

# Unlocking Opportunity

The Difference Scotland's Colleges Make to Learners,  
the Economy and Wider Society

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



smarter  
scotland  
SCOTTISH EXECUTIVE

REVIEW OF SCOTLAND'S COLLEGES

## Unlocking Opportunity

The Difference Scotland's Colleges Make to Learners,  
the Economy and Wider Society

© Crown copyright 2006

ISBN: 0-7559-5198-0

Scottish Executive  
St Andrew's House  
Edinburgh  
EH1 3DG

Produced for the Scottish Executive by Astron B47925 10/06

Published by the Scottish Executive, October 2006

Further copies are available from  
Blackwell's Bookshop  
53 South Bridge  
Edinburgh  
EH1 1YS

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

## CONTENTS

Executive Summary	1
Introduction	5
CHAPTER 1: CONTRIBUTION OF COLLEGES	6
Case Study - Employability	9
CHAPTER 2: A SKETCH OF SCOTLAND'S COLLEGES	10
Case Study - Trade Union Learning	12
Case Study - Community-Based Learning	13
Case Study - International Knowledge Transfer	14
CHAPTER 3: COLLEGE FUNDING	18
CHAPTER 4: PARTNERSHIPS	19
Case Study - Higher National Modernisation Project	20
CHAPTER 5: WHO GOES TO COLLEGE?	21
Case Study - International Students	24
Case Study - School and College Partnership	25
Case Study - IT Skills for the Older Population	26
CHAPTER 6: COLLEGES OF THE 90s	27
CHAPTER 7: ECONOMIC VALUE OF COLLEGE LEARNING	29
Case Study - Creative Industries	31
Case Study - Biotechnology	32
Case Study - Performing Arts	33
Case Study - Entry into Traditional and New Vocations	34
Case Study - Renewable Energy and Energy Efficiency	36
CHAPTER 8: SOCIAL VALUE OF COLLEGE LEARNING	37
Case Study - Closing the Opportunity Gap	38
Case Study - Community Regeneration	39
Case Study - Partnerships with Community Learning and Development	40
Case Study - Support for Vulnerable Young People	42
Case Study - Prisoner Rehabilitation	43

CHAPTER 9:	LEARNER VIEWS OF COLLEGE	44
CHAPTER 10:	EMPLOYER VIEWS OF COLLEGE	45
	Case Study - Registration of Social Service Workers	47
	Case Study - Enterprise	48
	Case Study - Custom-Designed Training for Companies	49
CHAPTER 11:	WHAT DIFFERENCE DO COLLEGES MAKE TO LEARNERS?	50
	Case Study - Helping Learners with Literacy/Numeracy Difficulties	56
	Case Study - English for Speakers of Other Languages (ESOL)	57
	Case Study - Progressing from College to University in Nursing	58
CHAPTER 12:	WHAT MAKES THAT DIFFERENCE?	59
	Case Study - Promoting Gaelic	64
	Case Study - Support for Rural Development	65
	Case Study - Supporting Learners with Additional Support Needs	66
	Case Study - Breaking Down Gender Stereotypes	68
CHAPTER 13:	EFFICIENCY OF COLLEGES	69
	Case Study - Scottish Countryside Colleges: A Strategic Partnership	72
CHAPTER 14:	CONCLUSION	73
ANNEXES		
Annex A:	Review of Scotland's Colleges	74
Annex B:	Scottish Credit and Qualifications Framework	78
Annex C:	Economic Value Note	79

## EXECUTIVE SUMMARY

Scotland's colleges contribute to economic prosperity and help tackle poverty and disadvantage. They therefore have a key role to play in delivering the Executive's *Framework for Economic Development in Scotland, A Smart, Successful Scotland, Life Through Learning; Learning Through Life*, and its *Closing the Opportunity Gap* targets.

Colleges receive significant public funds - about £400m from the Scottish Funding Council (SFC) in academic year 2004-05 for their general operation plus over £50m from the Council to allow colleges to provide bursaries to students. About 70% of college income is from the SFC, 17% is from tuition fees and education contracts, and 13% from other sources.

On the basis of extremely cautious assumptions, which do not capture all college learning and do not capture any of the other social benefits that such learning would bring, the net economic benefit of colleges through improved qualification levels is at least £1.3bn. In effect the college sector turns £1 into an asset worth (at least) £3.20 in a year. Colleges transform people's lives and give opportunity in many other ways as set out in the case studies in this report. This represents an excellent return on investment.

In 2004-05 there were over 350,000 students in Scotland's colleges. This amounted to over 450,000 enrolments in courses. The number of vocational enrolments has increased significantly between 1994-95 and 2004-05 - from 234,000 to 394,000; an increase of about 70%.

Colleges support learners in acquiring vocational and life skills. Their curriculum spans much of the range of learning needs, from specialised vocational education and training (such as construction, hairdressing, engineering, information technology, hospitality, and health and social care) through to general educational programmes. Colleges are also involved in wider activities to help develop the knowledge base of business to enhance their capacity to grow.

Colleges are pivotal to the delivery of lifelong learning in Scotland. They cater for the needs of students both in and out of employment at all stages in their lives from middle secondary school to retirement. No other sector can match the range of courses that colleges deliver.

Basic employability and technical skills are central to the benefits learners derive from college, and colleges work closely with the industries concerned, including with Sector Skills Councils, to ensure that the learning they provide is relevant.

There are important links between the acquisition of skills and wider social outcomes, such as improving health, reducing crime and enhancing social cohesion. For example, colleges' role in the community, working in partnership with other agencies including local authority Community Learning and Development services, and voluntary and community organisations, helps to promote social inclusion and encourages community activities.

Learner support is an integral part of the delivery of college courses. The range of students with very different levels of previous educational achievement demands that the college focus is on the learner. They provide a full package of learning that seeks to first identify and then meet learners' needs.

Colleges serve, at almost every qualification level, the needs of a diverse range of students across a whole range of ages. They give meaning to lifelong learning.

One of the key roles of colleges is to provide a bridge for **school leavers** to either further learning, training or employment.

Almost 13% of college students have a disclosed or identified **disability**.

About 38% of all Scottish domiciled **higher education** undergraduate students enter study at a college. It is increasingly common for some students to transfer upon the completion of their courses to accelerate their learning in a higher education institution by going straight into second or third year.

Students from the most **deprived areas** in Scotland where 20% of the population reside are disproportionately more likely to attend college.

Students from **minority ethnic backgrounds** attend college in proportions far above their level in the population as whole.

38% of college enrolments were related directly to **employment** (by employers either paying for the course in whole or part, block or day release or assessment of work-based learning). Taking into account activity such as **government training programmes**, about 58% of working-age enrolments can be attributed directly to industry links.

Between 2000 and 2004 HM Inspectorate of Education reviewed all colleges and 88% of cross-college grades were 'good' or 'very good'. In the 306 individual subject reviews that were also carried out, the comparable figure was 86%.

92% of college students were satisfied with the overall quality of their learning experience and 91% were satisfied with the college as a whole.

81% of workplaces thought that college leavers were well prepared for work in terms of softer, core skills such as communication, team working or problem solving. 80% thought they were well prepared in terms of technical skills.

Over 70% of student enrolments resulted in either a pass or a completed course. A further 11% were enrolments where the student is continuing to the next year of study.

All of Scotland's colleges are different. They range from the very small - Newbattle Abbey College, which is an adult residential college, has 124 students - to the large - Aberdeen College has for example 25,829 students.

Each offers a curriculum designed to serve its community.

For some that community is very locally defined, such as in Shetland and Orkney. For others, including Glasgow Metropolitan College that 'community' extends regionally and nationally.

Across the sector colleges face differing circumstances in which they deliver their provision. Colleges recognise, though, that there is merit in comparing practice across the sector and adopting or adapting the good practice that exists. This approach of self improvement helps the sector to be efficient and effective.

Colleges work alongside and in partnership with other education and training bodies. Each sector makes a difference. None of the differences below are unique to the college sector, but taken as a whole they describe the unique contribution that colleges make.

The difference colleges make can be attributed to:

- the differences between each college;
- the diversity of the students they serve and the range of learning opportunities that they provide;
- working together with a range of partners across the education and training sector, including employers and the Sector Skills Councils;
- the adult ethos;
- the vocational nature of many college programmes;
- the relevance of the curriculum;
- responding to the needs of the economy;
- the experience and quality of college lecturing staff and the different approaches to teaching that they employ;
- the learning support that colleges deliver;
- the flexibility of colleges and their focus on the learner;
- being at the heart of their community; and
- the quality of the college estate and equipment.





## INTRODUCTION

This report is the first substantive outcome of the Review of Scotland's Colleges. We - the 'Difference Colleges Make' Working Group - have produced it so that others can gain a better understanding of the breadth of colleges' activities and the difference that they make. We intend in this report to describe the varied work of colleges adding detail to the statistical information found in the Scottish Funding Council's baseline publication for Scotland's colleges, which will be published shortly.

Skills and knowledge coupled with positive attitudes and behaviours are key to unlocking opportunity. For many learners colleges provide the most suitable environment to acquire them. Together they can enable learners to adapt to the ever-changing demands of the marketplace and provide a route out of poverty. They can encourage individuals to participate actively in society.

Colleges receive significant public funds to achieve this - about £400m from the Scottish Funding Council (SFC) in academic year 2004-05 for their general operation plus over £50m from the Council to allow colleges to provide bursaries to students. This funding will increase as a result of the 2004 Spending Review, which is delivering additional funds for Scotland's colleges for the financial three-year period from 2005-06. During the period, an additional £128m of capital funding will be available to invest in substantial modernising of the college estate, including the building of significant new campuses. Over the same period, current funding will also increase by £108m supporting growth, further improvements in the quality and innovation of learning, modernisation of the curriculum, development of the Higher National qualification, and enhancements of teaching methods.

We know that colleges on the whole deliver learning consistently well. We can rely on the reports of HM Inspectorate of Education (HMIE) to demonstrate this. Between 2000 and 2004, HMIE reviewed all colleges and 88% of cross-college grades were 'good' or 'very good'<sup>1</sup>. In the 306 individual subject reviews that were also carried out the comparable figure was 86%. We did not therefore need to review the sector to discover how well colleges generally do. We already have confidence in the sector's ability to deliver. A new review cycle began in 2005. As the data sets for each year represent different groups of colleges, we have relied on the last full cycle of reports because it is inappropriate to interpret as evidence of sector trends differences in grades in individual years. That said, we are not complacent that problems may arise in individual colleges that require prompt action to bring standards back into line with the sector.

What we have been missing is a sector-wide understanding of the difference that college learning makes to learners, the economy and wider society. This report aims to fill that gap. By understanding the difference colleges currently make, we hope we will help inform discussions about the potential difference they could make in the future.

Information about the Review of Scotland's Colleges, including the remit, work and membership of the Working Group on the 'Difference Colleges Make' can be found at **Annex A**.

<sup>1</sup> HMIE *Reviews of Quality and Standards in Further Education: An Overview: Academic Years 2000-01 to 2003-04*, February 2005 [www.hmie.gov.uk](http://www.hmie.gov.uk)

# Contribution of Colleges

Scotland's colleges contribute to economic growth and help tackle poverty and disadvantage by supporting learners in acquiring skills and knowledge transfer. They have a key role to play in delivering the Executive's *Framework for Economic Development in Scotland* (FEDS)<sup>2</sup>. The framework provides Scotland's overarching economic development strategy, and sets out the key factors of competitiveness which will promote economic growth. It outlines a vision *"to raise the quality of life of the Scottish people through increasing the economic opportunities for all on a socially and environmentally sustainable basis"*.

The acquisition of basic education and skills and knowledge transfer are identified as fundamental factors in increasing productivity and the competitiveness of Scotland's economy.

*"We must improve the skills of the whole population through further support for the basic education system, by strengthening lifelong learning, and by nurturing higher and further education. This must include a concern for raising our manual and vocational skills. Better skills are the key to improving individual life chances, increasing the flexibility of the labour force and maintaining competitiveness. Scotland has to embrace the knowledge economy and the reality of continual learning if it is to compete in the global marketplace."* - FEDS

Within this framework sits the Executive's strategy for *A Smart, Successful Scotland*<sup>3</sup> which provides strategic direction to the Enterprise Networks and an enterprise strategy for Scotland. The strategy explains that to

achieve the vision outlined in FEDS we need *"a smart, successful Scotland where sustained and sustainable economic growth rests on continuing improvements in productivity"*.

Scotland will:

- have an ambitious and confident population;
- be committed to lifelong learning;
- be excited by and focused on innovation; and
- embed sustainable development principles in all it does.

The strategy outlines how skills and learning can increase economic growth and close the opportunity gap by:

- improving the operation of the Scottish labour market;
- providing the best start for all our young people;
- developing people who are in work; and
- narrowing the gap in employment and reducing economic inactivity.

Colleges are pivotal to the delivery of lifelong learning in Scotland. As the Executive's strategy for *Life Through Learning; Learning Through Life*<sup>4</sup> explains, lifelong learning policy is about *"personal fulfilment and enterprise, employability and adaptability, active citizenship and social inclusion"*. It is to provide the best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours that will strengthen Scotland's economy and society.

In June 2006, the Scottish Executive published *Workforce Plus: an Employability Framework for*

<sup>2</sup> <http://www.scotland.gov.uk/Publications/2004/09/19872/42430>

<sup>3</sup> <http://www.scotland.gov.uk/library5/enterprise/sssen-01.asp>

<sup>4</sup> <http://www.scotland.gov.uk/library5/lifelong/lism-00.asp>

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

1

*Scotland*<sup>5</sup> which describes why, despite record levels of unemployment in Scotland, we must be more ambitious about helping vulnerable and disadvantaged people find work, in the interests of continued economic growth and Closing the Opportunity Gap.

*More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education Employment or Training (NEET) in Scotland*<sup>6</sup>, also published in June 2006, is a strategy for reducing the proportion of young people not in education, employment or training. The strategy proposes a two fold approach to tackling NEET: (i) supporting young people to prevent them becoming NEET in the first place: and (ii) helping those already NEET to get back to learning and employment.

In this report, we outline how colleges working in partnership are helping to deliver the FEDS priorities on:

- **basic education and skills**, including colleges' partnership working with schools to increase vocational options and with local authorities to help improve literacy and numeracy levels;
- **research and development and innovation**, including developing the knowledge base of business;
- **entrepreneurial dynamism**, including colleges' work to deliver the Enterprise in Education strategy, *Determined to Succeed*<sup>7</sup>; and

- **managing public services resources more effectively**, including through the operation of the Scottish Countryside Colleges' Strategic Partnership.

We explain how colleges and their partners are helping to deliver *A Smart, Successful Scotland* in each of the three organising themes:

- **Growing business**, including through the custom designed training for companies and through its support of sectors including the biotechnology and creative industries.
- **Learning and skills**, including the development of employability skills as well as high-level technical skills.
- **Global connections**, including promoting Scotland as an attractive place to live and work, as well as exporting knowledge to the rest of the world.

We describe how colleges and others are working to progress the five people-centred goals of the Executive's lifelong learning strategy to realise:

- a Scotland where people have the confidence, enterprise, knowledge, creativity and skills they need to take a full part in economic, social and civic life;
- a Scotland where people demand - and learning providers deliver - a high quality learning experience;
- a Scotland where people's knowledge and skills are recognised, used and developed to best effect in their workplace;

<sup>5</sup> <http://www.scotland.gov.uk/Publications/2006/06/12094904/0>

<sup>6</sup> <http://www.scotland.gov.uk/2006/06/13100205/0>

<sup>7</sup> <http://www.scotland.gov.uk/Publications/2003/03/16755/19954>

# Contribution of Colleges

- a Scotland where people are given the information, guidance and support they need to make effective learning decisions and transitions;
- a Scotland where people have the chance to learn irrespective of their background or current personal circumstances;

We set out how colleges and their partners are helping to meet the targets set out in *Workforce Plus* and *More Choices, More Chances*.

- By developing skills that allow individuals to enter, sustain and progress in employment.
- Helping people with basic literacy and numeracy skills.
- With support for young people to build self confidence, self esteem and employability skills.

The report also outlines the role of colleges in:

- developing skills for employment;
- supporting rural development and community regeneration;
- achieving sustainable development and exploiting new business opportunities;
- closing the opportunity gap; and
- equal opportunities.

A key aspect of colleges' work is in developing skills for employment. The following case study explains how colleges engage with Jobcentre Plus and the Local Enterprise Network.

# case study

## Employability

# case study

Scotland's colleges provide learners with opportunities to develop personal skills and skills for employment, enabling them to contribute to the economy and the wider social and cultural environment...

In June 2006, the Scottish Executive published *Workforce Plus - an Employability Framework for Scotland*. The Framework outlines that there are 509,000 people in Scotland, excluding students, who are not working and are not classed as unemployed. Of these, an estimated 168,000 say they would like to work. *Workforce Plus* sets out the fundamental principles which must underpin, and the practices which should be characteristic of, all services on offer in Scotland to help individuals enter, stay in and progress within the labour market. Those with no qualifications represent just over 35% of the workless population.

*"Scotland's colleges provide learners with opportunities to develop personal skills and skills for employment, enabling them to contribute to the economy and the wider social and cultural environment..."* HM Inspectorate of Education – Source *Improving Scottish Education*, HMIE 2006 ([www.hmie.gov.uk](http://www.hmie.gov.uk))

Scotland's colleges engage contractually with JobcentrePlus and the Local Enterprise Network to support national priorities, including:

- increasing uptake of **Modern Apprentice** and **Skillseeker** programmes by widening access to Modern Apprenticeships through pre-apprentice opportunities;
- investing in staff development and resource development for young people under the age of 25 years with additional needs in response to the Beattie Report and more latterly in response to the Special Educational Needs Disability Act (SENDA);
- promotion of the **Get Ready for Work** programme funding for 16-18 age group;
- increasing emphasis at a UK level in the **New Deals: New Deal for Disabled Persons** and **New Deal for Lone Parents**;
- promoting **Individual Learning Accounts**;
- creative use of available **ESF Objective 3** funding to create innovative vocational training programmes in response to access and inclusion priorities;
- continuing training for **ex-offenders** moving as they return to their communities by promoting take-up of government programmes such as **Training for Work** and the **New Deal**;
- **employability** for the 16-19 age group not in education, employment or training encouraged by both SFC and Scottish Enterprise;
- promoting **Learndirect Scotland's services** to learners learning campaigns.

## A Sketch of Scotland's Colleges

Scotland's 43 colleges<sup>8</sup> deliver learning in over 4,000 locations. 90% of the Scottish population lives within 30 minutes of a college location<sup>9</sup>.

Colleges offer a wide range of courses and qualifications at non-advanced and advanced levels. The curriculum spans much of the range of learning needs, from specialised vocational education and training (such as construction, hairdressing, engineering, information technology, hospitality, and health and social care) through to general educational programmes. The level of provision ranges from essential life skills and provision for students with learning difficulties through to higher national certificates (HNCs) and higher national diplomas (HNDs) as well as degree level and post-graduate work.

The Scottish Credit and Qualifications Framework (SCQF) is outlined in **Annex B**. The SCQF provides an overview of the range of qualifications available in Scotland and shows how different qualifications relate to each other. The college sector provides education at almost every level.

There is a wide range of courses on offer at a college including:

- vocational and general education, including higher education courses;
- Modern Apprenticeships, Skillseekers and 'Get Ready for Work' programmes;
- school pupil programmes;
- courses in the workplace;
- distance learning;
- access courses;
- courses for students with learning difficulties;
- pre-employment training;
- courses necessary for the registration of public service workers, such as social and health care;
- training for employees, including bespoke training programmes;
- trade union learning;
- evening classes, vocational and non-vocational;
- literacy and numeracy;
- English for Speakers of Other Languages (ESOL) and
- prisoner rehabilitation.

<sup>8</sup> Scotland's Colleges are colleges of further and higher education in Scotland. They are the colleges formerly funded by the Scottish Further Education Funding Council (now funded by the Scottish Further and Higher Education Funding Council).

<sup>9</sup> Source: Association of Scotland's Colleges <http://www.ascol.org.uk/pdf/keyfacts2003.pdf>

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Colleges deliver a wide range of subjects. These include manufacturing, catering, health care, engineering, social sciences, construction, sport and recreation, personal development and media. Some courses support the needs of particular local communities, such as courses for the oil industry in Aberdeen.

