

Board of Management

Learning, Teaching & Student Experience Committee

Date of Meeting	Tuesday 27 February 2024
Paper No.	LTSEC3-F
Agenda Item	4.6
Subject of Paper	AY2021-22 College Leaver Destinations (2023)
FOISA Status	Disclosable
Primary Contact	Jon Gray; Director of Excellence
Date of production	December 2023
Action	For Discussion

1. Recommendations

The Committee is asked to discuss the student leaver destination data for AY2021-22 published in 2023

Purpose of Paper

- 1.1 This paper updates the Committee on the student destination survey results for AY 2021-22 published in 2023.
- 1.2 The survey results help inform Faculty Portfolio planning, telling us something about how well our 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. Each year, we want to see students moving into positive destinations, of which we are interested in how many enter work and or continue study but at a higher SCQF (Scottish Credit and Qualification Framework) level.
- 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 students - is then contacted 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. 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.
- 2.7 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.
- 2.8 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 regular / quarterly basis, as per its availability.

3. Key Findings

- The College surveyed 4953 leavers, the most in the sector.
- Confirmed leaver destinations were obtained for 86% of all leavers sampled.
- **Of these leavers, 97% were in a positive destination, which was above the college sector average, and the third highest in the sector.**
- In total, 84% of the survey sample were in a positive destination compared with 83% for the sector.
- City performed better than all similar sized Colleges, including Edinburgh, Northeast Scotland College, and Fife College.
- 21% of our leavers were in work, 77% further study, and less than two percent were unavailable for work or classified as unemployed.
- Of those progressing into employment, 68% work in an area related to their study, equal to the college sector average.
- Of those continuing within the college, 85% do so at a higher level of study, 3pp above the college average
- In AY21-22, 1019 students achieved articulation on completion of their HNC/D. This is a decline from the 1500 last year and the high of 1605 in AY 2018-19.

Although declining, in part due to wider environmental factors, students are articulating to more Universities – 31 and more courses – 260.

4. Process

- 4.1 As part of the survey, the College was required to track the progress of 4,953 qualifiers within a sector total of over 39,000 qualifiers. This was the largest number of leavers in the sector. The next highest was Edinburgh with 4373 leavers. To track learners, the College used a range of methods including reconciliation with SDS and UCAS destination data, survey emails and survey phone calls. In support of the survey, SMT approved the use of administration staff from across the College to support a larger but more evenly distributed schedule of contact calls.
- 4.2 The College confirmed destinations for 4,274 qualifiers, 86% of the target sample, down by 4pp on the previous session. The Sector confirmed destinations for 34,988 qualifiers, 88%, up 1pp on the previous session.

5. Key Survey Data

	Leavers	% Confirming a destination	% Confirming that are in a positive destination	Positive		Unemployed	Unavailable for work
				Work	Study		
College	4953	86%	97%	21%	77%	1.6%	1.2%
Sector	39642	88%	94%	21%	73%	3.8%	2.3%

- 5.1 Further data is available in the **annex A**.
- 5.2 Leaver destination Data is reported against sixteen categories and is summarised in the table below. The College performed better than the sector in almost all sixteen categories.
- 5.3 Across the sector, there were fewer leavers involved in the survey – 39,642 – largely reflecting the decline in college entrants and the increased number withdrawing. A total of 34,988 qualifiers had a confirmed destination (88.3% of all qualifiers). And of those with a known destination, 86.0% found positive destinations, a decrease from last session’s record high of 91.0% but in line with pre-pandemic levels.
- 5.4 Within the College, this year the tracking of leavers was more difficult, and, mirroring the sector, the number of confirmed destinations reduced.
- 5.5 Positively, the College confirmed the destinations of more learners than any other college in the sector. The number of City leavers in a positive destination was 4154, which compares against 3,611 at Edinburgh (the next highest), 2856 at West College Scotland and 2715 at Ayrshire College. Clyde and Kelvin College were 2,619 and 1,110 respectively.
- 5.6 Of those confirming their destination, 97% of City leavers were in a positive destination. This was above the sector average and the third highest in the sector, below Shetland

College and North Highland College, however, both these colleges had significantly fewer leavers with just 35 and 185 confirmed for each.

5.7 City was better than all similar sized colleges. For example, 95% of confirmed leavers at Edinburgh College were in a positive destination, 93% Ayrshire and 83% at West College Scotland.

