

Learning and Teaching Committee

Date of Meeting	Tuesday 14 February 2023
Paper No.	LTC3-C
Agenda Item	4.3
Subject of Paper	AY 2020-21 Student Destinations
FOISA Status	Disclosable
Primary Contact	Jon Gray; Director of Excellence
Date of production	December 2022
Action	For Discussion

1. Recommendations

The Committee is asked to discuss the student leaver destination data for AY2020-21

Purpose of Paper

- 1.1 This paper updates the Committee on the student destination survey results for AY 2020-21.
- 1.2 The survey results help inform Faculty Portfolio planning, telling us something about how well curriculum is aligned to employer demand. The higher the number of learners in work, especially in areas relevant to a curriculum area provides a proxy for the effectiveness of curriculum planning & alignment.

2. Context & Consultation

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

- 2.3 Destination data is critical information to a successful college, telling us how well curriculum is aligned to employer demand and how well our higher education curriculum is planned and aligned, especially in terms of articulation to university.
- 2.4 Data is collected by colleges three to six months post-qualification, between January to March each year and includes both FE and HE full-time successful leavers. The results are then compared across the sector as whole.
- 2.5 The College is allocated a sample of students to survey, typically in excess of 8,000. Following an internal reconciliation of HMRC data, any student with an unknown destination – around 5000 plus students - is then phoned by the Performance Team. The tracking exercise is done in a consistent way by all colleges. In City, this involves each of the Performance Coordinators making on average 60 to 80 calls per day for 20 days. The number of calls is due to the requirement that contact must be attempted at least 3 times for each leaver.
- 2.6 For each successful full-time student, the aim is to record the firm arrangements that have been made for employment, further study or training following the end of the academic year of qualifying.
- 2.7 A positive destination is defined by the SFC as a college qualifier who is in work, training and/or further study 3-6 months after qualifying.
- 2.8 In considering the 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.
- 2.9 The paper reports the findings of the collation and analysis of SFC data. The paper's timing reflects data availability. The data is shared with Curriculum Teams using internal mechanisms and is housed on internal Quality Teams pages. Over the course of the year Quality data will be shared with Faculty Business Managers on a quarterly basis, as per its availability. In the past this data would have been available on the College dashboard. Since this is being rebuilt, not all data is available all the time as IT oversee decisions on dashboard prioritisation.
- 2.10 The paper makes the connection between destination data and employer engagement undertaken by Faculties. The paper describes existing College processes to establish Skills Academies. The Committee may wish to invite Corporate Development and Faculties to a future meeting to more fully understand the progress being made.

3. Key Findings

- The College surveyed 5983 leavers, the most in the sector.
- Confirmed leaver destinations were obtained for 90% of learners sampled, above the sector as a whole. Of these leavers, 97% were in a positive destination, which was above the college sector average, and an increase on last year of 1pp.
- **In total, 88% of all those surveyed were in a positive destination compared with 84% for the sector.**
- City performed better than all similar sized Colleges, including Edinburgh and North East Scotland College, but was below Fife College which saw 93% in positive destinations, albeit with almost three thousand less leavers.
- 20% of our leavers were in work, 68% were in further study, less than one percent were unavailable for work and 1% were classified as unemployed.

- Of those progressing into employment, 73% work in an area related to their study, some 4pp above the college sector average.
- Positively, the number of FE learners experiencing unemployment upon leaving has declined by over 10pp.
- Of those continuing within the college, 86% do so at a higher level of study, some 4pp above the college average
- In AY20-21, 1507 students achieved articulation on completion of their HNC/D. This was the third highest level recorded by the College -1605 being the highest - improving on AY 2019-20.

4. Process

- 4.1 The survey was carried out between 3 February 2022 and 29 February 2022 and reports on the destination of leavers 6 months after qualifying.
- 4.2 The College was required to track the progress of 5,983 qualifiers of a sector total of over 45,000 qualifiers. To do this, the college used a range of methods including reconciliation with SDS and UCAS destination data, survey emails and survey phone calls.
- 4.3 The College confirmed destinations for 5416 qualifiers, 90% of the target sample, up from 89% on the previous session. The Sector confirmed destinations for 39,732 qualifiers, 87%, down by 2pp on the previous session.

