



**Annual report to SFC on the findings of Education Scotland evaluative activity  
in Scotland's colleges during the period 1 August 2015 – 31 July 2016**

**December 2016  
Education Scotland**

## **Contents**

- 1. Background to this report**
- 2. Introduction**
- 3. External reviews 2015-2016**
- 4. Action Learning Pilots 2015-2016**
- 5. Annual engagement visits 2015-2016**
- 6. Aspect reports 2015-2016**

## 1 Background to this report

This report provides a summary of evaluative activities carried out in the college sector commissioned by the Scottish Funding Council (SFC) and produced by Education Scotland (ES) during academic session 2015-2016.

The purpose of the report is to inform key professionals within SFC and ES of the strengths and areas for development in the college sector. It provides a basis for discussions between SFC Outcome Agreement Managers (OAM) and ES Her Majesty's Inspectors (HMI) in identifying and planning collaborative approaches to supporting improvement.

## 2 Introduction

This is the eighth annual report provided by ES to SFC on evaluative activity and intelligence gathered in the college sector from 1 August 2015 to 31 July 2016. The report draws from a range of evaluative activities:

- External reviews
- Action Learning Pilots
- Annual engagement visits
- Thematic aspect Reports

The findings from the above activities are reported under the 4 key themes identified in Education Scotland's publication *External quality arrangements for Scotland's colleges (updated August 2012)*.<sup>1</sup> These are: Learner progress and outcomes, High quality learning, Learner engagement and Leadership and quality culture. The report provides comment against each of these themes. Each theme is colour coded throughout this report as follows:

• Learner progress and outcomes
• High quality learning
• Learner engagement
• Leadership and quality culture

---

<sup>1</sup> [External quality arrangements for Scotland's colleges](#)

### 3 External reviews 2015-2016

Education Scotland HM Inspectors planned and carried out with Associate Assessors the external review of 8 colleges between November 2015 and June 2016. These were:

College	External review date	Publication date
Newbattle Abbey College <a href="#">Link to full review report</a>	9/11/2015	15/01/2016
Perth College UHI <a href="#">Link to full review report</a>	23/11/2015	22/01/2016
City of Glasgow College <a href="#">Link to full review report</a>	11/01/2016	11/03/2016
West Lothian College <a href="#">Link to full review report</a>	25/01/2016	25/03/2016
Dumfries and Galloway College <a href="#">Link to full review report</a>	8/02/2016	8/04/2016
The North Highland College UHI <a href="#">Link to full review report</a>	22/02/2016	22/04/2016
Inverness College UHI <a href="#">Link to full review report</a>	7/03/2016	6/05/2016
Forth Valley College <a href="#">Link to full review report</a>	14/03/2016	13/05/2016

#### 3.1 Planning of external reviews

ES teams carried out an external review of each of the above colleges based on the 13 core quality indicators outlined in the aforementioned quality arrangements document. During review planning, ES took account of intelligence gained from College HMI, SFC OAM and other sources including relevant ES inspection reports, to inform review activities.

*External review planning arrangements identified the requirement to include additional quality indicator 2.2 Relevance of programmes and services to learner needs in all external reviews in 2015/16.*

All external reviews were planned logistically to ensure appropriate and equitable interaction with staff and learners across all campus locations.

#### 3.2 Judgements of effectiveness

Education Scotland uses an overall judgement of effectiveness to summarise the findings from the external review of colleges. The judgement refers to quality

assurance and enhancement processes, college leadership, arrangements to address any identified minor weaknesses, and ability of the college to continue to improve the quality of its services for learners and other stakeholders. The overall judgement of effectiveness is informed and underpinned by supporting statements for each of the 4 key themes of *Learner progress and outcomes*, *High quality learning*, *Learner engagement and Leadership and quality culture*. The judgement of effectiveness is expressed as effective, or limited effectiveness or not effective.

All 8 colleges received a **Judgement of *Effective***.

- Newbattle Abbey College
- Perth College
- City of Glasgow College
- West Lothian College
- Dumfries and Galloway College
- The North Highland College UHI
- Inverness College UHI
- Forth Valley College

These colleges have in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This means that in relation to quality assurance and enhancement these colleges are led well, have sufficiently robust arrangements to address any identified minor weaknesses, and are likely to continue to improve the quality of its services for learners and other stakeholders.