5.8 Overall, the College continues to perform well and above the sector on most of the performance indicators. We are pleased that, compared to the sector average, fewer leavers are unemployed or unavailable for work for both FE and HE leavers, although we note the decline in the proportion progressing to work related to their study.

5.9 The results are summarised in the table overleaf.

Summary of College Leaver Destination Data

Category	College	Sector	College	Sector	College	Sector	College	Sector	College	Sector	Trend
	17/18	17/18	18/19	18/19	19/20	19/20	20/21		21/22		RAG against sector
Confirmed Destinations	89.5%	89.6%	89.0%	89.0%	91.2%	89.3%	90%	87.2%	86%	88%	Declining
% of all sampled in a positive destination			86%	85%	87%	84%	88%	84%	84%	83%	Declining
% of those confirming their destination and in a positive destination	96.1%	95.4%	96.2%	95.1%	95.5%	93.8%	97%	91%	97%	94%	Stable
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%	84%	78%	Stable
Students achieving SCQF levels 7+ and going to positive destinations	94.8%	94.2%	94.8%	92.6%	92.5%	90.3%	97%	95%	96%	92%	Stable
Those who have left the Sector - Positive Destinations	92.3%	89.1%	92.5%	87.8%	90.5%	84%	91%	90%	94%	86%	Increasing
Those who have left the Sector - Negative Destinations	7.7%	10.9%	7.5%	12.2%	7.5%	9.7%	5%	9%	6%	14%	Stable
Progressing to work related to study			73.7%	66.2%	66.1%	60.6%	73%	69%	68%	68%	Declining
Sector Leaver SCQF Level 1 to 6 - Work	68.5%	65.7%	70.3%	62.6%	65.2%	47.5%	81.5%	64%	75%	60%	Declining
Sector Leaver SCQF Level 1 to 6 - HEI Study	5.6%	16.0%	4.5%	17.5%	4.3%	27.0%	4%	20%	8%	18%	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%	8%	9%	Worsening
Sector Leaver SCQF Level 1 to 6 - Unemployed	16.4%	11.2%	16.1%	11.3%	21.0%	14.9%	9%	9%	9%	13%	Stable
Sector Leaver SCQF Level 7+ - Work	29.5%	37.9%	36.4%	38.9%	31.2%	31.5%	38.5%	40%	41%	40%	Improving
Sector Leaver SCQF Level 7+ - HEI Study	65.3%	56.3%	58.4%	53.7%	61.3%	58.8%	58%	55.4%	55%	51%	Declining
Sector Leaver SCQF Level 7+ - Unavailable	1.1%	2.1%	1.8%	2.4%	1.3%	3.1%	1.6%	2%	2%	2.5%	Worsening
Sector Leaver SCQF Level 7+ - Unemployed	4.1%	3.7%	3.3%	5.1%	6.3%	6.5%	1.8%	3%	3%	5%	Worsening
Student who remained in College progressing to higher SCQF level	91.4%	86.8%	92.6%	87.0%	87.1%	83.3%	86%	82%	85%	82%	Stable

6. Outcomes by Faculties

- 6.1 **Annex B** shows destinations across different curriculum areas and those Curriculum areas with the strongest associations in terms of learners moving into work related to their study.
- 6.2 This year, Computing & ICT and Engineering **have higher** than the College average positive destination rates **and** are above the sector average for the numbers moving into work related to study. This is a recurring trend, and arguably includes Nautical Studies too.
- 6.3 In contrast, Care, Hairdressing & Beauty (recurring) and Media, 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 Social Subjects, Media and Art & Design, see the lowest % of leavers progressing into work related to their studies.**
- 6.5 At a national level, the SFC reports that engineering, Nautical Studies and Performing Arts all saw increases in the proportion of people finding employment.
- 6.6 For SCQF 1 – 6, most subject areas noted a drop in the proportion of people finding work compared to last session, except for Engineering (up 3.1pp), Nautical studies (up 2.5pp) and Performing arts (up 0.3pp). Media and Construction showed the biggest drop against last session (20.1pp and 12.5pp respectively).
- 6.7 At SCQF 7+ level, there were several subject areas which noted a proportional increase in the number of people finding work, mainly within Construction (up 17.5pp) and Hospitality and tourism (up 13.2pp).
- 6.8 Subject areas that noted a drop in the proportion moving into work include Art and design and crafts (down 6.6pp to 26.5%), Social subjects (down 4.5pp to 12.1%) and Sport and leisure (down 4.3pp to 39.8%).