Colleges are also involved in wider activities to help develop the knowledge base of business to enhance their capacity to grow. In February 2005, the Scottish Further Education Unit published a report on *Initiating Adopting and Building Knowledge Transfer and Scotland's Colleges*<sup>10</sup>. Colleges activities outlined in that report include:

- support for managers in implementing significant change management processes;
- undertaking audits of operations as part of a review of business systems;
- advising on implementation of ICT infrastructure;
- reviewing skill levels leading to recommendations on learning provision;
- providing learning related to legislative changes and designed to sustain company operation; and
- short course provision on business planning to support business formation.

In 2004-05, there were over 350,000 students in Scotland's colleges. This amounted to over 450,000 enrolments in courses (this is because some students are enrolled in more than one course in the same academic year).

College activity is measured by activity expressed in terms of student units of measurement (SUMs), which are based on a notional 40 hours of student learning time. Most college activity is for programmes leading to recognised qualifications (91% in 2004-05). Courses that do not lead to such qualifications include courses developed specifically for the needs of particular businesses or for individuals such as those with additional support needs.

#### ENROLMENTS BY MODE OF STUDY, 2004-05<sup>11</sup>:

	% of enrolments	% of college activity
Full-time FE	11%	47%
Full-time HE	6%	18%
Part-time FE	54%	30%
Part-time HE	5%	5%
Short part-time (<10 hours)	25%	0.3%

Figure 1 on page 15 shows a further breakdown of enrolments, students and college activity by different types of study.

Figure 2 shows the number of college students and the associated number of enrolments and activity from 1998-99 to 2004-05. The graph reflects from 2001-02 onwards the policy of the Funding Council to concentrate on increasing or maintaining (in real terms) the rate at which it funded colleges and ceased funding any expansions in student activity.

<sup>10</sup> [http://www.sfc.ac.uk/publications/pubs\\_other\\_sfefcarchive/initiating\\_adopting\\_building.pdf](http://www.sfc.ac.uk/publications/pubs_other_sfefcarchive/initiating_adopting_building.pdf)

<sup>11</sup> Some students may be enrolled studying by more than one mode. These students are therefore included in each category of study.



# Case Study

## Trade Union Learning

# case study

"Without the training I received through the TUC Education Programme at Stow College I would never have been able to do this."

As *A Smart, Successful Scotland* explains, "Trade unions promote and provide expertise on developing good workplace practices, which help to encourage a well motivated and productive workforce. Unions also play a pivotal role in encouraging and supporting the skills development of their members".

Over 1,000 union learning reps are now operating in Scotland (Source: STUC).

**Stow College** is one of the colleges in Scotland commissioned by the TUC to deliver a variety of trade union education courses.

**Graeme** is 43 and a Unison Health and Safety Representative and Shop Steward. He became a union steward in 1995 and attended his first TUC Education Course at Stow College in the same year. Since then he has progressed through the core TUC course programme. He completed the health and safety stage one in 2000 (10 days day release); stage two in 2001 (10 days day release) and stage three in 2003-04 (36 days day release).

He has commented that *"The most active, knowledgeable and confident representatives in the Unison Social Work Branch are those who have come through the TUC Education Programme at Stow College."*

In February 2003 there was a fire at a retirement home in Uddingston in which 14 people lost their lives. As a result steps were taken to ensure this tragedy could not occur in Glasgow. A partnership agreement/approach involving the union side (fronted and coordinated by Graeme) and management was initiated resulting in joint inspections of 24 children's units and 23 elderly homes. Existing control measures identified through the risk assessment process were checked and recommendations for improvements were made.

*"Without the training I received through the TUC Education Programme at Stow College I would never have been able to do this."*

**Graeme**

# Case Study

## Community-Based Learning

2

The knowledge, communication skills and support received at the centre have been essential to me. At the end of this month I shall begin a Postgraduate Certificate in Education.

*"Many colleges promote a broad range of flexible learning opportunities in various locations. The delivery of programmes at times and in locations convenient to learners encouraged a wide range of participants to enrol in complete programmes of study. Almost all colleges offer distance-learning programmes and are developing an increasing range of online learning materials."* Improving Scottish Education, HMIE 2006.

Over 40% of enrolments in 2004-05 were enrolled away from the main college campus.

Dumfries and Galloway College serves one of the biggest catchment areas (2500 square miles) with one of the sparsest populations (58.8 per square miles) in the UK.

To address this the college has developed a network of learning centres throughout the region. They act as a focus for delivery to over 3,000 students.

The centres vary in size from 1 to 20 computers but are all similar in that they are run in partnership with a wide range of agencies. The college may not own or pay for the premises, nor sometimes the resources, but it is responsible for the delivery of the curriculum and provision of the learning material. Much of this is on line and the college has developed a virtual learning environment delivering learning

material in all curriculum areas to all students 24/7 across the region, in work, at home or in learning centres.

The number of centres and their locations vary over time in response to demand. However at any one time there are usually between 20 and 30 centres in locations throughout Dumfries and Galloway. They have been located in libraries, schools, community centres, pubs, factories, offices, fire stations and shops and have been supplemented by two related initiatives.

*"I had lived as a traveller since returning to the United Kingdom from overseas in 1997, subsisting largely on casual, low-paid employment and found the insecurity of this lifestyle and irregular income increasingly hard to sustain. I was seriously disadvantaged in both researching options open to me and applying for posts or courses. I had virtually no experience of computers and no access to any. The learning centre has provided me with physical access to computers and the education in how to use them. My future employment prospects, in a short space of time, have been transformed, as has my potential to contribute and participate in a wider sphere of society. The knowledge, communication skills and support received at the centre have been essential to me. At the end of this month I shall begin a Postgraduate Certificate in Education."*

Dan

## Case Study

### International Knowledge Transfer

As *The Framework for Economic Development* explains, internationalisation takes a number of forms, including “*taking Scottish knowledge, skills and ideas to the rest of the world*”.

Elmwood College's specialist background in land-based and golf-related specialist subjects enables the College to be a major contributor to Scotland's Colleges' knowledge transfer agenda. The College delivers a range of specialist short courses aimed at rural and land-based businesses as well as more structured management courses, tailored towards individual business needs.

#### ELMWOOD COLLEGE IN CHINA

Elmwood College has been working in China for over six years on a major educational project that aims to transfer expert knowledge on golf-related education to Chinese educational partners. This project is supported by the Royal & Ancient Golf Club of St Andrews, whose development committee has provided significant funding over the period.

As a result of this project, the College has formal partnership agreements in place with the seven institutions.

These partners are at different stages of development. All currently have or have had lecturers trained at Elmwood College. After undertaking training in Scotland, they return to China and under Elmwood's guidance, develop their own curriculum equivalent to Professional Development Awards and HNC/HNDs in Golf Course or Golf Facility Management. These qualifications are branded as 'St Andrews International Golf Qualifications' and are owned and quality-controlled by Elmwood College.

Qin Yu was one of the first students to complete her HND in Golf Facility Management at Elmwood and, having qualified with merit in the summer has just taken up the position of Director of Golf Operations at the prestigious Suzhou Jinji Lake International Golf Club in Xian province in China.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS  
OR OTHER LEGAL ISSUES

A key area of economic development in which colleges play an important role is in supporting workforce development.

Improving Scottish Education, HMIE 2006.

While the number of students has dropped by 9% between 2001-02 and 2004-05, college activity has grown slightly. This is because of a shift to more intensive courses. **Figure 3** overleaf breaks down the activity (in SUMs) in colleges by subject group from 1998-99 to

2004-05. It shows that *Health Care/Medicine/Health and Safety* and *Family Care/Personal Development/Personal Care and Appearance* are the most popular areas of study. It also shows some large changes over the period. For example, *Health Care/Medicine/Health*

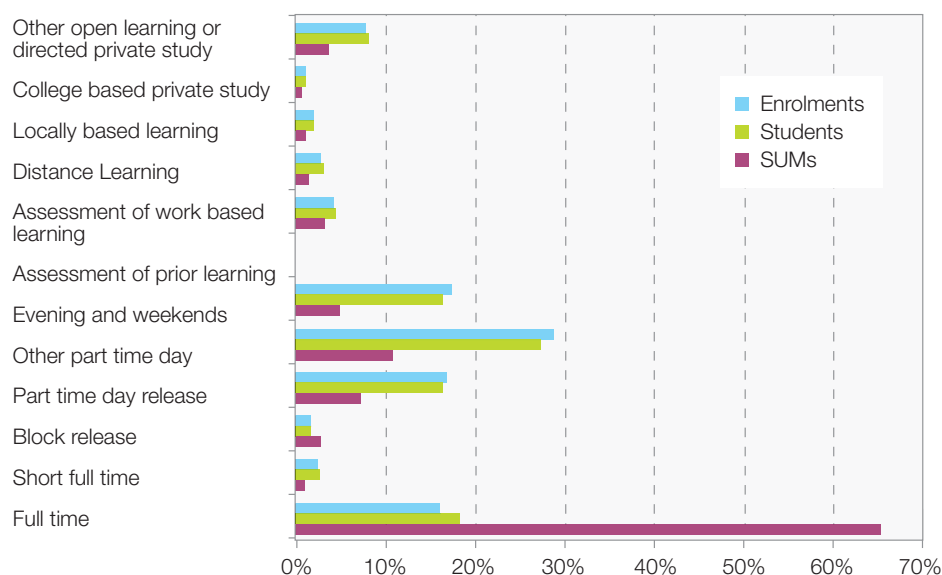


Figure 1: Student enrolments, students and SUMs by types of study, 2004-05 (Source: FES)

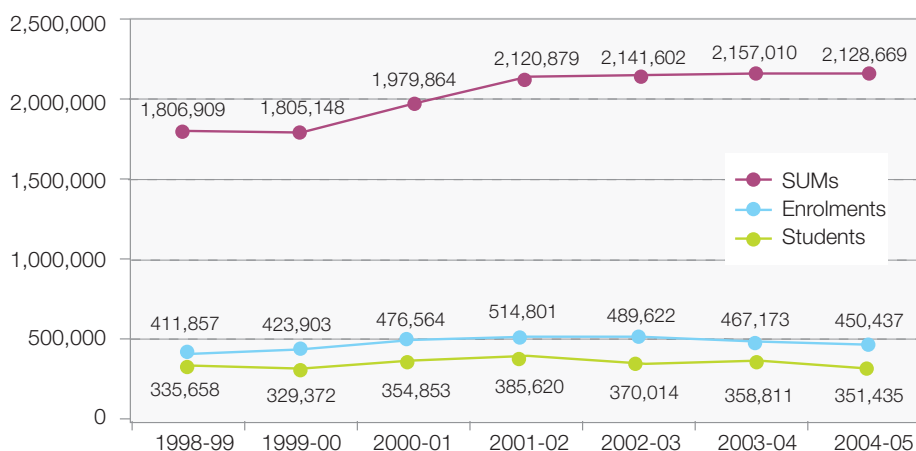


Figure 2: Student headcount, enrolments and SUMs, 1998-99 to 2004-05 (Source: FES)

# A Sketch of Scotland's Colleges

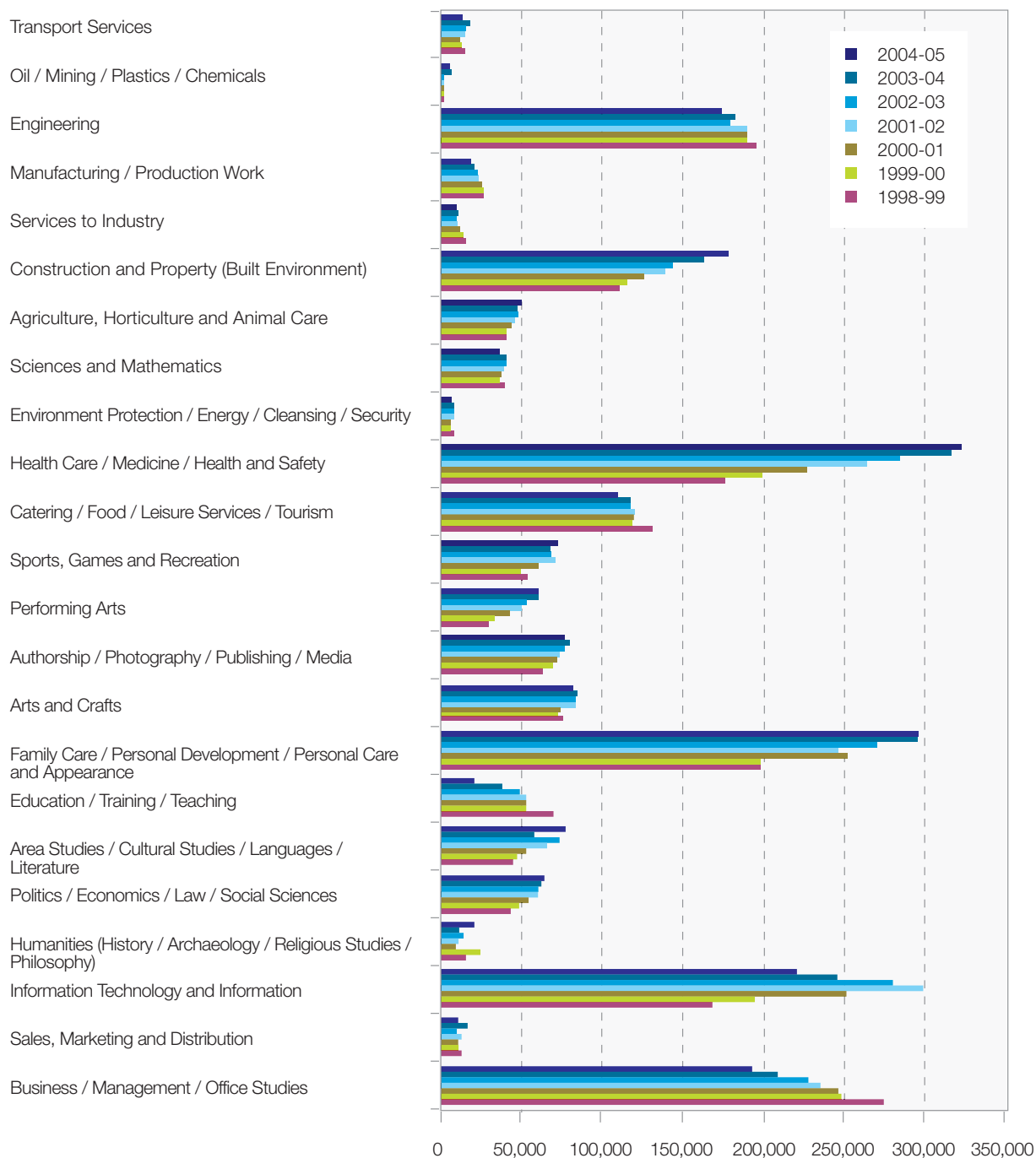


Figure 3: Learners by subject superclass (SUMs), 1998-99 to 2004-05 (Source: FES)

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

2

and Safety has grown substantially as has *Construction and Property*. On the other hand, *Business /Management /Office Studies* has declined.

The sector employs over 21,000 staff (equivalent to over 12,000 full-time staff).

UHI Millennium Institute was designated as a higher education institution in April 2001. It provides access to university-level education through a distinctive educational partnership of colleges and research institutions (the UHI academic partners). Eight of Scotland's colleges are academic partners – Inverness

College, Lews Castle College, Moray College, North Highland College, Orkney College, Perth College, Sabhal Mòr Ostaig, and Shetland College. The figures elsewhere in this report and in the accompanying baseline report do not include higher education delivered by these partner colleges (because the education is accredited to UHI Millennium Institute rather than the college). That said, an understanding of the breadth of colleges' activities would be incomplete without acknowledging the role colleges play in the delivery of higher education in the Highlands and Islands.

#### NUMBER OF FULL-TIME EQUIVALENT STUDENTS OF UHI MILLENNIUM INSTITUTE

	2001-02	2002-03	2003-04	2004-05
Scotland's colleges	3,258	2,911	3,183	3,692
Other academic partners	449	349	464	96
Total	3,707	3,260	3,647	3,790

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## College Funding

Colleges are funded by the Scottish Further and Higher Education Funding Council. Established in October 2005 through a merger of the Scottish Further Education Funding Council and the Scottish Higher Education Funding Council, the Council provides a strategic overview of tertiary education in Scotland to help secure a more coherent system of high-quality learning, teaching and research.

Colleges are funded by the Council for an agreed target of student activity each year. Since academic year 2001-02 colleges, as a sector, have consistently exceeded this target.

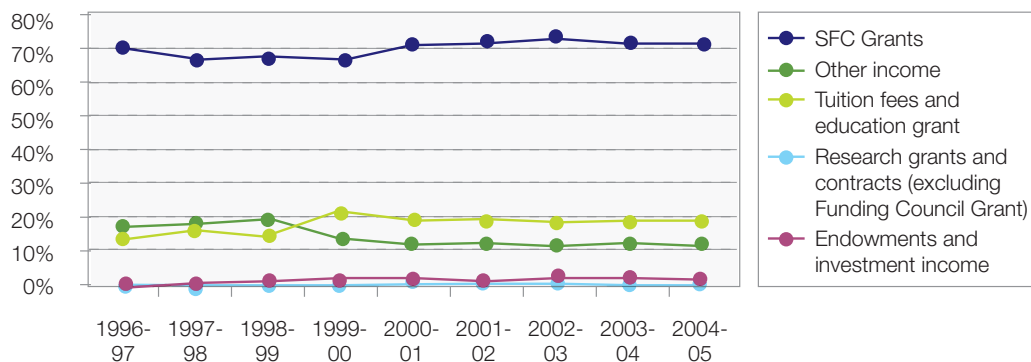
In 2004-05, colleges received about 70% of their income from grants from the Scottish Funding Council<sup>12</sup>; 17% from tuition fees and education contracts; and 13% from other sources<sup>13</sup>.

Figure 4 below shows the sources of income of Scotland's colleges as a proportion of their total income from 1996-97 to 2004-05. During

Funding 2004-05	(£000)
Funding Council grants	397,924
Tuition fees and education contracts	96,247
Research grants and contracts	855
Endowments and investment income	4,112
Other income	67,101
Total	566,239

that period in terms of the proportion of total income there was a small rise of 2% in both Funding Council grants and tuition fees and education grant and a corresponding 4% drop in 'other income' sources.

In recent years colleges have maintained their income from other sources at around 8.5% of total income. This excludes income from direct European funds (via a bids based process), tuition fees and education contracts. Direct European fund income is around 3% of total income.



**Figure 4:** Sources of income of Scotland's Colleges as a proportion of their total income between 1996-97 and 2004-05 (Source: college accounts)

<sup>12</sup> Funding Council grants include programme funds from the Council such as core recurrent grant and fee waiver grant but exclude funds to allow college to provide bursaries to students and a small amount of one off non-recurring current resources provided during the academic year.

<sup>13</sup> Other income includes residences and catering, European income that does not fall into the other categories, and income generating activities.

## 4 Partnerships

All of Scotland's colleges have developed partnerships with learners and with organisations such as the Scottish Executive, the Scottish Funding Council and award bearing organisations like the Scottish Qualifications Authority and City and Guilds.

The HMIE report, *Improving Scottish Education*, states that “close links between colleges and a range of partners, including schools, higher education institutions, community groups, employers and the enterprise networks have created effective learning opportunities and progression routes for learners from a range of backgrounds”.

Colleges also work closely with organisations represented on community learning and development partnerships such as local authorities, voluntary organisations, police, health and social services. These partnerships reflect the geographical and local needs of the area in which the college operates. In addition they liaise with a wide range of partners such as trade unions, lead industry bodies, local economic fora, local enterprise companies, the Skills for Business Network and Sector Skills Councils, other colleges, universities and private training providers to determine appropriate curriculum opportunities.

Colleges work with other partner agencies to provide support for learning, for example, Skill Scotland, and local counselling and support services. In some cases, colleges operate across a number of local authority areas.

They also work closely together. For example, the **Colleges Open Learning Exchange Group** (COLEG) was established in January 1995 to develop learning opportunities through member

colleges working together to generate, exchange and promote the use of high quality flexible learning materials. The group's catalogue spans almost the full breadth of subject areas and is designed to provide open learning, resource and assessment materials and support across a wide range of levels including Higher National and National Qualifications.

As the following case study shows, colleges are also working together with the Scottish Qualifications Authority to modernise all Higher National qualifications. It is an unique partnership model of national curriculum change involving all colleges in Scotland.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES



# Case Study

## Higher National Modernisation Project

### case study

The Higher National Modernisation Project aims to modernise all HN qualifications to ensure that they continue to provide Scotland with a competent workforce which meets the needs of a modern economy and, in doing so, contribute to the Scottish Executive's policy objectives, particularly on enterprise, employability, inclusion, work force development and lifelong learning.

