

## Board of Management Learning and Teaching Committee

<b>Date of Meeting</b>	<b>Tuesday 9 February 2021</b>
<b>Paper No.</b>	<b>LTC3-F</b>
<b>Agenda Item</b>	<b>4.5</b>
<b>Subject of Paper</b>	<b>College Leaver Destination Report</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Jon Gray; Director of Excellence</b>
<b>Date of production</b>	<b>7 January 2021</b>
<b>Action</b>	<b>For Discussion</b>

### **1. Recommendations**

The Committee is asked to discuss the student leaver destination data for session AY 2018-19.

### **2. Purpose of Paper**

This paper provides Committee members with an update on the student destination survey results for AY 2018-19.

### **3. Context**

In return for funding from the Scottish Funding Council, every college is required to produce evidence of the destination outcomes of learners. This is one measure of success contained within the college's outcome agreement, which in turn is one part of the regional outcome agreement overseen by the Glasgow Colleges' Regional Board.

Destination data is critical information to a successful college, telling us something about how well curriculum is aligned to employer demand. It also allows us to see how well our higher education curriculum is planned and aligned, especially in terms of articulation to university.

In considering these results we are mindful of the data's limitations, in particular the challenge of collecting robust responses and the myriad of reasons which can impact upon a successful destination.

#### **4. Key Findings**

- Confirmed leaver destinations were obtained for 89% of learners sampled, matching the performance of the sector as a whole. Of these leavers, just over 96% were in a positive destination, which was above the college sector average
- Of those progressing into employment, 73% work in an area related to their study, some 7pp above the college sector average
- There remains a challenge in reducing the number of FE learners experiencing unemployment upon leaving, and we can expect this to become even more challenging over subsequent years
- Of those college completers continuing within the college, over 92% do so at a higher level of study, some 5pp above the college average
- Endorsement of our employer engagement, comes from an Education Scotland's progress visit in February 2020, whereby the panel highlighted employer engagement in work-based learning as an area of Excellent Practise worthy of sharing with the rest of the sector
- In terms of planned articulation to university there is work needed to understand the breadth of arrangements with universities and the extent to which these are working as intended.

#### **Process**

This report provides an overview of the College Leavers Destination survey for session 2018-19. The survey was carried out between 3 February 2020 and 29 February 2020 and reports on the destination of leavers 6 months after qualifying.

CoGC was required to track the progress of 5,530 qualifiers of a sector total of over 48,000 qualifiers. To do this, the college used a range of methods including SDS and UCAS destination data, survey emails and survey phone calls.

CoGC confirmed destinations for 4,920 qualifiers, 89.0%, very slightly down from 89.5% on the previous session. The Sector confirmed destinations for 43,290 qualifiers, 89.0%, slightly down from 89.6% on the previous session.

#### **Key Survey Data**

	Percentages						
	Leavers	Responding	Positive		Negative	Other	Unconfirmed
			Work	Study			
City	5530	89.0%	18.1%	67.5%	2.2%	1.2%	11.0%
Sector	48624	89.0%	17.2%	67.4%	2.7%	1.7%	11.0%

	Numbers						
	Leavers	Responding	Positive		Negative	Other	Unconfirmed
			Work	Study			
City	5530	4920	1000	3735	119	66	610
Sector	48624	43290	8373	32785	1298	834	5334

Further data is available in the annex A.

### Analysis

The improving AY18-19 College Leaver Destination survey results helps to demonstrate the college's effectiveness in building the needs of business and industry within the curriculum. Moreover, it endorses the work we have been doing to build partnerships and connections with employers across the college.

We are particularly pleased by the success in tracking the highest number of learners across the college sector – a total of 5530 learners- and achieving confirmed destinations for 89% of these, matching the performance of the sector as a whole. Of these leavers, just over 96% were in a positive destination, which was above the college sector average.

Of those progressing into employment, 73% work in an area related to their study, some 7pp above the college sector average. As expected, FE learners are more likely to progress into work than those studying HE, where the majority use their HN to continue their higher education studies. There remains a challenge in reducing the number of FE learners experiencing unemployment upon leaving, and we can expect this to become even more challenging over subsequent years (see below). Importantly, of those college completers continuing within the college, over 92% do so at a higher level of study, some 5pp above the college average.

### Employer Engagement at the outset

To support the College's engagement with employers we have developed an Industry Academy Model designed to ensure employers have the workforce they need to grow in a global competitive marketplace. We achieve this through the delivery of an employability- focussed curriculum addressing the skills and knowledge that employers need while supporting learners into sustainable employment.

