

## Board of Management Learning and Teaching Committee

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|                           |  |
| <b>Date of Meeting</b>    | <b>Tuesday 2 May 2017</b>              |
| <b>Paper No.</b>          | <b>LTC4-E</b>                          |
| <b>Agenda Item</b>        | <b>7</b>                               |
| <b>Subject of Paper</b>   | <b>IA Update</b>                       |
| <b>FOISA Status</b>       | <b>Disclosable</b>                     |
| <b>Primary Contact</b>    | <b>Joanna McGillivray/Carla Gethin</b> |
| <b>Date of production</b> | <b>24 April 2017</b>                   |
| <b>Action</b>             | <b>For Discussion</b>                  |

### 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 Committee meeting on 28<sup>th</sup> February 2017 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<br>Nov<br>16 | BEE<br>Mar<br>17 | BUS<br>Nov 16 | BUS<br>Mar<br>17 | CI<br>Nov<br>16 | E&S<br>Nov<br>16 | E&S<br>Mar<br>17 | L&L<br>Nov<br>16 | L&L<br>Mar<br>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.

| <b>FACULTY OF BUILDING, ENGINEERING AND ENERGY</b>  |  |
|---|--|
| <b>CURRENT INDUSTRY ACADEMIES</b>   | <b>IA EXPANSION</b>                                      |
| Gas and Renewables Engineering<br>War and Floor Tiling  | Robotics and Automation<br>Material Science              |
| <b>FACULTY OF BUSINESS</b>  |  |
| Procurement<br>Business Services<br>Financial Services  | Cyber Security<br>Digital Technology                     |
| <b>FACULTY OF CREATIVE INDUSTRIES</b>   |  |
| Production<br>Community Arts<br>Interior Design<br>Craft<br>Publishing  |  |
| <b>FACULTY OF EDUCATION AND SOCIETY</b>   |  |
| Health and Care<br>Teaching<br>English Language   | Life Sciences  |
| <b>FACULTY OF LEISURE AND LIFESTYLE</b>   |  |
| Food and Hospitality<br>Hairdressing, Beauty and Complementary Therapies<br>Sport   | Sustainable Tourism<br>Aviation                          |
| <b>FACULTY OF NAUTICAL STUDIES</b>  |  |
| Maritime Skills<br>Deck Training<br>Marine Engineering<br>Senior Deck Officer<br>Senior Marine Training<br>Electronic Navigation Training | Superyacht<br>Officer Leadership                         |
| <b>CROSS COLLEGE</b>  |  |
|   | Apprenticeships<br>Innovation and Research<br>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                 |
|--|--|---|-----------------------------|
| <b>Student Work Experience</b>                         | 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.                | <b>Student</b> – Working in a social enterprise<br><b>Student</b> – Working in a charity<br><b>Student</b> – Working in a simulated work environment<br><b>College</b> – Taking students to visit employers<br><b>Employer</b> – Hosting groups of students and staff for visits<br><b>Employer</b> - Hosting practical application sessions<br><b>Employer</b> - Careers event<br><b>Employer</b> – Attending college events, talks and information sessions for students, staff and parents | <b>Number of students</b>   |
| <b>Student Work Placement</b>                          | 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.   | <b>Student</b> – Work placement with an employer<br><b>College</b> – Arranging placements within college in any relevant department or working with FEIs/HEIs to organise placements on campus<br><b>Employer</b> – Hosting work ready students with one to one support, following placement drawn up in partnership with the college and student   | <b>Number of students</b>   |
| <b>Guaranteed and Simulated Interviews</b>             | 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.   | <b>Employer</b> – Provides a guaranteed or simulated interview  | <b>Number of students</b>   |
| <b>Collaborative Project (Industry) Targets</b>        | 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. | <b>Employer</b> - Running project based work in college.<br><b>Student</b> – Research task  | <b>Number of projects</b>   |
| <b>Work Based and Workforce Development Programmes</b> | A WBL programme is where the majority of assessment takes place in employment. Common programmes are Competency  | <b>Student</b> – CBQs, SVQs, Modern Apprenticeship Programme, Foundation apprenticeship, Employability Fund and Graduate apprenticeship   | <b>Number of programmes</b> |

| Element                            | Definition   | Learner Journey - Examples   | Measurement                               |
|------------------------------------|--|--|---|
|                                    | Based Qualifications (CBQ) or Scottish Vocational Qualifications (SVQ) and equivalent  |  |   |
| <b>Stakeholder Forums</b>          | 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.   | <b>College</b> – hosting employers or sector representatives to input to qualifications.<br><b>Employer</b> – industry sector hosting college representatives to enhance qualifications  | <b>Number of forums held</b>              |
| <b>External Speakers</b>           | 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.  | <b>Student</b> – Alumni<br><b>College</b> – Engaging with a wide range of employers to interact with students<br><b>Employer</b> - presentation  | <b>Number of external speakers</b>        |
| <b>Staff Industrial Engagement</b> | 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. | <b>Employer</b> – Hosting staff for visits or work experience in the UK or Internationally   | <b>Number of staff members</b>            |
| <b>Sponsorship</b>                 | 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.  | <b>Employer</b> – Donation to student experience<br><br><b>Financial:</b> A sponsor who is paying a set amount of money to the college in exchange for benefits outlined in a sponsorship agreement<br><br><b>In-kind:</b> A Sponsor who donates good or services to the college rather cash as their sponsorship offering<br><br><b>Partnership:</b> A sponsor who has agreed to fund or arrange an event, activity, promotional offer or a campaign jointly with the college, usually sharing cost | <b>Value £</b>                            |
| <b>Partnerships</b>                | Operational partners who support the work of the college   | <b>College</b> –<br>Operational Partnerships – no formal agreement   | <b>Number of operational partnerships</b> |



| 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 | <b>Number of strategic partnerships by contract, MoU, SLA</b> |
| <b>Schools Engagement</b> | Engagement activity with schools  | <b>College</b> – activity delivered in partnership with schools                       | <b>Number of partnership activities with schools</b>          |