### **3.3 Findings from external review**

The following provides an overview of the strengths and areas for development stemming from external review reports. These are identified in relation to each of the 4 key themes of *Learner progress and outcomes*, *High quality learning*, *Learner engagement and Leadership and quality culture*. The findings are listed as answers to the following high level questions:

- How well are learners progressing and achieving relevant, high quality outcomes?
- How effective are colleges' learning and teaching processes?
- How well are learners engaged in enhancing their own learning and the work and life of their college?
- How well are colleges led and how well are they enhancing the quality of their services for learners and other stakeholders?

### 3.3.1 High quality learning

#### 1. How well are learners progressing and achieving relevant, high quality outcomes?

For full-time FE programmes, early withdrawal rates increased by 1% and are now at 9%. In full-time HE programmes early withdrawal rates remain the same at 4%. Further withdrawal rates for full-time FE and HE programmes increased by 2% for both modes of study and are now at 17% and 13% respectively.

In part-time FE programmes early withdrawal rates reduced by 1% to 2%. Further withdrawal rates are static being at 6%. For part-time HE programmes early withdrawal rates increased by 1% to 3%. Further withdrawal rates reduced by 1% to 5%.

For full-time and part-time FE programmes completed successful outcome rates declined by 2% for both modes of study and are now at 64% and 76% respectively. Completed successful outcome rates for full-time and part-time HE provision remains static being at 71% and 76%.

#### **Strengths were identified in relation to:**

- Programmes design and account taken of the economic needs of regions.
- Learner progress made in their programme of study.
- Arrangements for setting individual learning goals.

#### **Areas for development were identified in relation to:**

- Arrangements for improving attainment rates on programmes where they are low.
- Arrangements for ensuring programme design supports successful attainment
- Arrangements to ensure that programme design enables learner preparation for employment.
- Arrangements for collaboration between support services and teaching departments in monitoring and reviewing attendance, withdrawal and success rates to inform improvements.

#### 2. How effective are colleges' learning and teaching processes?

#### **Strengths were identified in relation to:**

- Suitability and range of college programmes to meet learner and stakeholder needs.
- Coordinated support for learners throughout their studies.
- Vocational and professional experience of staff to support learners.
- Positive and mutually respectful relationships between staff and learners.

### **Areas for development were identified in relation to:**

- Insufficient promotion of employability skills within programmes.
- Insufficient range of learning and teaching approaches.
- Arrangements to ensure that all teaching staff focus sufficiently on evaluating their learning and teaching approaches to inform future development.
- Arrangements for providing appropriate guidance and support services.

### **3.3.2 Learner engagement**

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

#### **Strengths were identified in relation to:**

- Engagement of learners in planning their own learning and contributing views to inform improvements.
- Learners influencing improvements through class representative systems.
- Support for Students' Associations.

#### **Areas for development were identified in relation to:**

- Arrangements for ensuring learners' awareness of the role of Students' Associations.
- Arrangements for ensuring staff involve learners in planning and shaping their own learning.
- Arrangements for ensuring staff involve learners and learner feedback systematically in programme review activities.

### **3.3.3 Leadership and quality culture**

4. How well are colleges led and how well are they enhancing the quality of their services for learners and other stakeholders?

#### **Strengths were identified in relation to:**

- College Board engagement with principals and senior teams to provide clear strategic direction to staff.
- Staff responding positively to major and on-going change.
- Leadership of services to support learning.
- Effective partnership working.

#### **Areas for development were identified in relation to:**

- Arrangements to ensure that teaching staff are using an appropriate range of teaching approaches that motivate and engage learners fully.
- Ensuring self-evaluation processes routinely include robust analysis of PI data to support improvement.

- Arrangements for ensuring action plans address all areas requiring improvement
- Arrangements for ensuring college-wide quality assurance and quality improvement processes are applied consistently.

### 3.3.4 Excellent practice

During external review, ES identified examples of excellent practice. The table below lists these examples and the main theme/s to which they relate in terms of Learner progress and outcomes (LP&O), High quality learning (HQL), Learner engagement (LE) and Leadership and quality culture (L&QC). However, this is only indicative as examples of excellent practice often pertain to a number of themes.