Each Faculty has a Curriculum Head responsible for engagement with stakeholders. This is secured through Industry involvement in the design, evaluation and delivery of the curriculum, allowing employers to support development not only of the key core and technical skills but also of the values and behaviours they are looking for in their employees. Learners develop a range of relevant essential skills through their programmes which prepare them well for progression and success in advanced study and/or employment.

### **Case Example: BAE Systems Partnership**

In 2019, City tendered to deliver BAE Systems entire Modern Apprenticeship programme in Scotland. Informal discussions had indicated that BAE Systems wanted to increase the quality of curriculum delivery and enhance traditional college provision with a focus on excellence.

COGC won the tender in early 2020. This meant the start of 44 apprentices across 7 Modern Apprenticeship Frameworks delivered across both campuses for the 20/21 session. Almost all feedback from BAE Systems staff and apprentices has been positive in what has been a difficult year for curriculum delivery. This is a testimony both to BAE Systems staff and to the wide range of COGC staff who have adapted their practice during the pandemic. The rapid adoption of online platforms, for example, continue to provide the best possible learning and teaching practice available and should be particularly commended.

Where other organisations have faltered, COGC and BAE Systems have forged ahead to provide career opportunities for 44 of Scotland's young people in a period where opportunities are sparse. Moreover, BAE Systems have provisionally confirmed similar numbers for 21/22. Flexibility, communication and a move towards less bureaucratic systems have been key to overcoming the challenges of Covid-19.

BAE systems were the first to move their training needs to COGC and they have subsequently been joined by Thales and WGM, to give the college over 70 new apprentices for 20/21. As these apprentices move into their second year in 21/22 the number of first year's coming behind them has also grown. Moreover, other major employers are also making inquiries to move their modern apprentices to the college.

As the case example shows, starting with effective self-evaluation, COGC is meeting its strategic priority to deliver an industry focussed curriculum, addressing the skills and knowledge that employers need, while supporting learners into sustainable employment.

A key part of the college's ambitions to deliver the skills employers want, can be seen in our commitment to World Skills. The College is the Scottish lead for World Skills UK and draws extensively on its involvement to provide learners with wide ranging industry experiences. Many learners have gained significant achievement at national and international levels (see below).

Further endorsement of our employer engagement, comes from a recent Education Scotland progress visit in February 2020, whereby the panel highlighted employer engagement in work-based learning as an area of Excellent Practise worthy of sharing with the rest of the sector: *"The college has invested significantly in continuously enhancing links with industry to provide learners with real and enriching work-based learning opportunities. It recognises the importance of effective employer engagement in delivering and enriching high quality learning experiences"*.

### **Meta skills through World Skills**

Teaching to excellence is a key expectation of our Cumberford – Little report. In achieving this, we see World Skills as one means for providing a framework for the enhancement of practice. Research conducted by SKOPE, as part of the University of Oxford, and World Skills UK (2019), for example, concluded that through the WSUK network, Training Managers have access to international best practice - refreshed every two years - that provides a framework for excellence. At City, we see the full potential of World Skills and as a result of this commitment typically outperform other colleges in the UK Skills League table each year. World Skills is now a significant part of our strategic ambition, helping to drive the development of international standards in skills. In particular, we see the benefit to the College of mainstreaming World Skills expertise and standards in teaching and learning, which is why we have well over 40 skills coaches in the college. Having pioneered much of this work for several years we are now championing the WSUK Centre of Excellence programme, to some 18 Colleges. This will also support the drive in Scotland to world class standards by connecting staff, boosting teacher training (in line with GTCS requirements) and building greater confidence in the delivery of world class technical or technological education.

#### **Case study: Mark Scott**

Mark Scott has represented City of Glasgow College in World Skills competitions since 2017. The Wall and Floor Tiling graduate won gold in his specialism at World Skills LIVE in 2017, an achievement that earned him a spot with Team UK at EuroSkills Budapest 2018. In 2019 Mark was one of just five Scots to gain a coveted place on Team UK for the world's largest skills competition, World Skills Kazan. He returned with a Medallion of Excellence which is given to competitors who have achieved the international standard in their skill.

"I faced regional, national and European competitions, and team selection, but World Skills Kazan was the biggest challenge of all. I did it for my college, my country, my family and everyone that helped me get to that point."

