wellbeing and Money, provided learners with an opportunity to showcase their skills development while contributing to the College's citizenship agenda. Learners benefitted from the opportunities for team working both within and across curricular areas and in charitable activities.

Learners on placement from Community Learning and Development programmes actively contributed to the work of local organisations and effectively contributed to community capacity building by supporting the work of these groups.

Section 5 How well is the college led, and how well is it enhancing the quality of its services for learners and other stakeholders?

The Board of Management, the Principal and senior managers work well together to provide a clear vision for the college. The college mission is expressed in clear and appropriate strategic aims which take account of the Scottish Government's and Scottish Funding Council's strategies. The strategic aims and associated policies and strategies strongly reflect national priorities and the local social and economic environment. Staff across the college share and actively promote the Board's vision and its strategic priorities.

The Board of Management and the college strategic management team worked effectively in partnership with staff to develop educational aims, objectives and targets that are clear and comprehensive, and they communicate them effectively to curricular and support teams. Staff understand well the objectives of the college and feel empowered to achieve them. The Board engages with senior managers to review progress against strategic objectives, clarify future direction and formulate new objectives.

The College operates a formal appraisal system for members of its Senior and Operational management. In addition to reviewing progress in the previous academic session it establishes priorities for forthcoming years. This process, where appropriate, involves members of the College's Board.

The college links strategic aims and objectives effectively to operational objectives. The Principal and strategic management team provide strong and effective leadership in all areas of the college. Roles and responsibilities are clearly understood and there is a strong culture of respect and teamwork. Effective leadership for college's learning and teaching strategy provide clear signposts for improvement and for the incorporation of new technologies. Staff share a commitment to improving the learning experience and are actively developing new approaches to maximise learner engagement in the learning and teaching process. Continuous Professional Development is, appropriately, closely linked to the achievement of college strategies. Staff who wish to develop a variety of skills are well supported through both internal and external training.

A new Principal took up post during the academic year and has continued the College's energetic approach to providing educational opportunities to the communities served has been externally recognised in a number of fora. Staff are highly motivated and contribute proactively and conscientiously to realise the Board's vision for East Glasgow. They feel valued and enjoy their work immensely.

Staff identify development needs at individual, team and corporate levels using the career development review process. Continuous Professional Development activities are well linked to strategic and team plans and equip staff with the skills required to deliver a complex curriculum. However in the majority of teams there is no systematic analysis of the impact of CPD on learning and teaching.

Effective leadership of services to support learners has resulted in effective arrangements for learners both prior to and throughout their college experience. The college has successfully communicated the importance of a learner-centred focus to all teams who provide services to support learners. Support team arrangements for internal review, self-evaluation and staff development have been appropriately designed to provide an increased focus on meeting the needs of learners.

The college has very strong and highly productive partnerships with local community agencies. These partnerships are based on mutual trust, respect and a shared common purpose of encouraging participation to improve the lives of people in East Glasgow. Relationships with partner agencies work well at both strategic and operational levels. The college draws on the strengths and expertise of its partner agencies to enrich the curriculum and provide broader and more meaningful learning opportunities. It uses a wide range of innovative approaches, many in partnership with other agencies, to reach out to individuals and groups. The college works consistently and very effectively with partnership agencies within local communities to provide a sustainable and comprehensive range of support services for learners. They work well together, capitalising on each other's strengths, resources and knowledge, to ensure that the diverse needs of their learners and potential learners are met. As a result, the college has developed styles of learning to engage the most vulnerable and under-confident learners enabling them to build their confidence and self-esteem, and improve their life chances.

Managers provide very effective leadership of learner information, guidance and support services. This results in highly responsive arrangements and services for learners which take good account of their needs prior to and throughout their college experience. Learners benefit from well-planned and targeted guidance and support for learning which is tailored to meet their individual or group needs.

The Principal and his managers contribute significantly and productively to a wide range of external community organisations and local services, including Glasgow Community Planning Partnerships, Glasgow East Arts Company (GEAC), and Glasgow Regeneration Agency (GRA) and are highly respected by local partners. Working with local partner organisations, including schools, social services, CHP, community police and the emergency services, the college contributes a wide range of services to improve and enhance opportunities for people in the area. The provision of these services, as well as easily accessible learning, has contributed to a decrease in territorialism and violence amongst young people.

Strategic aims are clearly linked to operational plans and targets. Senior managers regularly update the Board of Management and its committees on the outputs from the college's rigorous self-evaluation processes. To achieve maximum understanding and enhancement, the Board challenges managers on their reports on the quality and enhancement of learning and teaching and support functions. Senior managers systematically monitor progress against operational and team actions through routine meetings with key staff.

The Principal uses his twice-yearly formal meetings with all staff to provide detail of local and national priorities, to explain factors influencing strategic and operational decisions, and to comment on progress against operational targets. These events aid staff understanding of the direction of the college and the reasons behind decision making. In session 2010/2011 the Principal routinely briefed staff on the emerging financial situation for the public sector and its likely impact on the college. As a

consequence staff feel well informed and are highly committed to the college's mission and aims.

The quality culture within the college is one of maintenance which focuses on improving experiences and opportunities for the learner. The college's quality arrangements are comprehensive and robust and well understood by all staff. Successful partnership working between the Quality Team and the college staff ensures staff across all teaching and support teams work together effectively in the pursuit of improvement. All teams are highly motivated and work with enthusiasm.