5. Key Survey Data

	Leavers	Responding	Positive		Negative	Other	Unconfirmed
			Work	Study			
College	5983	90%	20%	68%	1.3%	0.9%	9.5%
Sector	45,570	87%	18%	66%	1.5%	1.8%	12.8%

- 5.1 Further data is available in the **annex A**.
- 5.2 CLD Data is reported against 16 categories. The College performed better than the sector in almost all of these categories.
- 5.3 We are particularly pleased by the success in tracking the highest number of learners across the college sector and achieving confirmed destinations for 90% of these, above the performance of the sector as a whole. Of these leavers, 97% were in a positive destination, which was above the college sector average.
- 5.4 The improving AY20-21 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.
- 5.5 The results show an improving trend in nearly all categories and these are summarised in the table overleaf.

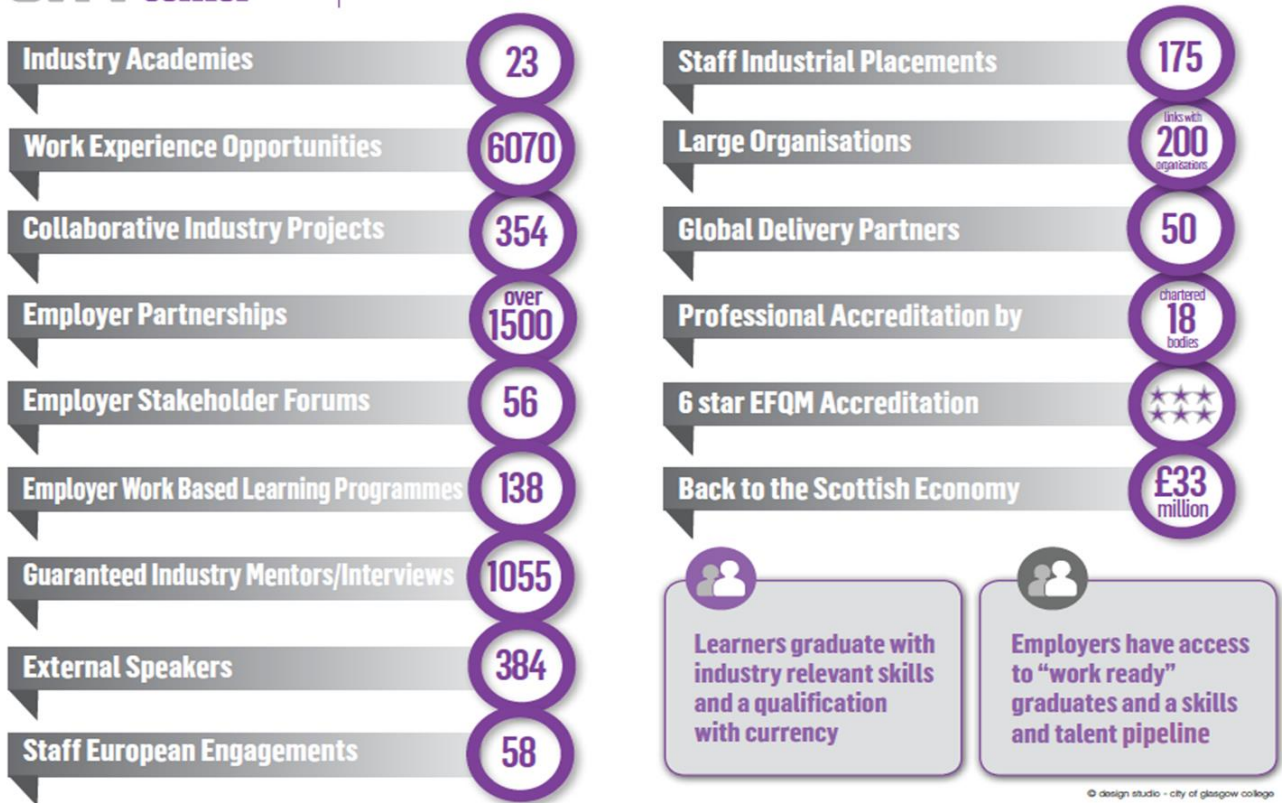
Category	College	Sector	College	Sector	College	Sector	College	Sector	Trend
	17/18	17/18	18/19	18/19	19/20	19/20	20/21		
Confirmed Destinations	89.5%	89.6%	89.0%	89.0%	91.2%	89.3%	90%	87.2%	Above Sector
% of all sampled in a positive destination			86%	85%	87%	84%	88%	84%	Above sector
Positive Destinations against students confirming their destination	96.1%	95.4%	96.2%	95.1%	95.5%	93.8%	97%	96%	Increasing & Above Sector
Students achieving SCQF levels 1 to 6 and going to positive destinations	74.1%	81.7%	74.8%	80.0%	69.5%	74.5%	85.5%	84%	Increasing & Above Sector
Students achieving SCQF levels 7+ and going to positive destinations	94.8%	94.2%	94.8%	92.6%	92.5%	90.3%	97%	95%	Increasing & Above Sector
Those who have left the Sector - Positive Destinations	92.3%	89.1%	92.5%	87.8%	90.5%	84%	91%	90%	Stable & Above Sector
Those who have left the Sector - Negative Destinations	7.7%	10.9%	7.5%	12.2%	7.5%	9.7%	5%	9%	Improving & Better than Sector
Progressing to work related to study			73.7%	66.2%	66.1%	60.6%	73%	69%	Improving and Above Sector
Sector Leaver SCQF Level 1 to 6 - Work	68.5%	65.7%	70.3%	62.6%	65.2%	47.5%	81.5%	64%	Improving Above Sector
Sector Leaver SCQF Level 1 to 6 - HEI Study	5.6%	16.0%	4.5%	17.5%	4.3%	27.0%	4%	20%	Below Sector
Sector Leaver SCQF Level 1 to 6 - Unavailable	9.5%	7.2%	9.1%	8.7%	9.5%	10.6%	5.5%	7%	Better than the Sector
Sector Leaver SCQF Level 1 to 6 - Unemployed	16.4%	11.2%	16.1%	11.3%	21.0%	14.9%	9%	9%	Improving
Sector Leaver SCQF Level 7+ - Work	29.5%	37.9%	36.4%	38.9%	31.2%	31.5%	38.5%	40%	Improving
Sector Leaver SCQF Level 7+ - HEI Study	65.3%	56.3%	58.4%	53.7%	61.3%	58.8%	58%	55.4%	Stable & above Sector
Sector Leaver SCQF Level 7+ - Unavailable	1.1%	2.1%	1.8%	2.4%	1.3%	3.1%	1.6%	2%	Stable & better than Sector
Sector Leaver SCQF Level 7+ - Unemployed	4.1%	3.7%	3.3%	5.1%	6.3%	6.5%	1.8%	3%	Improving & better than Sector
Student who remained in College progressing to higher SCQF level	91.4%	86.8%	92.6%	87.0%	87.1%	83.3%	86%	82%	Declining but better than Sector