College	Excellent practice	LP&O	HQL	LE	L&QC
Newbattle Abbey College	Developing the curriculum and progression opportunities through partnership.	√	√		
Perth College UHI	BRAG: enhancing student retention and attainment through the BRAG monitoring procedure.	√	√		
	Golden Tickets: a sporting approach to employer engagement.		√	√	
	Step Up to the Plate: a recipe for improving retention rates	√			
City of Glasgow College	Supporting Learner Skills for Employability Through Effective Employer Engagement.		√		
	Improving Learner Attainment and Work Readiness Through The Use of Technology: Online Navigation Tool Maritime Studies.	√	√		
	Championing Vocational Skills and Improving Quality Through Engagement in WorldSkills.		√	√	
	Supporting Learners to Succeed: Improving Retention and Attainment Through Co-ordinated Intervention.	√	√		
West Lothian College	'Ways to Work': Improving outcomes for learners.	√	√		
	Internationalisation: Promoting Outbound Mobility For Students and Staff in Further Education.		√		√
Dumfries and Galloway College	Reablement and Partnership Working		√		√
	Industry Workforce Shortage Engagement.		√		√
	Learning and Teaching Mentor Process		√		√
The North Highland College UHI	Embedding entrepreneurship and enterprise in the curriculum.		√		
	Chef mentoring scheme in SVQ Level 2 Professional Cookery.	√	√		
	Flexible delivery in equestrian studies.	√			

Inverness College UHI	Effective partnership working between college and school.		√		
	Staff engagement with improvement of college processes.				√
Forth Valley College	Supporting Transition to Positive Destinations for School Leavers Through Effective Data Sharing.	√			
	Creative Learning Action Community (CLAC).		√		√
	Learner Engagement 'Listening to Learners'.			√	

### 3.3.5 Main points for action identified in external review reports

During external review, ES identified main points for action. The table below lists main points for action and the main theme/s to which they relate in terms of Learner progress and outcomes (LP&O), High quality learning (HQL), Learner engagement (LE) and Leadership and quality culture (L&QC). However, this is only indicative as main points for action often pertain to a number of themes.

College	Main Point for Action	LP&O	HQL	LE	L&QC
Newbattle Abbey College	The college management and staff should continue to improve withdrawal and attainment rates where these are low.	√			
Perth College UHI	The college should continue to implement strategies to improve PIs on programmes where they are low.	√			
	The college should continue to support action to ensure that the Student's Association develops and contributes effectively to the work and life of the college.			√	
City of Glasgow College	College managers should ensure that teaching staff reflect on their practice to ensure that an appropriate range of teaching approaches are used within lessons.		√		√
West Lothian College	The college should continue to improve successful completion rates for programmes where they are low.	√			
	College managers should ensure that staff evaluate learning and teaching effectively and systematically to inform improvements in their practice.		√		√
	College managers should continue to develop quality arrangements which support all staff to focus effectively on planning for improvement.				√
Dumfries and Galloway	The college should implement college strategies to improve retention rates where these are low.	√			

College	The college should improve class representation arrangements and support the Student Association to ensure effective learner engagement in the work and life of the college.			√	
	The college should improve approaches to self-evaluation to ensure that action planning leads to improvement in performance.				√
The North Highland College UHI	The college should continue to improve successful completion rates on programmes where they are low.	√			
Inverness College UHI	The college should improve successful completion rates in programmes where they are low.	√			
	The college should ensure that its arrangements for collating learner views and using them to inform quality improvement at programme level are fully effective.		√	√	
	The college should improve its management of applications for learner funding			√	√
Forth Valley College	The college should ensure teaching approaches, particularly during theory lessons, are motivating and stimulating for all learners.		√		

## **4 Action Learning Pilots (ALPs) 2015-16**

### **4.1 Background to ALPs**

Against a backdrop of college mergers, regionalisation and Regional Outcome Agreements (ROAs) the SFC invited 3 colleges to participate in this pilot programme.

The three colleges are:

Ayrshire College  
North East Scotland College (NESCOL)  
South Lanarkshire College

The project is overseen by a Project Board.

### **4.2 ALPs**

During 2015-16, three selected colleges, Ayrshire College, South Lanarkshire College and North East Scotland College continued with their action-learning pilot approaches commenced in 2014. Action-learning pilots were introduced to:

- integrate performance monitoring of outcome agreements with reviews of quality of learning and teaching to reduce duplication of effort;
- develop evaluation and performance reporting which makes appropriate use of the national quality framework and also reflects the regional context;
- strengthen ownership and responsibility for self-evaluation of outcomes and quality by colleges, as the route to real quality improvement;
- ensure that credibility is built into college self-evaluation by embedding independent, external, critical, challenging voices into evaluation processes; and
- enable SFC, and other stakeholders to have more frequent (annual) validated assurance that college regions are performing well on all aspects of their work, and that action is being taken on any weak points.