Faculty Employer Engagement

- 6.9 Utilising PowerBi, Faculties have begun the process of recording their stakeholder engagement systematically. This will allow for the scale and nature of stakeholder engagement to be consistently assessed across Faculties. We hope to further develop this over the course of the year.
- 6.10 An example of the type of employer engagement undertaken by Faculties in the last academic year is set out below:

A Financial Services Showcase

The Faculty of Education & Humanities organised and delivered a 3-day Financial Services conference from 7th to 9th December 2022.

The primary aims of the conference were to:

- Inspire our students to consider the attractiveness of a career in financial services
- Learn about the variety of job roles and routes into the sector
- Encourage students to develop networking skills and begin to grow their own network

- Showcase to employers the capable and diverse talent pipeline available at CoGC

These aims directly compliment the 3 elements of the Scottish Financial Enterprise Skills Action Plan for Financial and Professional Services: *Skills, Pathways and Promotion*.

The conference took place over 3 days, with each day having a specific focus.

Day One - focussed on 'Skills' and students were invited to join a range of industry experts as we focussed on understanding the current landscape and opportunities in the sector and the potential future skills gaps.

Day Two - focussed on 'Investment and Regulation' with smaller interactive workshops delivered by Investment 2020 in the morning, including networking sessions, followed by keynote speakers in senior roles within investment and regulation.

Day Three - concentrated on 'Women in Finance' to highlight the challenge and opportunities relating to diversity in the sector. There were a series of smaller sessions delivered by females working within Financial Services, discussing their experiences and journey into Financial Services. There was also a marketplace where employers or universities could promote relevant pathways.

The conference enabled City Students to experience learning out-with the formal curriculum, developing their interpersonal and career management skills. Across the three days of the conference, over 850 City students engaged in activities, from Access learners studying at SCQF levels 4/5 to HND learners at SCQF Level 8.

Learners not only participated in the formal activities in the conference agenda but were also encouraged to network with industry partners to consider the various pathways into the sector. Reflective sessions in classes following the conference supported City learners to articulate how they had benefited from these experiences in a way that will support their career aspirations.

The conference also demonstrated the College's *connectedness* with employers, with over 50 industry partners contributing to the event. The requests from employers to participate exceeded capacity which highlights the strong appetite in the sector to engage with the talent pipeline. The event was also praised for the gender balance of industry participants, with diversity and inclusion being a key priority in the sector.

The industry professionals who participated in the conference acted as champions for the sector, shining a positive light on the opportunities and positive cultures that are emerging, moving away from traditional perceptions of Financial Services. The diversity of job roles and personal journey of each speaker allowed students to understand the various pathways into Financial Services and underpinned the principles of #nowrongpath. Investment 2020 organised a networking workshop for students to develop their networking skills and many of the speakers were proactive in encouraging the learners to use the conference to start building their professional network.

The students were *actively* engaged in activities to prepare for the conference and throughout the event. Lecturers ran a series of workshops with students prior the event where they researched the keynote speakers, identifying a number of questions that they would like to ask the speaker. The Panel Discussion was entirely led by questions that were pre-prepared by students. The second day of the conference consisted of a series of interactive workshops with students working in groups to complete a task set by an industry partner. The industry participants all commented positively on the calibre of questions and level of engagement at each of the sessions.

Blended approaches were also utilised in the conference, via a conference website and digital conference programme, and with the keynote speaker from Fintech Scotland attending virtually via MS Teams.

The Conference was a successful event with positive feedback from industry and student participants. From the sample of students that responded, 96% would recommend the conference to a friend, colleague or future student. In addition to achieving the conference aims, the event was also a success in providing an experience for learners that aligns to the City of Glasgow College Student Academic Experience Strategy.

Recommendation

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

7. Impact and implications

- 7.1 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.

- 7.2 The performance of the College and the challenging operating context means that there are no anticipated risks to funding.

College Leaver Destinations AY2021-22 Leavers

Sector Leavers / Remainers Confirmed / Unconfirmed

0 1 Filter confirmed only Filter unconfirmed o...