Achievements of the modernisation process include:

- improving the efficiency of the HN catalogue of qualifications by rationalisation of the range of qualifications offered;
- modernisation of all HN qualifications to ensure 'fitness for purpose' in a global economy;
- strengthening quality assurance arrangements with reduced assessment burdens for students and lecturers;
- supporting the continued professional development of college staff in the design, assessment and delivery of HN qualifications; and
- assisting in the implementation of the Scottish Credit and Qualification Framework.

The Scottish Funding Council has dedicated funding to this national curriculum development programme, which is managed on behalf of the sector by **Anniesland College**. The funding is allocated by the HN Project Board. This Board has established key funding principles that ensure:

- funding priority is allocated to HN Group Awards that have the widest benefit to the sector;
- funding for specialist developments will reflect benefits in the sector and the Scottish economy; and
- priority will be given to developments which contribute to rationalisation and collaboration.

Streams of funding are available to support agencies (COLEG and the Scottish Further Education Unit) who have developed sector-wide initiatives that support the HN Programme.

## Who Goes to College?

In each year since 1998 about 7% of the Scottish population enrolled in a college. Nearly 35% of young people aged 17 are college students. The total percentage of the population who will have attended college at some point in their life is therefore considerable. As *More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training (NEET) in Scotland*, published by the Scottish Executive in June 2006, reports, research indicates that young people who are NEET for a prolonged period are most likely to encounter persistent problems of worklessness and social exclusion in later life.

Figure 5 below shows the age and gender profile of college students in 2004-05. The average age of a student was 32 (29 for male students and 33 for female students).

More women than men enrol in college - over 57% of college students are women. There has been a continual rise in the proportion of women students since 1998. Women tend to enrol on shorter courses than men.

About 38% of college enrolments were related directly to **employment** (by employers either paying for the course in whole or part, block or day release or assessment of work-based learning).

Unemployed and economically inactive part-time students represent 5% and 12% of all college enrolments.

One of the key roles of colleges is to provide a bridge for school leavers to either further learning, training or employment. As figure 6 overleaf shows, participation in both part-time and full-time courses peaks for learners in their mid to late teens.

Colleges serve, at almost every qualification level, the needs of a diverse range of students across a whole range of ages (see figure 11 on page 50 for the range of qualifications available through colleges).

Students from the most **deprived areas** in Scotland where 20% of the population reside are disproportionately more likely to attend college. As figure 7 shows 27% of college activity is devoted to these students. The pattern

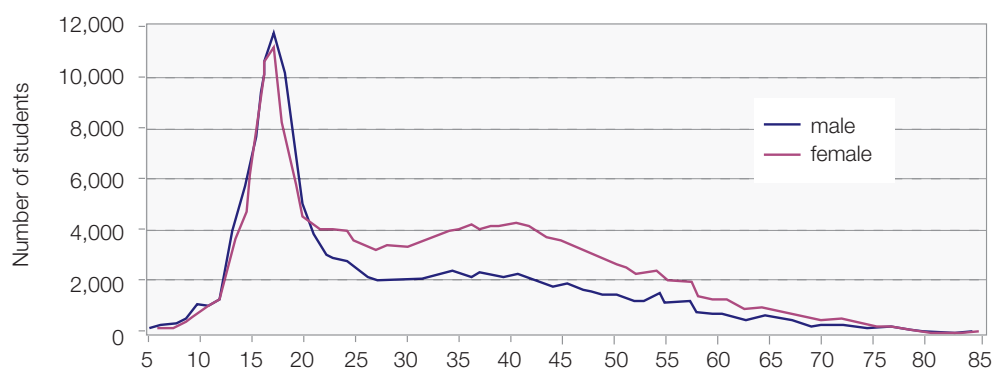


Figure 5: Number of students (headcount) in colleges by age and gender, 2004-05 (Source: FES)

# Who Goes to College?

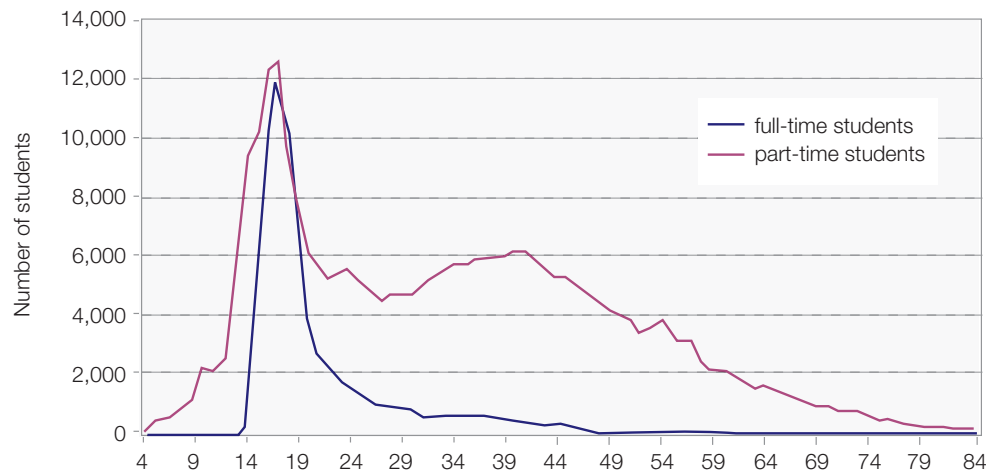


Figure 6: Students by age and mode of study, 2004-05 (Source: FES)

of high participation for the most deprived has become more pronounced in recent years.

Students from **minority ethnic backgrounds** attend college in proportions far above their level in the population as whole - in 2004-05 4.6% of college students were from such a

background, compared to 2.1% of the Scottish population in the 2001 census.

In 2004-05, more than 4,300 students from **116 countries** studied at Scotland's colleges. More than 2,700 of these were from outside the European Union.

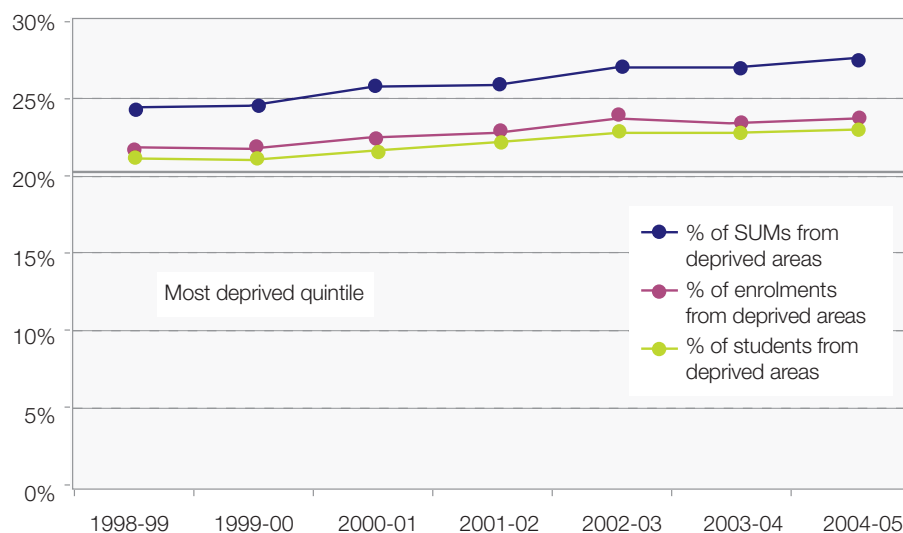


Figure 7: Student activity from the 20% most deprived areas in Scotland 1998-99 to 2003-04 in per cent (Source: FES)

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

"Links which colleges have established with schools provide pupils with learning experiences which are not available in school contexts."

Improving Scottish Education, HMIE 2006.

At least 13% of college students have a disclosed or identified **disability**. This figure includes those with a disclosed disability as well as those on special programmes or requiring extended learning support. This equates to about one fifth of all college activity (which takes into account length and intensity of the learning delivered). This compares with around 19% of the working age population who are estimated as having a disability<sup>14</sup>. Disabled people of working age with no qualifications are twice as likely to be unemployed as non-disabled people with no qualifications<sup>15</sup>.

Figure 8 outlines the nature of the disclosed disabilities in Scotland's colleges in 2004-05.

A significant development in enabling colleges to meet the wide and diverse range of learners has been the capacity building through Beattie<sup>16</sup> in all but one of Scotland's colleges. As a result of this, the college sector is the only sector in Scotland with the staff, skills and resources, e.g. through assistive technologies to provide initial assessment.



● Dyslexia	17%	4,865
● Blind/partially sighted	3%	877
● Deaf/hearing impaired	6%	1,657
● Wheelchair user/mobility difficulties	7%	1,927
● Personal care support	1%	322
● Mental health difficulties	9%	2,622
● An unseen disability, e.g. diabetes, epilepsy, asthma	22%	6,527
● Multiple disabilities	8%	2,345
● A disability not listed above	28%	8,334

Figure 8: Learners with disclosed disabilities at colleges, 2004-05 (Source: FES) – legend reads clockwise

<sup>14</sup> Labour Force Survey, winter 04-05

<sup>15</sup> 76.9% of disabled people (of working age) with no qualifications were unemployed in 2005, compared to 38.3% of non-disabled people with no qualifications (Labour Force Survey Spring 1998-2005, not seasonally adjusted)

<sup>16</sup> The Beattie Committee was set up in 1998 to take forward the Executive's commitment to promote the participation and attainment of young people in learning post-school and to improve their employability. Its report, *Implementing Inclusiveness, Realising Potential* was published in 1999. A copy of the report can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library2/doc04/ber-00.htm>.

## Case Study

### International Students

## case study

The Executive's *Fresh Talent Initiative*, announced in February 2003, sets out to counter the effects of population decline through greater retention of people and immigration. In order to attract Fresh Talent to Scotland, James Watt College positively promotes the supportive environment offered by further education to potential international students and their parents. The College's recruitment activities focus on the Middle East and South East Asia.

Given its nature as a further education college, the College often attracts young international students (under 18) to foundation and vocational programmes. The College works in partnership with Inverclyde District Council to provide social and curricular activities for young international students and local school pupils to:

- encourage young international students to get to know their peer group in the local community;
- create positive impressions of Scotland as a welcoming country;
- provide opportunities for young people in the area to have a positive cross-cultural experience; and
- foster an acceptance of new and different cultures and promote cultural awareness in the local community.

This is achieved by:

- a programme of shared experiences for students and school pupils focusing on celebrating significant cultural festivals from Scotland and from the student's country;
- providing shared sporting and social opportunities for students and Inverclyde school pupils;
- sharing cultural experiences with the community through dissemination via the media; and
- encouraging 'buddying' between international students and Inverclyde school pupils who are themselves studying at the College through a school/college partnership.

# Case Study

## School and college partnership

# case study

I've always liked working with my hands and quite fancied a career in Construction. Coming on the taster days was fun...I enjoyed all the practical hands-on work...the Introduction to Construction course has helped me choose exactly what trade area I would like to work in. Hopefully I can get an apprenticeship in brickwork.

Nearly 48,000 college enrolments in 2004-05 (11% of the total) were for school pupils learning through a school/college partnership. This accounted for 4.4% of college activity.

As *A Smart, Successful Scotland* explains, "from the earliest years in education, skills, knowledge and attitudes need to be developed that equip individuals to achieve their potential in the workplace".

Colleges have a crucial role in helping schools broaden educational opportunities to deliver *A Curriculum for Excellence*. They work with secondary schools to offer a range of academic and vocational programmes to pupils primarily in S3 and above- a role that is increasing as a result of the Executive's strategy for school and college partnership, *Lifelong Partners*. In 2005-06 28 colleges participated in the pilot for new Skills for Work courses.

Angus College's primary objectives in offering this provision are:

- to complement the subject choice available;
- to offer vocational tasters to inform career choice; and
- to provide a different environment and experience to enhance employability.

The August 2005 HMIE Review report of Angus College said its approach "*broadened academic and vocational curricular choices and enhanced opportunities for progression to vocational awards and qualifications, including Modern Apprenticeships*".

The College works in close partnership with the Construction Industry Training Board Construction Skills (CITB Construction Skills). Together they promote Construction as a career and encourage participation from both primary and secondary school pupils with an initiative called Construction in the Curriculum.

Following the S2 Open Day in 2002-03 and then a CITB Construction Skills Activity Day, "Kenneth" attended the college in S4 one afternoon a week. In 2004-5 he enrolled as a full-time student on the Introduction to Construction course. "Kenneth" hopes to gain employment with a local employer and go on to complete his Modern Apprenticeship.

*"I've always liked working with my hands and quite fancied a career in Construction. Coming on the taster days was fun ....I enjoyed all the practical hands-on work..... the Introduction to Construction course has helped me choose exactly what trade area I would like to work in. Hopefully I can get an apprenticeship in brickwork."*

Kenneth

## Case Study

### IT skills for the older population

## case study

Coming to college on this class contributes to mental health, otherwise there would be not much else to do...this course stimulates the mind and allows people to meet with each other...introduces other people and they find they work as a team with common interest. This is particularly necessary as people are now living longer.

About 6% of college enrolments are for students who are **pensioners**. This accounted for 1.4% of college activity. Most of these students are enrolled in part-time Information Technology (IT) courses.

Around five years ago **Cumbernauld College** recognised different needs of older adults, including a preference for daytime provision. Courses, such as **Beginners IT**, which is tailored specifically to the needs of the older participants, were developed for delivery within the college's own centres and in collaboration with the local authorities of **North Lanarkshire** and **East Dunbartonshire** in community centres.

Learners on the course felt that it was important for older people to keep up to date with technology, as they felt that otherwise, they would be in many ways disenfranchised within modern living. The use of the Internet as a reference tool and e-mail to keep in touch with friends and families was a major reason for attending the course. Assisting grandchildren with school homework was also cited in several cases.

For some learners in the over 50 groups, who wished to get back into employment, it was felt that IT Skills, were necessary, even for part-time jobs.

*"Jack" stated that "coming to college on this class contributes to mental health, otherwise there would be not much else to do...this course stimulates the mind and allows people to meet with each other...introduces other people and they find they work as a team with common interest. This is particularly necessary as people are now living longer". This statement was met with unanimous approval by all in the class.*

**Jack**

## Colleges of the 90s

On 1 April 1993, most further education colleges were 'incorporated' and removed from the control of their local regional Council.

Key policy drivers have shaped progress since 1993. These include:

- the development of Higher Still, which provided an integrated curriculum for school pupils and college learners to progress from non-advanced to advanced study;
- modularisation, the process of constructing small units of learning that could be combined by learners into a wide range of programmes suited to individual learners' choices;
- in recent years, consolidation to secure financial stability; and
- the Scottish Executive's Lifelong Learning Strategy that encourages collaboration between providers and focus on the learner.

Colleges have also adapted to a changing economic climate. Since 1992, the employment rate has increased by about six percentage points. Around 170,000 more people are now in employment than in 1999. This general increase in employment levels occurred despite significant restructuring of the global manufacturing sector, which led to job losses in the industry in Scotland. For example, around 30% of Scottish manufacturing jobs have been lost since 1998. The net increase in employment is due to expansion in the service sector, particularly in business and financial services. Since 1998, banking & finance employment has increased by over 30%. In addition, transport & communication employment has risen by almost 15% and other services by around 20%.

This movement away from manufacturing to services started well before the 1990s and 2000s

though it did gather pace during this period. Despite manufacturing retaining a key role in the Scottish economy, this continuing movement from one sector to another had a number of effects.

- The skill requirements of school leavers are now different than they were in the 1990s.
- Often those who were previously employed in manufacturing (and have stayed in the labour market) have required a whole new skill-set in order to re-gain employment.
- With services being much more customer/client facing, core skills have become much more important than they previously were.
- Work/shift patterns have changed.
- Gender work patterns have changed.
- There has been a regional element to the situation, with particular areas of Scotland (such as North Lanarkshire) having to adapt to the changing nature of the economy. Other areas have grown markedly on the back of services expansion (such as Edinburgh). Therefore, different areas have had different experiences and requirements (and interventions where appropriate).

Unfortunately, it is not possible to compare statistical information about today's colleges with data gathered in 1993. This is because it was not collected on a comparable basis and is not in a form that allows subsequent changes to the college sector (such as the designation of Bell College as a higher education institution in 2001) to be excluded from the results.

However, it is possible to compare data from 1994-95 onwards which excludes Bell College and UHIMI. **Figure 9** overleaf shows the number of college vocational enrolments since that period (other enrolment data are not available).



## Colleges of the 90s

### COLLEGES OF 1993 AND NOW

#### Curriculum

- the concepts of *learner choice and learner focus* were less prominent, and curriculum planning was less flexible than it is today.

#### Staffing

- continuing professional development then was neither as comprehensive or well planned as it is now.

#### Guidance and learner support

- the body of knowledge and support available to meet the needs of learners

with difficulties and disabilities, to provide extended learning support where required, and to offer advice on student finance and childcare is significantly greater and more effective today.

#### Quality assurance and improvement

- the concepts of quality improvement and *enhancement* and related activities were less well developed and significantly less comprehensive in 1993 than they are today.

During the 1990s colleges achieved significant efficiency gains. However, this resulted in colleges facing financial difficulties.

The number of vocational enrolments has increased significantly over the period – from about 234,000 to about 394,000; an increase of about 70%. In 1994-95, the average age of a student was 28 (27 for male students and 30 for female students). This compares with an average age of 32 for students in 2004-05. The most popular

subjects were *Business and Administration; Engineering and Technology and Combined Studies*. Now they are *Health Care/Medicine/Health and Safety and Family Care/Personal Development/Personal Care and Appearance*. (Changes in subject areas since 1998-99 are shown in **figure 3** on page 16). As explained on page 15, while the overall number of students has dropped by 9% between 2001-02 and 2004-05, college activity has grown slightly. This is because of a shift to more intensive courses.

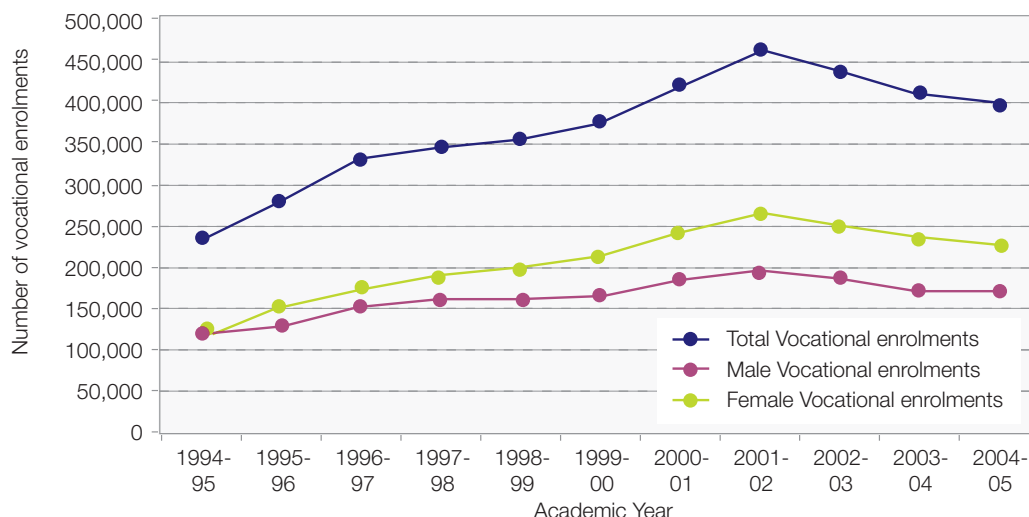


Figure 9: Time series of vocational college enrolments from 1994-95 to 2004-05

# 7 Economic Value of College Learning

Skills are, in the words of the *Leitch Review of Skills*<sup>17</sup> “the key driver of economic growth, boosting productivity and contributing to increased employment. Fundamental changes underway in the global economy make improvements in skills ever more critical”.

In the Lisbon Council Policy Brief, the *Economics of Knowledge*<sup>18</sup>, published in 2006, the author explains that “evidence shows – consistently, and over time – that countries and continents that invest heavily in education and skills benefit economically and socially from that choice. For every euro invested in attaining high-skilled qualifications, taxpayers get even more money back through economic growth. Moreover, this investment provides tangible benefits to all of society – and not just to the individuals who benefit from the greater educational opportunities”.

We have sought to put a monetary value on the contribution that colleges make to enhance the skills of the workforce in Scotland. We have considered so far as possible the measurable value of the output of the sector rather than the economic impact of spending by colleges whether on wages, consumables or buildings. This is because we wanted to understand better the **difference that colleges make**. If resources were not devoted to the college sector then they would be available for spending elsewhere for example in the Health Service or on a tax cut, both of which would generate economic impacts through the multiplier. It is therefore of more interest to examine the output, what we are getting for the resources allocated to the sector, rather than the inputs.

