

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

2 APRIL 2015

Report by Director of Education

REPORT ON VOCATIONAL EDUCATION IN EAST RENFREWSHIRE SCHOOLS

**PURPOSE OF THE REPORT**

1. The purpose of this report is to seek Elected Members' approval of its content.

**RECOMMENDATION**

2. The recommendation is that Elected Members:
  - note the progress that has been made in the development of vocational education as part of the senior phase in East Renfrewshire secondary schools;
  - approve the recommendations of the report to ensure further improvement in the vocational programme; and
  - note that, in response to Developing the Young Workforce – Scotland's Youth Employment Strategy, the department will work with partners to devise an implementation plan which will meet the needs of the young workforce in East Renfrewshire.

**BACKGROUND**

3. The vocational programme was introduced in 2004. Its principal aim was to develop skills for learning, life and work by broadening the range of educational experiences, including work-related and college-based learning, for pupils in the senior phase. With the publication in December 2014 of the Scottish Government's response to the recommendations of the Commission for Developing Scotland's Young Workforce, the review of vocational education provided a timely opportunity to assess the readiness of schools to implement Developing the Young Workforce – Scotland's Youth Employment Strategy, the Scottish Government's 7-year implementation plan.

4. The review was carried out in October and November 2014. The review team analysed data and engaged with pupils, parents, staff, partners and other stakeholders. The review team also noted the recommendations of the final report of the Commission for Developing Scotland's Young Workforce and the Scottish Government's response to that report, viz. Developing the Young Workforce - Scotland's Youth Employment Strategy, and decided that the findings of these two important national reports would inform its recommendations.

5. The report is attached as Appendix 1. It will be issued to staff in schools and in partner institutions including colleges, training providers and Skills Development Scotland (SDS).

## **REPORT**

6. The report provides a comprehensive overview of the vocational programme over a 10-year period, viz. 2004 to 2014.

7. The key strengths highlighted by the review team included:

- The leadership and commitment provided by an ambitious leadership team which is highly credible with school staff and partner providers.
- The range of courses, including National Certificate (NC) courses which had been developed and delivered in recent years, which meets the needs of pupils at all levels of study.
- Very effective partnerships with a wide range of providers.
- The responsive nature of the provision, both in terms of labour market information and meeting pupils' needs.
- The early sharing of information between schools and partners to plan for meeting individual needs.
- The quality of information and support provided to pupils on the programme and their parents.
- The increasing number of awards and qualifications in a breadth of disciplines achieved by pupils.
- The very successful showcasing of pupils' achievements in special events.

8. The areas for improvement highlighted by the review team included:

- Improving the range of curricular pathways in order to provide clear progression routes for pupils who participate in the vocational programme.
- Working with partners to ensure that pupils on the vocational programme are able to identify and articulate the skills for work related to their vocational courses.
- Introducing more rigorous and systematic arrangements to track and evaluate pupils' experiences throughout the vocational programme.
- Introducing arrangements to measure and publish the outcomes for pupils involved in the vocational programme.

9. In addition to the above areas for improvement that are related to the review of the vocational programme, paragraph 8 of the report includes the main recommendations of Developing the Young Workforce - Scotland's Youth Employment Strategy. Taken together, the 19 recommendations in the report provide a secure foundation for a future implementation plan, led by the department, which will meet the needs of the young workforce in East Renfrewshire.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

10. There are no financial or efficiency implications related to this report.

## CONCLUSIONS

11. From a relatively modest beginning in 2004, the vocational programme has expanded and evolved over a 10-year period to become an established and important part of the Senior Phase in East Renfrewshire secondary schools. Many pupils have benefitted from the wide range of college and work-based opportunities and experiences it offers.

12. Education has the lead strategic responsibility for taking forward East Renfrewshire's response to Developing the Young Workforce - Scotland's Youth Employment Strategy, the Scottish Government's response to the Commission for Developing Scotland's Young Workforce. The department's vocational programme has placed East Renfrewshire in a strong position to take forward this national strategy.

13. Immediately following this review, Education will engage with Environment, SDS, WorkER, the college sector and other partners to address the main recommendations of Developing the Young Workforce - Scotland's Youth Employment Strategy and to devise an implementation plan which will meet the needs of the young workforce in East Renfrewshire.

