1. Introduction

1.1 The West of Scotland Colleges’ Partnership (WoSCoP) is a not-for-profit shared services company Limited by Guarantee whose members comprise seven colleges of further and higher education located in the Glasgow, Lanarkshire and Dundee & Angus college regions and Scotland’s (national) Rural College (SRUC). The company was established in 1996 to provide exclusive support to the 17 incorporated colleges that had been managed by Strathclyde Regional Council. Since then it has evolved to extend its membership more widely across the country.

1.2 WoSCoP’s principal function is to provide bespoke sector-focused expertise and support to its member colleges in the intelligent engagement and exploitation of national and European funding to help them meet the Scottish Government’s priorities for the sector and to provide high quality learning and skills development opportunities for the populations in their respective regions.

1.3 WoSCoP’s support to its member colleges takes many forms. At a strategic level it includes ensuring all member colleges acquire and retain Erasmus Charters for Higher Education (EChEs); providing a Scottish sectoral perspective in the European Association of Institutions of (Professional) Higher Education (EURASHE); working with Colleges Northern Ireland, Colleges Wales, the Institutes of Technology in Ireland, The Dutch Alliance and other institutional networks, in Europe, to identify and foster opportunities for collaborative activities amongst institutions in these countries in order to develop bids for European and transnational funding; providing a college sector perspective on the Scottish Advisory Group for the Erasmus+ Programme, the UK Sector Consultative Group for Vocational Education and Training (VET), the UK’s Teams of Experts for the European Higher Education Area (EHEA) and the European Credit System for Vocational Education and Training (ECVET) and the Programme Monitoring Committee of the Interreg programme for Northern Ireland, the Border Region of Ireland and Western Scotland.

1.4 At an operational level, support to individual member colleges extends to working with key staff to develop institutional and departmental European engagement and funding strategies; identifying, accessing and managing grant funding from the European Union and other sources; sourcing and vetting transnational partners for projects; and providing advice, support and – where necessary - representation during verification & compliance and audit visits conducted by the Scottish Government, the European Commission and the European Court of Auditors.

1.5 In recent years, a number of non-member colleges in Scotland and Northern Ireland and other organisations in Scotland, Northern Ireland and Wales have called upon WoSCoP’s expertise in handling specific issues or resolving problems related to European and international programmes.

1.6 Within Scotland, WoSCoP enjoys cooperative working relationships with Colleges Scotland, the Scottish Government, NUS Scotland, Scotland Europa, the
Scottish European Educational Trust, the Scottish Council for Voluntary Organisations, the Scottish Trades Union Congress, the Scottish Qualifications Authority, the Scottish Credit and Qualifications Framework Partnership, Scotland's National Centre for Languages (SCILT), Skills Development Scotland, the West of Scotland European Forum (WoSEF) and the universities of Glasgow and Strathclyde.

1.7 WoSCoP staff are regularly engaged by the European Commission’s Directorate General for Education and Culture (DG EAC), the Education, Audiovisual and Culture Executive Agency (EACEA) and the British Council to participate in the assessment of applications for EU funding and the evaluation of progress and final reports from projects in receipt of EU funds.

2. WoSCoP’s perspective on the questions posed in the consultation

2.1 WoSCoP is encouraged by the ongoing efforts of the European and External Relations Committee (EERC) to promote a coherent, consistent and ambitious national approach to European and international engagement. Indeed, since 2006, WoSCoP has made the case for smarter engagement with Europe in its various dealings with Scottish Government staff, in meetings with Scottish MEPs and MSPs and in papers, presentations and consultative responses submitted to the EERC. In responding to this current consultation, WoSCoP would re-emphasise that the continuing differentiation between European and international engagement is increasingly redundant, particularly in the education sector, as many of the new generation of EU funding programmes for 2014 to 2020 have a global reach and the EU's representational delegations throughout the world have the capacity to act as informed gateways to support civic, research, educational and commercial engagement across the globe.

Turning to the specific questions posed in this second consultation. WoSCoP’s responses are as follows:

3. Transnational activities that are happening now in WoSCoP and its member colleges; the motivation for these activities; the partners with whom WoSCoP and its member colleges engage; the contribution of these activities.

3.1 Before commenting on its own and its member colleges’ activities, WoSCoP feels that it is appropriate to set a context for what follows by summarising some observations that it made on the college sector’s European and international engagement in its initial response to the EERC on “Connecting Scotland”.

