

[redacted]

From: [redacted]
Sent: 25 August 2017 13:12
To: [redacted]; Bruce A (Andrew)
Cc: MacDougall A (Audrey); [redacted]; [redacted]; Hicks C (Clare); [redacted]
Subject: RE: Newlands Junior College

[redacted]

Following on from our conversation last week, and given my DYW role, I'm commenting for our division.

Ideally we would have information on the costs and benefits of various approaches, including some DYW examples, and we would be asking Newlands to provide information on the outturn costs and benefits of their project. We could then make the comparison and assess value for money (in terms of public sector costs) before any further funding was agreed. Instead we asking Newlands to commission research to make the comparison, [redacted].

It is reassuring that SG will be on the steering group for the research to help ensure a focussed independent evaluation using appropriate comparators, also to mitigate against the risk that wider conclusions are drawn than the evidence warrants.

[redacted]

Part 1, Empirical Study

Part 1 of the research is closer to the aim of the evaluation that Newlands were asked for as a condition of grant, although clearly one comparator group would not be enough for comparison with other approaches.

The research first of all needs to verify the outcomes Newlands is achieving, so should be verifying the outcomes that were stated when Newlands were awarded funding. I expect attainment of qualifications and awards and positive destinations would be important outcomes, and attendance a good interim measure. The other factors listed such as attitudes of young person and parent to education may be of interest and Newlands may wish to verify these too in terms of outcomes achieved, [redacted].

Do we or our partners have any information to hand on the cost and benefits of other approaches that we can provide? When considering gathering information on cohorts from Newlands, it would be helpful to consider what information is readily available for comparison, supplementing with new information gathering as necessary. This is analysts area rather than mine, but I would think Insight could prove useful in establishing comparators. (Perhaps not for this research, but Growing Up in Scotland Survey might potentially be useful in the future for longitudinal data for comparison on how experience in school impacts on outcomes in the context of other factors, and we had already asked GUS team to consider including some DYW related questions.)

An important point to feed back is that the choice of comparators is key and we would like to be fully involved. We can take the advice of partners on case studies to use, but I would want to ensure a range of types of intervention are used as comparators and that we identify the appropriate cohort for comparison. This might include an example of a third sector programme, a school based approach including one with a school college arrangement, a wider collaboration such as an example from the South East Scotland Academy Partnership.

Happy to discuss and to provide further input as this progresses

[redacted]

[redacted] | DYW team leader | Senior Phase Policy Unit
Curriculum Qualifications and Gaelic | Directorate for Learning | Scottish Government
Area 2B South | Victoria Quay | Edinburgh | EH6 6QQ
[redacted]@gov.scot | 0131 244 [redacted]

From: [redacted]
Sent: 16 August 2017 10:38
To: Bruce A (Andrew)
Cc: MacDougall A (Audrey); [redacted]; [redacted]; [redacted]; Hicks C (Clare); [redacted]
Subject: RE: Newlands Junior College

Andy/[redacted]

Sorry to chase, but do you guys have any comments on this, especially from the DYW perspective?

Thanks

[redacted]
[redacted]
Empowering Schools Unit | People and Infrastructure | Learning Directorate | 2A South | Victoria Quay | EH6 6QQ
[redacted]@gov.scot | 0131 244 [redacted] | [redacted]

From: [redacted]
Sent: 03 August 2017 10:00
To: Bruce A (Andrew)
Cc: MacDougall A (Audrey); [redacted]; [redacted]; [redacted] ; Hicks C (Clare)
Subject: Newlands Junior College

Andy

You'll recall that along with Paul Johnston we met Jim McColl, Alex Stewart & Keir Bloomer earlier in the summer to discuss their proposal for SG support for Newlands JC.

One of our grant conditions was for Newlands to "*commission a rigorous and independent evaluation of the college to verify the outcomes it is achieving and assess whether these offer good value for money in comparison to other approaches in the Scottish education system designed to prepare young people for work, for example Developing the Young Workforce.*"

In addition we prescribed that while the study is to be funded by Newlands JC, its scope & remit is to be agreed with the SG.

Since then Newlands (or more correctly Keir) has prepared a draft spec for this work which he shared with us at a meeting last month - copy attached.

Audrey is having a look at it from a research perspective but I want to make sure you are happy with it from the DYW angle - I mentioned it to [redacted] last week while we were interviewing.

Keir is coming back in for a follow up meeting with Audrey & I but because of his holidays this is proving a little difficult to arrange and at the moment I don't think we have a date but I'm expecting it to be sometime in the next couple of weeks or so - I'll let you all know once we are clear. But in the meantime grateful if you & the DYW team could have a look at the spec & feedback to Audrey & I any comments you may have.

