

Board of Management Development Committee

Date of Meeting	Monday 5 June 2017
Paper No.	DC3-D
Agenda Item	6
Subject of Paper	IA Update
FOISA Status	Disclosable
Primary Contact	Carla Gethin
Date of production	24 April 2017
Action	For Discussion

1. Recommendations

The Committee review the Industry Academy (IA) Update and offer comment on the content.

Consultation is undertaken to determine the alignment of responsibility for IA activity, performance and reportage.

2. Purpose of report

The purpose of this report is to provide the Committee with an update on IA performance, activity and growth.

3. Context

At the last Development Committee meeting the following information was requested for this update:

- Performance 2015/16 Faculty Highlights
- KPI Targets, Reportage and Action Plans
- 3 Year Trend Analysis
- IA Expansion

3.1 Performance 2015/16 Faculty Highlights

2015/16 PERFORMANCE AGAINST TARGETS - % of Target Achieved						
TARGET	BEE	BUS	CI	E&S	L&L	NAUT
Student Work Experience	195%	111%	100%	111%	100%	120%
Student Work Placement	238%	203%	81%	102%	100%	120%
Guaranteed Job Interviews	142%	260%	250%	100%	1130%	125%
Industry Projects	100%	132%	135%	109%	128%	100%
WBL Programmes Created	146%	1520%	100%	325%	136%	50%
Stakeholder Forums	200%	133%	75%	167%	267%	100%
Staff Industrial Placement	100%	13%	80%	267%	341%	7%
Staff European Engagement	175%	400%	150%	145%	275%	33%
External Speakers	100%	106%	40%	140%	133%	100%

2016/17 - PERFORMANCE AGAINST TARGETS TO NOV 2016/MAR 17

% of Target Achieved

	BEE Nov 16	BEE Mar 17	BUS Nov 16	BUS Mar 17	CI Nov 16	E&S Nov 16	E&S Mar 17	L&L Nov 16	L&L Mar 17	NAUT
Student Work Experience	157%	163%	51%	80%	30%	45%	100%	100%	100%	10%
Student Work Placement	100%	280%	25%	80%	78%	116%	116%	143%	196%	10%
Guaranteed Job Interviews	125%	390%	24%	80%	43%	110%	180%	58%	177%	0%
Industry Projects	100%	100%	11%	90%	42%	25%	87%	62%	100%	49%
WBL Programmes Created	167%	267%	15%	90%	40%	131%	200%	108%	142%	10%
Stakeholder Forums	100%	350%	0%	80%	21%	90%	182%	0%	57%	20%
Staff Industrial Placement	60%	67%	25%	60%	118%	37%	100%	48%	125%	0%
Staff European Engagement	150%	300%	10%	80%	117%	37%	100%	83%	233%	9%
External Speakers	133%	148%	37%	150%	34%	72%	100%	19%	106%	100%

3.2 KPI Targets, Reportage and Action Plans

Currently each individual Faculty creates their own IA targets and Faculty IA performance is monitored at tri-annual Performance Reviews. Analysis of targets and performance over the last two years has highlighted disparity in targets set across Faculties. Equally the disparity in target setting can result in % performance figures that do not always provide meaningful comparisons or benchmarks. It should be noted that the Head of Business Development and IA has no line management responsibility

for IA Heads or involvement in the setting of IA KPIs. This is an area that would benefit from further consultation.

To address the issue of IA KPI disparities the following actions have been implemented:

- Development of a refined set of IA KPIs along with an updated set of Terms of Reference (Appendix A) for AY 2017/18. This refinement will ensure IA activity is aligned to key sectoral priorities (ROA, the Learner Journey, Work Placement Standards, new Education Scotland review model) and will ensure conformity of IA measurement across Faculties.
- Collective agreement on IA KPIs will be agreed at a round table discussion with Faculties, Corporate Development and Performance for AY 2017/18 and these will be embedded within Faculty Operational Plans with shared ownership for targets across all Curriculum Heads.
- A standard template for IA reportage has been created and will also be adopted for AY2017/18 to ensure consistency of reportage across Faculties. Once performance figures for AY2016/2017 are confirmed a 2 year trend analysis will be performed with a 3 year trend analysis carried out at the end of 2017/18.
- A dashboard of IA performance against targets is currently under development and will provide ongoing progress against targets for all IA activity. This will be operational for AY 2017/18 and will allow early intervention strategies to be put in place where areas of underperformance are highlighted.

3.3 3 Year Trend Analysis

Insufficient statistical data exists to carry out a 3 year trend analysis at this time. Quantitative KPIs were introduced in AY 2015/16 and continue to be measured in 2016/17. At the end of this academic year a 2 year trend analysis will be carried out with a 3 year trend analysis available from the end of AY2017/18.

3.4 IA Expansion

An expansion of IAs in areas of economic growth has been discussed at Faculty level. The following table illustrates existing IAs and proposed growth.