3.2 A significant impact and benefit of college regionalisation is that the institutions which have emerged are, now, of sufficient scale and capacity to be credible players on a European and international plane. This, in turn, offers increased scope for all colleges, individually and in partnership, and the sector to exploit external/donor funding and income-generating opportunities whilst responding to the Scottish Government's strategic aim of deeper and wider European and international engagement.
3.3 However, it is notable that, with the exception of WoSCoP’s support to its member colleges, there is no overarching European or international engagement strategy for the college sector. WoSCoP reiterates its belief that the intelligent exploitation of European and international opportunities requires a coherent and adequately resourced strategy that is informed by and serves national and regional aspirations and needs.

3.4 WoSCoP also recognises that the leadership of such a strategy should be vested in the Regional Chairs but it should also take due cognisance of the Cabinet Secretary’s Guidance for colleges and involve committed and informed support from relevant staff within the Employability, Skills and Lifelong Learning Directorate.

3.5 WoSCoP contends that the absence of such a strategic approach limits the sector’s capacity to generate as significant a European and international impact on skills and learning as its expertise should permit.

3.6 Turning to the international activities of WoSCoP and its seven member colleges. These are varied and multi-faceted. Appendix 1 provides a selection of examples that illustrate the nature and range of such activities. These include providing international students with articulation pathways to the second and third year of university degree programmes and beyond, working with international employers and educational institutions in other countries to introduce new occupational training programmes and qualifications, organising and implementing transnational academic and vocational mobility opportunities for students and staff in member colleges and other Scotland-based organisations, developing innovative language learning applications, collaborating with transnational partners to develop learning in entrepreneurship and support business incubation and participating in relevant European and international networks.

3.7 It cannot be denied that one of the key drivers for some of the activities presented at Appendix 1 and others not included in this paper is the need for colleges to generate income to meet the gap in funding that exists between the annual operating costs of colleges and the funding received from Scottish Government via the Scottish Funding Council. Other economic drivers include the emphasis that both the Scottish and UK Governments place on universities and colleges recruiting international students and the efforts of SDI and UKTI to promote universities and colleges to potential overseas partners.

3.8 However, there are other educational factors which motivate WoSCoP member colleges to work with partners in other countries and which enhance their contribution to (a) ensuring high quality, effective and relevant learning which prepares people well for the world of work and successful long term careers and (b) improving access to education for people from the widest range of backgrounds. These include working collaboratively with partners in other countries to exchange effective practice in teaching, learning and assessment; developing new and joint curricular offers; enriching staff development and other CPD opportunities; cooperating on action research to foster innovation and knowledge transfer; exploring novel approaches to widening access and improving student retention; enhancing students’ employability, through work placements in other countries; exploring new approaches to building learners’ capacities in literacy, numeracy, digital, foreign language and other key competences; improving
school-college-industry partnerships through exchanging relevant experiences and practice; and developing new skills for new jobs.

4. Are WoSCoP and its member colleges effective in their participation in international activities? How could this be improved? What are the barriers to making improvements

4.1 Even a cursory reading of the limited list of examples listed at Appendix1 illustrates that WoSCoP and its member colleges are able to demonstrate success in European and international engagement. External validation of this may be credibly inferred by the awards that some of these case studies have won, by the presence of others in external funders’ examples of good practice and their promotional literature and by the ongoing and deepening relationships that have been built with partners in other countries that provide a framework for ongoing and extended collaboration.

4.2 Identifying the ways and means to improve the impact of existing transnational activities and searching out opportunities to develop these further and initiate new activities is an inherent feature of much international work undertaken by WoSCoP and its member colleges. However, this could be improved if a few issues were coherently and practically addressed.

4.3 The first of these is that the Scottish Government's aspirations for effective European and international engagement have not, yet, percolated down to or across all of the policy and operational departments that would benefit from such a perspective. This can mean that colleges, frequently, do not enjoy the level of policy support that other sectors – for example, health, enterprise, transport and universities – do in pursuing European and international activities.

4.4 A related issue is that those sectors which have the advantage of coherent and committed support for European and international engagement from relevant Scottish Government policy departments often gain from the direct investment of specific funding or other resources to support their international aspirations.