The measurable value that we have sought to capture is far from being a value for the full economic benefit of colleges, but it does give us a robust baseline.

We examined the economic gain of a learner increasing their qualification level by marrying information from the Labour Force Survey and data returns from the college sector. This economic analysis, which is at **Annex C**, was unable to capture all college learning (because of the methodology used and to some extent incomplete data), and was unable to consider the value of additional qualifications at the same level, so that for example gains of a learner obtaining a further Higher that would allow them access to University or the benefits of reskilling that required a different but not higher level qualification could not be captured. It did not take into account benefits that arise beyond the increase of a qualification level. This means for example it did not necessarily capture the benefit of an unemployed person obtaining employment as a result of undertaking a course at their existing qualification level but in a different subject. It also did not capture any of the other social benefits that such learning would bring. On the basis of extremely cautious assumptions, the net economic benefit of colleges is at least £1.3bn.

<sup>17</sup> [http://www.hm-treasury.gov.uk/independent\\_reviews/leitch\\_review/review\\_leitch\\_index.cfm](http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm)

<sup>18</sup> *The Economics of knowledge: Why education is key for Europe's success* by Andreas Schleicher can be found on the OECD website at <http://www.oecd.org/dataoecd/43/11/36278531.pdf>

## Economic Value of College Learning

In effect, we are saying that the college sector turns £1 into an asset worth (at least) £3.20 in a year. This represents an excellent return on investment.

As well as by increasing qualification levels, colleges also make a key contribution to economic growth by:

- providing quality learning experiences to develop basic education and skills;
- developing the knowledge base of business; and
- promoting Scotland.

As previously mentioned about 38% of college enrolments were related directly to **employment** (by employers either paying for the course in whole or part, block or day release or assessment of work-based learning). Taking into account activity such as government training programmes, about 58% of working age enrolments can be attributed directly to industry links. A breakdown of these links can be found in Figure 10.



The case studies in this section describe the approaches a number of colleges have taken to meet the needs of particular sectors of the economy. They illustrate the breadth of colleges' work both in terms of the diversity of the sectors supported by colleges (from the 'old' such as printing to the 'new' biotechnology). The case studies demonstrate the key importance of working closely with the industries concerned to ensure that the learning provided by colleges is relevant to their needs. To achieve this colleges work closely with Sector Skills Councils. Links between colleges and the Councils are numerous. For example:

Skillsmart Retail is working with Inverness, West Lothian, Lauder and John Wheatley colleges on the development of programmes for older learners, including language skills and IT training;

Financial Services is working with colleges, including Stevenson College, on a course to get people into work in the financial services sector; and

Summitskills is working with Inverness College to provide training to upskill plumbers and electricians in the installation of solar panel systems used as part of the domestic hot water systems.

Full cost recovery courses	9%	19,800
Fees paid by employer	43%	95,180
Jobseeker	1%	1,457
Block or day release	16%	35,923
Employed Vocational	24%	51,666
Govt training scheme	1%	2,948
Unemployed Vocational	6%	12,300

Figure 10: Links with industry (58 per cent of the working age enrolments), 2004-05 (Source: FES)

# Case Study

## Creative Industries

7

# case study

Things are looking good for me, I may be going to University and who knows from there. All this has only been achieved because of the help and support from my lecturers and Key Skills [Department], and a few hours from myself.

Creative industries in Scotland make up over 4% of the Scottish economy.

As *A Smart Successful Scotland*, explains “Our education system has a leading role in developing the skills, experience and behaviours which support creativity and entrepreneurship”.

Links between Cardonald College and European designers and manufacturers have enabled the college to provide training and support more flexibly to people already working in the sector, as well as offering a direct benefit to full-time students through the development of real time commercial standard projects that introduce the students to the demanding world of work in the creative industries. Examples include:

- developing wall hanging designs for an interior decoration company to be produced in China and sold through major UK retail outlets;
- developing a student documentary project into a half hour programme for the BBC;
- designing a range of tableware accessories for a major Scottish retail outlet; and
- a TV project with Govan Initiative enabling local graduates to gain the practical skills necessary to progress in the competitive world of television production and management.

Martin is a skilled joiner and cabinetmaker who felt, at the age of 29, that he wanted to restart his education in the creative sector. He struggled initially on the Access to Design course until staff asked the College's Key Skills team to help. After being tested and found to be dyslexic Martin was provided with appropriate help.

Martin completed all units in the Access course, then completed a National Qualification in Fashion Technology before deciding to complete his studies in HND Stitched Textiles and Fashion Design.

*“Things are looking good for me, I may be going to University and who knows from there. All this has only been achieved because of the help and support from my lecturers and Key Skills [Department], and a few hours from myself.”*

**Martin**

## Case Study

### Biotechnology

## case study

Although the course is challenging, small class sizes mean no one is struggling.

The Life Sciences sector, which includes biotechnology, makes up about 1.4% of the Scottish economy.

*As A Smart, Successful Scotland explains “..working with specific sectors can be an efficient and effective way to increase productivity and growth. Support at sector level should focus on understanding industry level issues and opportunities through close co-operation with those in the industry”.*

Biotechnology is a sector that has the potential to be key to the economic success of Scotland. This ‘new’ industry has many small or medium enterprises and start-up companies, and has a reported shortage of appropriately skilled, work-ready science recruits.

The Scottish Colleges Biotechnology Consortium (SCBC) was launched in May 2001 to provide high quality technical training for the industry and to develop strategic partnerships with schools. The consortium comprises Forth Valley College, Adam Smith College, James Watt College, Dundee College and Bell College (a higher education institution). The Consortium’s central office is located within Forth Valley College.

Working in partnership with industry, the Consortium provides tailored and relevant training programmes. It offers an extensive portfolio of programmes including short tailored

courses; technician training; postgraduate upskilling; and industry tailored full-time provision. Training is delivered both on-site and in college. The Consortium has also developed an extensive e-learning resource (supported by the European Social Fund).

A common barrier to technician training in the sector is releasing staff from their employee roles. Forth Valley College therefore offer an industry tailored evening programme for HND Biotechnology in addition to day-release, part-time and full-time study. The evening programme is flexible allowing learners to select which units they study and complete the programme at their own pace. A rolling programme allows learner in-take every three months.

*“Although I work in a Biotechnology company, my post is not part of the production process. This evening course and qualification will allow me to progress in the company and work in different areas.*

*“The evening classes are very convenient for me and my employer since they do not interfere with my work. I would not be able to study in working hours as my company is a relatively small enterprise.*

*“Although the course is challenging, small class sizes mean no one is struggling.”*

Lesley, Forth Valley College

# Case Study

## Performing Arts

7

# case study

My training...has more than equipped me for the profession, my creative growth was expertly nurtured.

*As A Framework for Economic Development in Scotland explains "The economic benefits of culture are highly significant and the Scottish Executive's policy is to promote participation in the widest possible range of top quality cultural provision. Young people's exposure to cultural activity helps develop a range of important skills, equipping them for life and the world of work, such as self confidence, creativity and social skills".*

Since the decline of traditional industries in Dundee, the creative industries have become established as key drivers of the regeneration of the City. In 2001, Dundee College opened *The Space*, a place that provides:

- world class dance and theatre training;
- a venue for professional companies to perform;
- a centre for the wider community to access arts training, and
- a learning experience for students which has performance as its core.

When *The Space* was first conceived, the College ran one stream of NC (National Certificate) Theatre Arts and one stream of Foundation Dance programmes, providing 30 student places. In 2005, Dance and Theatre activity has grown to seven full-time streams, providing over 120 student places on programmes ranging from Introductory, through National Qualification to Higher National Certificate and Diploma level. Recruitment to full-time programmes now extends beyond Scottish borders to include participants from Europe, with interest being shown in international markets.

The College's extensive links with professional companies, which includes activities such as workshops, masterclasses, residencies, guest teachers, and attendance at rehearsals, gives learners the experience of professional standards of work in technique and creative sessions, focusing on regular performance.

*"My training ... has more than equipped me for the profession, my creative growth was expertly nurtured ..."*

Laura (now professional dancer)

## Case Study

### Entry into Traditional and New Vocations

## case study

*As A Smart, Successful Scotland explains "The ability to identify and respond quickly and flexibly to changing demands from employers is a characteristic of an effective labour market. To achieve this, a culture of lifelong learning amongst those in the market and those involved in supplying the labour market is needed".*

Glasgow Metropolitan College has a structure of five academic schools, designed to be business-facing: Built Environment; Communication and Media; Design; Food and Hospitality; and Information Communication Technology, Sport and Tourism.

Each College School has an Advisory Board comprising representatives of industry, academic partners, professional bodies and other relevant organisations. The Advisory Boards assist the College in a variety of ways including that of advice on changing career opportunities, work placements for students and recruitment to industry.

#### TELEVISION

The HN Television Operations and Production course has been running since 1994 when it first started with 20 students in two converted classrooms. The section has expanded to 100 students with state of the art facilities which include, digital edit suites, sound dubbing suites, classrooms with digital edit facilities, digital location cameras and sound kits, and a purpose built multi-camera television studio with full digital lighting rig and studio control room.

This has involved substantial investment from the College, sponsorship from industry and the investment and commitment continues apace with the development in technology.

Students work with lecturers who are all from a professional television background and the staff have many years' experience in the television industry and in education.

# case study

## Entry into Traditional and New Vocations (cont)

7

# case study

### PRINTING

Glasgow Metropolitan College is the sole provider of print education in Scotland. It offers a broad portfolio of National Certificate, Higher National Certificate & Higher National Diploma qualifications in all areas of printing. This includes Pre-press, Lithography, Screen Process, Digital Printing. All courses have been constructed in partnership with the Printing industry, SQA and the Scottish Print Employers' Federation.

The Modern Apprenticeship course has been designed to permit printing apprentices, who are in employment, to attend college in a block release pattern. Day release courses are also available in some areas of specialism.

One example of an individual student who has benefited and prospered from attendance at this college is Tom who, as a litho print apprentice, attended college on a day release basis over a 3-year period.

Tom, after completing his apprenticeship formed his own company. This grew and now as Group Managing Director he currently employs over 400 staff. All of his print apprentices attend college on a block release basis with many of his employees being graduates from HNC/HND Print courses.



## Case Study

### Renewable Energy and Energy Efficiency

As *The Framework for Economic Development in Scotland* explains, “renewable energy production is important to economic development in Scotland for three reasons - environmental, security and diversity of supply, and for the economic development opportunities it provides”.

In ‘*Going for green growth: a green jobs strategy for Scotland*’, the Executive articulates its vision of a Scotland that develops the next generation of clean, resource-efficient technologies and commercialises and exports those technologies.

Lews Castle College is developing a *Hydrogen Lab* as part of its programme related to renewable and alternative energy in the Outer Hebrides. The project is linked to training in a number of linked technologies, including solar hot water and photo-voltaic installation and maintenance.

Initially the *Hydrogen Lab* will focus on three research and development projects of value to the local economy:

- Use of fuel cells to drive highly-inductive loads;
- Relevant applications of waste oxygen from wind turbine-driven electrolysis; and
- Conversion of large marine engines to hydrogen.

The *Hydrogen Lab* was installed in April 2006. Training for students started in summer 2006.

The Outer Hebrides Community Planning Partnership has established an Energy Innovation Zone (EIZ) in response to environmental concerns and a recognition that renewable energy and energy efficiency are sustainable ways of meeting future energy demands. *Greenspace Research* is an important component of the EIZ strategy, and is a bold initiative that will help to transform utilisation of clean energy sources in the construction industry and create a centre of excellence in renewables-related design, management, training and software expertise at Lews Castle College, UHI.

*Greenspace CPD* will, from summer 2006, provide an online energy analysis training environment delivered on the internet. It is targeted at construction industry specialists such as chartered surveyors, building design engineers, architects and builders.

## Social Value of College Learning

As well as the direct economic benefits that learners derive from college courses, there are wider societal benefits.

Colleges are a community resource whether that be, for example, the home of an emergency control centre for the Isle of Lewis or as a venue in Dundee for community participation in dance and drama.

Also, participating in lifelong learning can help individuals take an active part in civic life, help them lead a more sustainable lifestyle, and improve their health and wellbeing.

College learning can help deliver the Scottish Executive's six *Closing the Opportunity Gap* objectives, which were launched on July 12, 2004, to:

- increase the chances of sustained employment for vulnerable and disadvantaged groups - in order to lift them permanently out of poverty;
- improve the confidence and skills of the most disadvantaged children and young people - in order to provide them with the greatest chance of avoiding poverty when they leave school;
- reduce the vulnerability of low income families to financial exclusion and multiple debts - in order to prevent them becoming over-indebted and/or to lift them out of poverty;
- regenerate the most disadvantaged neighbourhoods - in order that people living there can take advantage of job opportunities and improve their quality of life;

- increase the rate of improvement of the health status of people living in the most deprived communities - in order to improve their quality of life, including their employability prospects; and
- improve access to high quality services for the most disadvantaged groups and individuals in rural communities - in order to improve their quality of life and enhance their access to opportunity.

Colleges' role in the community, working in partnership with other agencies including local authority Community Learning and Development services, and voluntary and community organisations, helps to promote social inclusion and encourages community activities.

As the Scottish Executive's *Lifelong Learning Strategy* explains, "*We live in a society where diversity of background, culture, knowledge and skills should be valued and nurtured. We want a society where people actively engage in their communities, local and national, and learning can enable people to do that. Lifelong learning contributes to the development of society through the achievement of other social goals such as civic participation, sustainable development, improved health and wellbeing, reduced crime and greater social cohesion*".

The *Leitch Review of Skills - Skills in the UK: The long-term challenge, Interim Report*<sup>19</sup> found that "*there are important links between skills and wider social outcomes, such as health, crime and social cohesion*".

<sup>19</sup> [http://www.hm-treasury.gov.uk/independent\\_reviews/leitch\\_review/review\\_leitch\\_index.cfm](http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm)

## Case Study

### Closing the Opportunity Gap

## case study

As *A Smart, Successful Scotland* explains, “economic growth and tackling poverty and disadvantage go hand in hand. If worklessness and poverty are not properly tackled, they will act as a brake on economic growth and the potential contribution to the economy of those currently inactive will remain untapped.”

Coatbridge College has actively sought to collaborate with partners and to involve itself in various projects that encourage those in the ‘Not in Education, Employment, or Training (NEET)’ group into participation. Transition, both into and out of college is a key theme and one which particularly addresses the needs of ‘hard to engage’ clients.

To help the long-term unemployed the College has adopted a ‘Start Anytime’ approach, which tailors courses to the needs of the individual student. Students are encouraged to attend at a time that suits them and agreed indicators of success are used to measure progress. Both Jobcentre Plus and Routes to Work staff work with the college on a formal and planned basis. The overwhelming majority of ‘Start Anytime’ students are on benefits at the start of their college life.

Catherine is a typical example of someone progressing from the NEET group on to college who ultimately wants to gain employment. She joined the college ‘Start Anytime’ course in 2003 after a long absence from study and work following redundancy. She was very unsure of her career path and knew that she would need additional help in order to succeed.

Early in her study Catherine was referred to Learning Support and after screening it was confirmed that she had dyslexia. She worked with both the Adult Literacy Tutor and Learning Support Manager in order to help her with written work.

With continued learning support Catherine successfully completed other college courses that have led up to her returning in 2005-06 to study for an HNC in Business and Office Administration. She looks forward to gaining employment at the end of her course.

# Case Study

## Community Regeneration

8

# case study

*As The Framework for Economic Development in Scotland explains "Raising economic activity rates in [Scotland's most deprived communities] can contribute to the productive potential of the economy as a whole. Closing the opportunity gap in this way can make a real contribution to economic growth."*

**John Wheatley College** primarily operates in some of Scotland's most disadvantaged communities in Glasgow's East End and Greater Easterhouse. As a consequence of its community development role, it is represented on the Boards of the Greater Easterhouse Social Inclusion Partnership; the East End Social Inclusion Partnership; and the Routes Out (of Prostitution) Thematic Social Inclusion Partnership.

The College's Board of Management dedicates around £500,000 of its staffing budget to address community-based learning. These funds enable local community groups to commission it to provide services which are immediately responsive to community need. The project operates in Glasgow's East End, Greater Easterhouse and parts of North Lanarkshire. It has enabled projects, such as the Hidden History programme run by the Tronda Local History Group to research and to publish an alternative history to Greater Easterhouse.

The College has led in the establishment of an extensive network of community-based learning centres throughout Greater Easterhouse. This is supported by a high quality, high capacity ICT system which is based in the College. This network, the Greater Easterhouse Learning Network, supports initiatives in adult education, vocational training and youth work (provision ranges from provision for local employers in an industrial estate to a joint initiative to support recovering drug users).

In addition the college has operated training programmes for local people that guarantee a job to those who successfully complete their course. For example, a scheme run in association with TESCO specifically targeted those on incapacity benefit (amongst other excluded groups) to prepare them successfully to return to employment in a new superstore in Shettleston. A larger scale project also assisted local people to gain access to jobs created in the Glasgow Fort development. A range of initiatives, run in association with local development companies, enabled local people to secure over 75% of the new retail jobs which were created.

## Case Study

### Partnerships With Community Learning and Development

## case study

Through its extensive engagement with a range of key partners, the College was effective in playing a strategic part in promoting skills development and economic regeneration in the local economies in which it operated.

In November 2000 the first Community Learning Strategy was launched in North Lanarkshire. This first period saw the setting up of the Community Learning Partnership – involving North Lanarkshire Council, local voluntary organisations and a range of other partners – and significant development of partnership activities through joint projects, marketing, celebration of learners' achievements, successful joint funding bids and the creation of strategic and local learning plans. **Cumbernauld College** and its partner colleges, **Motherwell** and **Coatbridge**, were instrumental in promoting and supporting these vital early stages of development. HMIE highlighted this work as good practice as part of its 2003 review of **Cumbernauld College**.

*"The College participated effectively as a partner in a broad range of courses with a variety of agencies and key bodies. It identified that successful partnerships were those where partners had clear objectives, high levels of trust and potentially productive outputs. For example, the alliance with Community Learning and Development and Careers Scotland in North Lanarkshire promoted access and participation, numeracy, literacy training and employability as essential features of the community learning plan."*

In January 2004 the Scottish Executive released a major publication *Working Together to Build Stronger Communities*. This document identified Community Learning and

Development as central to the community planning agenda recognising its role in regeneration activities particularly within the most deprived communities and the need to work closely in a developmental way with local groups. Throughout this period **Cumbernauld College** developed a structure of partnership working, mainly as a result of its location in Central Scotland, recognising the strength of such relationships. HMIE noted further partnerships involving the college across Dunbartonshire:

*"The 'Learning in the Community' collaborative Project (with East Dunbartonshire Council and West Dunbartonshire Council, Anniesland College and Clydebank College, as well as Scottish Enterprise Dunbartonshire) demonstrated the value of partnership working underpinned by a close sense of purpose and regular evaluation."*

This level of engagement provided enormous benefits to all participants and supported by Communities Scotland, the work continues to develop and grow in stature. HMIE concluded its summary of the good practice identified at **Cumbernauld College** as:

*"Through its extensive engagement with a range of key partners, the College was effective in playing a strategic part in promoting skills development and economic regeneration in the local economies in which it operated."*

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

8

“there are important links between skills and wider social outcomes, such as health, crime and social cohesion”

Leitch Review of Skills - *Skills in the UK: The long-term challenge, Interim Report*

The Review concluded that skills can help families manage their finances, and enable parents to help their children with their homework.

They can impact on **health** either directly, by providing information on improving health, or indirectly, by improving income and making a healthy lifestyle more affordable. The review found that health problems, including depression and obesity, are more common in unskilled and low-income households.

Also, offenders are far less likely to have qualifications and hence tend to have poorer pay and employment prospects: more than half of offenders have no qualifications, compared to 15% in the population as a whole. Skills can affect **crime** by improving an individual's employment, pay and progression opportunities and hence the opportunity cost of offending, and by impacting on income inequality.

The Review also found while skills were not the whole answer to **social cohesion** there is “evidence to suggest that those with higher skill levels have, on average, greater levels of racial tolerance and higher levels of participation in the political process.”

The case studies in this section illustrate the social value of college in four specific areas of college activity (community regeneration, closing the opportunity gap, support for vulnerable young people and prisoner rehabilitation), though clearly colleges' wider activities contribute to the social impact of colleges too.