6. Recommendations for Faculties

- 6.1 **Annex B** shows destinations across different curriculum areas. It also shows which Curriculum areas have the strongest associations in terms of learners moving into work related to their study.
- 6.2 From this we can see that Computing & ICT, Engineering, Media and Nautical all **have higher** than the College average positive destination rates **and** are above the sector average for the numbers moving into work related to study.
- 6.3 In contrast, Construction, Hairdressing & Beauty and Performing Arts all **have lower** than the College average positive destination rates **and** are below the sector average for the numbers moving into work related to study.
- 6.4 At a national level, the SFC reports that employment destinations have typically recovered for Hairdressing, Beauty and Complementary Therapies, and industries such as Engineering and Hospitality and Tourism have seen a strong recovery in Sector Leavers finding employment since the last session, with the proportion of Sector Leavers at SCQF 7+ finding work up 17.0pp to 57.2% and 14.9pp to 52.5% respectively.
- 6.5** At a sector level, the overall growth in positive destinations was driven by more Sector Leavers finding opportunities for employment in a recovering jobs market, coupled with the continued attraction of university study.

7. Skills Academies

- 7.1 To support employer engagement, the College is developing a cluster of Skills Academies. In their fullest iteration, these will involve a coherent scalable set of activities designed and delivered in partnership with employers, business and industry.
- 7.2 Building on the former Industry academies, the aim is to map the work by Faculties and showcase the consistent and coherent embedding of employer engagement within their curriculum.
- 7.3 A key feature of the approach, therefore, is to establish a performance measurement framework that allows the College to understand the scale and nature of employer engagement undertaken. The types of indicators involved are set out in the infographic below.



- 7.4 Central to the approach is the support of Faculty Business Managers to reinforce the expectation, collate data and also to pursue the continuous development of the breadth and depth of employer engagement.
- 7.5 Establishing more substantive partnerships with employers is the ultimate goal, with the residual benefit of providing assurance that each Faculty has a systematic basis for assessing the quality of its partnerships with employers, business and industry.
- 7.6 Mindful of the current challenging operational context, the first steps are tentative and the College is seeking to build and trial its approach in partnership with Faculties. Typical activity the College wants to more systematically capture, is showcased in the case study below.