4.5 Therefore, WoSCoP reiterates its belief that the intelligent exploitation of European and international opportunities by colleges requires a coherent and adequately resourced strategy that is informed by and serves national and regional aspirations and needs.

5. What should colleges in Scotland do to remain effective internationally?

Are there good examples from Scotland and elsewhere?

5.1 Even if it risks accusations of glibness, WoSCoP's initial reaction is that its member colleges should seek to build on the foundations that they have laid to extend their international engagement. An important caveat – and core principle for WoSCoP – is that the direction, nature, volume and content of each member college's international engagement should be clearly linked to its institutional and college region's strategic priorities and not simply be based on short-term and risky opportunistic income chasing.
5.2 The incorporation of a global dimension to a growing number of EU funding programmes presents an opportunity for WoSCoP and its member colleges – and other colleges and other sector, too – to access funding and other forms of support that could be matched to their strategic domestic and international priorities to help extend the range and/or depth of existing activities or develop new ones.

5.3 In its initial response to the EERC, WoSCoP cited Denmark, Estonia, Finland, Latvia, Northern Ireland and Sweden as offering models of interesting practice in international engagement from which Scotland – as a whole - might learn.

5.4 The closest and most immediately relevant example to the college sector in Scotland is the policy and financial support that the Department for Employment and Learning in Northern Ireland (DELNI) provides to help its six regional colleges improve their European and international presence and impact. WoSCoP contends that the synergy that emerges from the combination of a shared governmental and sectoral vision for international engagement results in the (additional) financial contribution made by the government department being judiciously targeted. WoSCoP also believes that the recent surge in the Northern Ireland college sector’s impact on a number of EU funding programmes – it is now the best performer across the sectors in all four UK jurisdictions – has a lot to do with this arrangement.

5.5 Over the past two years, WoSCoP and its member colleges’ relationships with colleges in Northern Ireland have benefitted from DELNI’s support for Northern Ireland colleges as it has provided funding to support two Celtic Nations Funding and Contact Seminars and a number of joint activities to develop bids for funding.

5.6 WoSCoP urges the Scottish Government to look at what lessons may be learned from the example of Northern Ireland if it wishes to encourage better and more sustained European and international engagement by colleges in Scotland.
Appendix 1: A selection of examples from WoSCoP and its member colleges

City of Glasgow College

Angola
In a first for Scottish further education, City of Glasgow College has established an exclusive partnership with Sonangol Shipping of Angola and Stena Africa to open and operate a maritime training centre in the south-central African country. The Centro de Formacao Maritima de Angola (CFMA) offers HND courses in nautical science and marine engineering. Students complete their first year at the CFMA, which is based 270km south of the Angolan capital Luanda, and then complete their second year if study in Glasgow. For more information please see attached link.
http://www.cityofglasgowcollege.ac.uk/international/current-partnerships/angola-maritime-training-centre

Malta
City of Glasgow College has been involved in two large scale projects with the Malta College of Arts, Science and Technology (MCAST) to design and redesign a range of programmes to assist in the improvement of vocational education and training in Malta.
The design/re-design of 1000 units across 90 programmes at EQF level 4 and 5 courses including curricula, syllabi and teaching materials. These projects aim to improve the quality of vocational training and expansion of MCAST’s offerings in Malta and Gozo and address current and future skills requirements, as identified by industry stakeholders.

South Lanarkshire College

Pathways to University
Since 2011, South Lanarkshire College has been host to over 350 international students from across the globe. Students from China, India, Pakistan, Nepal, Sri Lanka and many other places have studied at the college for Pre-Masters, Higher National and English language qualifications. The vast majority of these students have been Tier 4 sponsored students although a significant number have also visited for short English language courses. Welcoming international students to the college is beneficial to not only those students themselves, who benefit from the opportunity to improve their language skills, immerse themselves in another culture and achieve a globally recognised qualification, our UK students benefit too. UK students and college staff reap the benefits of an ‘internationalised’ college. Integrated class groups explore their respective cultures through presentations and question and answer sessions which provoke interesting, positive discussions among the students. International students share their Chinese New Year and Diwali celebrations with the UK students and staff.

As well as being excellent, globally recognised qualifications in their own right, our HN programmes have proven to be fantastic pathways to university for many of our international students. Many of our Tier 4 HN students have gone on to complete
Bachelor degrees at universities and in some cases have subsequently continued their studies to Postgraduate level.