It is noted that the work of some colleges in promoting community regeneration and in the provision of enhanced learner support is in part currently supported by financial assistance from European Structural Funds (both European Regional Development Funds and European Social Funds) and Local Regeneration Funds. If colleges are unable in the future to access these sorts of funds, it could reduce their capacity to make as much of a difference.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS  
OR OTHER LEGAL ISSUES

# Case Study

## Support for Vulnerable Young People

As *A Smart, Successful Scotland* explains, “there are too many young people who are not in education, employment or training”.

*More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training (NEET) in Scotland* outlines there are 35,000 (13.5%) young people in Scotland between the ages of 16 and 19 who are NEET. Of these about 20,000 will need some additional support to access and sustain opportunities in the labour market.

Aberdeen College works in partnership with Aberdeen Foyer. Foyers provide, in the short term, housing and ancillary services for vulnerable young people (usually 16-25) – the homeless, those with disabilities, those with a history of offending, those leaving care, those recovering from some kind of habituation or dependency.

In 2004-05, the College catered for 315 Foyer clients. The young people were involved in learning experiences that developed their self-confidence and self-esteem, an understanding of healthy and safe lifestyles, and, where appropriate, employability skills. Wherever possible programmes included certificated outcomes so that the participants achieved recognised qualifications in Core Skills or relevant vocational elements.

In 2004 “Tracy” attended a 12 week intensive course designed to increase confidence and

stability through lifestyle change. The College delivers training in subjects as diverse as Information Technology training, confidence building, and exercise and fitness to provide routine and develop new skills.

When “Tracy” first joined the course, she was extremely nervous about committing to the programme and meeting other students, as she had cut herself off from other people due to a background of prolonged substance misuse. After a few weeks, confidence in her own abilities began to grow, particularly in Information Technology classes, where she went from being a total beginner to someone confidently using Word to create her own CV, and in the fitness class where she found the motivation to make regular exercise a part of everyday life.

It was through her newly-discovered interest in fitness that “Tracy” took the lead in a number of health initiatives, assisting the health team by providing motivation and support to others.

After successfully completing the programme she returned as an assistant volunteer team leader. “Tracy” has now progressed to full-time employment with an agency dealing with clients from a similar background to her own. In her role as an assistant support worker she now has the confidence to help others and is currently engaging in job-related training at Aberdeen College as part of her staff development.

# case study

## Prisoner Rehabilitation

# case study

Gaining the skills and qualifications offenders need to make a positive contribution in society requires that the content and quality of learning programmes in prisons are, where possible, comparable to that of the community. The delivery of 'labour market' relevant, high quality learning, skills and employability education and training within prisons is key to improving this position.

In April 2005 Scottish Prison Service (SPS) contracts were awarded to **Motherwell College** and **Lauder College** to deliver programmes in the following areas:

- Adult literacy and core skills;
- Computing and Information Technology;
- Art and Design;
- Cookery;
- First-Aid;
- Health and Safety;
- General Education;
- Languages;
- Leisure subjects;
- Mathematics, and
- Music.

Approximately 30% to 45% of offenders currently engage in education through prison learning centres at any one time. In addition, limited opportunities are provided for long-term offenders nearing the end of their sentence to attend colleges to undertake day-release courses.

In addition to providing education programmes to meet offenders' learning needs, the colleges also provide support to Vocational Training and Physical Education undertaken by SPS officer/instructors. A new addition to the contract from the previous education contract is that contractors are now also expected to provide employability support to offenders in conjunction with key partners such as Jobcentre Plus.





In 2005, a survey of the experience of learners in Scottish colleges and universities was undertaken on behalf of the Scottish Funding Council<sup>20</sup>. This was the third such survey. Previous surveys were undertaken in 2001 and 2003. The outcomes of the 2005 survey are very consistent with the findings of the previous surveys.

The main findings were that 92% of college students were satisfied with the overall quality of their learning experience and 91% were satisfied with the college as a whole. The corresponding figures for HE institutions were 88% and 90%.

Over 80% of college students were satisfied with the:

- number of hours contact they had with teaching staff;
- size of the group in which they were taught;
- adequacy of access to computer facilities;
- relevance of the course to the job they hope to do;
- balance between the amount of formal attendance and private study time; and
- adequacy of general help, learning support and guidance they received with their studies from teaching staff.

Levels of satisfaction on other matters were:

- books being available in libraries (71%);
- adequacy of advice and support with financial and other personal issues (70%);
- receiving appropriate advice about careers and job vacancies (66%); and
- the quality of equipment in labs or workshops (63%).

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

<sup>20</sup> [http://www.sfc.ac.uk/library/06854fc203db2fbd00000106ee833b1f/student\\_survey\\_report.pdf](http://www.sfc.ac.uk/library/06854fc203db2fbd00000106ee833b1f/student_survey_report.pdf)

# 10

## Employer Views of College

# 10

The *Employers Skill Survey 2004* by Futureskills Scotland sought information from employers about how they engage with Scotland's colleges and other providers of education and training. Specific questions were drafted for the survey to help inform the then Scottish Further Education Funding Council study of supply and demand in the college sector<sup>21</sup>.

Colleges are a major supplier of recruits to employers. Of the workplaces surveyed, 14% recruited an employee straight from leaving college in the previous two to three years prior to the survey (18% had recruited straight from school and 12% straight from university). Approximately 77,300 FE graduates were recruited or 4% of employment levels at the time of the 2004 survey.

College leavers were recruited into a wide range of occupations but generally speaking they were more likely than university graduates to be recruited into sales and customer service, personal service or skilled trades' occupations.

Results from the *Employers Skill Survey 2004* include the following.

### How well prepared for work are staff recruited directly on leaving college?

- Workplaces rated the preparedness of college leavers alongside that of university leavers. The lowest rates of preparedness were for those recruited directly on leaving school.
- 81% of workplaces thought that college leavers were well prepared for work in terms of softer, core skills such as communication, team working or problem solving (83% for university leavers and 55% or school leavers<sup>22</sup>).
- 80% thought they were well prepared in terms of technical skills (82% for university leavers and 55% for school leavers).

### How important are qualifications and subjects studied when employers make a recruitment decision?

- Over a quarter of workplaces said that either the subject studied by their most recently recruited FE graduate or the qualification achieved was "essential for the job - they could not have started without it".
- For 37% of workplaces the subject studied was "very important" or "quite important".

<sup>21</sup> *Employer Engagement with Further Education* can be found at [http://www.futureskillscotland.org.uk/web/site/home/Reports/WhatEmployersThink/Report\\_Employer\\_Engagement\\_with\\_Further\\_Education\\_1.asp](http://www.futureskillscotland.org.uk/web/site/home/Reports/WhatEmployersThink/Report_Employer_Engagement_with_Further_Education_1.asp)

<sup>22</sup> This may represent to some extent the age maturity of the student

## 10 Employer Views of College

### To what extent do employers use FE colleges to train staff?

- Colleges were cited as providers of training by 23% of establishments but the most often cited providers of training were private training providers cited by 49% of workplaces.
- The most often cited reason for not using a college to provide training was that they could not “offer appropriate training in terms of subject area”. The next most common reasons were that “there was not enough time to train staff through an FE college” and that colleges “do not offer suitable training in terms of mode of delivery” (13%)<sup>23</sup>.

### How do the colleges compare with other providers of training?

- 82% of workplaces were either very satisfied or fairly satisfied with the level of training provided through colleges. For private training providers satisfaction levels were similarly high - 88%.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS  
OR OTHER LEGAL ISSUES

<sup>23</sup> If workplaces had given either “FE colleges do not offer appropriate training in terms of subject area” or “FE colleges do not offer suitable training in terms of mode of delivery (e.g. no part-time courses, no block release courses, etc.)” as the reason for not using colleges to deliver training, then they were further asked whether or not they had investigated the course provision on offer at local colleges.

- 40% of workplaces which had given either of these responses said that they had investigated local college provision either through internet searches or by contacting the colleges directly.
- 56% stated that they had not investigated whether suitable or appropriate training was available through an FE college.

# case study

## Registration of Social Service Workers

10

Scotland's colleges are at the forefront of providing the training and workforce development necessary in the voluntary and private sector to implement the Regulation of Care (Scotland) Act 2001. The Act seeks to improve skills, standards of service, and the protection of the public, by requiring a 'registered workforce' regulated by the Scottish Social Services Council.

West Lothian College supports this by offering the full range of qualifications: National Qualifications, Scottish Vocational Qualifications, Higher National Certificates and Professional Development Awards. These programmes are available at a range of times: evening, afternoon and drop in. Units are also being converted to 'on-line' study.

It provides courses for:

- Childminders;
- Play workers;
- Wrap-a-round assistants;
- Out-of-school club assistants;
- Classroom assistants; and
- Support assistants.

The College delivers the Professional Development Award to West Lothian Council employees as part of their Continuous Professional Development in line with the needs of the 'registration'. It also offers Council employees the HNC as part of their professional development and as a career pathway to help predicted shortages once registration begins.

## Case Study

### Enterprise

## case study

I didn't expect the unit on the course, but it has given me insight into what I have to do to give myself a real chance

As *A Smart, Successful Scotland* explains, "enterprising attitudes and an understanding of the world of work are being developed as part of the education system through initiatives including *Determined to Succeed* — the Executive's enterprise in education strategy."

Having worked closely with local schools to deliver *Determined to Succeed*, **Edinburgh's Telford College** looked at how it could adapt the approach for school education to the wider college environment.

The College recognised that all of its students had to work to support their studies or were in work studying part-time. Early in 2003 it decided to base its enterprise work on this. Through discussions with employers, the college identified the key skills they were looking for, such as customer focus, being receptive to change and attention to detail.

A programme was delivered to different groups of students and with funding from the Scottish Qualifications Agency, a *Personal Enterprise Skills* unit of learning was developed. The unit is either incorporated into existing programmes of study (in college or in a community-based setting) or delivered on its own. It directly links securing employment with understanding the issues involved in successful career development.

As well as informing the development of this curriculum, the College's Student Employment Service also helps students identify and gain core competencies and matches students to local business for part-time employment.

Commenting on the new unit, Shaun Broadfoot, an HND Sports Coaching student, said "*I didn't expect the unit on the course, but it has given me insight into what I have to do to give myself a real chance*".

# Case Study

## Custom Designed Training for Companies

10

## case study

*As A Smart, Successful Scotland explains, "the ability to identify and respond quickly and flexibly to changing demands from employers is a characteristic of an effective labour market. To achieve this, a culture of lifelong learning amongst those in the market and those involved in supplying the labour market is needed."*

As well as delivering general training and education for the shipping industry, **Glasgow College of Nautical Studies** also provides specialist training programmes to suit individual organisations with a specific demand for training. It has been possible to offer this training due to either the availability of marine equipment required to be at the College to undertake mainstream programmes or due to the expertise of many of the College's marine staff.

The College was approached in 2003 by an oil tanker operator based in Saudi Arabia with a request for a series of one week courses for their serving deck officers to undertake oil cargo handling courses based on a specialised cargo control room simulator.

Having received assurances of continuing custom, the College purchased the specific simulator required to train the operator's officers. The simulator consists of an instructor station housing five monitors and six individual student stations. Each of these individual student stations comprises dual screen monitors and a communications module.

The objective of the course is to recreate as realistic an operating environment as possible to enable students to plan and execute cargo operations on different types of vessels. Students are able to communicate with the shore terminal or other personnel on board as well as operating pumps, valves and a myriad of associated shipboard equipment. The instructor is able to introduce a variety of malfunctions to assess ability to cope with realistic failures although usually most students benefit more from experiential learning of their own errors in a 'safe' environment.

The course attracts students from around the world.

The College has also run several similar courses tailored to suit other organisations, and has invested in other ship models on the simulator which has enabled courses for Liquid Gas cargoes to be offered. There is currently a great demand for trained personnel on such vessels and over 40 of these vessels are currently under construction worldwide as operators attempt to meet demand. In addition, the simulator is supporting the learning of students on mainstream courses.

# What Difference Do Colleges Make to Learners?

Attendance at college is voluntary. Students attend colleges therefore because they want to. They chose to do so because they want to better their life in some way (sometimes small, sometimes big). They want to acquire skills either because those skills unlock opportunities for them or because the skills themselves enhance the quality of their lives and those around them.

The direct benefits for many students are self-apparent - a qualification may be required to gain access to further learning, including at university, or a pre-requisite for entry into a given trade. For some, improving literacy and numeracy skills can offer many new life chances. The same can be said also of students learning English as a second language.

Figure 11 below shows that in 2004-05, 70% of student enrolments resulted in either a pass

Qualification	Pass	Continuing to next year of programme	Completed but not assessed as programme not designed to be assessed	Completed but not assessed although programme is designed to be assessed	All
SCQF 3	670	39	189	105	1,244
SCQF 4	2,387	668	223	261	5,191
SCQF 5	9,193	6,147	750	375	21,806
SCQF 6	10,764	8,639	902	551	27,944
SCQF 7	15,850	6,043	1,038	436	31,450
SCQF 8	7,633	6,778	329	194	20,380
SCQF 9	128	106	0	0	393
SCQF 10	37	14	0	0	117
SCQF 11	139	64	18	1	253
National certificate or diploma	26,047	6,978	3,779	1,003	49,916
National units	34,587	3,625	8,620	3,214	72,703
Non recognised qualifications*	24,211	2,526	103,262	1,222	144,759
Other recognised qualifications	27,767	6,094	14,312	1,260	59,232
Special Programmes	3,978	472	9,333	92	15,049
	<b>163,391</b>	<b>48,193</b>	<b>142,755</b>	<b>8,714</b>	<b>450,437</b>
Total passed or completed programme not designed to be assessed				68%	
Total passed or completed programme designed to be assessed or not assessed				70%	
Continued to next year of programme				11%	

\* Non recognised qualifications make up 33% of enrolments, but only 7% of activity. Courses can include vocational taster courses, confidence building, IT awareness, learning a language for a holiday and leisure programmes.

Figure 11: Student outcomes for academic year 2004-05 (based on student enrolments)

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

11

	Entries	Awards
<b>National Units</b>		
National Units	497,950	373,787
<b>Group Awards</b>		
General Scottish Vocational Qualifications (GSVQ)	67	82
National Certificate Group Awards (NCGA)	2,859	1,128
Scottish Group Awards (SGA)	1,704	633
Scottish Progression Awards (SPA)	2,108	631
<b>Access Clusters</b>		
Access 2	108	-
Access 3	138	-
<b>Standard Grade</b>		
Standard Grade	7	-
<b>National Courses</b>		
Intermediate 1	970	-
Intermediate 2	5,810	-
Higher	11,118	-
Advanced Higher	150	-
<b>Higher National Qualifications</b>		
Higher National Units	350,252	281,332
Higher National Certificates	16,875	9,813
Higher National Diplomas	10,204	4,979
Professional Development Awards (PDA)	2,659	1,462
<b>Scottish Vocational Qualifications</b>		
Scottish Vocational Qualifications (SVQ)	19,692	9,134
Workplace Professional Development Awards (PDA-W)	3,265	1,798

Figure 12: College entry and award figures for the qualifications offered or accredited by the Scottish Qualifications Authority



## What Difference Do Colleges Make to Learners?

or a completed course. A further 11% were enrolments where the student is continuing to the next year of study.

**Figure 12** shows the total number of candidates entered for a range of qualifications offered or accredited by the Scottish Qualifications Authority in 2005. The right-hand column shows the total number of awards recorded for that year. This should not be read as necessarily being the same candidates. Those receiving an award in 2005 may have been entered for the qualification in a year prior to this. Larger group awards such as Higher National Certificates and Diplomas can often take two or three years to complete. This table provides an overview of entry and awarding patterns in a typical college year but should not be seen as relating number of candidates registering to their successful completion of an award in that same year.

Within Figure 12 there also appears a group of qualifications for which no award figures are given. Data for this group – Access Clusters, Standard Grade and National Courses – is held by SQA and recorded on the candidate's Scottish Qualification Certificate in the regular way. However, this data is not collated or gathered together for use in college reports.

The non-recognised qualification category is also often used as a first step to more substantial programmes. Non-recognised programmes make up a large proportion of student enrolments but, as **Figure 13** shows, they represent a small amount of activity. There has been a large drop in non-recognised qualifications since 2001-02.

We do not at this stage have reliable data on the destination of students after leaving

college. Finding out what happens to students afterwards can be problematic. Given that students tend to be in college for relatively short periods of time, they may not appreciate the value to colleges and others of finding out the difference that college has made to their future prospects. The Scottish Funding Council has commenced a longitudinal survey of learners in both further and higher education and has attempted to deal with this problem by asking institutions to engage with students before they leave their education and seek their agreement that they will participate in such a survey. The first sweep of the survey was published in June 2005<sup>24</sup> and contained information on students who completed or were due to complete their programmes of study in 2004. It covered both views of students' learning experience and where that had led them. Those who responded will be surveyed again in 2007 and 2009.

Of the students questioned in the first sweep of the five-year survey:

- four-fifths would recommend their course to someone else;
- three in five regard their studies as a good investment;
- the majority obtaining employment consider their job to be appropriate to someone of their level of skills and qualifications; and
- almost all believe that studying has developed and changed them.

<sup>24</sup> <http://www.mori.com/ontrack/>

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

If there was no college, what would you have done? - "I'd have been forced into a dead end job"

Student, Stevenson College, Edinburgh

11

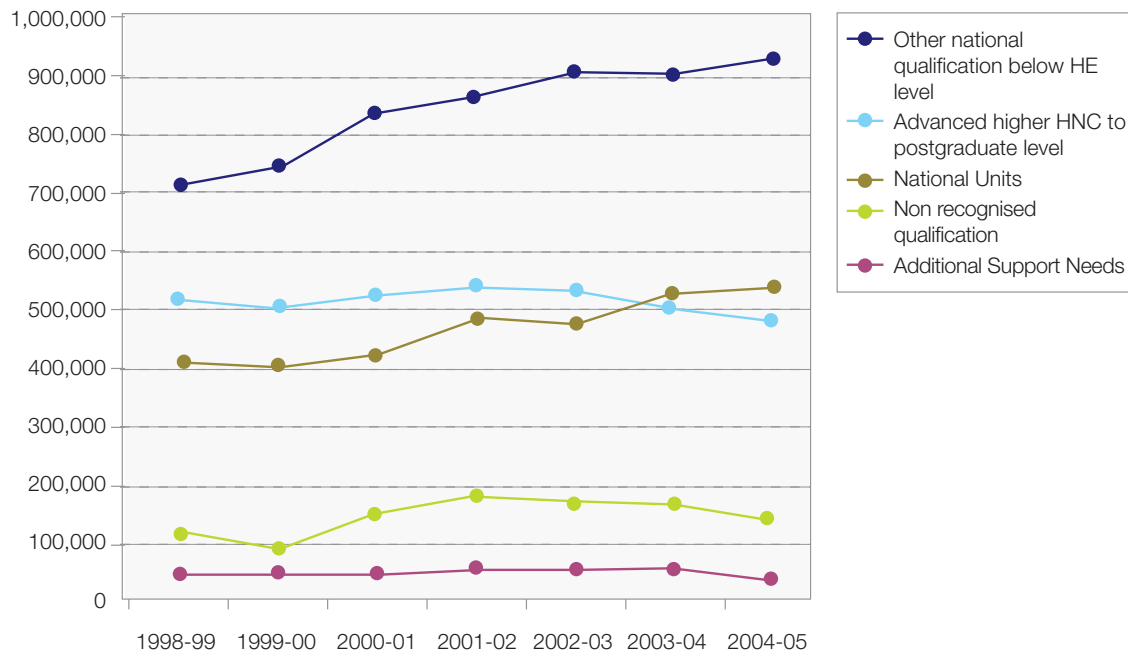


Figure 13: Qualification aim of study (SUMs), 1998-99 to 2004-05 (Source: FES)

There are many reasons why students attend college. It may be part of their school-based curriculum. They could be attending to acquire qualifications for work or for university entry. They could be obtaining the skills necessary to become self-employed. They could be in a job and be going to college to learn skills necessary to progress their career. They could be taking steps to regain control over their lives and build their confidence. They could be learning to speak English. They could be attending a course for personal development or purely for recreation.

Basic employability and technical skills are central to the benefits learners derive from college, but they are far from being the only benefits. Other benefits can include enabling people to participate actively in society.

The benefits of college to the individual will be particular to that individual. Not all students will have the same student experience, even if they are on the same course and come from a similar background. Nor will they necessarily have the same aspirations or success either in college or afterwards. That said, there is much we can say about the general benefits of college that are common to many.