Many thanks

[redacted]

<< File: ResearchProposal.doc >>

[redacted]
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Newlands Junior College

Proposed research project

General

The research project will consist of two parts:

1. An empirical study designed to establish how the progress of students of Newlands Junior College compares with that of one or more appropriate comparator groups.
2. A literature review establishing what existing research shows about the costs and social and economic benefits of improving the educational performance and life chances of young people at risk of failure in school.

These are described in more detail below.

The empirical study

The detailed design of the study will be determined in collaboration with the research supervisor appointed to assume responsibility for the study. However, it will include the elements described below.

One or more NJC cohorts will be involved in the study. These would probably include the cohort enrolled in August 2015, being the first group to complete a full two years in NJC. There is a case for also including the 2014 group as the only cohort yet to have spent any significant amount of time in post-school destinations. Depending on resources and the Scottish Government's requirements for a completion date for the research, later cohorts could also be involved.

One or more comparator groups will be identified. Possibilities include:

- A group suggested by a school such as Holyrood with experience of sending pupils to NJC. The school would apply the same criteria as they use when identifying potential NJC students to select members for the comparator group. An advantage of this approach is that the researcher should be able to access school records demonstrating levels of prior attainment.
- A group nominated on the same basis by an interested education authority such as Renfrewshire.
- A group from a school in a different area with a different labour market. Castlebrae in Edinburgh might be a possibility. An alternative could be an Aberdeen school.

Each NJC cohort and comparator(s) would be followed from the period prior to entry to S3 until a time at least one year after leaving school. In the case of cohorts entering S3 in August 2017 or later, the research would be conducted 'live'. For earlier groups, use would have to be made of historic information held by schools and elsewhere. If finances allow, the study could cover a longer period beyond leaving school, thus allowing comparison of longer-term destinations in adult life.

The study would look at a wide range of factors including:

- Attitude to education and changes over time
- Attendance
- Exclusion and other disciplinary issues
- Levels of attainment at the end of S2 and, if possible, schools' expectations
- Performance in SQA examinations
- Vocational awards prior to leaving school
- Personal development awards prior to leaving school
- Other awards prior to leaving school
- Parental engagement and attitudes to education
- Initial destination on leaving school
- Destination after six months
- Later destinations if possible
- Wellbeing
- Family formation
- Economic circumstances at latest point in survey

Access would be sought to school and SQA records. Assistance would be sought also from Skills Development Scotland and its careers service.

The study would seek to establish the relative progress in relation to all of these factors of NJC students and the comparator group(s). Comparisons would also be made in relation to costs, thus enabling conclusions to be reached both on whether NJC is effective and whether it represents value for money.

The literature review

Again, the detailed design of this aspect of the research will be determined in collaboration with the research supervisor.

The literature review is designed to put NJC in a wider context of efforts to improve school success by disaffected and underachieving groups. It will look at the social and economic costs of school failure and the corresponding benefits of turning likely school failure into some level of success.

The review will look at research – Scottish, UK and in comparable countries – relating to:

- Successful initiatives that remotivate and give success to disaffected teenage learners
- Costs to society and the individual in later life that can reasonably be linked to school failure
- Benefits to society and the individual in later life that can reasonably be linked to successful attempts to prevent school failure.

Efforts will be made to link the review to relevant research activity currently being conducted in Scotland e.g. in relation to the health of school children and predisposition towards crime.

Conduct of the research

Assuming that a suitable research supervisor can be engaged, the intention is that both parts of the research will be overseen by the same person. The supervisor will be of a standing that will ensure that the work is done to a very high standard.

The supervisor will have key roles in co-designing both parts of the research, in selecting the researchers and in overseeing their work. It is anticipated that the researchers will be PhD students at a late stage in their degree work who are looking for additional topics to research. It is possible that the same researcher may work on both parts of the project but that is not seen as necessary.

The project will be assisted by a Research Advisory Group. This could contain one or more representatives of the NJC trustees, one or more academics with relevant interests, a representative of those funding the research and possibly a representative of the Scottish Government.

Procurement

It would be possible for the two parts of the research to be conducted separately and by different teams but it would be preferable if they were conducted together and be overseen by the same research supervisor.

The research could be procured by open tender but, in the interests of speed and in order to secure the highest quality of overall supervision, approaches will be made in the first instance to identified eminent researchers with relevant experience and interests. The preferred research supervisor is [redacted]

The first step will, therefore, be to make a direct approach to [redacted].