Many of our Pre-Masters in Business students have also enjoyed success at university. The Pre-Masters programme is designed to prepare graduate students who require a little extra help before undertaking a taught Masters programme at university. Students study a varied business curriculum alongside English language before successful completion of the Pre-Masters qualification allows them guaranteed entry on to taught MSc Business programmes with our partner universities. Our last intake of Pre-Masters students saw 100% of the class continue on to successfully achieve an MSc.

As a commitment to international development, the college regularly welcomes international delegations, for example from Malaysia, India and China. Further, the college has provided summer programmes to staff and professionals from abroad in order for them to learn from our teaching, assessment strategies, quality assurance and internal moderation systems. In addition to this we have worked with our partners in China to develop their diploma programmes to ensure transition to our HNC/D programmes and Pre-Masters programmes. We are currently working with a new Chinese partner to develop a programme in Construction Management that will allow students from China to study their HND in Construction Management in Scotland and then complete their programme in China. Our course teams have helped our Chinese partners design learning and teaching materials and assessment strategies to facilitate ease of articulation to our programmes.

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Glasgow Kelvin College

**Concert Circle Projects (3 projects) (Fund - Leonardo Mobility)**

These projects provided students from various partner colleges with an opportunity to work in partnership to learn skills in specific musical styles and organise and perform at concerts in the partner colleges. This assisted students to develop a number of skills in relation to music, partnership working, team work and event management. The project provided students with the opportunity to develop valuable additional employability related skills in an international environment.

This project was delivered by an established partnership. Students were based in Music Conservatories in Finland, Austria and Estonia. These organisations hosted the placements, however the students carried out a programme of work related tasks where they planned, arranged and organised a concert. This included rehearsals, marketing, arrangement of concert, recording of rehearsals and concerts.

Students took part in a number of vocationally related outcomes, e.g. identification of musical pieces, organisation of rehearsal arrangements together with partnership organisations and the subsequent arrangement of a musical performance. This assisted students to gain a number of musical, vocational, practical, organisational, marketing and work experience related skills all of which are relevant to the courses they are studying in the UK. Students were able gain vocationally based outcomes, develop social, performance and language skills.
**Not Safe? No Way? (Fund – Comenius Multilateral School Partnerships)**

This project was delivered in partnership with Berufskolleg fuer Technik des Maerkischen Kreises in Germany and Skive Tekniske Skole in Denmark.

The main objective of this partnership was to produce a Health and Safety Manual which could be used by technical students whilst at college and also when they progress to jobs in the construction and engineering industry. This was to include information relating to common potential hazards and health and safety practices in electrical, mechanical, building, construction, car working and other engineering working environments.

Students developed a number of presentations and documents during the two years of the project. Presentations were delivered at the partner organisation colleges during the international visits. In addition to developing knowledge and awareness of health and safety the project also aimed to develop language, communication and technical skills along with increased cultural awareness.

**New Identities (2 projects) (Fund – Leonardo mobility)**

These projects provided a valuable opportunity for students studying Fashion from Glasgow Kelvin College to participate in an academic and cultural exchange with students from Berufsschule Schule Directorat 5 in Nuremberg in Germany, VOSON SPSO and the College of Fashion Design in Prague and Liepaja Secondary Art School in Latvia.

The project encouraged students to explore the cultural inspiration from the partner schools and use this as a source of design inspiration and development. It culminated in the design, production and presentation of fashion goods at various fashion shows which took place in each of the partner colleges. This is linked to industry practices where a design team is given a brief from a client to interpret.

Participants worked together on a common design brief by taking inspiration from the other centres culture and translating these in to design ideas to create garments and accessories. This culminated in a Fashion Show and exhibition which showed the “New Identities” which were developed as a project outcome.

**Glasgow Clyde College**

**European Value Added Training**

Partners from Poland, Northern Ireland, Norway, Cyprus & Italy

The main aim of EVAT Project is to explore ways of adding value to pre-vocational training which benefit both providers and beneficiaries during, and beyond, periods of direct contact. The partnership will identify examples of best practice in three main areas:

1. Flexible accreditation pathways, both National and European, appropriate for deployment within training programmes aimed at adult learners, including APL models suitable for disadvantaged groups.
2. The development of longitudinal beneficiary outcomes tracking methods and tools.
3. The use of innovate methods and technologies to facilitate on-going contact with beneficiaries.