## What Difference Do Colleges Make to Learners?

We know from research specifically into school pupils' attitudes to further education<sup>25</sup> the benefits that pupils and teachers see from the college experience. They are:

- A sense of achievement;
- Increased motivation;
- Building confidence;
- New experiences;
- Meeting with others;
- Widening options;
- Awareness of lifelong learning;
- Easing transition to further education/higher education; and
- Providing qualifications.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

The discussions undertaken with students and staff of colleges as part of the Review of Scotland's Colleges has confirmed that these benefits also extend to the general student population. Other identified benefits can include:

- Improved interpersonal and communication skills, including team-working;
- Greater work-readiness;
- Increased aspirations;
- Growth in self-responsibility; and
- Improved citizenship, including respect and tolerance.

They generally also echo the findings of a study into the view of practitioners of the wider benefits of further education in England<sup>26</sup>, which found the following benefits:

- Improved self-esteem;
- Development of social networks;
- Control and management of students' own lives;
- More aware of rights and responsibilities; and
- Tolerance of other ethnic groups.

About 38% of all Scottish domiciled **higher education** undergraduate students enter study at a college. One of the key benefits to learners of higher education delivered in Scotland's colleges is the Higher National qualifications themselves.

<sup>25</sup> *School Pupils' Attitudes To Further Education, 2004* <http://www.scotland.gov.uk/Publications/2004/10/20040/44569>

<sup>26</sup> *The wider benefits of further education: practitioner views* <http://www.learningbenefits.net/Publications/ResRepIntros/ResRep1intro.htm>

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

11

"For many students the prospect of going straight to university is simply too overwhelming and beginning at college seems a more comfortable option"

Karen, University of Strathclyde

Higher National Certificates and Higher National Diplomas have played an important role in vocational education in Scotland since the late 1920s, and have developed to serve the majority of sectors in the Scottish economy.

They create future opportunities for students on their successful completion to either enter the job market directly with a highly regarded qualification or continue with their studies to either Diploma or Degree level. A survey conducted in 2003<sup>27</sup> showed that over 3,000 students graduated from colleges and on to a course at a higher education institution with advanced standing (i.e. into year 2 or 3). It is increasingly common for some students to transfer upon the completion of their HNC/HND courses to accelerate their learning in a higher education institution by going straight into second year in the case of HNCs, and third year in the case of HNDs.

Research by the Centre for Research in Lifelong Learning at Glasgow Caledonian University<sup>28</sup> highlighted that HN candidates tend to be mature students, more likely to be part-time and to come from disadvantaged areas than other entrants to higher education in Scotland.

Karen recently graduated from the University of Strathclyde with an honours degree in Marketing and Business Law. She was the only person in her class to achieve the top award. Prior to entering the 3rd year of this course Karen completed a Diploma in Higher Education in Business at Central College of Commerce. Karen said, "*For many students the prospect of going straight to university is simply too overwhelming and beginning at college seems a more comfortable option*".

Of all the wider benefits, instilling self-confidence is we suggest the most fundamental and potentially life changing. It is no coincidence that *A Framework for Economic Development*, *A Smart, Successful Scotland* and *Life Through Learning; Learning Through Life* all speak about its importance. It is the driver for a learner's future success. That may be to further learning, training or employment. It may first allow someone to speak up in class and contribute to the discussion. It may enable them to make new friends. Success breeds success and further confidence leads to more success. For that individual that may be one small step toward unlocking a new opportunity.

<sup>27</sup> *Higher Education in Scotland: A Base Line Report by Scottish Higher Education Funding Council*, July 2004, a copy of which can be found on the Council's website at <http://www.shafc.ac.uk/publications/baseline/baseline.html>

<sup>28</sup> *For me or not for me in Scotland? A report of mature student participation in higher education* - Osborne, M., Brink, B., Cloonan, M., Davies, P. Marks, A., Turner, E. and Williams, J. (2001)

## Case Study

### Helping Learners with Literacy/Numeracy Difficulties

## case study

Literacy and numeracy are crucial to enabling individuals to fulfil their potential and play a full part in life. Around 800,000 adults in Scotland appear to have very low skills (*Adult Literacy and Numeracy in Scotland, 2001*).

Colleges work in partnership with local authorities through their community learning and development programmes and voluntary organisations to help individuals with literacy and numeracy difficulties. There may be dedicated provision, but it is more common in colleges for it to be integrated into another course of learning.

There are numerous models for integrating literacies. The approach employed by **Banff and Buchan College** gives every student on the course the opportunity to receive integrated literacy and numeracy through whole class delivery. It is a non-discriminatory approach ensuring no student is singled out for support outwith the class. It is a collaborative team teaching approach by the literacy tutor and the subject tutor encouraging students to succeed in their course. The literacy delivery in class is then applied in the practical context.

For example, when addressing the subject of areas a joinery class was given the task of measuring the classroom they were in and working together to establish the amount of material required to panel the walls.

The whole process is inclusive with lecturers aware of the abilities of individual students. They have to be flexible and adaptable.

The college has found that its approach has increased levels of understanding, confidence and motivation with improvements in behaviour and success rates. The presentation of written work has greatly improved too.

# Case Study

## English for Speakers of Other Languages (ESOL)

11

I want a job. I must get to Advanced and finish this language problem. I need a First Certificate. [an internationally-known Upper-Intermediate exam] I have applied for more than 100 jobs, but no thanks, sorry, no opportunities.

In 2004-05 over 6,100 college students were enrolled in courses for **English for Speakers of Other Languages**. This accounted for 1.9% of college activity.

The Executive is currently developing a strategy for ESOL so that all Scottish residents can acquire the English language skills to enable them to participate in Scottish life. These language skills are central to giving people a democratic voice and supporting them to contribute to the society in which they live.

About 80% of ESOL enrolments were in Scotland's colleges (this includes outreach provision funded through local authorities or Community Learning and Development partnerships) - *National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study*

Langside College provides ESOL programmes:

- on a short-course, part-time basis in the community, at community campuses throughout the south side of Glasgow and at a wide variety of community-based venues; and
- in college on a full and part-time basis.

In the past four academic years recruitment of the number of ESOL learners has grown by almost 40% to over 1,100. Actual college activity has almost doubled (because of the increased intensity of learner attendance).

Over 80% 'in-college' ESOL learners will attend for at least five sessions a week. Many of these learners (mainly asylum seekers) attend on a full-time basis. In 2005-06, for example, the College enrolled 242 full time asylum seeker learners.

The College also recruits 15-30 full time international ESOL students each year.

Salim came to Scotland from Iraq as an asylum seeker in 2000. Now a refugee he has been studying at Langside College for five years. His learning path is typical of many in his situation:

- Slow ESOL progression due to poor reading and writing skills (relative to traditional European English foreign language students);
- Study on non-ESOL courses has been on courses run in conjunction with ESOL support; and
- No employment success, through lack of experience and qualifications.

With support from an Asylum Seeker Development Officer (a service open to all asylum seekers and refugees at Langside College and which is part funded by the Glasgow Community Learning Strategy Partnership), he is now performing well on his Upper-Intermediate ESOL course and expects to progress in the summer of 2006. He says of his aims: "I want a job. I must get to Advanced and finish this language problem. I need a First Certificate." [an internationally-known Upper-Intermediate exam] "I have applied for more than 100 jobs, but no thanks, sorry, no opportunities."

## Case Study

### Progressing from College to University in Nursing

## case study

I saw this course as a stepping stone to achieving my ultimate goal of becoming a registered nurse. It was also the best option available to me as it enabled me to continue working whilst studying.

*As A Framework for Economic Development in Scotland explains "There is little doubt that economic growth contributes to the improvement of health and that health itself is an important driver of economic development. Good health can boost productivity, while ill-health can impose significant costs on the economy in terms of lost working time, lost output, and less productive working time".*

The Scottish Executive announced in 2003 the creation of 500 additional nurse training places. This was in response to research which predicted a significant shortfall in the number of qualified nurses across the NHS.

In the Lothians a tripartite partnership was formed between **Jewel & Esk Valley College**, the NHS Lothian and Napier University to develop new career opportunities for Clinical Support Workers and Care Assistants.

Each of the partners has a distinct but equally vital contribution:

- The College provides the education input. Full-time students attend college two days per week and complete their HNC within a year. They are given a paid Study Day by the NHS then spend the remaining two days each week in their jobs as Clinical Support Workers. Part-time students attend college one day per week and complete their HNC in two years;

- Napier University guarantee that all HNC graduates can articulate directly to the second year of its degree programme; and
- The NHS provides the candidates, staff cover to replace the candidates being educated and workplace supervision. They also enable candidates to work in their current jobs until their studies are complete and upon graduation, guarantee them a job as a Staff Nurse.

*"The HNC students have integrated really well with the 3rd year students and this was most evident in the group work of the first semester where it was very apparent that the HNC students' clinical experience was greatly valued by the less experienced 3rd year students",*

Helen Sheard, Napier University

*"I saw this course as a stepping stone to achieving my ultimate goal of becoming a registered nurse. It was also the best option available to me as it enabled me to continue working whilst studying. Being a mature student with family responsibilities it offered financial security. I was always under the impression that further education was for the younger student. However, this is not the case."*

Wendy

## 12 What Makes That Difference?

Colleges work alongside and in partnership with other education and training bodies. Each sector makes a difference. None of the differences below are unique to the college sector, but taken as a whole they describe the unique contribution that colleges make.

All of Scotland's colleges are different. They range from the very small - Newbattle Abbey College, which is an adult residential college, has 124 students - to the large - Aberdeen College has for example 25,829 students. Each offers a curriculum to serve its community. For some that community is very locally defined, such as in Shetland and Orkney. For others, including Glasgow Metropolitan College that 'community' extends regionally and nationally. **The differences between each college help colleges make the difference in their own geographical area and specialist field of expertise.**

Colleges are pivotal to the delivery of lifelong learning in Scotland. They cater for the needs of students both in and out of employment at all stages in their lives from middle secondary school to retirement. No other sector can also match the range of courses that colleges deliver. The breadth of the college curriculum is shown in **Figure 3** on page 16 of this report. The range of college qualifications is shown in **Figure 11** on page 50.

Colleges cater for students with the most basic educational needs, as well as providing courses up to and including higher education. In addition to delivering Higher National Courses, some colleges, including the colleges in the Highland and Islands that provide courses on behalf of UHI Millennium Institute, also deliver degrees and post-graduate qualifications.

The difference that colleges make is founded on the diversity of the students they serve and the range of learning opportunities that they provide.

Given the breadth of their activities, there is a risk that colleges duplicate the work of others delivering education and training. As the diagram below shows, colleges' work extends into the activities of others, including the school sector and community learning. However, rather than duplicating the work of others, colleges seek to work in partnership with them and with learners to ensure that the available expertise and resources of the colleges are fully utilised to enhance the availability of learning opportunities. **The contribution that colleges make rests fundamentally on working together with a range of partners across the education and training sector, including employers and the Sector Skills Councils.** Colleges may also be competing with these partners for learners (as too could colleges between each other).





# 12

## What Makes That Difference?

It is a challenge for the sector and for others to work in partnership, while encouraging healthy competition. The key to this is keeping in the forefront the interests of learners and potential learners.

Colleges are primarily centres of voluntary learning for adults. **The adult ethos of colleges make the difference.** The average age of a student in a college in 2004-05 was 32. Even the attraction for school pupils in attending college is based, in part, on this informal and relaxed environment. It means that students of different ages learn together - something that we know many find valuable because they learn to work together and learn from each other, recognising the different experiences of others. It also means that students are generally given less direction and must show greater self-reliance. There are fewer rules to follow than at school, for example. There is an expectation that students own, so far as possible, their own learning.

**The vocational nature of many college programmes makes the difference.** This hands-on approach to learning enables students to see the relevance of what they are learning (and doing). They learn through experience. They also learn the reality of working life, including for example the importance of good time keeping. Many are taught in simulated work environments, such as a beauty salon or a car repair shop. The skills that they learn are directly applicable to the work place. In most college courses, core skills such as communication and team working are contextualised within the specific vocational area. As the Employer Skill Survey shows (pages 45-46), over four-fifths of Scottish workplaces felt that college leavers were well prepared in terms of core skills.

Where possible, courses also include work placements to cement the relationship between the college course and the day-to-day application of what they have learned. Part-time employment in their chosen area of study is also encouraged, again to bridge the gap between the experience of college and the world of work<sup>29</sup>. In some professions, self-employment can be the ultimate goal for students, and colleges are increasingly seeking to integrate the necessary skills to run a business into courses in those fields.

**The relevance of the curriculum makes the difference.** The purpose of vocational courses is to give students the necessary skills to excel in their chosen career path. What they learn must therefore be up-to-date. There is little point giving students the skills to work in yesterday's workplace. As the needs of business change, so too do college courses to keep up with changes in developments and techniques. The growth of closer links with employers, and Sector Skills Councils is crucial to this. As too, for example, is the current sector-wide programme to modernise the full range of Higher National courses that colleges deliver.

**Responding to the needs of the economy makes the difference.** Colleges are much more than providers of education and training. They work closely with others, including their local authorities, economic forums, Local Enterprise Companies, Sector Skills Councils and Futureskills Scotland to anticipate the future needs of their local area. Through the intelligence they gather as a result of their links

<sup>29</sup> The *On Track* survey found that "relatively small proportions of learners [college and university] say they do no work or work experience at all during term-time (15 %)". The study can be found at <http://www.mori.com/ontrack/>

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

with their community and employers, colleges are well placed to help identify the skills that will be required locally. In turn, they can work in partnership to deliver the most appropriate learning opportunities.

**The experience and quality of college lecturing staff and the different approaches to teaching that they employ make the difference.** Learning is enriched and made alive by the personal knowledge and experience, which lecturers can impart. For example, a lecturer who is a former social worker, can give a profound understanding of the reality of identifying child abuse in the field.

The teaching staff in colleges have never been so well qualified both in their area of professional expertise and in teaching skills. Almost all staff have either a first degree or comparable vocational qualifications. Staff bring extensive practical experience of industrial, business or crafts sectors and entrepreneurship to their teaching. Many are also working in the sectors they teach in, and others regularly update themselves to keep their knowledge and skills current on industry requirements.

Some classes in colleges, given their subject matter and level, will be similar to other learning environments. For example, a Higher German course in college will not be wholly dissimilar to such a class in school. That said, it is more typical, given the wide range of ages, experiences and abilities of students in a class, for lecturers to adopt many different approaches and teaching methods, something we know from the Review that students value. The class sizes of practical vocational courses generally tend to be smaller than classes in school or university because of

health and safety considerations due to their hands-on nature.

**The learning support that colleges deliver makes the difference.** Learner support is an integral part of the delivery of college courses.

The range of students with very different levels of previous educational achievement demands that the college focus is on the learner. Learners may have had a negative experience of previous formal learning situations and as a result be under-confident about their skills and abilities. For a significant number of older learners the learning environment and teaching and assessment styles are significantly different to their last encounter with learning.

Colleges seek to remove as many barriers as possible, including previous negative experiences. They provide a full package of learning that seeks to first identify and then meet learners' needs. This may involve the



# 12

## What Makes That Difference?

development of numeracy and literacy skills alongside, or as part of, their other studies. By providing learning support within the context of their other college work, the learning of both can be blended together to support each other.

**The flexibility of colleges and their focus on the learner makes the difference.** There are many ways in which courses are delivered including full-time, part-time day and evening courses, block release, and on-line. Figures for different modes of study in 2004-05 are shown in **Figure 1** on page 15 of this report.

Part of colleges' work is also community based in local centres, sometimes owned by the college or by other partner organisations. Given the breadth of their curriculum, colleges have the flexibility to tailor their courses to needs of their students. It also gives students the opportunity to reconsider their course choices, having had experience of the course, and where necessary to change course with as little disruption to their learning as possible.

The demands on colleges to become more flexible in their forms of delivery of courses will increasingly grow as they strive to meet the new needs of those in and out of employment not currently engaged in learning.

All colleges have arrangements that enable learners to contribute to the improvement of the quality of their educational experience. These range from the informal contacts between staff and learners to student membership of the college board of management.

**Being at the heart of their communities makes the difference.** Colleges serve not only their own students, but their local communities. In the

section on the social value of college learning, we explain how colleges are a community resource and illustrate by way of a case study the contribution that a college can make to community regeneration.

About 40% of students learn outwith the main college campus. These local facilities are essential. Not all students feel at home in a main college campus. Its size and 'feel' may be too intimidating, particularly for those entering education for the first time in years. Distance may also be an insurmountable problem for some students. A college main campus may also simply not be sufficient to offer the full range of courses the college wants to deliver.

These centres give colleges the opportunity to tailor learning opportunities to the specific needs of the local community and to pilot new approaches and curricular developments before introducing them in their main campus. A challenge for colleges is to provide the necessary progression for students who might benefit from continuing their learning in its main campus, but who lack the necessary confidence to take that next step.

Those colleges that are invited to become full partners of their local Community Planning Partnership are testimony to the difference that colleges can make to their local communities. It is regrettable that not all are because this inhibits the contribution that they could make.

**The quality of the college estate and equipment makes the difference.** Great strides have been taken in recent years to improve and maintain the quality of college buildings and equipment. The funding made available by the Scottish Executive through the Scottish Funding Council now stands

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

at £65.9m for financial year 2005-06. Modern buildings and equipment are more efficient to operate and the appeal of a modern and well-maintained college building is a significant advantage in attracting learners and commercial activities.

For example, the St. Brycedale site re-development, which is part of an overall plan to re-generate the Adam Smith College estate, has acted as a magnet for the community to be drawn into the College. The provision of specialist accommodation on one site has improved the communication and interaction of varied disciplines and has been instrumental in enhancing the curriculum and the student learning experience. Among other things, it has provided access to specialist resources, enhanced opportunities for vocational areas to work together in complementary ways (e.g. Furniture Design next to Theatre to facilitate set design and Beauty Therapy linked to Theatre for stage make up) and has created a large public exhibition and presentation space for Community and public use.

A recent project by Angus College to build a Community Access and Learning Centre, Creative Studies Workshops and the refurbishment of an existing building into a Nursery has enabled the College to refurbish released accommodation into a 'one-stop-shop' for students which includes guidance, student development, student funding, enquiry, admissions and enrolment services.

The benefits to both staff and students have been marked in providing high quality workrooms for staff and state-of-the-art learning spaces for students. The profile of the College within the community has been enhanced considerably.

Student activity levels have increased by 42% since the inception of the project and the student profile has shown that, as anticipated, the new modern facilities have drawn the harder to reach age 16-19 year olds.

Located in Lauder College's Halbeath campus, a new construction training centre - EcoSpace - opened recently and provides training that encourages the integration of waste reduction, re-use of materials, procurement of renewable resources, energy use minimisation and other environmentally sustainable work practices into everyday work and life. EcoSpace was constructed using 'green' processes and technology and showcases the best use of Scottish products.

The workshops include a large woodworking shop with state of the art equipment and tools, waste management tools and re-use facilities. The painting and decorating area promotes experimentation with environmentally sustainable paint finishes and materials. All facilities include environment-friendly policies and practices, demonstrating best practice in construction training for Scotland.

Linked to EcoSpace will be the ASPIRE Centre (Additional Support Programme in Real-life Environments), which will create real life and work learning environments for students with severe learning difficulties, disabilities and complex needs. The ASPIRE Centre will offer a suite of supported training workshops in distinct areas; Laundry work, Reception Desk, Recycling, Biodiversity, Wood-working workshop, Café, ICT Suite and an Independent Living area.

## Case Study

### Promoting Gaelic

## case study

*As The Framework for Economic Development in Scotland explains “Consumption of culture and cultural products makes a substantial contribution to the economy; the economic impact of high quality cultural infrastructure is considerable and makes Scotland an attractive place in which to live and work”.*

Although physically situated on the peninsula of Sleat in south-west Skye, **Sabhal Mòr Ostaig** seeks to promote inclusion, and to serve not only its local community in Skye and the Highlands, but also a wider national and international community as a “centre of excellence for the development and enhancement of the Gaelic language, culture and heritage”. (Mission statement 2005-2008).

Short courses offer opportunities for learners to sample Gaelic language and cultural experience during one-week blocks in the summer and at other times of year. There are also options to study Gaelic via “*An Cursa Inntigidh*”, Sabhal Mòr Ostaig’s Access to Gaelic Course. Alternatively, local learners may choose to take up a range of other provisions offered via the medium of English through the College’s learning centre, which is a partner in the Skye and Lochalsh Learning Centre Network.