## RECOMMENDATION

14. The recommendation is that Elected Members:

- note the progress that has been made in the development of vocational education as part of the senior phase in East Renfrewshire secondary schools;
- approve the recommendations of the report to ensure further improvement in the vocational programme; and
- note that, in response to Developing the Young Workforce – Scotland's Youth Employment Strategy, the department will work with partners to devise an implementation plan which will meet the needs of the young workforce in East Renfrewshire.

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### Appendix

Appendix 1: Report of Vocational Education in East Renfrewshire Schools - East Renfrewshire Council – Education Department

### Key Words

Vocational education  
Commission for Developing Scotland's Young Workforce (Wood, June 2014)  
Developing the Young Workforce – Scotland's Youth Employment Strategy (Scottish Government, December 2014).

**Report on Vocational Education in East Renfrewshire Schools**

**March 2015**

# Report on Vocational Education in East Renfrewshire Schools

March 2015

| CONTENTS  | Page |
|---|------|
| Introduction  | 2    |
| Background  | 2    |
| Stakeholders' views   | 3    |
| Key strengths   | 6    |
| Areas for improvement   | 7    |
| The Commission for Developing Scotland's Young Workforce              | 7    |
| Developing the Young Workforce – Scotland's Youth Employment Strategy | 8    |
| Recommendations   | 8    |
| Conclusion  | 10   |
| Appendices  | 12   |

## **1. Introduction**

Curriculum for Excellence provides a clear statement of the purposes to which the efforts of everyone involved in the education of children and young people in East Renfrewshire should be directed. By its nature, Curriculum for Excellence provides the opportunity for a more balanced and inclusive approach to academic and vocational education with the potential to blend both to the needs of individual learners. In regard to vocational education, Curriculum for Excellence seeks to embed the development of broader skills across schools, colleges and other providers and offers greater flexibility in the Senior Phase. With this in mind, the department undertook to carry out a review of its vocational programme to assess its impact on learners and to shape its future direction. The review was carried out during October and November 2014.

In order to gather evidence the review team:

- analysed data;
- conducted interviews with senior managers with responsibility for certain aspects of vocational education (e.g. budget, resources, facilities, planning, timetabling);
- conducted interviews with focus groups of depute head teachers in secondary schools;
- met focus groups of pupils in S1-S3 and S4-S6;
- met focus groups of parents of learners previously and currently involved in the vocational programme; and
- conducted interviews with a range of partners who support the vocational programme.

The review team also noted the recommendations of the final report of the Commission for Developing Scotland's Young Workforce (Sir Ian Wood, June 2014) and the Scottish Government's response to the report, viz. Developing the Young Workforce - Scotland's Youth Employment Strategy (Scottish Government, December 2014). In doing so, the review group decided that the findings of these two important national reports would inform the recommendations of this report.

## **2. Background**

The vocational programme was introduced in 2004 for pupils aged 14 to 16 years. Its principal aim was to develop skills for learning, life and work by broadening the range of educational experiences for pupils, including work-related and college-based learning.

The programme began with 65 S3 pupils who took courses in Administration, Construction, and Health and Fitness over a two-year period. In 2005 more courses were added and pupils in S4 were included. In 2006 the programme was extended to S5/S6 pupils. Appendix 1 shows retention statistics for the period 2004 until to 2014.

In 2007 East Renfrewshire introduced a new vocational timetable which focused on S5/S6. Colleges viewed this as an opportunity to expand their Senior Phase partnerships with East Renfrewshire schools. In the new model, pupils could choose a vocational subject at SCQF Level 3 through to Level 7 from an S5/S6 options column.

Over the past 10 years the programme has continued to expand. Vocational partners now include several colleges, Glasgow Caledonian University and a range of training providers. Appendices 1 to 4 show the growth of the programme, the courses undertaken, the range of partners (colleges and training providers) and the qualifications achieved by pupils.

The programme is reviewed on a yearly basis and takes into consideration feedback from schools, pupils and partners. This feedback has led to adjustments to the programme. For example, a suite of Friday morning classes, including Urban Music, Construction CSCS and Shoestring Cookery, was added following feedback from schools.

Currently provision is offered by Glasgow Clyde College, West College Scotland and Glasgow Kelvin College. The main training providers are Riverside Studios, Young Enterprise Scotland, Maxxell and En Croute Catering.