Funding

The government has made clear that the research project is to be funded by NJC. This, of course, does not prevent funding being sought from charitable sources. Approaches will, therefore, be made to [redacted], [redacted] and the [redacted] in the first instance.

Timescale

A longitudinal study following a number of cohorts from before pupils enter S3 until a few years after leaving school would yield the most valuable results but would cost more than a shorter study.

Although the first cohort started at NJC in November 2014, it should be possible to include them in the study by using school and other records. By the summer of 2018, this group will be two years into their adult life. It may be possible to conduct the necessary research over the coming twelve months, allowing the research to be written up in the autumn of 2018. This is the earliest date that any findings could be published.

Such an approach has a number of weaknesses:

- Set up time is minimal.
- The NJC cohort did not complete a full two years at Newlands, having spent the period from August to early November 2014 in their original schools.
- Only one year group will be involved with conclusions being based on a small group of students.

It would, therefore, be preferable to include at least two cohorts. Results could still be obtained by the autumn of 2018 but these would take into account only the achievements of the second cohort in the year immediately after leaving school. To obtain a longer-term view of destinations in adult and working life would entail continuing the research for a further year, leading to publication in 2019. Such an approach would also allow more time for the design and set up of the project.

The study would obviously be further strengthened by including the 2016 and 2017 NJC cohorts, which are larger. Preliminary findings could still be released in 2018 or '19 but the full research programme would not be complete until 2021 by which time the first NJC cohort could have been followed for four years after leaving the college. This would give an improved indication of likely fortune in later life.

Decisions will obviously be influenced both by resources and by the government's views on timescale and any impact on NJC's eligibility to apply for further grant funding.

KB
14.7.17

[redacted]

From: [redacted]
Sent: 31 August 2017 15:19
To: [redacted]
Cc: [redacted]; [redacted]
Subject: RE: Electronic version NEWLANDS JUNIOR COLLEGE

1 Thanks [redacted] - that's very helpful.

I'm on leave next week, however, [redacted] is going to have a look at your comments along with others from DYW colleagues with a view to going back to Newlands.

2 [redacted]

Copy for Newlands proposals attached

[redacted]



ResearchPropos...

[redacted]

Empowering Schools Unit | People and Infrastructure | Learning Directorate | 2A South | Victoria Quay | EH6 6QQ
[\[redacted\]@gov.scot](mailto:[redacted]@gov.scot) | 0131 244 [redacted] | [redacted]

From: [redacted]
Sent: 31 August 2017 14:08
To: [redacted]
Cc: [redacted]
Subject: RE: Electronic version -NEWLANDS JUNIOR COLLEGE

[redacted]

This has – slowly - come to me to take a look at. I'm not aware whether you have received any comments on it from anyone else.

Broadly speaking, I think this looks fine. My main concern is about identifying comparator groups for the empirical study. I'm not clear that a school which already sends students to Newlands would provide a valid comparator. There would presumably be some reason those students weren't chosen for Newlands. Ideally they should use a school which does not currently send students to Newlands, but has a similar demographic make-up and a similar local labour market. They will need full agreement of the schools (and perhaps the students themselves) to gain the necessary information though, and that might be challenging to gain. I'd like to hear more about how they would intend to undertake this element of the work.

I think as part of this it would be very helpful for the study to look at the schools/LAs that choose to send students and investigate their decision making process for selecting students. Probably also to understand

Newland's process for accepting them – do they play a role in that? It would also be helpful to look at students that drop out of Newlands (if there are any).

The literature review element appears sensible. I'd be interested whether the Newlands approach is scalable (could it work for a larger number of students in the same setting – which might reduce costs, or could it be extended elsewhere in Scotland, without diluting the impact) and this is an area that the literature review could perhaps look for evidence from elsewhere about.

The sections on timing and cohorts are also sensible – ideally you would track for longer and more than one cohort to give robust results but this depends on how long we are willing to give them to produce some evidence. We could ask for an interim report in late 2018 with full results in late 2019, which is what they seem to suggest as a compromise approach.

Hope that's useful, happy to discuss.

[redacted]

[redacted]

From: Keir Bloomer <[redacted]>
Sent: 17 September 2017 11:08
To: [redacted]
Cc: [redacted]; Alex Stewart
Subject: Re: Electronic version NEWLANDS JUNIOR COLLEGE

Importance: High

Dear [redacted]

Thank you for your email. I should have liked to reply sooner but events have been moving more slowly than I would have wished. I have, however, just received an update from [redacted] who has been having some difficulty in assembling a suitable research team. He is indicating that he may be suggesting the use of a PhD student. This would have implications for the timescale.