By working within an established European Network, this project will also be able to extend and build upon the Restart Transfer of Innovation Project (2010-2012) by directly engaging the trainers and lone parent beneficiaries who took part in the transfer of the ‘Restart Employability Model’ from the UK to Cyprus, Italy, Poland and Norway

http://www.evatproject.eu

**E-cuisine – Learning by cooking**
Partners from Poland, France, Germany

E-Cuisine project was born through the need to prepare German beneficiaries for work experience periods in France. This platform is currently used within the Lower Normandy Greta Network in keeping with the curriculum for the French state education diploma: “CAP Cuisine”. It of course has no specific aims as a tool for foreign learners, however the possibility of transferring the existing French approach to a European hub and then providing multilingual access through the Internet, is an extremely attractive prospect to all those who have witnessed its very simple placement preparation potential with the German partners.

The intention is to adapt the approach and create new tools for each partner training network, and thus develop a new offer in Scotland, Lodz, Brandenburg and Lower Normandy. This can be done thanks to the partnership of four training networks strongly connected to the social and economic background. The project aims also at making VET more responsive to working life as regards the improvement of qualifications, since in practice the tools also serve as a means to maintain the contact between the trainee and the centre during internship periods.

http://ecuisinelearning.eu

**European Knowledge Centre for Mobility (EUKCEM)**
Partners from Italy, Sweden, Spain, Portugal, Romania, Germany

Getting work experience abroad is a significant factor in professional and personal development. Besides, it is of main importance for creating a European area of lifelong learning and supporting European citizenship. In a European labour market that requires flexibility and intercultural knowledge, participation in mobility projects offer an unique chance for young people. But even if facilitations regarding the free movement of workers, systems that allow greater transparency in qualifications between countries (ECVET) and also EU mobility projects like Leonardo da Vinci were introduced, there are still obstacles that hinder people in going abroad or problems occur during the placement.

The project aims to transfer an innovative approach concerning quality in mobility in order to foster and facilitate the participation of trainees and persons at the labour market in European mobility projects and to set common standards.

The main outcome will be a quality assurance system (QAS) that integrates a process tool for project organisation, preparation, monitoring, evaluation and dissemination, a review tool and relevant information (financing, housing, social and cultural activities, habits, requirements and possibilities for job placements) in the partner countries. The QAS will allow trustful cooperation, comparison of
performances and the accreditation of activities carried out and competences acquired.

http://www.eu-mobility.eu/

**Dundee & Angus College**

**Incompass – Interreg**

The ‘InCompass’ project was a partnership of 14 institutions across 12 European regions: Scotland, Spain, Netherlands, Lithuania, Greece, Slovakia, Italy, England, Portugal, Sweden, Hungary and Bulgaria. The aim of the project was to support increased self-sustainability of creative industries business incubator units. Led by Lead Partner Dundee and Angus College, the partners undertook a programme of research and analysis of innovative practices in this area across the EU, where a number of individual, innovative approaches that move incubators towards greater financial independence were seen. The effect of combining these individual approaches to collectively inform and stimulate collaborative development of local, regional, national and EU policy could have significant impact in the bid to help creative industries start-ups beat the recession and increase capacity across the EU.

The project has reached in excess of 48,597 people across 112 events, 7 regional reports, 6 newsletters along with the project website and social media activities. A total of 170 good practices were identified and these were prioritised to 16 best practices. A Good Practices Toolkit was created for policy makers to utilise within their own regions for determining which practices could be applied and transferred in their own regions.

Across the partnership, 3 good practices were transferred during the life of the project. In the case of many of the partner regions, there is sustainability of the Regional Implementation Groups beyond the project, but in addition to this, 3 new live projects emerged as a result of the inter-regional collaboration. In addition, a further 9 potential project concepts for the new Interreg Europe programme, Horizon 2020 and Erasmus+ are being developed. Further information on the InCompass project and access to project resources can be found on the project website:

[www.incompassproject.eu](http://www.incompassproject.eu)

**Mobility Programmes and the Saltire Award**

These have enabled our students to travel to Spain, Italy, Germany, Portugal and the USA to further their skills in computing, hospitality, engineering, administration and beauty at HN level. Also opportunities are created for staff to develop their skills and expertise both locally and internationally.