Today the vocational programme contributes significantly to the achievement and attainment of young people in the Senior Phase.

### **3. Stakeholders' views**

#### **3.1 Pupils and parents**

Two groups of pupils were interviewed.

The first group of S1/S2 pupils had limited knowledge of the vocational programme and viewed vocational education as a feature of the Senior Phase. The pupils indicated that they were steered towards higher education by both school staff and their parents. They said that they would benefit from more careers education at an earlier stage.

The second group of S4/S5/S6 pupils was very positive about the vocational programme and highlighted a number of features including: the support they received from school deputy head teachers and pastoral staff in identifying appropriate courses; the college experience, where they were treated as adults; the practical industry-based settings, which offered real life experience; and the opportunity to progress to college to continue their learning. All were following a course they enjoyed and several were interested in a career in the same field of study. Pupils were very positive about the vocational brochure and all valued the feedback they received from pupils who had prior

experience of the vocational programme. The pupils did not believe that there was a lack of parity of esteem between academic and vocational courses in the Senior Phase.

Pupils in the second group suggested a number of ways to improve their experiences on the vocational programme. These included: more courses being available that offer direct progression to higher education; more opportunities in school to engage with SDS and My World of Work; and better school timetabling, where they did not miss classes in their base school. Some were concerned that not all pupils were committed to the vocational programme and felt that “they are there to make up the numbers”, while others indicated that they were held back by a few pupils on their courses who lacked motivation.

Only a few parents participated in the review. Those who did were highly impressed by the quality of the vocational brochure, the information about the vocational programme they received at parents’ evenings, the wide choice of courses on offer and the support staff gave their children. Parents found the Vocational Coordinator to be accessible and helpful and noted that she was always available to address their concerns. They were also positive about college staff who would helpfully arrange a tour of college facilities. Parents believed that their children enjoyed vocational courses and were motivated to succeed. They also noted an improvement in their children’s self-confidence and attributed much of this to the college/workplace experience.

### 3.2 School staff

In almost all schools a depute head teacher has operational responsibility for the vocational programme.

Depute head teachers were very positive about the programme. They believed that their views on course provision and their suggestions for improvement were taken into account. They were happy with the range of providers and they viewed the college experience as highly motivating for pupils, including pupils who were becoming disengaged with their learning. The deposes felt that the courses that were delivered over two and a half days each week were ideal for pupils involved in the Opportunities for All programme, a high priority group in each school. They were confident that school staff were knowledgeable about vocational opportunities for pupils. All schools had taken steps to seek the views of pupils and had fed back any issues and concerns to the Vocational Coordinator. They strongly believed that the programme was an important and essential part of a flexible Senior Phase.

Deposes also pointed out that: pathways of progression were not clear for some pupils; more work on modern apprenticeships with SDS was needed; and the criteria for entry to courses were higher



than they had been previously. They recognised that there were now opportunities available to pupils of all levels of study to engage in the vocational programme.

### 3.3 Partner providers

Partner providers were also very positive about the vocational programme. They valued greatly the opportunity to meet the Vocational Coordinator and the Quality Improvement Officer responsible for the programme three times each year. They commented favourably on their relationship with East Renfrewshire and felt supported by its staff when they had raised issues or concerns. In response to requests from East Renfrewshire, partners had explored accreditation for some courses. College representatives were confident that they were getting the right pupils and were very positive about the significant contribution East Renfrewshire pupils made to improved performance indicators for individual colleges. Pupils involved in the Opportunities for All programme remain a high priority group for colleges. Although colleges had not conducted formal reviews with pupils, all regularly sought the views of pupils and had feedback issues or concerns informally. Partners wished to develop further their relationship with East Renfrewshire and were keen to see the programme extended to include more National Certificate (NC) and the introduction of Higher National Certificate (HNC) courses.

Partner providers valued greatly the opportunity to showcase the achievements of pupils and considered the annual commercial culinary arts banquet and fashion show to be outstanding examples of the quality of pupils' progress in work-related learning.

### 3.4 WorkER and RPL MKTG

WorkER is the East Renfrewshire employability team which, working at all stages of the employability pipeline, aims to provide appropriate outcomes for clients. RPL MKTG, a local company that works with the private and public sectors, is a business partner of WorkER.