Mark continues to support City of Glasgow College's World Skills Academy as an Alumni and Skills Ambassador for the current UK Squad working toward Shanghai 2022.

### **Planned Progression and Articulation**

Since 2008, the Scottish Government has pursued a policy of better aligning progression from college HN programmes to university degrees. Where possible, institutions have been asked to align their higher education curricula to support learners to progress with no loss of credit or time. This type of progression is referred to as articulation and typically sees a learner progress from an HNC to year 2 of a degree and from HND to year 3.

Currently it is difficult to determine the scale and nature of articulation across the college. Individual faculties oversee individual arrangements but there is no collective college understanding.

Internally, for example, we know that our SQCF 7+ students classed as progression to 'Study - Full Time' breaks down as follows.

#### Creative Industries

- 1143 students
- 726 progressing to Full Time study (63.5%)
- 439 progressed to University (38.4%) - Majority of remainder of "Full Time study" students are those progressing to an HND.

#### Education and Humanities

- 1023 students
- 736 progressing to Full Time study (71.9%)
- 505 progressed to University (49.4%) - Majority of remainder of "Full Time study" students are those progressing to an HND.

#### Hospitality and Leisure

- 727 students
- 375 progressing to Full Time study (51.6%)
- 220 progressed to University (30.2%) - Majority of remainder of "Full Time study" students are those progressing to an HND.

#### Nautical and STEM

- 694 students
- 321 progressing to Full Time study (46.3%)
- 175 progressed to University (25.2%) - Majority of remainder of "Full Time study" students are those progressing to an HND.

#### College

- 3587 students
- 2154 progressing to Full Time study (60.1%)
- 175 progressed to University (37.3%) - Majority of remainder of "Full Time study" students are those progressing to an HND.

### **Looking Ahead**

In AY20-21 we are particularly mindful of the scale of local, regional and national economic challenges, especially the decimation of the hospitality and leisure sector in Glasgow. Whilst this demand will build back, outcomes for learners on existing courses will face significant barriers to work.

Looking ahead, we would anticipate a more unpredictable leaver pattern for 20-21 through to 22-23. This is because of the unknown effects of both economic opportunities elsewhere, primarily BREXIT and the impact of the disruption to the student experience from COVID. It could be, for example, that more learners leave at the end of their one year programmes, with a negative impact on HN throughput, or we could see larger numbers continuing overall, especially moving from FE to HE.

With regard to subjects allied to strategic skills sectors, as with other colleges we anticipate being below target in AY20-21 on additional Childcare & Early Years

places. The difference is not material and reflects the challenge of sustaining work placement opportunities during COVID. This will be expected to recover, although it remains hard to predict if the impetus will be in this academic year or next.

Responding to such dramatic economic fluctuations in year is difficult but we are committed to maintaining an economically relevant curriculum informed by national and regional economic priorities.

At the same time, we will want to better scope how progression to further study is planned for learners; understanding the nature of internal arrangements alongside commitments with universities.

Key aims ahead include:

- Raising the profile of the survey data with faculties to bolster the planning of employer engagement in curriculum design and delivery
- Improved alignment of employer engagement across the functions of the college
- Refreshing the college employer engagement strategy so that long term strategic partnerships are better evidenced within each faculty, supporting staff development and the building of alumni & professional networks.

In addition, there is a body of work required to scope and review the nature of articulation commitments across faculties to better understand how progression is planned and cohered for learners.

### **Recommendation**

To note the progress made, the actions proposed and the challenges ahead.

## **5. Impact and implications**

The target for the number of college leavers in a positive destination is a key performance measure of the Glasgow Regional Outcome Agreement, administered by the Glasgow Colleges' Regional Board in return for funding from the Scottish Funding Council. The positive college performance for AY2018-19 means that there are no associated risks to funding.

## College Leaver Destinations 2018-19

Faculty	Leavers	Confirming		Positive vs all		Positive vs confirmed	Negative		Other		Unconfirmed	
Sector	48624	43290	89.0%	41158	84.6%	95.1%	1298	2.7%	834	1.7%	5334	11.0%
College	5530	4920	89.0%	4735	85.6%	96.2%	119	2.2%	66	1.2%	610	11.0%