We have commenced work on creating a joint HN/Degree qualification in academic areas where we are strongly aligned - Performing Arts, and Creative Industries. This was progressed when two senior members of the NOVA teaching staff visited Dundee & Angus College for a week in early March 15. A 12 month staff exchange will be undertaken with NOVA during academic year 2015/16 in the area of Social Science/Creative Industries. At the organisational level there is much to learn from
an exchange of ideas and the co-developing of programmes that will provide students and staff with exciting opportunities for cross cultural learning and the creation of new business concepts. There will be general economic and reputational benefits from the continued association with a US partner which will promote the Dundee and Angus region (and Scotland) as a desirable place to study.

*https://dundeeandangus.ac.uk/assets/Uploads/Projects/Executive-Presentation-America.pptx*
*https://dundeeandangus.ac.uk/assets/Uploads/Projects/American-Experience-Presentation.pptx*

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**New College Lanarkshire**

**Introducing National Occupational Standards in Dental Nursing Across India**

Project partners - Coatbridge College, Kuravackal Educational and Charitable Trust, University of Stirling, Glasgow Caledonian University, Glasgow Kelvin College, NHS Education for Scotland, The Healthcare Sector Skills Council, Noorul Islam Dental College, Auribindo Institute of Medical Sciences

The objectives of the project were to strengthen bilateral relationships between UK and Indian dental health care professionals through the transformation of Indian national occupational standards and raising awareness of the role of the dental assistant within the dental team.

Five key highlights of the project include:

- Creation of an innovative, multi-agency partnership
- Development of unique curriculum materials
- Ground breaking new Indian National Occupational Standards
- Achievement of all approved outputs and outcomes
- Provision of sustainable results which will provide opportunity for dental professionals

This project has made a significant impact in raising awareness of the role of dental assistants within the dental team. The roll-out of both national occupational standards and new curriculum content will make a substantial impact on patient care in Indian dental practice.

The partnership engaged with a plethora of dental professionals throughout the lifetime of the UKIERI programme. The overwhelming majority were enthused by the possibility of trained dental nurses. These professionals participated in project activities where-ever possible, maintaining open lines of communication with the project team and assisting in the testing of materials.

Learning undertaken throughout the lifetime of the UKIERI project has led to national occupational standards and curriculum materials being developed for the dental assistant role will enhance patient care in India and should facilitate a very high degree of complementarity between the UK and Indian dental sector.

Due to the work conducted by project partners, a complete articulation route for dental assistants/nurses will be in place from entry level to degree programme. The degree programme has been developed by New College Lanarkshire and the University of Stirling and was initiated as a response to the opportunities being
generated in India as a result of the UKIERI project. The degree programme will be available to UK students and will bring significant benefits to patient care in the UK. Both the UK and Indian Dental Health Care Sectors have benefitted from this project and will stand to reap further benefits in the future as the Degree in Dental Nursing programme is delivered in the UK and Dental Assistant qualifications rolled-out by Indian Stakeholders.

**ERASMUS+ Mobility Programme**

Under Key Action 1 the College was successful in being approved for the MOBILITIES project under the action ‘VET Learners and Staff Mobility’

This equates to 276 participants, 51 accompanying staff, 5 staff attending training abroad and linguistic training.

Under Key Action 2 the College was successful in being approved for the Personal Autonomy and Social Competences for Special Needs Project that will be delivered by the Faculty of Supported Programmes.

The project will support the mobility of 12 participants and 3 teachers to exchange good practice on how they have developed their personal and social skills and development of a good practice booklet.

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**SRUC**

**Developing Activity Tourism in Europe – DATE**

Grundtvig Partnership Project.
Developed to explore the diversity of activity tourism provisions across Europe, the current training and educational offerings available across the partner States, to inform the development of curricula frameworks at 3 levels: Introductory; Intermediate and Professional. The target audience of DATE was adults and young people no longer in formal education.

Then Oatridge College (now SRUC Oatridge Campus) was the co-ordinating organisation for this project which brought together partners from the Netherlands (private training organisation), Romania (association of school teachers), Scotland and Spain (English language school).