Faculty of Education & Humanities
Accounting and Supply Chain Management

In December 2022, the College held its inaugural Finance and Investment conference. Over three days, the Financial Services curriculum area hosted 51 industry partners and over 850 delegates.

The conference included keynote speeches from leading figures in the sector, including Sandy Begbie - CBE Chief Executive of Scottish Financial Enterprise, Nicola Anderson - CEO Fintech Scotland, Maggie Craig - Head of Devolved Nations Financial Conduct Authority, William Dowson - Scottish Agent Bank of England, Paul Niven - Head of Asset Allocation (EMEA) at Columbia Threadneedle Investments.

There was also an informative panel discussion about 'Skills needed now and in the future workplace' with Sandy Begbie, Patrick Ring Reader - Glasgow Caledonian University and Fiona MacMillan - Programme Director Virgin Money.

Day two was an interactive day hosted by Investment 2020 where delegates had the opportunity to take part in interactive workshops around skills for Investment. The feedback from these activities from both delegates and industry partners was excellent.

The final day focussed on diversity in the sector by hosting a number of speakers to discuss Women in Finance, with gender equality being a key focus.

8. Planned Progression and Articulation

- 8.1 In this year, the College increased the number of articulation agreements to 138, creating pathways for students with 8 universities across Scotland.
- 8.2 As signalled last year, work has now been completed to scope and review the nature of articulation commitments across Faculties to better understand how progression is planned and cohered for learners.
- 8.3 The College maintains a range of agreements with Scottish Universities to ensure that students completing a Higher National Certificate (HNC) and Higher National Diploma (HND) course can progress to a Degree without repeating levels of academic study. For example, a student completing an HND in Computer Science at the College, can enter Year 3 of the BSc (Hons) Computing (Application Software Development) at Robert Gordon University. This approach - "articulation" means an HNC student can continue their studies to enter year two of a degree and an HND student, year three.
- 8.4 The College also helps our higher education students to articulate by providing support with UCAS applications. For example, while the College, does not currently have an Articulation Agreement with Napier University, in 2022 entry, Napier nonetheless offered 150 applicants a place on their chosen programme, with 61% of those students articulating.
- 8.5 In AY20-21, 1507 students achieved articulation on completion of their HNC/D. This was the third highest level recorded by the College, 1605 being the highest, improving on AY 2019-20. This contrasts with 360 at Kelvin College and 756 at Clyde College. A further 911 students achieved Advanced Standing (meaning all their prior learning was recognised) when progressing to University.
- 8.6 At the time of writing, almost 1400 students held offers with HEIs. Full articulation statistics for 2021-22 will be available in May 2023.

Associate Student Scheme

- 8.7 The term 'Associate Student' describes students on courses jointly delivered by a college and university. In this case, the university acts as the awarding body, students are Degree students at the outset but complete the first two years of study at the College as part of their HNC / HND. Associate Student Status was created to create a further (and seamless) progression pathway from college to university, enabling students to have access to both college and university facilities and allowing them to become familiar with the university campus, processes and teaching methods while attending college.

8.8 The College currently has 15 guaranteed pathways with Glasgow Caledonian University for over 160 Associate Students; there are similar, although not guaranteed, pathways, for 131 students with the University of the West of Scotland.

Delivering progression to degree level study in-house through Validated Degrees

8.9 The College also itself delivers 11 Degree level courses through Memoranda of Understanding (MOUs) with 4 partner universities to deliver validated degree programmes. These allow students the opportunity to remain at the College and continue their study at a higher SCQF (Scottish Credit & Qualifications Framework) level, and if successful, achieve a Degree awarded by the partner university.

8.10 In this year, the College secured the continued delivery of three validated degrees for a further five academic sessions from 2022/23:

- BA and BA (Hons) Photography (SCQF Level 9 and L10) (Full-Time)
- BA and BA (Hons) Contemporary Art Practice (SCQF Level 9 and L10) (Full-Time)
- BA and BA (Hons) Design Practice (SCQF Level 9 and L10) (Full-Time)

8.11 The College, in partnership with universities, also offers two Diplomas in Higher Education, in Business Studies and Social Science.