WorkER's engagement with the vocational programme tended to focus on one-off activities, for example linking with the Style Academy to help secure Modern Apprenticeship opportunities for young people undertaking the Hairdressing Techniques two and a half day course. WorkER recognised that labour market information influenced provision within the vocational programme and agreed that this information should be used to encourage young people to consider applying for a Modern Apprenticeship. WorkER commissions the Vocational Education Resource Group (VERG), a training and employability service provider, to work with a targeted group of S4 summer leavers and S5 winter leavers in St Luke's High School to support their transition from school into a positive destination and suggested that this approach could be applied more widely in schools.

RPL MKTG believed that a more effective and productive partnership with WorkER would lead to better outcomes for pupils. For pupils on the vocational programme, who were unlikely to progress from school to college or university, RPL MKTG argued that through WorkER there should be an early engagement with employers. They acknowledged that pupils in the vocational programme were very positive about their experiences in college or in work-related settings. They believed, however, that the programme was not yet sufficiently targeted on developing pupils' skills and attitudes in order to meet the needs of employers. RPL MKTG also felt that some young people were reluctant to leave school to take up a job opportunity and would rather remain at school. RPL MKTG suggested that, prior to leaving school, all prospective school leavers should register with WorkER.

#### **4. Key strengths**

The review of the vocational programme identified a number of key strengths. These are set out below.

- 4.1 The leadership and commitment provided by an ambitious leadership team which is highly credible with school staff and partner providers.
- 4.2 The range of courses, including National Certificate (NC) courses which had been developed and delivered in recent years, which meets the needs of pupils at all levels of study.
- 4.3 Very effective partnerships with a wide range of providers.
- 4.4 The responsive nature of the provision, both in terms of labour market information and meeting pupils' needs.
- 4.5 The early sharing of information between schools and partners to plan for meeting individual needs.
- 4.6 The quality of information and support provided to pupils on the programme and their parents.
- 4.7 The increasing number of awards and qualifications in a breadth of disciplines achieved by pupils.
- 4.8 The very successful showcasing of pupils' achievements in special events.

#### **5. Areas for improvement**

The review of the vocational programme also identified areas for improvement. These are set out below.

- 5.1 Improve the range of curricular pathways in order to provide clear progression routes for pupils who participate in the vocational programme.
- 5.2 Working with partners, ensure pupils on the vocational programme are able to identify and articulate the skills for work related to their vocational courses.
- 5.3 Introduce more rigorous and systematic arrangements to track and evaluate pupils' experiences throughout the vocational programme.
- 5.4 Introduce arrangements to measure and publish the outcomes for pupils involved in the vocational programme.

## **6. The Commission for Developing Scotland's Young Workforce (June 2014)**

The Scottish Government established the independent Commission for Developing Scotland's Young Workforce, led by Sir Ian Wood, in January 2013. Its remit was to explore how we might develop a modern, responsive and valued system for vocational training and emulate the labour markets of the best performing European countries. The Commission's final report was published in June 2014 and set out 39 recommendations, all of which built upon the Scottish Government's Economic Strategy, the introduction of Curriculum for Excellence and the extensive reforms of Post-16 Education. The Commission had education and training as its first focus and made the following recommendation in regard to Senior Phase vocational pathways:

*"Pathways should start in the Senior Phase and lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other training providers. Their delivery should be explicitly measured and published alongside other school performance indicators."*

Linked to the above are the following recommendations:

- 6.1 Over the course of the Senior Phase, young people should have the option to study for a National Certificate (NC) from S4 onward and, where appropriate, to progress to a Higher National Certificate (HNC) in S5/S6 alongside academic subjects. Other qualifications with labour market currency should also be included in the range of vocational qualifications offered.
- 6.2 Within the Senior Phase, young people should have the option to commence relevant training and education which contribute to Modern Apprenticeship frameworks and help prepare meaningfully for entry into a Modern Apprenticeship including some course credit.

- 6.3 The development of the new Senior Phase benchmarking tool (Insight) and Scottish Schools Online should make the delivery of vocational qualifications with labour market currency, work experience opportunities and progress into post school vocational destinations and employment explicit indicators of success for all schools.
- 6.4 Schools should have senior staff resources dedicated to the coordination of vocational education in the Senior Phase, liaison with colleges, and the promotion of college education and apprenticeships to pupils and parents.