The project brought together interested parties including social partners, staff involved in the delivery of AT and other education, learners and business representatives to exchange views and opinions on the future delivery of AT. The development and implementation of this project ran in parallel with new curriculum developments (NC and NPA) in Activity Tourism, in conjunction with SQA. The work of DATE was invaluable in informing these developments and vice-versa.

http://activitytourism.net/home

**HENGE – Heritage and Natural Resources for Green Entrepreneurship**

Leonardo da Vinci Transfer of Innovation Project.
HENGE was co-ordinated by Lawton School and Oatridge College/SRUC Oatridge Campus involvement was as a result of collaboration with Lawton School in DATE. HENCE brought together 7 partners from 6 States: Bulgaria (training and consultancy organisation working to ‘help those who need help’); Lithuania (Alytus College); Northern Ireland (a business enterprise support organisation); Romania
HENGE was developed to transfer the products of an earlier partnership project 'Panorama' which created a 'guide to the evaluation of heritage and natural resources' in English and Spanish, into an online, educational resource in Bulgarian, English, Spanish, Romanian, Lithuanian and Turkish. Specific roles were undertaken by each of the partner organisations: Spain (Project Management); Romania (Needs Analysis); Scotland (Material Development); Turkey (Pilot Testing); Lithuania (Implementation); Northern Ireland (Internal Quality Assurance); Bulgaria (Dissemination).

EcoNewFarmers

Leonardo da Vinci – Transfer of Innovation
EcoNewFarmers brings together partners from: Hungary (organic farmers association); Portugal (polytechnic institute); Scotland (HEI); Slovakia (University); Spain (Consultancy); and Turkey (University). The project is developing m-learning materials to support newcomers to organic farming as a response to the number of people returning to land held by their families in rural areas to establish new enterprises. This situation has been driven by the recent economic downturn.

WoSCoP

Erasmus+ HE Mobility Consortia 2014-16

WoSCoP leads an accredited Erasmus+ mobility consortium comprising WoSCoP, plus its 7 ECHE holding college partners. It was motivated by a bottom-up demand from member colleges for WoSCoP to undertake pathfinder activity that would lay a firm foundation for:
(a) larger scale multi-institutional collaboration between the consortium and other HEI networks (formal and informal) initially in the EU Programme and eventually in the EU Partner countries, to develop innovative but practical responses to national and EU aspirations for modernising higher education and the European Commission's commitment to "Rethinking Education" and the McKinsey Report on "Education to Employment";
(b) individual ECHE-holding member institutions to work together to develop their own capacity for smarter participation in the higher education strands of Erasmus+ over the programme's lifecycle.
This is based on developing, in the first instance, a programme of structured staff mobility opportunities - teaching and training - for key curricular, managerial and student support staff in consortium member institutions and internships/work placements for elected student representatives. The underpinning strategy for identifying participants and opportunities will be their scope - in terms of professional competences and existing knowledge - for establishing strong connections with other HEIs and relevant networks in a range of countries - Belgium, Denmark, Finland,
Ireland, Lithuania and the Netherlands - that will provide a solid framework for future Key Action 1 and Key Action 2 projects in the coming years. The consortium's activities are complementary to any specific subject-driven Erasmus+ mobility activities undertaken by the member HEIs. The types of mobility for staff and students in the HEIs that are members of the consortium include:
(i) staff training mobility for senior managers and influencers in the HEIs
(ii) staff training and teaching mobility for lecturers in key subject areas, for example, science, technology, engineering, creative industries, renewables, oil and gas.
(iii) staff training and teaching mobility for visiting lecturers/teachers from enterprises with whom the HEIs work to develop their curricular offers
(iv) staff training mobility for those involved in providing pastoral, educational and vocational guidance in the HEIs
(iv) student internships for full-time elected student representatives in the HEIs

These mobilities will be undertaken in HEIs, enterprises, curriculum development and quality assurance agencies and HEI networks in Belgium, Denmark, Finland, Ireland, Lithuania and the Netherlands.

The colleges involved in the consortium cover a broad range of academic disciplines including science, technology, engineering, creative industries, renewables, and land-based industries. They are City of Glasgow College, Glasgow Clyde College, Glasgow Kelvin College, New College Lanarkshire, Scottish Rural University College (SRUC), Dundee and Angus College and South Lanarkshire College.