There are some aspects of your comments that are easy to respond to. We would be happy to have you and/or your colleagues involved in the Research Advisory Group and in the choice of comparators. Other aspects are more complex. I have, therefore, forwarded your comments to [redacted] and asked for his views.

I shall respond in more detail as soon as I can.

Best wishes

Keir

On 5/9/17 13:16, "[redacted]@gov.scot" <[redacted]@gov.scot> wrote:

Hello Keir,

Thank you for the research proposal you sent [redacted] on 18 July and giving us the opportunity to comment on it. I am sorry that this has taken so long – we had hoped you would be able to discuss it with Audrey MacDougall but as you know, that meeting fell through and Audrey has subsequently moved jobs. To avoid further delay, we've consulted both analytical colleagues in Audrey's team and policy colleagues who lead on Developing the Young Workforce, and gathered their feedback.

The challenge is to keep the research manageable and specific enough, delivering on the aim of a focussed, independent evaluation of the outcomes Newlands JC achieves, as well as understanding whether Newlands offers good value for money compared to appropriate examples of other approaches.

Empirical Study

Looking at the proposed Empirical Study, we're satisfied that this seems closely linked to the grant condition, although we would be concerned that looking at one comparator group would not be enough for comparison with other approaches.

The research first of all needs to verify the outcomes Newlands is achieving, i.e. the outcomes that were stated in the proposal from Newlands for funding. We expect attainment of qualifications and awards and positive destinations would be important outcomes, and attendance a good interim measure. The other factors listed such as attitudes of young person and parent to education may be of interest and Newlands

may wish to verify these too in terms of outcomes achieved, but we need to be careful around whether these factors can meaningfully be used for comparison with other approaches. We need to bear in mind that other approaches will have different aims to varying degrees and ensure that the comparison remains appropriate.

Identifying the comparator groups for the empirical study will be crucial and we would like to be fully involved in this choice. Insight data may help here (and in the study itself), and we can seek further advice from our partners on what case studies/ comparators would be most valid.

We're not sure that a school which already sends students to Newlands would provide a valid comparator. There would presumably be some reason those students weren't chosen for Newlands. Ideally the study should use a school which does not currently send students to Newlands, but has a similar demographic make-up and a similar local labour market. The researchers will need full agreement of the schools (and perhaps the students themselves) to gain the necessary information though, and that might be challenging to gain – it would be helpful to hear more about how this element of the work would be achieved

The study should use a range of types of intervention as comparators and ensure that the appropriate cohort is identified for comparison. This might include an example of a third sector programme, a school based approach including one with a school college arrangement and/or a wider collaboration such as an example from the South East Scotland Academy Partnership.

As part of this study it would be very helpful to look at the schools/LAs that choose to send students to Newlands and investigate their decision making process for selecting students. It would also be helpful to understand Newlands' process for accepting the students, and to look at students that drop out of Newlands (if there are any).

I am not sure whether we or our partners have any information to hand on the cost and benefits of other approaches that we can provide. We would be happy to consider this further as the specification is refined.

Literature review

It will be important to frame the literature review element carefully so that it is likely to value to existing evidence. It might be more meaningful if the review looked at the costs of an intervention alongside benefits of that intervention, and how the relative costs and benefits of different approaches compare. This could include considering wider social and economic benefits alongside educational performance, when assessing the impact of Newlands compared to other approaches

The literature review could also perhaps look for evidence from elsewhere about whether the Newlands approach is scalable (could it work for a larger number of students in the same setting – which might reduce costs, or could it be extended elsewhere in Scotland, without diluting the impact).

Conduct of research

We can confirm that we are keen for SG to be represented on the Research Advisory Group, and see this as important to provide a national perspective on the direction of the research.

Timescale

We understand that the choice of timing and cohorts is difficult, balancing gathering evidence quickly with the more robust results that come from tracking students for longer and looking at more than one cohort. An interim report in late 2018 with full results in late 2019, might be a reasonable compromise but we would like to discuss this further.

Any decision to agree a timescale extending beyond April 2018 should not be taken to indicate any commitment to funding beyond that date: the 2017/18 grant conditions make it very clear that there should be no presumption that further grants will be forthcoming.

I hope all this makes sense, and it would be good to have an update on what you see the next steps to be, and how soon the Research Advisory Group might be formed.