Throughout the two years of the action-learning pilot experience, the selected colleges worked closely with college HMI and SFC outcome agreement managers to produce integrated reports combining Outcome Agreements with external quality reporting arrangements. These were presented to the SFC-led Project Board which concluded that the pilots met the project aims and demonstrated the benefits of the new approach. They demonstrated the ability and willingness of colleges, Education Scotland and SFC to work together with different arrangements. The pilots also identified some key challenges and areas for further development. The Project Board recommended that the outcomes from the action-learning pilots should form the basis of new evaluation and reporting for colleges coupled with further development and testing by all partners.

## 5 Annual engagement visits

Between January and June 2016 ES College HMI with HMI and, or Associate Assessors planned and led annual engagement visits (AEV) to 14 colleges which were not undergoing external review during session 2015- 2016. These were:

College	AEV date	AEV Report date
Lews Castle College UHI	19/01/2016	24/03/2016
Glasgow Clyde College	9,10/02/2016	18/02/2016
Argyll College	1/03/2016	1/03/2016
Scotland's Rural College (SRUC)	7/03/2016	20/04/2016
West Highland College	9,10/05/2016	19/05/2016
Moray College UHI	16-18/05/2016	9/06/2016
Dundee and Angus College	19/05/2016	19/09/2016
Borders College	24/05/2016	25/05/2016
New College Lanarkshire	24,25/05/2016	1/06/2016
Shetland College UHI	24,25/05/2016	10/08/2016
West College Scotland	24,25/05/2016	25/05/2017
Orkney College UHI	26/05/2016	31/07/2016
Sabhal Mor Ostaig (SMO)	26,27/05/2016	27/05/2016
Glasgow Kelvin College	2/06/2016	2/06/2016

### 5.1 Planning of annual engagement visits

ES teams carried out an annual engagement visit to each of the above colleges. When planning the visits, ES College HMI worked with another HMI and, or Associate Assessors to scope the visits in light of previous AEV and external review reports and intelligence gained from the College, ES, SFC OAM and other relevant sources. As a result, all AEVs are bespoke to the context and needs of each individual college.

All AEVs were planned logistically to ensure appropriate coverage of scale and engagement with staff across all college campuses.

### 5.2 Findings from annual engagement visits

ES provides each college with a formal report of the findings from the AEV. The report is an annual commentary of the work and priorities of each college and provides a useful description and indication of current and future developments. AEV reports are not published and are not made available on the ES website. ES forwards individual AEV reports to the SFC for information. Some colleges place their AEV report on their website and, or intranet. Due to the bespoke nature of each AEV, the content of these reports varies according to the context of each individual college. The following provides a high level summary of the strengths and areas for development identified across the 14 AEVs in relation to each of the 4 key themes of *Learner progress and outcomes, High quality learning, Learner engagement and Leadership and quality culture.*

### 5.2.1 Learner progress and outcomes

#### Strengths were identified in relation to:

- Programme planning and meeting the need of local communities.
- Implementation of the recommendations contained within Developing the Young Workforce (DYW).
- Account taken of learner needs in programme planning.
- Wider achievement of learners.

#### Areas for development were identified in relation to:

- Arrangements for improving attainment rates where they are low.
- Arrangements for reviewing progression of part time learners.

### 5.2.2 High quality learning

#### Strengths were identified in relation to:

- Positive staff-learner relationships.
- Regional sharing of good practice events.
- Increased emphasis on employability skills.
- Industry and university links.
- Cohesive approaches to support learners well throughout programmes.
- Development of professional practice.
- Development in the use of ICT and mobile technology to support learners.

#### Areas for development were identified in relation to:

- Arrangements for developing college wide strategies to reduce learner withdrawal and improve learner success.
- CPD opportunities for staff in evaluating learning and teaching.
- Sharing of good practice within colleges.
- Programme design, specifically in relation to work experience opportunities.

### 5.2.3 Learner engagement

#### Strengths were identified in relation to:

- Learners actively shaping learning and contributing views to inform improvement.
- Strongly supported Student Associations.
- Prompt access to learner support.
- College use of learner feedback to inform improvements.

#### Areas for development were identified in relation to:

- Effectiveness of arrangements for training of class representatives.

- Arrangements for promoting the role of Students' Associations across colleges.
- Arrangements for engaging learners in systematically planning and reviewing learning throughout programmes.
- Learner feedback not used routinely by course teams to analyse the views of learners.