## **7. Developing the Young Workforce - Scotland's Youth Employment Strategy, (December 2014)**

Developing the Young Workforce - Scotland's Youth Employment Strategy, published in December 2014, sets out how the Scottish Government intends to implement the recommendations from the Commission for Developing Scotland's Young Workforce. Its 7-year Implementation Plan presents the detail of how Curriculum for Excellence, a regionalised college system, a significantly expanded Modern Apprenticeship programme and purposeful employer engagement will be brought together to drive the creation of a world class vocational education.

Developing the Young Workforce - Scotland's Youth Employment Strategy highlighted a number of **key themes for schools**, including:

- 7.1 increasing the routes from school into employment or further education which is linked to employment;
- 7.2 improving engagement with young people, parents, teachers, partners and employers;
- 7.3 supporting teachers to educate children and young people towards a better understanding of the world of work;
- 7.4 providing earlier relevant labour market careers advice when young people need it;
- 7.5 embedding more meaningful employer involvement; and
- 7.6 consolidating partnership working with colleges and other training providers.

## **8. Recommendations**

The recommendations which are set out below are based on both the findings of this review of vocational education in East Renfrewshire schools and Developing the Young Workforce - Scotland's Youth Employment Strategy. They should be closely aligned with East Renfrewshire's Employability Strategy and fully integrated into the department's strategic plan for Curriculum for Excellence.

- 8.1 The department should work in collaboration with college partners and employers to ensure that clear pathways of progression, leading to positive destinations for all school leavers, are in place.
- 8.2 In partnership with colleges, pupils should be able to study appropriate Higher National Certificate (HNC) courses in school as part of the Senior Phase.
- 8.3 As part of the Senior Phase, the department should work with partners to give pupils the opportunity at school to prepare meaningfully for entry into a Modern Apprenticeship, including some course credit.
- 8.4 As part of the Senior Phase, the department should work with partners to give pupils the opportunity to begin a Foundation Apprenticeship at school.
- 8.5 Supported by partners, the department should provide training for: school staff, to ensure that they are skilled to deliver NC and HNC courses and Modern Apprenticeship programmes; and pupil support staff, to ensure they are able to advise and support pupils on NC and HNC courses and Modern Apprenticeship programmes.
- 8.6 In partnership with SDS and WorkER, the local authority should undertake a campaign of rebranding to significantly raise the profile of vocational education and Modern Apprenticeships with staff, pupils, parents and local employers.
- 8.7 The department should hold discussions with universities so that pupils who have undertaken a vocational course at HNC level while still at school are offered a place in the second year of a university degree course.
- 8.8 Schools should introduce a curricular programme of vocational education, with a focus on employability and skills for work, for pupils in the Broad General Education with consideration given to accreditation. This work and any related staff development should be coordinated by the department.
- 8.9 College partners, employers and the local authority (working closely with WorkER) should consider how to develop and open direct routes into employment, ensuring that qualifications and training methods meet the expectations and requirements of employers.
- 8.10 Supported by the department, all secondary schools should develop and secure partnerships with employers to inform curricular planning and delivery and to provide work-related learning experiences for pupils.
- 8.11 Partner providers and schools should ensure that pupils are able to identify and articulate the skills for work related to their vocational courses.

- 8.12 Schools should arrange a series of high profile workshops and/or events for parents and pupils to help them understand the implications of Developing the Young Workforce and the approach being planned in East Renfrewshire.
- 8.13 The local authority should work in partnership with the proposed Regional Invest in Young People Groups to achieve improved outcomes for pupils.
- 8.14 In discussion with schools, EMIS should set targets around increasing the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above.
- 8.15 As part of its established target setting and reporting on school performance, EMIS should include appropriate performance data for the vocational programme.
- 8.16 The department and schools should introduce more systematic self-evaluation to track pupils' experiences throughout the vocational programme.
- 8.17 The department should carry out a review of its current arrangements for work experience in order to achieve a new standard with more productive and relevant experiences for pupils.
- 8.18 Using Scottish Government monies allocated to support the delivery of Developing the Young Workforce - Scotland's Youth Employment Strategy, the department should fund a new post that is dedicated to working with Education, Environment, schools and other partners to achieve the above recommendations. The post holder should have the knowledge, skills and attributes required to drive forward this challenging agenda.
- 8.19 Schools should include the recommendations of this review report in their self-evaluation programmes.