The short courses and Access to Gaelic course attract a large number of learners each, with over 900 attending short courses last session and over 130 having signed up for the Access Course. Learners come from a range of locations, and include local residents (some in family learning groups), as well as those from further afield with an interest in learning about the Gaelic language and culture. In the 2005-06 session, learners on the Access to Gaelic course were based in such widely-dispersed locations as Canada, Germany, Sweden, USA, Australia, Japan and Italy, and participants had the opportunity to participate in their weekly tutorials with other learners by voice-over internet protocol (VOIP) as an alternative to using the telephone.

The many activities and curriculum initiatives in which the College is involved not only support the College in its mission, but they also promote the inclusion of learners within an expanding global community with a shared interest in the Gaelic language and culture.

# Case Study

## Support for Rural Development

12

# case study

Jacqueline, now the head animal keeper at a Wildlife Centre in Perthshire, says Oatridge gave her the skills and the qualifications (an HND in Animal Care) that led her to “the best job in the world”.

*As The Framework for Economic Development in Scotland explains, “Rural development is supported by a vibrant culture that enhances the quality of life for people living across Scotland and helps to retain people in rural areas”.*

A primary concern for the land-based sector is the projected shortfall in the labour force, due to retirement and the numbers of people leaving the countryside. It has been estimated that by 2008, 10,000 new workers will be required and recent research by Lantra, the Sector Skills Council for the Environmental and Land-based Sector, has identified recruitment difficulties for businesses in a number of geographical areas and in particular skills.

Oatridge College is meeting this challenge by offering young people in the countryside and in urban areas the opportunity to obtain meaningful qualifications that lead to fulfilling and rewarding careers in the countryside.

The College specialises in Agriculture, Animal Care, Countryside Management, Equine studies, Farriery, Green keeping, Horticulture, Land-based Engineering and Landscaping.

The partnerships the College has forged with sector bodies has enabled it to tailor programmes to help meet the demands for particular skills when and where they are needed. Students and former students play significant roles in many rural communities supporting the fragile economy of the countryside.

The College has launched the Land-based Industries Support Service, which gives rural businesses direct access to the expertise of staff to encourage training and give advice on growth and diversification.

The College is also a partner with East Lothian Council and the Northern Racing College in providing foundation training for students seeking careers in Scotland’s expanding horse-racing industry.

Later this year the College will open a national equestrian centre for Scotland. The new centre will offer world-class learning facilities, providing a focus for training athletes from all over Scotland in the sport. It will also be an international standard venue for competition.

Jacqueline, now the head animal keeper at a Wildlife Centre in Perthshire, says Oatridge gave her the skills and the qualifications (an HND in Animal Care) that led her to “the best job in the world”.

# Case Study

## Supporting Learners with Additional Support Needs

# case study

I'm looking forward to my next course and have already contacted a radio station with a tape.

As we explain earlier in this report (page 23), about one fifth of college activity is delivered to students with a disability.

**Stevenson College Edinburgh** has for many years approached additional support needs as any support over and above that provided to all of its students. While there is a great deal of specialist provision for students at the College, including courses for people with acquired brain injury, support is typically for students already in mainstream classes or preparing to access mainstream classes.

Increasingly the College has classes where a number or even a majority of the students have support needs. The admission of many students who require additional support means devoting large resources to pre-admissions and involving the coordination of a number of cross college teams and external support agencies. The 'class of 2004', which is based on a mainstream class which came into the College in the year 2004, provides a fairly representative picture of how the College approaches support for students in mainstream classes.

### CLASS OF 2004

Of the eighteen students in the 'class of 2004' group more than half had additional support needs. Below is how the College responded to some of those needs.

**Student 1** had Asperger's Syndrome. The support for this student, as it does for all Stevenson College students, included personal tutor support. The Student Support Team provided staff development on the syndrome and staff were also able to access information held on the College intranet.

**Student 2** was a single parent and was referred to the Student Advice Centre at interview for information on local childminders and advice on childcare and hardship funding.

**Student 3** was partially sighted and the Student Support Team liaised with the teaching team, the Royal National Institute of the Blind and social work. Following a risk assessment carried out by the care support worker, the Computer Service Unit installed specialist software and an educational support assistant was provided for classroom work.

**Student 4** was from Spain. Support for him involved referral to the English Language Support Team for initial assessment and ongoing support and referral to the Student Advice Centre team for advice on accommodation.



# Case Study

## Supporting Learners with Additional Support Needs (cont)

### case study

I'm just about to move into my own house so life is looking good.

**Student 5** was a wheelchair user with cerebral palsy. Support involved an initial assessment by the Student Support Team, provision of a scribe for a communication class and provision of laptop computer. The teaching team also adjusted one unit to suit the needs of this student.

**Student 6** was a recovering drug addict on a methadone programme who had low literacy levels. The Student Support Team made the teaching team aware of the issues for a methadone user, i.e. possible daily collection of prescriptions, etc. The student was encouraged to visit the Study Skills Centre for extra help with literacy. This student was also referred to the Student Advice Centre in order to access extra funding through hardship funds.

*"I'm Stephen. I'm 19. I have Cerebral Palsy which seems mild as I can speak and be fairly cheeky but I cannot walk and I have limited use in my right side, I'm very left sided. I have a member of the Student Support Team who supports me and someone from the Education Support team who scribes for me. Maureen helps me get things done in English a whole lot quicker and I've passed my Intermediate 1 which hopefully means I can get on to NQ Broadcast Skills because I would like to be a DJ.*

*My Student Support Team person is a friendly ear who gave me advice and sorted things out and advised me to meet up with someone from the Access Centre who sorted out the type of equipment which would help, like the adapted scissors.*

*I'm looking forward to my next course and have already contacted a radio station with a tape.*

*I'm just about to move into my own house so life is looking good."*

Stephen



## Case Study

### Breaking Down Gender Stereotypes

## case study

Changing careers was the best decision I could have made and the move into childcare provided me with a real sense of fulfilment.

*As Life Through Learning; Learning Through Life* explains, “the Executive is committed to securing equal opportunities for all and eliminating discrimination and prejudice in our society. Uneven access to lifelong learning can entrench inequality”.

There have been difficulties in recruiting men into jobs working with children for a number of years. Some men may have reservations about working with children which may be to do with cultural perceptions, attitudes and the view that it is not ‘manly’ to work with children.

Stevenson College Edinburgh recognised that they were not attracting enough male students into their early years education and childcare courses. The college worked in partnership with the ‘Men in Childcare’ project to attract and support male students and develop a positive view and understanding of working with children. Its long term aim is to recruit more men onto higher level courses leading to a career working with children.

Derek had been employed for a number of years in the bakery industry but realised that he wanted to do something more rewarding professionally and personally with his life. He attended the introductory child development and play course at the College. The course gave him a greater insight into what working with children could be like and what he was required to do in order to achieve the necessary qualifications to pursue a career in the childcare profession.

On completion of the introductory course Derek completed the fast track National Certificate course, which involved two evenings of study each week. After successfully achieving this, he gave up his job and enrolled full-time on the Higher National Course in Early Years and Childcare.

*“Changing careers was the best decision I could have made and the move into childcare provided me with a real sense of fulfilment.”*

Derek

# 13

## Efficiency of Colleges

As a result of the financial difficulties some colleges were experiencing in the late 90s, the Scottish Further Education Funding Council (now the Scottish Funding Council (SFC)) concentrated on increasing or maintaining (in real terms) the rate at which it funded colleges and ceased funding any expansions in student activity.

However even with this, college staff have been deployed more efficiently during this time. Comparing college activity through SUMs delivered to staff numbers shows that when considering all staff, the ratio has increased from 181 WSUMS<sup>30</sup> in 2001-02 to 187 in 2004-05.

This means that every member of staff is delivering more SUM activity. There was a much more marked increase in efficiency if we consider the level of activity delivered by each member of teaching staff: that rose from 339 to 368. During the period, the ratio of students to teaching rose slightly from 17 to 18. The ratio of students to all staff remained at 9.

The increase in support staff reflects higher-level student services, which is an impact of colleges' policies to be more inclusive, and of greater administrative burdens such as Education Maintenance Allowances and Individual Learning Accounts.

	2001-02	2002-03	2003-04	2004-05
Teaching Staff full-time equivalent (FTE)	6,675	6,512	6,430	6,278
Support Staff FTE	5,825	5,898	6,030	6,053
Total Staff FTE	12,500	12,410	12,460	12,331
College Activity (WSUMs)	2,261,847	2,292,854	2,325,776	2,307,854
Student FTE <sup>31</sup>	111,323	111,995	112,420	110,554
Activity to Teaching Staff (FTE)	339	352	362	368
Activity to All Staff (FTE)	181	185	187	187
Student (FTE) to Teaching Staff (FTE)	17	17	17	18
Student (FTE) to All Staff (FTE)	9	9	9	9

College Indicators (where practicable the indicators exclude UHIMI)

<sup>30</sup> That is Student Units of Measurement 'weighted' according to the resources needs of particular types of courses.

<sup>31</sup> Student FTEs are based on the number of funded SUMs attributable to FE study divided by 21 (the number of units in a full time FE course) and the number of funded SUMs attributable to HE study divided by 15 (the number of units in a full-time HE course). No value has been given to unfunded activity.

# 13

## Efficiency of Colleges

# 12

### COLLEGES WORKING TOGETHER

Across the sector colleges face differing circumstances in which they deliver their provision. Colleges recognise, though, that there is merit in comparing practice across the sector and adopting or adapting the good practice that exists. This approach of self improvement helps the sector to be efficient and effective by:

- guarding against unnecessary duplication of effort and allowing sharing of services;
- encouraging colleges in similar circumstances to compare how provision is delivered and how it can be delivered most effectively and efficiently; and
- bringing colleges together to work as one sector, which is not competing with itself internally but is still competitive within the market it operates.

An example of this practice is the strategic partners of Scotland's Countryside Colleges outlined in the case study overleaf. Other examples of practice that drive efficiency and effectiveness include:

**Rural College Network:** This has been looking at good practice comparisons and efficiencies in rural colleges for several years. It has resulted in closer collaborative links between many colleges in areas such as curriculum planning and sharing of teaching materials. These colleges are continuing to work together to develop and implement collaborative approaches to improve provision for students from remote, rural and island areas.

**Sector wide cost benchmarking:** This project essentially evolved from the work that the Rural College Network had been doing and was identified as one of the elements of SFC's financial security campaign. The initial purpose of the project was to allow college boards and managers to evaluate and improve college financial performance by sharing and learning from the practices of others. Colleges have put a great deal of effort into this project and the latest development has been the establishment of several benchmarking clubs across the sector where colleges in similar circumstances can discuss in detail how to improve and compare relative performance. This work will help with improvements in the usefulness of the benchmarking information provided and ensure the long-term sustainability of this project.

**Financial performance indicators:** SFC publishes figures annually that show a series of financial performance indicators for individual colleges and the college sector as a whole. Coupled with the cost benchmarking this gives colleges access to comprehensive information on financial results. It allows colleges to see how they compare to the rest of the sector, discuss the reasons for any particular differences and whether this might indicate an opportunity for improvement in practice leading to greater efficiency.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

13

**Other college groups:** In addition to the benchmarking groups mentioned above other college groups already exist to support collaboration (for example the Edinburgh and Lothian Colleges group, Biotechnology group and Microelectronics group). The activity of these groups include practices such as sharing of services and rationalising curricula to ensure that there are no overlaps in provision and that the colleges are providing an efficient and competitive service to their students.

#### COMPARISONS WITH OTHER FUNDING BODIES

In 2001 the then Funding Council and its sister funding body in England conducted an exercise to compare funding levels in colleges. It was recognised that this was difficult because of different structures and funding systems in the two countries. However, the analysis performed showed that funding in Scotland was about 13% below England.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

# Case Study

## Scottish Countryside Colleges: A Strategic Partnership

### case study

*As The Framework for Economic Development in Scotland explains, a key driver of economic development that will be given priority is “managing public sector resources more effectively: improving the efficiency and effectiveness with which resources are deployed in the provision of public services”.*

Elmwood, Oatridge and Barony Colleges work in strategic partnership to ensure that the skills shortages in land-based industries are addressed in a positive and cost-effective way. The partnership ensures unnecessary duplication and competition within the college sector is eliminated and expensive resources are put to best use. It provides a ‘national structure’ for Scottish land-based education and training. Its key features are:

- strategic, collective approach to marketing;
- strategic, collaborative approach to provision planning,
- development and delivery;
- collective approach to land-based Higher Education articulation;
- collective approach to facilities development;
- collective approach to industry links and student work placements; and
- collective approach to Quality Assurance.

The three colleges formerly operated independently to plan, develop and deliver land-based training. Some land-based provision is popular and viable at all levels across all colleges, however other, often more specialist provision, produced low numbers in some colleges, particularly at HE level.

The colleges assign a ‘lead’ college for areas of specialist provision where one college dominates the market in higher education. The lead college is then supported to develop facilities and curriculum in a way that ensures that the full progression needs of students are addressed along with the needs of that particular industry. At the same time, the non-lead colleges continue to provide FE level provision in that particular subject, enabling students who wish to study at their nearest college to do so, before having the opportunity to progress to HE study at the designated lead college.

The ‘lead’ colleges are:

- Golf Industry - Elmwood College
- Equine Industry – Oatridge College
- Animal welfare – Barony College.

# 14

## Conclusion

In this report we have outlined the breadth of the activities that colleges undertake in providing further and higher education and in transforming the lives of many learners.

They make a key contribution to economic prosperity and help tackle poverty and disadvantage. The acquisition of skills is the key to unlocking opportunity, both in terms of general skills for employment and for technical skills for particular vocations. Colleges have a crucial role in delivering learning to many individuals, including to those most in need of educational advantage, such as young people not currently in education, employment or training.

Colleges contribute directly to the achievement of the Executive's priorities across the range of its responsibilities. These include their support in delivering the Executive's *Framework for Economic Development* and its strategy for *A Smart Successful Scotland*. It is pivotal for achieving *Life Through Learning; Learning Through Life* and has an important role in meeting its *Closing the Opportunity Gap* targets and in delivering *A Curriculum for Excellence* through the provision of enhanced educational opportunities for school pupils.

The acquisition of employability skills developed by colleges is crucial in supporting rural development, community regeneration and exploiting new business opportunities arising from the Executive's pursuit of sustainable development.

College learning opportunities help narrow the gap in employment and reduce economic inactivity.

They help the Executive achieve its health targets by supporting directly training for the National Health Service and in raising skills levels, which have a positive impact on individuals' health.

They contribute to the rehabilitation of prisoners.

Colleges through activities such as the promotion of Gaelic and support to creative industries, including the performing arts, also enrich the cultural fabric of the nation. They provide opportunities for asylum seekers and others to become active members of their communities.

Colleges help Scotland connect globally both in terms of promoting Scotland as an attractive place to live and work and in terms of exporting Scottish expertise to the rest of the world.

Many learners benefit from college learning, not only in the acquisition of qualifications that can provide a passport to employment, but in terms of increased confidence and personal fulfilment.

The economic and social case for colleges is also compelling. Skills are the key driver of economic growth and provide the most effective route out of poverty. Even on the most conservative economic analysis of the benefit of colleges, which by its nature cannot capture many of the clear but unquantifiable (in cash terms) benefits of colleges, for £1 invested in Scotland's colleges Scotland's economy benefits by at least £3.20. This represents an excellent return on investment.

## ANNEX A

### REVIEW OF SCOTLAND'S COLLEGES

The Review of Scotland's Colleges was announced by the then Deputy First Minister and Minister for Enterprise and Lifelong Learning on 10 June 2005 at the Annual Conference of the Association of Scotland's Colleges.

The remit of the Review of Scotland's Colleges is to:

“provide Scottish Ministers with a robust evidence base, and where appropriate, informed recommendations for change, upon which sound decisions can be taken on how to fund and equip Scotland's colleges to meet future challenges and demands. In particular the review will:

(a) (i) examine the difference colleges make (to the learner, the economy and wider society), including:

- the full range of colleges' current activity (and the corresponding funding streams);
- the full range of learners benefiting from college opportunities;
- the changed nature and level of college activity since incorporation in 1993;
- costs, efficiency of colleges and benchmarking;
- the full range of college competitors and partners;
- outcomes for the learner, economy and wider society, including knowledge transfer encompassing quantitative (in appropriate time series) and qualitative information;

(ii) examine the difference that colleges could make if additional funding were allocated as a result of the next Spending Review by:

- identifying the pressures and opportunities;
- estimating the costs; and
- evaluating the difference that such funding could make to learners, the economy and wider society.

These should not include matters associated with staff development, learning environments and accountability and governance as these matters are being discussed in other Review workstreams.

(b) build on the work of previous reviews and examine the arrangements for accountability and governance in incorporated colleges including:

- the broader regulatory landscape in which colleges operate, and the potential overlap of jurisdictions;
- whether boards should be responsible for appointing their own membership, including the chair of the board;
- strengthening learner participation;
- enhancing the capacity of board members;

- whether the chair and other board members should be remunerated;
- the length of board membership for chairs of colleges and staff representatives;
- the roles of, and relationships between, the chair, board, principal to ensure maximum quality oversight, including the Board's ability to obtain independent advice and the roles, responsibilities and relationships of the Accountable Officer;
- whether there is a continuing need for powers of Ministerial intervention;
- the composition of the boards, including whether more needs to be done to ensure diversity and the current statutory requirement for 50% of board members to have capacity in "industrial, commercial or employment matters or the practice of any profession";

(c) examine issues relating to the staffing, learners and the learning environments of Scotland's colleges to ensure quality learning experiences, including:

- opportunities for the further modernisation and improvement of learning and teaching methods;
- supporting the professionalism and development of all staff;
- whether there is evidence of an ageing workforce in colleges;
- disability, race, religion and belief, sexual orientation, age and gender equality for staff and learners;
- the competitiveness of colleges as a place of work (including recruitment and retention issues);
- estates (and flexible joint use of buildings);
- learning environments for learners; and

(d) examine the strategic future of Scotland's colleges in 10-15 years through a scenario analysis, and report on the implications of the range of likely scenarios. In considering these scenarios, examine possible changes in the key national, European and international environmental factors affecting learning and colleges. These might include, for example:

- demographic change;
- economic change;
- societal and technological change;
- change in our expectations of the role and purpose of colleges;
- change in approaches to learning and teaching;
- change in the 'learning market'.



#### MEMBERSHIP OF THE 'DIFFERENCE COLLEGES MAKE' WORKING GROUP

John Burt, Principal of Angus College (Chair)  
Linda Hall, Further and Adult Education, Scottish Executive (Secretariat)  
Gerald Wilson, Further and Adult Education, Scottish Executive (Secretariat) (replaced Linda Hall)  
Lilian Anderson, National Union of Students Scotland  
Col Baird, Review of Scotland's Colleges, Scottish Executive  
Lesley Berry, Skill Scotland (replaced John Ireson)  
Carl Bow, Scottish Enterprise  
Garry Clark, Scottish Chambers of Commerce  
Karen Corbett, HM Inspectorate of Education (replaced Kish Srinivasan)  
Gordon Craig, Scottish Funding Council  
Mark Cummings, Association of Scotland's Colleges  
Jacqui Hepburn, Scottish Skills Development Agency (replaced Aileen Pontin)  
Adam Gaines, Equalities Co-ordinating Group  
Julie Gilstrap, Association of Scotland's Colleges (replaced Mark Cummings)  
John Ireson, Skill Scotland  
Brian Lister, Principal of Cumbernauld College  
Colin MacBean, Analytical Services, Scottish Executive  
Gordon MacDougall, Careers Scotland  
Gordon McBride, Scottish Funding Council  
Gerhard Mors, Analytical Services, Scottish Executive  
Aileen Pontin, Scottish Skills Development Agency  
Christina Potter, Principal of Elmwood College  
Audrey Robertson, Further and Adult Education, Scottish Executive  
Gordon Rodgers, Scottish Qualifications Authority  
Mary Senior, Scottish Trades Union Congress  
Kish Srinivasan, HM Inspectorate of Education  
Sean Stronach, Learning Connections / Communities Scotland

The Working Group met five times between August 2005 and March 2006. The Executive's Reviews Team visited the following six colleges to discuss specifically the difference colleges make.

- Adam Smith College;
- Lews Castle College;
- John Wheatley College;
- Lauder College;
- Central College of Commerce; and
- Stevenson College Edinburgh.