Teaching and support teams evaluate provision and services well. Teaching staff actively seek feedback from learners through a variety of methods including dedicated sessions within lessons, formal questionnaires, focus groups and class representatives. They respond well to learner feedback and learners find action taken in response to their comments very motivating. The Evaluation of the Learning Experience initiative, which has been running for seven years, is valued by staff and has embedded self-evaluation into the every-day thinking and activities of teaching staff. The Quality Team and senior managers evaluate curriculum provision and identify opportunities for improvement through programme team meetings and the programme review process.

The college's arrangements for quality improvement and enhancement are effective overall. The Board routinely considers papers on a range of strategic quality matters which members value. In addition the Academic and General Purposes Committee, a Standing Committee of the Board, monitors operation progress against the Board's Quality Enhancement plan. The revised operation of the Academic Board enables more detailed consideration of topics related to curricular and other educational developments. This has further improved the dissemination of key academic topics across staff teams.

Senior staff systematically meet with external stakeholders to review college provision and to inform future developments. External partners speak highly of the appropriateness of the college's provision and of the very effective opportunities to contribute to the development of its Strategic Priorities.

Section 6 Actions 2011/12

During 2011/2012 the College will –

- take action to improve retention and attainment on programmes where Performance Indicator data is low. It will instruct, and support, each of the following Programme Teams to produce and implement an Improvement Action Plan which addresses previous sessions' poor retention and attainment in order to raise their Performance Indicators to the College norm.
 - HNC Social Care
 - School Link/ Skills for Work programme in Early Education and Childcare;
 - NQ Child, Health and Social Care (Intermediate 2);
 - NQ Photography; and
 - NQ and HNC Business provision.

- provide and support and a range of development activities which will enable programme and moderation teams to improve further their skills in relation to the presentation and analysis of performance indicator data leading to performance targets for improvement; and

- take action to further enhance the use of ICT in learning and teaching focusing on learning approaches which develop the interaction of learners with ICT tools.

Section 7

Sources of Evidence

Source/Document

A subject-based aspect report on provision in Scotland's colleges by HM Inspectors on behalf of the Scottish Funding Council: Care September 2010

A subject-based aspect report on provision in Scotland's colleges by HM Inspectors on behalf of the Scottish Funding Council: Construction crafts September 2010

Academic Board minutes

ACS Health and Safety Report

Audit Scotland – external audit report 2004/05

Audit Committee Annual Self Evaluation Report

Best Value Review Annual report

Board of Management + standing committees – papers

Board of Management Development Events

Board of Management Langland's Report Evaluation 2006/07

British Computer Society Annual Audit Report

Bursaries Reports to Academic and GP Committee

Career Development Review documentation

Chaste (Co-ordinating Health and Safety in Tertiary Education) Report

Clerk to the Board's On-Board Report (bi-annual)

College Annual Report

College Newsletter

College Plan

College Policies and Procedures

Commendations and Complaints procedure

Commendations to staff

Community Planning Partnerships: Papers and Minutes

Curriculum for Excellence – Building the Curriculum Documents

Curriculum Planning and Review Records

Directory of care services

DisabledGo

East Glasgow Pathfinder website

Effective Self-evaluation reporting ... Board Paper

Equalities Annual Report

Estates Development Strategy

Evaluation of the Learning Experience Report session 2010/11

Extended Learning Support Records

External Awards

External commendations

Guidance policy, procedures and records

Health and Safety Annual Report

Health and Safety Committee Minutes

Health and Safety Policy

Health and Safety Procedures

HMle College Review Report: John Wheatley College February 2010

HMle Annual Engagement Activity Report April 2010

HMle Aspect Report: implementing Inclusiveness in FE

HMle Computing Aspect Report October 2009

HMle Aspect Report Sustainable Development in Scotland's College

HMle College Feedback from Computing Aspect Inspection Task July 2009

HMle Creative Digital Industries Aspect Report October 2009

HMle College Feedback from Creative Digital Industries Aspect Inspection Task

HRM Performance Review Report

HMle Reports:

- Eastbank Academy April 2009
- St Mungo's Academy March 2010
- Whitehill Academy February 2010

HR records

ICT Strategy

Individual Learning Plans (ILP)

Internal and external audit reports

Internal verification records

Investors in People Report

Job descriptions

Job Centre Plus Magazine

Joint Consultative Committee Minutes

KPMG Annual External Audit Report

Langlands Report: Standards in Corporate Governance

Learning and Teaching Strategy

Learner Engagement Activity Feedback

Learning Networks Reports

Library/FLU resources

Library Self-Evaluation Report

Literacies Project Reports

Management Planning Meetings: Minutes

Minutes/documents relating to consultation with external partners

Minutes of College Committees

Minutes of team meetings

Management Development Programme – staff records

Money Matters – advice booklet

Partnership at Work Award

Performance Indicators

Project Team Annual Reports

Positive About Disabled People Quality Standard

Publicity materials

Quality Day Programmes

Quality procedures

Review of Communications Strategy

RoSPA Gold Award

School Academic Plans

Schools' Link Handbook

Scottish Executive: Working and Learning Together to Build Stronger Communities.

Self-evaluation annual reports

Service Level Agreement – Skills Development Scotland -Careers Scotland

Service Level Agreement – Glasgow Life

SQA EV Reports

Staff Attendance Records

Staff Development Policy

Staff Development Records

Staff Induction Programme
Strategic Management Team Minutes
Student Induction Materials
Support Services Plans
Timetabling System Records
Youthstart Annual Report
Widening Access Progress Report
Wylie Bisset Annual Internal Audit Report
Wylie Bisset Internal Audit Report on Corporate Governance