## **9. Conclusion**

From a relatively modest beginning in 2004, the vocational programme has expanded and evolved over a 10-year period to become an established and important part of the Senior Phase in East Renfrewshire secondary schools. Many pupils have benefitted from the wide range of college and work-based opportunities and experiences it offers.

Education has the lead strategic responsibility for taking forward East Renfrewshire's response to Developing the Young Workforce - Scotland's Youth Employment Strategy, the Scottish Government's response to the Commission for Developing Scotland's Young Workforce. The department's vocational programme has placed East Renfrewshire in a strong position to take forward this national strategy.

Immediately following this review, Education will engage with Environment, SDS, WorkER, the college sector and other partners to address the main recommendations of Developing the Young Workforce - Scotland's Youth Employment Strategy and to devise an implementation plan which will meet the needs of the young workforce in East Renfrewshire.

**Courses - Retention Rates**

| Year | Number of pupils who started courses | Number of pupils who completed courses | Retention rate (%) |
|------|--------------------------------------|--|--------------------|
| 2004 | 65                                   | 43                                     | 66                 |
| 2005 | 101                                  | 59                                     | 58                 |
| 2006 | 181                                  | 103                                    | 57                 |
| 2007 | 308                                  | 173                                    | 56                 |
| 2008 | 272                                  | 158                                    | 58                 |
| 2009 | 295                                  | 223                                    | 76                 |
| 2010 | 379                                  | 303                                    | 80                 |
| 2011 | 470                                  | 362                                    | 77                 |
| 2012 | 342                                  | 271                                    | 79                 |
| 2013 | 432                                  | 346                                    | 80                 |



**Course Completions (Colleges and Training Providers)**

| <b>Courses - completed and passed</b> |                               |             |             |             |             |              |
|---------------------------------------|-------------------------------|-------------|-------------|-------------|-------------|--------------|
| <b>College</b>                        | <b>Campus</b>                 | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>Total</b> |
| Cardonald                             | Cardonald                     | 127         | 188         | 87          |             | 402          |
| Langside                              | ERC Style Academy             | 51          | 27          |             |             | 78           |
| Glasgow Caledonian University         | Glasgow Caledonian University | 6           | 13          | 18          | 11          | 50           |
| Glasgow City                          | Glasgow Metropolitan          |             |             | 49          |             | 49           |
| Glasgow City                          | Glasgow Nautical              |             |             | 14          |             | 14           |
| Langside                              | Langside                      | 31          | 37          | 81          |             | 149          |
| North Glasgow                         | North Glasgow                 |             |             | 20          |             | 20           |
| Reid Kerr                             | Robertson St SC               | 8           | 16          | 14          |             | 38           |
| Glasgow Clyde                         | Cardonald (GCC)               |             |             |             | 139         | 139          |
| Glasgow Clyde                         | Langside (GCC)                |             |             |             | 15          | 15           |
| Glasgow Kelvin                        | Springburn                    |             |             |             | 20          | 20           |
| West College Scotland                 | Paisley                       |             |             |             | 22          | 22           |
| West College Scotland                 | Robertson St SC               |             |             |             | 5           | 5            |
| Glasgow Clyde                         | ERC Style Academy (GCC)       |             |             |             | 18          | 18           |
| <b>TOTALS</b>                         |                               | <b>223</b>  | <b>281</b>  | <b>283</b>  | <b>230</b>  | <b>1017</b>  |

| <b>Courses – part completed</b> |                      |             |             |             |             |              |
|---------------------------------|----------------------|-------------|-------------|-------------|-------------|--------------|
| <b>College</b>                  | <b>Campus</b>        | <b>2010</b> | <b>2011</b> | <b>2010</b> | <b>2013</b> | <b>Total</b> |
| Cardonald                       | Cardonald            | 8           | 11          | 6           |             | 25           |
| Langside                        | ERC Style Academy    | 2           | 5           |             |             | 7            |
| Glasgow City                    | Glasgow Metropolitan |             |             | 4           |             | 4            |
| Langside                        | Langside             | 3           | 6           | 8           |             | 17           |
| Reid Kerr                       | Robertson St SC      |             |             | 4           |             | 4            |
| Reid Kerr                       | Paisley              |             |             | 2           |             | 2            |
| Glasgow Clyde                   | Cardonald (GCC)      |             |             |             | 12          | 12           |
| Glasgow Kelvin College          | Springburn           |             |             |             | 2           | 2            |
| West College Scotland           | Robertson St SC      |             |             |             | 2           | 2            |
| <b>TOTALS</b>                   |                      | <b>13</b>   | <b>22</b>   | <b>24</b>   | <b>16</b>   | <b>75</b>    |