#### 5.2.4 Leadership and quality culture

##### Strengths were identified in relation to:

- College managers commitment to the principles and recommendations of DYW.
- Systems development within merged colleges.
- Strategic commitment to partnership working.
- Leadership for learning and teaching.
- Implementation of appropriate arrangements for safeguarding and PREVENT.

##### Areas for development were identified in relation to:

- Arrangements for ensuring self-evaluation processes lead to effective action planning for improvement.
- Full implementation of safeguarding and PREVENT policies.

#### 5.2.5. Excellent practice

During annual engagement visits, ES identified examples of excellent practice. The table below lists these examples and the main theme/s to which they relate in terms of Learner progress and outcomes (LP&O), High quality learning (HQL), Learner engagement (LE) and Leadership and quality culture (L&QC). However, this is only indicative as examples of excellent practice often pertain to a number of themes.

College	Excellent practice	LP&O	HQL	LE	L&QC
Glasgow Clyde College	Scottish Textiles Skills Partnership Partnership Working with Morrison Construction Construction Partnership Working with Companies through Community Benefits Officers The Student Record The role of the Supported Employer Officer Community Based Learning Provision Partnership Dinner		√ √		√
Dundee & Angus College	Approaches to Developing Learner Employability			√	
	Supporting Learner Engagement and Wider Achievement LEAP.			√√	
New College Lanarkshire	Bringing IT Training to Education		√		

West College Scotland	Certificate of Work Readiness		√	√	
Sabhal Mor Ostaig	Effective Partnership Working: Work placement and preparation for employment in the Gaelic Creative Industries.		√	√	
Glasgow Kelvin College	Excellence in using the course tutor role to improve success. Excellence in improving learner success in FE Business programmes. Excellence in Collaborative Project Based Learning – major event in Paisley Abbey	√	√		

## 6. Aspect Reports

Education Scotland published two thematic aspect tasks. These were as follows:

### Thematic-aspect tasks

- *The development of learner employability in Scotland's colleges*
- *Curriculum planning and alignment in Scotland's colleges*

Each of the tasks culminated in a published report which is available through the Education Scotland and SFC websites.

### Findings from SFC commissioned subject-based and thematic aspect tasks.

Within each subject-based and thematic aspect report, ES identified strengths, areas for development and recommendations for colleges and other key stakeholders. This report identifies strengths and recommendations pertaining to each aspect report. Recommendations for colleges are identified in relation to the main theme/s to which they relate in terms of Learner progress and outcomes (LP&O), High quality learning (HQL), Learner engagement (LE) and Leadership and quality culture (L&QC). However, this is only indicative as recommendations often pertain to a number of themes.

College HMI use the recommendations to engage colleges in professional dialogue in relation to quality improvement and enhancement.

### 6.1 The development of learner employability in Scotland's colleges

#### 6.1.1 The development of learner employability in Scotland's colleges: Strengths were identified in relation to:

- Overall, college learners acquire and develop a broad range of relevant skills, including personal skills, core skills and aspects of employability skills. Colleges are particularly good at developing learners' understanding of the workplace and helping them to enhance their personal capacities. Almost all learners report increased levels of confidence from undertaking college programmes.
- All colleges have a clear strategic focus on providing education and training which meets the needs of their learners, develops their potential and prepares them well for employment, either directly from college or following a period of further study. Most colleges make clear to learners that their programme of study aims to prepare them for suitable employment. This is promoted further through college prospectuses, during recruitment interviews and within induction experiences.
- Over the past few years, employers and other partnership links in colleges has been raised significantly. This has impacted positively on learner employability. Partnership working, including with employers, is a very positive aspect of college work.

- Almost all colleges carry out detailed environmental scanning and make good use of employer views when designing their curriculum. Curriculum planning is generally carried out well and addresses effectively the needs of learners, communities and employers. An increasing number of programmes provide opportunities for learners to gain industry-accredited qualifications in addition to their main programme of study. This is valued greatly by both learners and employers.
- Colleges have a range of helpful arrangements in place to support the development of learner employability in tandem with the mainstream curriculum. This usually forms part of a programme's on-course guidance processes.
- Staff in all colleges have a high awareness of recent national drivers or initiatives around employability, and implement well a range of activities aimed broadly at making learners 'work ready'. Many curriculum managers and staff also have in-depth knowledge of industry requirements through regular interactions with employers. Most programmes, particularly at more advanced levels, increasingly involve employers in constructive delivery of learning activities. Where this happens, it greatly enhances learning experiences.
- Where work placement is managed well, it has a positive impact on the learner experience and on college relationships with employers. Many colleges successfully replicate work placement experiences within programmes, particularly when these are not readily available through local employers. Many colleges also help learners to gain experience of the workplace through live projects and competitions.
- Almost all colleges develop employability and life skills well in learners with additional support needs.
- The majority of full-time learners in Scotland's colleges complete their programmes of study successfully and move on to their next stages equipped to do well.