FACULTY OF BUILDING, ENGINEERING AND ENERGY	
CURRENT INDUSTRY ACADEMIES	IA EXPANSION
Gas and Renewables Engineering War and Floor Tiling	Robotics and Automation Material Science
FACULTY OF BUSINESS	
Procurement Business Services Financial Services	Cyber Security Digital Technology
FACULTY OF CREATIVE INDUSTRIES	
Production Community Arts Interior Design Craft Publishing	
FACULTY OF EDUCATION AND SOCIETY	
Health and Care Teaching English Language	Life Sciences
FACULTY OF LEISURE AND LIFESTYLE	
Food and Hospitality Hairdressing, Beauty and Complementary Therapies Sport	Sustainable Tourism Aviation
FACULTY OF NAUTICAL STUDIES	
Maritime Skills Deck Training Marine Engineering Senior Deck Officer Senior Marine Training Electronic Navigation Training	Superyacht Officer Leadership
CROSS COLLEGE	
	Apprenticeships Innovation and Research Enterprise

4. Impact and implications

IA performance measures have been aligned to sectoral priorities and support the generation of evidence for College, Regional and Government priorities through alignment of targets within the Regional Outcome Agreement. As a consequence it is important that a strong set of KPIs is sustained and reviewed and growth evidenced year on year.

Element	Definition	Learner Journey - Examples	Measurement
Student Work Experience	This is a short period of work experience which may take 3hrs to several weeks.. This may include time from 3hrs to several weeks. This experience may involve work shadowing, observing operations within the organisation or assisting in their operations.	Student – Working in a social enterprise Student – Working in a charity Student – Working in a simulated work environment College – Taking students to visit employers Employer – Hosting groups of students and staff for visits Employer - Hosting practical application sessions Employer - Careers event Employer – Attending college events, talks and information sessions for students, staff and parents	Number of students
Student Work Placement	Work placements are similar to work experience, however they are likely to be structured and related to assessment within the student's course of study.	Student – Work placement with an employer College – Arranging placements within college in any relevant department or working with FEIs/HEIs to organise placements on campus Employer – Hosting work ready students with one to one support, following placement drawn up in partnership with the college and student	Number of students
Guaranteed and Simulated Interviews	A guaranteed or simulated interview is when a Faculty has an arrangement with an employer which results in the student being interviewed for a position.	Employer – Provides a guaranteed or simulated interview	Number of students
Collaborative Project (Industry) Targets	Where a project or research task is initiated, supported or evaluated with an employer's participation. The aim is that the project will contribute to the assessment of a unit or unit(s). The project may take place in the College or within the employer's organisation.	Employer - Running project based work in college. Student – Research task	Number of projects
Work Based and Workforce Development Programmes	A WBL programme is where the majority of assessment takes place in employment. Common programmes are Competency	Student – CBQs, SVQs, Modern Apprenticeship Programme, Foundation apprenticeship, Employability Fund and Graduate apprenticeship	Number of programmes

Element	Definition	Learner Journey - Examples	Measurement
	Based Qualifications (CBQ) or Scottish Vocational Qualifications (SVQ) and equivalent		
Stakeholder Forums	This is forum where those with a key interest in qualification and/or curriculum development meet. The aim of the forum is to provide input to the development of students learning and teaching which influences improvement.	College – hosting employers or sector representatives to input to qualifications. Employer – industry sector hosting college representatives to enhance qualifications	Number of forums held
External Speakers	An external speaker is an individual/organisation who is invited to provide information on an industry sector or organisation related to the student's studies.	Student – Alumni College – Engaging with a wide range of employers to interact with students Employer - presentation	Number of external speakers
Staff Industrial Engagement	This is where staff spends time in an industry related to their teaching practice or professional development for any time from 1 hour to several weeks. This may be either participating in a project, work shadowing, conferences, seminars or observing operations.	Employer – Hosting staff for visits or work experience in the UK or Internationally	Number of staff members
Sponsorship	This is where either a donation or in kind gift is given to the Faculty, Curriculum Area or qualification which has a direct link to students learning.	Employer – Donation to student experience Financial: A sponsor who is paying a set amount of money to the college in exchange for benefits outlined in a sponsorship agreement In-kind: A Sponsor who donates good or services to the college rather cash as their sponsorship offering Partnership: A sponsor who has agreed to fund or arrange an event, activity, promotional offer or a campaign jointly with the college, usually sharing cost	Value £
Partnerships	Operational partners who support the work of the college	College – Operational Partnerships – no formal agreement	Number of operational partnerships

Element	Definition	Learner Journey - Examples	Measurement
	Strategic partners who support the work of the College under formal agreement	Strategic Partnerships established for Faculty or Curriculum Area strategic advantage	Number of strategic partnerships by contract, MoU, SLA
Schools Engagement	Engagement activity with schools	College – activity delivered in partnership with schools	Number of partnership activities with schools