**Grundtvig Measures – Analysis and exploitation of the results of two Grundtvig measures**

In early 2010 WoSCoP submitted successful tenders to the European Commission to analyse and identify outputs for further exploitation from activities funded under two centralised measures of the EU’s Grundtvig sectoral programme.

In order to undertake this study WoSCoP assembled an international team of seasoned practitioners and recognised experts in the field. With a combined experience of some 200 years, the team brought skills, knowledge, practical experience and operational and policy perspectives from across the full spectrum of adult and continuing education and the capacity to deliver the outputs specified in the Call.

The assets of the WoSCoP-led team included:

- regional, national and European expertise in policy and practice in the field of Adult Education;
- significant practical experience in external and internal evaluation, identifying interesting practice, impact research and regional, national and European-level surveys;
- competence and experience in the organisation and use of conferences, expert seminars, focus groups, communities of practice, statistical analysis and data interpretation;
- an intimate knowledge of centralised Grundtvig projects, gained as project coordinators, project evaluators, course organisers and course participants.
o links to key regional, national and European networks, relevant professional bodies and multipliers in the field of Adult Education;

o competence in 18 official EU languages;

o excellent and highly experienced back office and administrative support from a team of 4 WoSCoP staff steeped in the operation of European programmes and projects;

o academic credibility deriving from the experts’ reputations and performance in regional, national and European forums;

o and the correct mix of skills, knowledge, experience and technical and programme understanding to deliver the required outputs on time, within budget and to a sufficient quality standard.

From April 2010 to August 2011, the Expert and Back-Office Teams worked together to deliver a number of reports and other outputs, which have, since, been published by the Education, Audiovisual and Culture Executive Agency are available at:


**Arabic Online.eu**

*ArabicOnline.eu* is an online course of Modern Standard Arabic for business professionals, school pupils, college, university and VET students, tourists and educationally-curious individuals. It was created over a thirty month period, ending in May 2012, with financial support from Key Activity 2 of the EU’s Lifelong Learning Programme.

The West of Scotland Colleges’ Partnership was a partner in the consortium that created Arabic Online. The consortium was led by Pendragon Language Teaching(England) and included partners from Germany (Littlefolks, Salzmannschule Schnepfenthal), England (Institute of Arab and Islamic Studies at the University of Exeter), Italy (Marco Pesce - Consulenze Internet ed informatiche), Lithuania (Vilnius University), Portugal (Maria Joana Pimentel Do Rosario).

*ArabicOnline.eu* is the final output of a project that emerged from online discussions, in the latter half of 2008, involving three of the partners in the consortium. Partners expressed concerns about the social, political and economic consequences of the pejorative projection of the Arab world and Islamic culture in mainstream media reporting. Preliminary research and exploration into what, if any, learning materials were available to counterbalance these negative images led them to conclude that there was an economic imperative for European business professionals to acquire a basic competence in the Arabic language and an understanding of Arab culture to allow them to secure a competitive advantage in building relationships with and gaining the respect and trust of Arab business partners.

*ArabicOnline.eu* is an online course that seeks:
a. to improve the quality, attractiveness and accessibility of language learning opportunities to all learners
b. to counteract the perception that Arabic is a difficult language to learn
c. to counteract stereotypes by offering learners opportunities to understand the culture of the Arab world

It is supported by:

- A project information website in five languages: [www.arabiconline.eu](http://www.arabiconline.eu)
- A comprehensive online course of Modern Standard Arabic for complete beginners with five languages of instruction (English, German, Italian, Lithuanian and Portuguese)
- An interface for the entire ArabicOnline.eu course
- Downloadable Worksheets to accompany and complement the course, as well as additional resources on the project’s website
- An interactive Back Office for inputting content, updating and amending the course
- Social networking features: a Facebook group, a Google+ group, a Twitter feed
- YouTube videos (introduction to Arabic, handwriting videos, introduction to the course)
- A launch event and video broadcast
- A print demo

Free downloadable Apps for [android](http://www.android.com) and [iPad](http://www.apple.com) tablets

Arabic Online has, already, been adopted by a number of higher education institutions, including the University of Exeter, King’s College London, University of Cambridge, UCLA, Freie Universitaet Berlin, Sussex University, Strathclyde University, Marburg University, University of Erfut, London Metropolitan University, University of Bath and the University of Edinburgh. The institutions refer their own students, directly, to Arabic Online from their own Moodle or intranet sites.