9. Actions in support of continuous improvement

9.1 For the 20-21 leavers, the College sought to involve Students to support the collection of the survey. This proved only partially successful. Learning from the experience, SMT has approved the use of administration staff from across the College to support a larger but more evenly distributed schedule of contact calls.

9.2 As we improve the collection process, we are also keen to ensure destination data is used as part of the on-going development of industry engagement within Faculties. To that end we will be seeking to:

- Raise the profile of the survey data with Faculties to bolster the planning of employer engagement in curriculum design and delivery
- Better join up commercial activity with wider Faculty employer engagement
- Refresh the college employer engagement strategy so that long term strategic partnerships are better evidenced, helping to capture effective practice, support staff development and the building of alumni & professional networks.

Recommendation

The Committee is asked to discuss the student leaver destination data for session AY 2020-21

10. Impact and implications

10.1 The number of college leavers securing a positive destination is a key performance measure of the Glasgow Regional Outcome Agreement. This is administered by the Glasgow Colleges' Regional Board in return for funding from the Scottish Funding Council.

10.2 The improving performance of the College and the challenging operating context means that there are no anticipated material risks to funding.

Destination results for AY20-21 Leavers

Sector Leavers / Remainers Confirmed / Unconfirmed

CONTINUERS ONLY | SECTOR LEAVERS O... | Filter confirmed only | Filter unconfirmed ...

- College
- ARGYLL COLLEGE (UHI)
 - AYRSHIRE COLLEGE
 - BORDERS COLLEGE
 - CITY OF GLASGOW COLLEGE
 - DUMFRIES AND GALLOWAY C...
 - DUNDEE AND ANGUS COLLEGE
 - EDINBURGH COLLEGE
 - FIFE COLLEGE
 - FORTH VALLEY COLLEGE
 - GLASGOW CLYDE COLLEGE
 - GLASGOW KELVIN COLLEGE
 - INVERNESS COLLEGE (UHI)
 - LEWS CASTLE COLLEGE (UHI)
 - MORAY COLLEGE (UHI)
 - NEW COLLEGE LANARKSHIRE
 - NEWBATTLE ABBEY COLLEGE
 - NORTH EAST SCOTLAND CO...
 - NORTH HIGHLAND COLLEGE ...
 - ORKNEY COLLEGE (UHI)
 - PERTH COLLEGE (UHI)
 - SCOTLAND'S RURAL COLLEG...
 - SHETLAND COLLEGE (UHI)
 - SOUTH LANARKSHIRE COLLEGE
 - WEST COLLEGE SCOTLAND
 - WEST HIGHLAND COLLEGE (...)
 - WEST LOTHIAN COLLEGE

Level

SCQF 1-6 | SCQF 7+

SCQF Level

1	2	3	4	5
6	7	8	9	10

SIMD Decile

1	2	3	4	5	6
7	8	9	10	...	

Urban Rural Classific...

1	2	3
4	5	6
7	8	(blank)

Gen... | Age

- | 16-24

Female | 25+

Male

Other

Primary_Classificati...

- WORKING PART-TIME
- WORKING FULL-TIME
- UNEMPLOYED AND LOOKIN...
- UNCONFIRMED
- TEMPORARILY SICK OR UN...
- STUDYING PART-TIME
- STUDYING FULL-TIME
- STARTING JOB BY 31ST M...
- PERMANENTLY UNABLE TO...
- NOT EMPLOYED BUT NOT ...

Region (if multi-colle...)