| <b>Courses - completed and passed</b>                         |             |             |             |             |              |
|---|-------------|-------------|-------------|-------------|--------------|
| <b>Training provider</b>                                      | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>Total</b> |
| Café Gandolfi and En Croute Catering (with Reid Kerr College) | 12          | 4           |             |             | 16           |
| En Croute Catering (with Reid Kerr College)                   |             |             | 5           |             | 5            |
| ERC Waste Technology Centre                                   | 14          |             |             |             | 14           |
| ERC Waste Technology Centre (with Reid Kerr College)          | 9           |             |             |             | 9            |
| ERC Sports Development  |             |             |             | 6           | 6            |
| ERC Training Centre   |             | 5           | 5           |             | 10           |
| ERC Training Centre (with Reid Kerr College)                  |             | 12          | 8           |             | 20           |
| MPS Training  | 5           | 7           |             |             | 12           |
| ERC Training Centre (with Reid Kerr College)                  |             |             | 1           |             | 1            |
| Riverside Studios   |             | 18          | 35          | 24          | 77           |
| Riverside Studios (with Stow College)                         | 23          |             |             |             | 23           |
| Maxxell Training  |             |             |             | 28          | 28           |
| En Croute Catering  |             |             |             | 12          | 12           |
| En Croute Catering (with West College Scotland)               |             |             |             | 11          | 11           |
| ERC Training Centre (with West College Scotland)              |             |             |             | 9           | 9            |
| <b>TOTALS</b>   | <b>63</b>   | <b>46</b>   | <b>54</b>   | <b>90</b>   | <b>253</b>   |

| <b>Courses – part completed</b>                               |             |             |             |             |              |
|---|-------------|-------------|-------------|-------------|--------------|
| <b>Training provider</b>                                      | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>Total</b> |
| ERC Waste Technology Centre                                   | 2           |             |             |             | 2            |
| ERC Sports Development  |             |             |             | 3           | 3            |
| ERC Training Centre   |             | 4           | 1           |             | 5            |
| Riverside Studios   |             |             |             | 3           | 3            |
| Café Gandolfi and En Croute Catering (with Reid Kerr College) | 2           | 9           |             |             | 11           |
| En Croute Catering (with West College of Scotland)            |             |             |             | 4           | 4            |
| <b>TOTALS</b>   | <b>4</b>    | <b>13</b>   | <b>1</b>    | <b>10</b>   | <b>28</b>    |

**Work-Related Courses Delivered by Training Providers**

| <b>Courses in 2010</b>                                       | <b>Training Provider</b>              | <b>No. of Pupils</b> |
|--|---------------------------------------|----------------------|
| Commercial Culinary Arts                                     | En Croute Catering and Café Gandolfi  | 18                   |
| IMS Grow and Eat/SfW Rural Skills/Construction & Landscaping | ERC Training Centre                   | 40                   |
| Sound Engineering  | Riverside Studios (with Stow College) | 25                   |
| Vehicle Maintenance  | MPS Construction and Training         | 7                    |
| <b>TOTAL</b>   |                                       | <b>90</b>            |

| <b>Courses in 2011</b>                                       | <b>Training Provider</b>      | <b>No. of Pupils</b> |
|--|-------------------------------|----------------------|
| Commercial Culinary Arts                                     | En Croute Catering            | 17                   |
| IMS Grow and Eat/SfW Rural Skills/Construction & Landscaping | ERC Training Centre           | 34                   |
| Sound Engineering/DJ Course                                  | Riverside Studios             | 26                   |
| Vehicle Maintenance  | MPS Construction and Training | 9                    |
| <b>TOTAL</b>   |                               | <b>86</b>            |