The Reviews Team visited Stow College to discuss with trade union learners the difference the colleges make to them. The Review Team leader joined for 2½ days a range of classes at Langside College. The Team also had discussions with following organisations:

- BRITE Centre;
- Centre for Research in Lifelong Learning, Glasgow Caledonian University;
- Changing Places, Cambuslang;
- Cyclacel Ltd, Dundee;
- Dundee City Council - Social Work Department and Education Department;
- Dundee City Council - Contract Services;
- Green Keepers Training Committee;
- *learn direct scotland*;
- The Link Project;
- Prince's Trust;
- Routes to Work, Hamilton;
- Scottish Local Authority Development Enterprise;
- Upstairs Kids Club Nursery, Cambuslang; and
- West Lothian Economic Partnership.

We want to take this opportunity to thank all those who participated in discussions to help frame this report.

## ANNEX B

## SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

SCQF levels	SQA National Units, Courses and Group Awards	Higher Education (HE) qualifications	Scottish Vocational Qualifications
12		Doctorate	
11		Masters	SVQ 5
10		Honours degree	
9		Ordinary degree	
8		HND Diploma of HE	SVQ 4
7	Advanced Higher	HNC Certificate of HE	
6	Higher		SVQ 3
5	Intermediate 2/ Credit S Grade		SVQ 2
4	Intermediate 1/ General S Grade		SVQ 1
3	Access 3/ Foundation S Grade		
2	Access 2		
1	Access 1		

\*Shaded cells indicate provision available through Scotland's colleges.

## ANNEX C

### ECONOMIC VALUE NOTE

#### Purpose

1. The purpose of this note is to outline a methodology and set of preliminary results that seek to place a value on the contribution that colleges make to enhance the skills of the Scottish workforce.

#### Limitations

2. It should be noted from the outset that this note does not attempt to place a total economic value on the college sector, rather our aim is to place a numerical value on the output of colleges where possible and where this is not possible to describe the “unvalued” output. This approach is consistent with HM Treasury’s appraisal guidance<sup>32</sup> known as “The Green Book” which states:

“Costs and benefits that have not been valued should also be appraised; they should not be ignored simply because they cannot easily be valued.”

3. We have set out in this study to attempt, as far as possible, to value the output of the sector. We have deliberately not focused on the economic impact of spending by the college sector whether on wages, consumables or buildings. This is because we wish to understand more about the **difference that colleges make**. If resources were not devoted to the college sector then they would be available for spending elsewhere for example in the Health Service or on a tax cut both of which would generate economic impacts through the multiplier. It is therefore of more interest to examine the output, what we are getting for the resources allocated to the sector, rather than the inputs.
4. Inherent in this approach is the assumption that the additional value ascribed to improved qualifications is the result of the learning in the college. It was beyond the scope of this exercise to control for ability. It also assumes that the students work until retirement (although we did conduct a sensitivity test on this, the results of which are given below).

#### Approach

5. The approach which has been adopted makes use of two main data sources; The Labour Force Survey and data returns from the college sector.
6. From the data returns from colleges we know the level of qualification that students have on entry and exit from college. Where the qualifications on exit are “higher”<sup>33</sup> than those on entry we can make use of the Labour Force Survey (which contains information on qualification levels as well as wages) to attempt to place a market value on the additional learning.

<sup>32</sup> HMT “The Green Book” section 5.76

<sup>33</sup> For the purpose of this analysis the SVQ framework has been used with Standard Grades and SCE Highers or equivalent identified separately

7. Having placed an annual “value” on these upgrades we can then roll this forward over the average working life of the student to obtain a value for the qualification. This value is then discounted using the “Social Time Preference” discount rate of 3.5% (real) given in the Green Book to obtain the “Present Value” of the qualification.
8. The relevant data set (covering 2004/05) contained 451,557 enrolment records. These are turned into a headcount using a data matching programme which produces 335,116 separate student records. This set is further reduced by imposing the condition that the students must have completed the programme, been assessed and been successful; this reduces the number that we have to work with to 139,271. The majority of these students had unknown qualifications on entry, which meant they could not be included in this stage of the analysis. This does not mean that the programme has no value as can be demonstrated by “Tracy’s” experience (see, for example, the case study on support for vulnerable young people on page 42). This resulted in a sample of 44,364 students being carried forward.
9. We placed the remaining 44,364 students in a qualifications matrix and removed all who did not leave college with a higher qualification than they entered with. This final step was required as we cannot differentiate the wage levels of individuals unless their qualification level changes (by far the largest group c26,000 individuals were recorded as having no qualification fitting our matrix on exit). **It does not mean that there is no value in an additional qualification at the same or a lower level.** In a local labour market this might make the difference between getting and not getting employment. We are left at this point with a sample of 13,022 individuals.
10. We were concerned at this point about basing our estimates on only 13,022 students. Data limitations meant that we lacked the required entry qualification data needed to place a value on the remaining students so it was decided to separately model entry qualifications for this group based on probabilities obtained from the initial 13,022 entries where this information was present. This modelled data is presented separately as it is further removed from the original administrative data. This procedure allows us to model an additional 22,476 students ( $44,139 - 21,663 = 22,476^{34}$ ).

<sup>34</sup> 44,139 represents the number of records with a valid (in this analysis SVQ 1 through 5 plus Higher and Standard Grade) exit qualification when the restriction on entry qualifications is relaxed. The equivalent number from the original data (21,663) is subtracted to avoid double counting

### What are the qualifications worth?

11. Having identified 13,022 individuals who have increased their qualification level between entering and leaving college the next question to address is what are the qualifications worth? Table 1 below sets out the median wages that can be expected with each qualification level adjusted for the likelihood of being employed with that qualification level. A higher value will therefore be ascribed to a qualification which increases the likelihood of employment even if the cash value of the qualifications is identical<sup>35</sup>.

Table 1:

Highest Qualification Level Obtained	Employment Adjusted Salary
SVQ Level 4 HNC, HND, BTEC or above, etc	£17,114
SVQ level 3	£14,228
SCE higher or equivalent	£12,988
SVQ level 2 or equivalent	£9,062
Standard Grade grade 1-3 or equivalent	£10,767
SVQ level 1 or equivalent	£7,737
Standard Grade below grade 3	£9,258
No qualifications	£6,839

12. The wage information contained in table 1 above can be combined with the number of students moving between each qualification to give an indication of the additional value that accrues to these students each year as a result of their college education. Table 2 below summarises the number of students in our data set moving between each qualification level.

<sup>35</sup> We are assuming here that the difference in earnings is related to earnings and not some unobserved characteristic

Table 2:

Qualification after	Level 4	Level 3	Higher	Standard Grade (1-3)	Standard Grade < 3	Level 2	Level 1
Level 4		384	4,278	3,502	184	94	26
Level 3			1,178	2,209	128	101	12
Higher				824	29	8	24
Standard Grade (1-3)					3		
Level 2							38
Level 1							
	0	384	5,456	6,535	344	203	100

13. Table 3 below combines the information from table 1 on wages with the information from table 2 on the numbers moving between each qualification level. This gives us a value for each upgrade.

Table 3:

	Level 4	Level 3	Higher	Standard Grade (1-3)	Standard Grade < 3	Level 2	Level 1	Total
Salary after	£17,114	£14,228	£12,988	£10,767	£9,258	£9,062	£7,737	
£17,114	0	1,108,224	17,651,028	22,227,194	1,445,504	756,888	243,802	43,432,640
£14,228	0	0	1,460,720	7,645,349	636,160	521,766	77,892	10,341,887
£12,988	0	0	0	1,830,104	108,170	31,408	126,024	2,095,706
£10,767	0	0	0	0	4,527	0	0	4,527
£9,062	0	0	0	0	0	0	50,350	50,350
£7,737	0	0	0	0	0	0	0	0
Grand total	0	1,108,224	19,111,748	31,702,647	2,194,361	1,310,062	498,068	55,925,110

14. The total gross annual benefit is therefore calculated to be of the order of £56m. This is of course not a one off benefit but recurs every year until the students leave the workforce. One of the strengths of the college sector is the heterogeneity of its students and so the average time to retirement is calculated separately using age information from the data set. The average age of students taking each qualification “step” is summarised in table 4 below. An implicit assumption of this calculation is that students work until retirement which is assumed to be 65.

Table 4:

Average of age	Qualification before					
Qualification after	4	3	Higher	2	Standard Grade	1
4	29	28	24	27	26	20
3	33	27	26	24	22	25
Higher	34	24	22	20	22	29
2	34	26	24	23	21	21
Standard Grade	32	29	24	22	23	0
1	41	26	31	20	19	16
No qualifications	36	32	31	28	27	26
Grand Total	34	30	27	26	25	25

15. Combining the information in table 4 with that in table 3 allows us to estimate the time over which these benefits persist. If we then discount the future stream of benefits using the social time preference rate of 3.5% used for appraising government spending we find that the present value of the **gross benefits** delivered by the college system is in the order of **£1.2bn**. Table 5 below sets out how the grand total is built up from each segment of the student population.

Table 5:

Recent Value of Benefit									
		L4	L3	Higher	SG (1-3)	SG <3	L2	L1	Total
	Salary aft	£17,114	£14,228	£12,988	£10,767	£9,258	£9,062	£7,737	
L4	£17,114	£0	£23,028,014	£384,284,109	£471,763,427	£29,443,585	£14,856,935	£5,171,143	£928,547,212
L3	£14,228	£0	£0	£30,537,238	£166,131,834	£13,472,845	£10,802,096	£1,655,274	£222,599,297
Higher	£12,988	£0	£0	£0	£40,661,987	£2,240,377	£644,966	£2,825,024	£46,372,385
SG	£10,767	£0	£0	£0	£0	£87,300	£0	£0	£87,300
L2	£9,062	£0	£0	£0	£0	£0	£0	£1,111,449	£1,111,449
L1	£7,737	£0	£0	£0	£0	£0	£0	£0	£0
Total		£0	£23,028,014	£414,821,348	£678,557,247	£45,244,108	£23,304,027	£10,762,890	£1,198,717,634



## Costs

16. We cannot of course forget that there is a resource requirement to generate these benefits. There are two main sources of costs that we require to consider:

- Direct costs of the college system; and
- Opportunity costs to students of studying at college rather than working.

## Direct Costs

17. There are two possible approaches to evaluating the direct costs of the college system. We can either seek to split out the costs of the 13,022 students identified above or alternatively ascribe all the costs of the college system against this flow of valued benefits. There are advantages and disadvantages with both approaches.

18. Splitting out the costs of these courses has the attraction of being “fair” as we would be equating like with like. The problem of this approach is that it leaves us with a residual set of costs to be ascribed to the “unvalued” college output. The “unvalued” output may be worth more or less than the residual costs. In addition there is the practical problem of sharing fixed costs between the two groups of courses.

19. The alternative is to allocate all of the costs against the valued benefits. When we do this we are no longer equating “like with like”. This would deliver a “worst case” net value for the sector as it assumes in effect that the non valued courses are “free” so any benefit from them is a bonus over and above the final Net Present Value (NPV).

20. Direct spend on Scotland’s colleges comes from two primary sources these are the Scottish Funding Council and student support for students studying HE courses in college from Student Awards Agency for Scotland. Taking both these funding streams together gives a total cost of about £575m or less than half the estimated benefit for just the output we have been able to value.

## Opportunity Costs

21. In addition to the direct costs of funding the system students also face significant opportunity costs in the form of income forgone while they study. These have been estimated in table 6 below. It has been assumed that students were earning the median wage for their pre-college skill level

Table 6:

Qualification before	Number	Value	Total Value
4	0	£17,114	£0
3	384	£14,228	£5,463,602
Higher	5,456	£12,988	£70,860,157
2	203	£9,062	£1,839,557
Standard Grade	6,535	£10,767	£70,363,773
Standard Grade <3	344	£9,258	£3,184,752
1	100	£7,737	£773,663
Total	13,022		£152,485,503

22. It can be seen from table 6 above that college represents a serious financial investment in terms of earnings forgone for these students. This is also a cost to the wider economy in the short run as these workers are not available until they complete their studies. We know that students work while at college and the recent Student Income and Expenditure study found that on average they earned £948 per annum this reduces the opportunity cost of attending college.

23. The net opportunity cost (allowing for earnings whilst at college) is estimated at around £140 m and requires to be included in the cost benefit analysis.

#### Cost Benefit Result

24. Table 7 below sets out the impact of the costs associated with gaining the benefits on a step by step basis to give the range of cost benefit results. Netting off the opportunity costs faced by students results in a benefit of £1.06bn. Netting off the remaining costs of the sector gives a benefit of £483m. This should be interpreted as the lower bound benefit estimate as by implication it assumes that the other parts of the sector which have remained unvalued are worth the same as the opportunity costs of qualifying in effect have a zero net value.

Table 7:

	Cost (£m)	Net Benefit (£m)
Gross Benefit	0	1,198
Less Opportunity Costs	140	1,058
Less Government Costs	575	483

25. The model allows us to vary the retirement assumption. Reducing the retirement age from 65 to 60 reduces the gross benefit from £1.2bn to £1.1bn. Retirement would have to occur on average at 42 in order for the net benefit to drop to zero when all costs are included.

#### Additional Benefits

26. It is important to note that although the calculations carried out above have yielded large and positive results for the benefits of a college education they have not valued all the activity that occurs in Scotland's colleges. The main report gives more detail on the additional benefits which we have not been able to value in this note. For example we have not valued the benefits to school pupils attending college for the simple reason that we cannot identify the separate impacts of the work of colleges from the work of the schools. (See page 25 for the case study on school and college partnership.)

27. Our requirement that courses lead to an increase in qualification level led to a reduction in our sample from 44,364 to 13,022. This occurred because our valuation method (based on the LFS) required a change in qualification level to identify "improvements" in qualification level (we also required that a qualification be recorded on entry). These additional individuals must gain some benefit from attending college, perhaps local labour market conditions result in a requirement for retraining at the same level but we cannot separate this effect out from the aggregate data.

28. Some individuals may also re-enrol the following year to do a higher qualification (perhaps they wish to improve their Highers before pursuing an HNC/D for example). Where this is the case (and it is their qualification on entry to the college rather than the particular course that is recorded) then their eventual upskilling should be captured in our figures assuming that the flow of such people is similar on a year by year basis.

29. A large amount of the college activity that we identified was excluded from our model because it did not lead to a certified or specifically identified qualification (see, for example, the case study on custom designed training for companies on page 49). Once again there is likely to be a benefit to doing these courses but we cannot vouch for its scale. In the absence of robust data we have taken a conscious decision to be cautious in our assumptions around the benefit calculations. It is also the case that where these courses are a first step on a longer lifelong learning journey which does lead to obtaining a recognised college qualification (see, for example, the case study on closing the opportunity gap on page 38) they will again, at least partially, be implicitly counted in our estimates.
30. Finally there is the activity that we could not value as a result of the lack of information on the qualification on entry. This had to be excluded initially as without knowing the qualification level on entry we could not identify the extent of upskilling. Our concern over the numbers being excluded on this basis led to us attempting to “model” entry qualifications for this group. Our approach to this is set out below.

### Modelling

31. As mentioned above we were concerned at the extent to which we had to exclude those who did not have a valid qualification on entry recorded against them. Our data suggested that an additional 22,476 individuals fell into this group. We have sought to address this concern by trying to model the entry qualifications profile for these students.
32. The first step in assessing the value that we can ascribe to these students is to construct a matrix giving the probability that they fall into each of the classes of entrant that we have identified for this exercise. Probabilities are calculated as the percentage of the group for which we have information who fell into each of these categories. This probability table is given as table 8 overleaf.

Table 8:

		Salary before							
	Salary after	£17,114	£14,228	£12,988	£10,767	£9,258	£9,062	£7,737	100.00%
Level 4	£17,114	18.85%	3.68%	41.00%	33.56%	1.76%	0.90%	0.25%	100.00%
Level 3	£14,228	17.79%	4.25%	25.31%	47.46%	2.75%	2.17%	0.26%	100.00%
Higher	£12,988	6.26%	1.94%	53.56%	35.61%	1.25%	0.35%	1.04%	100.00%
Standard Grade	£10,767	8.38%	4.45%	60.99%	25.39%	0.79%	0.00%	0.00%	100.00%
Level 2	£9,062	5.24%	1.75%	21.81%	63.80%	5.15%	1.10%	1.16%	100.00%
Level 1	£7,737	4.65%	1.92%	14.42%	67.47%	9.13%	0.32%	2.08%	100.00%
no qualification	£6,839	17.83%	3.57%	20.43%	42.12%	4.02%	1.27%	0.76%	100.00%
	Grand Total	16.27%	3.43%	32.99%	42.13%	3.34%	1.19%	0.64%	100.00%

33. The number of students graduating at each level is then run through the matrix. This gives us the additional numbers of individuals given in the table below

Table 9:

		Level 4	Level 3	Higher	Standard Grade (1-3)	S Grade <3	Level 2	Level 1	Grand total
	Salary after	£17,114	£14,228	£12,988	£10,767	£9,258	£9,062	£7,737	
Level 4	£17,114	£1,265	£247	£2,751	£2,252	£118	£60	£17	£6,710
Level 3	£14,228	£984	£235	£1,400	£2,625	£152	£120	£14	£5,531
Higher	£12,988	£143	£44	£1,227	£815	£29	£8	£24	£2,290
Standard Grade	£10,767	£13	£7	£97	£40	£1	£0	£0	£159
Level 2	£9,062	£296	£99	£1,233	£3,607	£291	£62	£66	£5,654
Level 1	£7,737	£99	£41	£308	£1,438	£195	£7	£44	£2,132
no qualification	£6,839	£0	£0	£0	£0	£0	£0	£0	£0
	Grand Total	3,657	772	7,414	9,470	750	268	145	22,476

34. As before only those who have enhanced their earning potential are included in our benefit calculation. This reduces the modelled number upon whom the benefits calculation can rest to 11,097. The same steps outlined above for the original sample are then carried out to estimate a value for this additional supply of qualifications.
35. Assuming that these individuals retire at 65 (as assumed above) generates an estimated additional gross benefit in the order of £909m. As before opportunity costs (c£117m) are estimated. This suggests an **additional** net benefit in the region of £792m against prorata costs.

### Conclusions

36. This piece of work has shown that there are substantial economic benefits which flow from the learning that is provided at Scotland's Colleges. We estimate that the gross benefit of a year's output is of the order of £1.2bn. If we set all of the sector's costs against this output then we are left with a net benefit of at least £483m excluding our modelled benefits. This should be considered our low estimate of net benefit.
37. Adding the original and modelled results together suggests:
- A net benefit figure against all government costs of the order of £1.28bn.
38. It needs to be remembered that we are not able to value impacts of learning which is not completed, assessed and successful. Where courses are not formally assessed they may still add value although we cannot pick that up using this methodology. The main report considers other ways in which colleges add value. We have also not been able to place an explicit value on a large number of qualifications for example National Units not leading to any qualification above that level (29,575), other non-advanced certificate (20,545), any other qualification level (22,892) and programmes not leading to recognised qualification level (21,238).
39. Ascribing all costs to the output we have valued (an extremely cautious assumption) leaves us with a net benefit figure of around £1.28bn. This estimate implicitly assumes that where a course is unvalued its value is only equal to the opportunity cost a student faces in doing it. Most people would agree that this is a very restrictive and cautious assumption. Even with this assumption in place the college sector is shown to generate a benefit cost ratio against government spend of around 3.2 to 1. In effect we are saying that the college sector turns £1 into an asset worth (at least) £3.20 in a year - this represents an excellent return on investment.
40. If we accept the estimate for net benefits above then everything else the system delivers which has not been valued is in effect "free" as the costs have already been covered.



The report is published by the Scottish Executive with the support of: Association of Scotland's Colleges; Careers Scotland; Communities Scotland; HM Inspectorate of Education; National Union of Students (Scotland); Scottish Chambers of Commerce; Scottish Enterprise; Scottish Funding Council; Scottish Trades Union Congress; Scottish Qualifications Authority; Sector Skills Development Agency; and Skill Scotland. The report does not necessarily represent the views of these organisations.



**SCOTTISH EXECUTIVE**

© Crown copyright 2006

This document is also available on the Scottish Executive website:  
[www.scotland.gov.uk](http://www.scotland.gov.uk)

Astron B47925 10/06

Further copies are available from  
Blackwell's Bookshop  
53 South Bridge  
Edinburgh  
EH1 1YS

Telephone orders and enquiries  
0131 622 8283 or 0131 622 8258

Fax orders  
0131 557 8149

Email orders:  
[business.edinburgh@blackwell.co.uk](mailto:business.edinburgh@blackwell.co.uk)

ISBN 0-7559-5198-0



9 780755 951987

**w w w . s c o t l a n d . g o v . u k**