Kind regards,

[redacted]

[redacted] | Workforce, Infrastructure & Reform Division | Learning Directorate | Scottish Government | Victoria Quay | Edinburgh | EH6 6QQ

Tel. 0131 244[redacted] Blackberry: [redacted]

Please note I work Tuesday to Thursday

-----Original Message-----

From: Keir Bloomer [mailto:[redacted]<mailto:[redacted]>]

Sent: 18 July 2017 16:26

To: [redacted]

Cc: Alex Stewart

Subject: Electronic version

Dear [redacted]

Thank you for a useful meeting this morning. I have attached an electronic copy of the research proposal and will be pleased to receive comments from your colleagues. I hope it will be possible to arrange a meeting with Audrey.

All the best

Keir

--
Keir Bloomer
[redacted]

t: [redacted]

e: [redacted]

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[redacted]

From: [redacted]
Sent: 18 September 2017 09:27
To: [redacted]
Subject: Fw: GCC Monies
Attachments: NJC Bank Statement Santander 15 September 2017.pdf; ATT00001.htm

[redacted]

To go with my previous e mail to Alex S on its face I think this is what we were looking for to enable a first payment to be made to NJC based on existing EA contributions but see what you think; it's not easy to see all on BB

[redacted]! Let's see what happens

Thanks

J

Sent from my BlackBerry 10 smartphone on the EE network.

From: Alex Stewart <[redacted]>
Sent: Friday, 15 September 2017 20:36
To: [redacted]
Subject: Fwd: GCC Monies

Dear [redacted]
Hope you are well.

Good news. GCC exec team are continuing to review NJC. I believe the politicians are very clear on their decision but the exec team has quite rightly got to do it's due diligence.

In the meantime they have made another instalment which cleared our bank account today. Please see copy bank statement.

May I ask you for a bit of advice. We have no further paperwork as such but would the payment itself be sufficient to make an application under the terms of the Scottish Government grant?

It would be very helpful of course if it could as time passes quickly.

Kind Regards
Alex Stewart
Sent from my iPhone

Begin forwarded message:

From: [redacted] <[redacted]>
Date: 15 September 2017 at 16:19:51 BST
To: Alex Stewart <[redacted]>
Subject: GCC Monies

Hi Alex

Please see attached a bank statement showing receipt of the GCC monies today.

[redacted]

Thanks and have a good weekend.

Best regards

██████████

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Account Activity For [redacted].Date Range: 15092017 to 15092017					
Account Details					
Sort code:	[redacted]	Account number:	[redacted]		
Account type:	Current & Deposit	Account alias:	CORPORATE VARIABLE		
Currency:	GBP	BIC:			
Last statement date:	02/09/2017	IBAN:	[redacted]		
Transaction Details					
Date	Narrative	Transaction Type	Debit	Credit	Current Balance
15/09/2017	BANK GIRO CREDIT REF GLASGOW CITY COUNC, [redacted]	001 - PROVISIONAL CREDIT		100000.00GBP	[redacted]

[redacted]

From: [redacted]
Sent: 19 September 2017 10:40
To: 'Alex Stewart'
Cc: [redacted]
Subject: RE: GCC Monies
Attachments: Newlands Junior College Grant Claim - Financial Year/Academic Year

Dear Alex

Further to [redacted] email yesterday, I agree that this evidence of the payment from Glasgow City Council is sufficient to make an application to us for grant payment, as it demonstrates that GCC have paid £100,000 to the College in 2017/18. As per [redacted] email of 21 July (attached), we would now be able to approve an application for £102,391, backed up by the bank statement you showing Glasgow's payment that you received on 15 September 2017, and evidence you have previously supplied for Renfrewshire Council's payment of £2,391 for April – June 2017.

If Renfrewshire or another Council has made any further payments for this current term, they could also be added in at this point.

If you are able to submit a revised grant claim form on this basis, we should be able to take the payment forward at this end.

Kind regards,

[redacted]

[redacted]
Workforce, Infrastructure & Reform Division
SG: Learning Directorate
0131 244 [redacted] / Blackberry: [redacted]

Please note I work Tuesday to Thursday

From: [redacted]
Sent: 18 September 2017 09:24
To: Alex Stewart
Cc: [redacted]
Subject: Re: GCC Monies

Dear Alex

Thank you for your email and update that's helpful.

Thanks also for the attached docs - just looking quickly on my Blackberry (which isn't always easy) this appears to be what we were looking for but we'll check out.

Thanks again

Rgds

[redacted]

Sent from my BlackBerry 10 smartphone on the EE network.

From: Alex Stewart
Sent: Friday, 15 September 2017 20:36
To: [redacted]
Subject: Fwd: GCC Monies

Dear [redacted]
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[redacted]

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