| <b>Courses in 2012</b>                                       | <b>Training Provider</b> | <b>No. of Pupils</b> |
|--|--------------------------|----------------------|
| Commercial Culinary Arts                                     | En Croute Catering       | 16                   |
| IMS Grow and Eat/SfW Rural Skills/Construction & Landscaping | ERC Training Centre      | 22                   |
| Sound Engineering/DJ Course                                  | Riverside Studios        | 41                   |
| Style for Success  | Maxxell Training         | 5                    |
| <b>TOTAL</b>   |                          | <b>84</b>            |

| <b>Courses in 2013</b>                      | <b>Training Provider</b> | <b>No. of Pupils</b> |
|---|--------------------------|----------------------|
| Commercial Culinary Arts/Shoestring Cookery | En Croute Catering       | 28                   |
| DJ Remixing                                 | Riverside Studios        | 13                   |
| Sound Engineering/DJ Course                 | Riverside Studios        | 23                   |
| Style for Success                           | Maxxell Training         | 20                   |
| SFA Refereeing                              | ERC Sports Development   | 13                   |
| Various programmes                          | YES Academy              | 10                   |
| <b>TOTAL</b>                                | <b>15</b>                | <b>107</b>           |

| <b>Courses in 2014</b>                      | <b>Training Provider</b> | <b>No. of Pupils</b> |
|---|--------------------------|----------------------|
| Commercial Culinary Arts/Shoestring Cookery | En Croute Catering       | 25                   |
| DJ Remixing                                 | Riverside Studios        | 14                   |
| Sound Engineering/DJ Course                 | Riverside Studios        | 28                   |
| Style for Success                           | Maxxell Training         | 18                   |
| Various programmes                          | YES Academy              | 32                   |
| <b>TOTAL</b>                                |                          | <b>117</b>           |

**Qualifications Achieved by Pupils**

| <b>Qualification – completed in full</b>     | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>Total</b> |
|--|-------------|-------------|-------------|-------------|--------------|
| ASDAN  |             |             | 16          |             | 16           |
| City & Guilds Level 3                        | 5           | 7           | 6           | 14          | 32           |
| College Certificate                          | 5           |             |             | 12          | 17           |
| Commercial Culinary Arts - BIIAB Level 1 & 2 | 12          | 4           | 6           | 11          | 33           |
| Construction Skills Certificate Scheme       |             | 13          |             |             | 13           |
| Four units at Level 6                        | 7           | 9           |             | 11          | 27           |
| Six units at Level 4 and 5                   | 14          |             |             | 10          | 24           |
| SCQF Level 1                                 | 9           | 12          | 9           | 9           | 39           |
| SCQF Level 3                                 | 5           |             | 9           | 28          | 42           |
| SCQF Level 4                                 | 85          | 49          | 45          | 72          | 251          |
| SCQF Level 4                                 |             |             |             | 9           | 9            |
| SCQF Level 5                                 | 30          | 39          | 47          | 48          | 164          |
| SCQF Level 6                                 | 75          | 70          | 82          | 87          | 314          |
| SCQF Level 7                                 |             |             |             | 6           | 6            |
| University Level 1                           | 15          | 9           | 6           | 11          | 41           |
| <b>TOTALS</b>                                | <b>262</b>  | <b>212</b>  | <b>226</b>  | <b>328</b>  | <b>1028</b>  |

| <b>Qualifications – part completed</b>       | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>Total</b> |
|--|-------------|-------------|-------------|-------------|--------------|
| College Certificate                          | 3           |             |             |             | 3            |
| Commercial Culinary Arts - BIIAB Level 1 & 2 | 2           | 9           |             | 4           | 15           |
| Four units at Level 6                        | 2           |             |             |             | 2            |
| Six units at Level 4 and 5                   | 1           |             |             |             | 1            |
| SCQF Level 3                                 |             |             | 4           |             | 4            |
| SCQF Level 4                                 | 6           | 15          | 5           | 8           | 34           |
| SCQF Level 5                                 | 5           | 6           | 3           | 4           | 18           |
| SCQF Level 6                                 | 9           | 5           | 2           | 7           | 23           |
| SCQF Level 7                                 |             |             |             | 3           | 3            |
| <b>TOTALS</b>                                | <b>28</b>   | <b>35</b>   | <b>14</b>   | <b>26</b>   | <b>103</b>   |