### 6.1.1 The development of learner employability in Scotland's colleges: Recommendations

Colleges should:	LP&O	HQL	LE	L&QC
Develop strategies and policies specifically aimed at developing employability in learners, particularly in the area of career management skills.				√
Develop clearly understood college-wide measures of success in employability and evaluate progress against these.	√			√
Ensure that all learners receive support for employability, either within programmes or through guidance arrangements.		√	√	
Ensure that learners are able to identify and articulate their employability skills, including those gained outwith college.		√		
Share good practice in the development of employability.		√		√
Ensure that careers information, advice and guidance is available to all learners.				√

<b>Colleges and employers should:</b>				
Increase and enhance work placement arrangements in colleges.		√		√
<b>Colleges, schools and employers should:</b>				
Continue to address gender imbalance in specific subject areas.		√		√
<b>Colleges and SFC should:</b>				
Continue to refine learner destination tracking processes, in order to ascertain the impact of college programmes on career development.	√			
<b>Colleges, schools, employers and support agencies should:</b>				
Continue to work together to capitalise on current initiatives aimed at preparing learners for the world of work.		√		
Adopt a clear, common definition of employability across all relevant sectors.				√
<b>Education Scotland and SFC should:</b>				
Ensure that there is a clear focus on employability within new review arrangements.				√
Continue to monitor progress in the development of employability.	√			√
<b>College Development Network should:</b>				
Draw on the findings of this report to support colleges in taking forward the recommendations.				√

## 6.2 Curriculum planning and alignment in Scotland's colleges

### 6.2.1 Curriculum planning and alignment in Scotland's colleges: Strengths were identified in relation to:

- Colleges have well-established and comprehensive curriculum planning processes which take good account of local, regional and national priorities when designing the programmes they offer. They use a wide range of approaches and arrangements to support them in aligning their curriculum to stakeholder and industry needs.
- Colleges' strategic objectives and curriculum are aligned well to relevant national and regional concerns. They take good account of Scottish Government and SFC priorities, set in the context of their local and regional economies. Curriculum plans are modified regularly, taking account of these priorities, to address the known and emerging skills needs of different parts of the economy.
- Colleges have effective and positive collaborative arrangements with a wide range of local and national employers and industry partners, including sector skills councils. They use their relationships with employers well to inform programme design and content.

- Colleges are using RSAs routinely as important tools in planning their curriculum. RSAs provide helpful information which complements local intelligence obtained directly by colleges through their industry and community partners.
- Where legacy colleges have merged to form a single institution, there has been considerable work carried out to align and rationalise the curriculum portfolio. This has resulted in a more comprehensive and coherent curriculum offer which provides a wider range of progression routes for learners.
- Curriculum teams are central to the success of the planning and delivery processes. Most curriculum teams meet regularly throughout the academic year to consider a range of curriculum issues and evaluate the quality of provision.

### 6.2.2 Curriculum planning and alignment in Scotland's colleges: Recommendations

<b>Colleges should:</b>	<b>LP&amp;O</b>	<b>HQL</b>	<b>LE</b>	<b>L&amp;QC</b>
Continue to use a range of information related to economic and social needs to review and align their curriculum delivery to meet stakeholder and industry needs.		√		√
Continue to work productively with local authorities and schools on DYW and find practical solutions to any barriers around the local implementation of FA programmes.				√
Continue to work with SDS to ensure all necessary college staff are aware of the full range of labour market intelligence available and develop the skills on how best to utilise the Data Matrix tool.	√			√
Work with SFC and SDS to improve the availability and quality of post-course destination data to inform the review of programmes and curriculum.	√			√
<b>Education Scotland should:</b>				
Monitor the above recommendations through on-going engagement with colleges.	√			√
<b>College Development Network should:</b>				
Draw on the findings of this report to support colleges to take forward the recommendations.				√