- GLASGOW
- HIGHLANDS AND ISLANDS
- LANARKSHIRE

TOTAL SELECTED POPULATION: 5,983

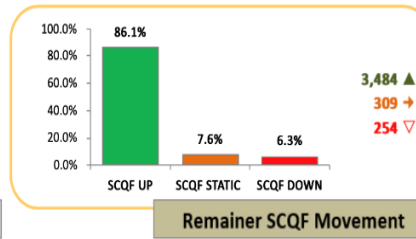
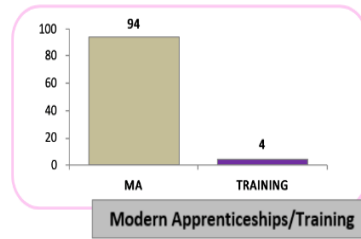
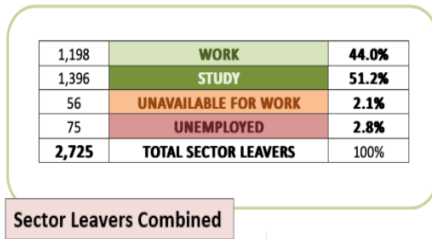
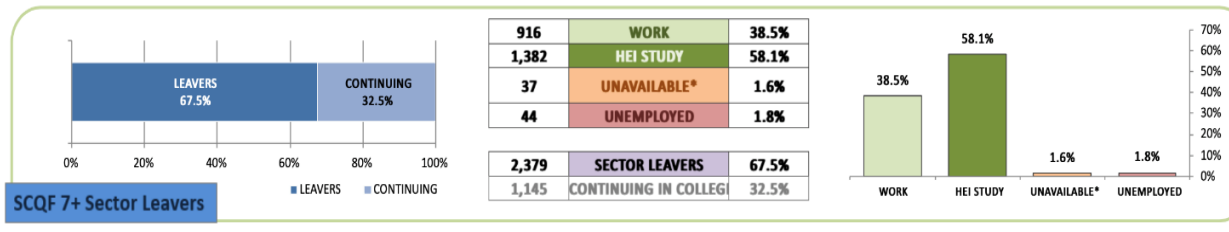
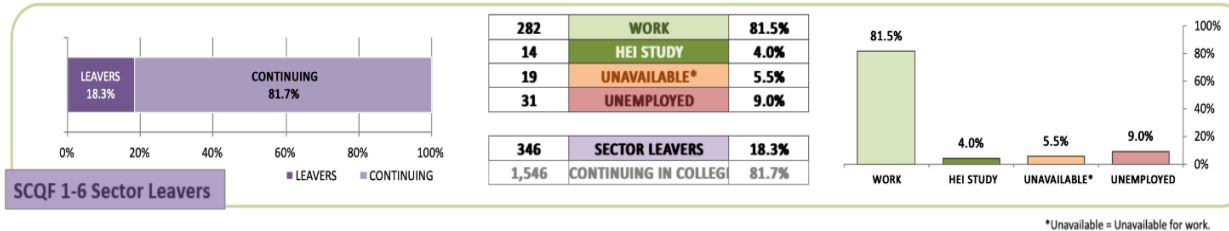
Excel for

Primary Classification

FT	PT	FT	PT	31st	Sick or Looking out in order After Home	Taking time out to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed	Unconfirmed	
STUDY		WORK			UNAVAILABLE FOR WORK					UNEMPLOYED	UNCONFIRMED
3,979	108	1,025	166	7	16	2	38	75	567		
66.5%	1.8%	17.1%	2.8%	0.1%	0.3%	0.0%	0.6%	1.3%	9.5%		
68.3%		20.0%			0.9%					1.3%	9.5%
88.3%		POSITIVE			UNAVAILABLE FOR WORK					UNEMPLOYED	UNCONFIRMED

72.9% progressing to work related to studies (722/990 where the question was answered).

- Subject Group
- ART AND DESIGN ARTS AND ...
 - BUSINESS, MANAGEMENT AN...
 - CARE
 - COMPUTING AND ICT
 - CONSTRUCTION
 - EDUCATION AND TRAINING
 - ENGINEERING
 - HAIRDRESSING, BEAUTY AND ...
 - HOSPITALITY AND TOURISM
 - LAND-BASED INDUSTRIES
 - LANGUAGES AND ESOL
 - MEDIA
 - NAUTICAL STUDIES
 - PERFORMING ARTS
 - SCIENCE
 - SOCIAL SUBJECTS
 - SPECIAL PROGRAMMES
 - SPORT AND LEISURE



Superclass (All)

ProgID (All)

Note: to search by PROGID, first reset filters.

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Annex B

Destinations by Curriculum Areas

Curriculum Area	Number of leavers	Positive Destinations RAG rated against College average of 88%	College: Progressing to work related to study RAG rated against Sector	Sector: Progressing to work related to study
Art & Design	549	88%	34%	42%
Business Management	1063	89%	63%	64%
Care	322	87%	69%	80%
Computing & ICT	445	94%	65%	62%
Construction	346	86%	67%	72%
Engineering	451	93%	85%	82%
Hairdressing, Beauty & CT	524	80%	70%	72%
Hospitality & Tourism	566	84%	83%	66%
Media	551	88%	53%	44%
Nautical	474	96%	98%	97%
Performing Arts	66	70%	27%	47%
Sport & Leisure	317	89%	53%	58%
Social Subjects	237	88%	12%	35%