Main Top Level Percentages				
Category	College		Sector	
	1819		1718	
Confirmed Destinations	89.0%	89.0%	89.5%	89.6%
Positive Destinations against students confirming their destination	96.2%	95.1%	96.1%	95.4%
Students achieving SCQF levels 1 to 6 and going to positive destinations	74.8%	80.0%	74.1%	81.7%
Students achieving SCQF levels 7+ and going to positive destinations	94.8%	92.6%	94.8%	94.2%
Sector Leavers - Positive Destinations	92.5%	87.8%	92.3%	89.1%
Sector Leavers - Negative Destinations	7.5%	12.2%	7.7%	10.9%
Progressing to work related to study	73.7%	66.2%		
Sector Leaver SCQF Level 1 to 6 - Work	70.3%	62.6%	68.5%	65.7%
Sector Leaver SCQF Level 1 to 6 - HEI Study	4.5%	17.5%	5.6%	16.0%
Sector Leaver SCQF Level 1 to 6 - Unavailable	9.1%	8.7%	9.5%	7.2%
Sector Leaver SCQF Level 1 to 6 - Unemployed	16.1%	11.3%	16.4%	11.2%
Sector Leaver SCQF Level 7+ - Work	36.4%	38.9%	29.5%	37.9%
Sector Leaver SCQF Level 7+ - HEI Study	58.4%	53.7%	65.3%	56.3%
Sector Leaver SCQF Level 7+ - Unavailable	1.8%	2.4%	1.1%	2.1%
Sector Leaver SCQF Level 7+ - Unemployed	3.3%	5.1%	4.1%	3.7%
Student who remained in College progressing to higher SCQF level	92.6%	87.0%	91.4%	86.8%

Work Destinations				
Category	College		Sector	
	Numbers		Percentages	
A: Agriculture, forestry and fishing	2	144	0.2%	1.7%
B: Mining and quarrying		2	0.0%	0.0%
C: Manufacturing	20	382	2.0%	4.6%
D: Electricity, gas, steam and air conditioning supply	9	282	0.9%	3.4%
E: Water supply, sewerage, waste management and remediation activities	3	46	0.3%	0.5%
F: Construction	15	392	1.5%	4.7%
G: Wholesale and retail trade; repair of motor vehicles and motorcycles (e.g. includes sho	98	936	9.8%	11.2%
H: Transport and storage (e.g. includes drivers)	252	425	25.2%	5.1%
I: Accommodation and food service activities (e.g. includes hotels, bars and restaurants)	111	849	11.1%	10.1%
J: Information and communication (e.g. includes telecommunication and media activities	32	134	3.2%	1.6%
K: Financial and insurance activities (e.g. includes banks, pension and investment compan	27	120	2.7%	1.4%
L: Real estate activities (e.g. includes estate agents and letting agencies)	1	20	0.1%	0.2%
M: Professional, scientific and technical activities (e.g. includes accountants, legal firms, a	14	368	1.4%	4.4%
N: Administrative and support service activities (e.g. includes recruitment agencies, trave	17	337	1.7%	4.0%
O: Public administration and defence; compulsory social security (e.g. includes armed ser	35	276	3.5%	3.3%
P: Education (e.g. includes schools, colleges and universities)	17	598	1.7%	7.1%
Q: Human health and social work activities (e.g. includes hospitals, health centres, dentis	80	893	8.0%	10.7%
R: Arts, entertainment and recreation (e.g. includes museums, libraries, sport and fitness	167	595	16.7%	7.1%
S: Other service activities (e.g. includes hairdressers, beauticians, funeral activities, repair	41	1022	4.1%	12.2%
T: Activities of households as employers; undifferentiated goods- and services- producing	9	16	0.9%	0.2%
U: Activities of extraterritorial organisations and bodies (e.g. includes Embassy, Consular	6	38	0.6%	0.5%
Unknown	44	498	4.4%	5.9%
Grand Total	1000	8373	100.0%	100.0%

Developing Scotlands Young Workforce (age 16 to 24) Statistics						
	College			Sector		
	Numbers	vs Confirmed	vs All Qualifiers	Numbers	vs Confirmed	vs All Qualifiers
SCQF Progression (progressing to a higher SCQF level)	2869	72.7%	65.0%	20044	66.0%	59.6%
Student progressing to Training	9	0.2%	0.2%	149	0.5%	0.4%
Student progressing to a Modern Apprenticeship	81	2.1%	1.8%	1289	4.2%	3.8%
Student progressing to Work	654	16.6%	14.8%	4480	14.8%	13.3%
Total	3613	91.5%	81.9%	25962	85.5%	77.2%
Students with Confirmed Destinations	3948			30352		
Total Qualifiers	4414			33642		