- College
- ARGYLL COLLEGE (UHI)
 - AYRSHIRE COLLEGE
 - BORDERS COLLEGE
 - CITY OF GLASGOW COLLEGE
 - DUMFRIES AND GALLOWAY COLLEGE
 - 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 COLLEGE
 - NORTH HIGHLAND COLLEGE (UHI)
 - ORKNEY COLLEGE (UHI)
 - PERTH COLLEGE (UHI)
 - SCOTLAND'S RURAL COLLEGE (SRUC)
 - SHETLAND COLLEGE (UHI)
 - SOUTH LANARKSHIRE COLLEGE
 - WEST COLLEGE SCOTLAND
 - WEST HIGHLAND COLLEGE (UHI)
 - 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 Classification

1 2 3 4 5 6 7 8 (blank)

Gen... Age

10 11 12 13 1 2

Primary Classification

- WORKING PART-TIME
- WORKING FULL-TIME
- UNEMPLOYED AND LOOKING F...
- UNCONFIRMED
- TEMPORARILY SICK OR UNABLE ...
- TAKING TIME OUT IN ORDER TO ...
- STUDYING PART-TIME
- STUDYING FULL-TIME
- STARTING JOB BY 31ST MARCH
- PERMANENTLY UNABLE TO WO...
- NOT EMPLOYED BUT NOT LOOKI...

Region (if multi-college)

- GLASGOW
- HIGHLANDS AND ISLANDS
- LANARKSHIRE

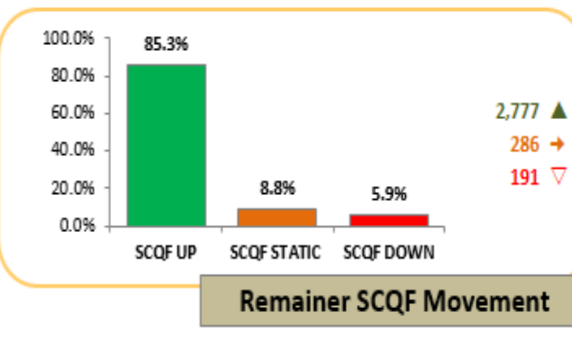
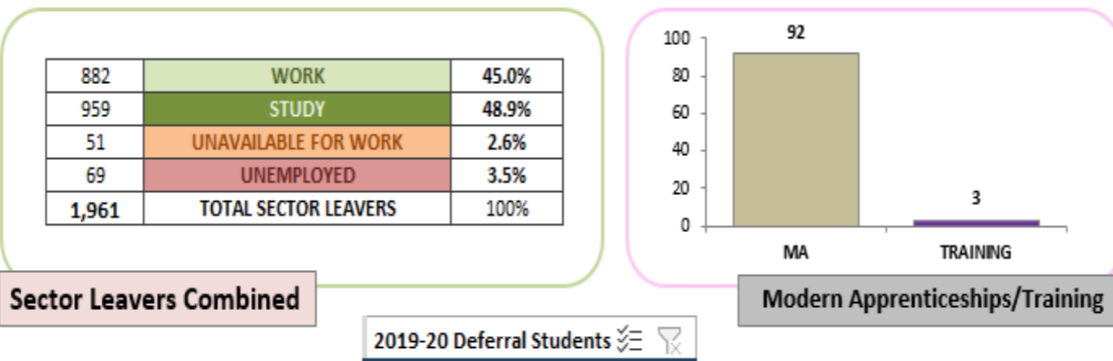
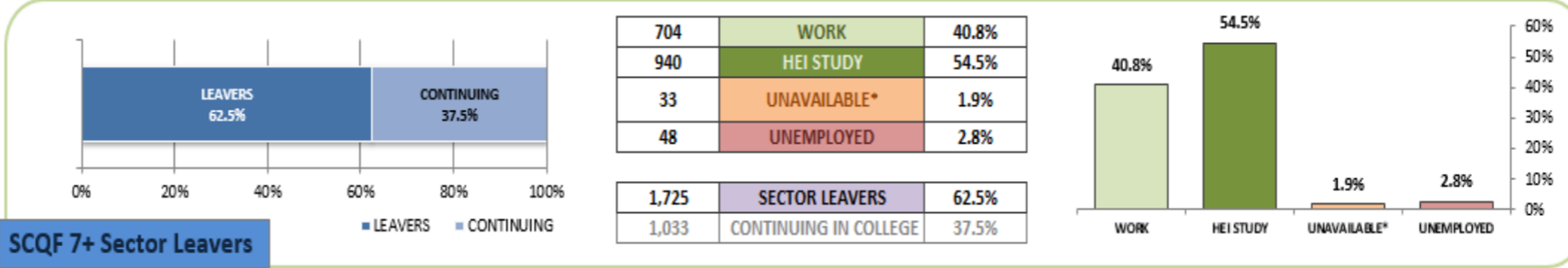
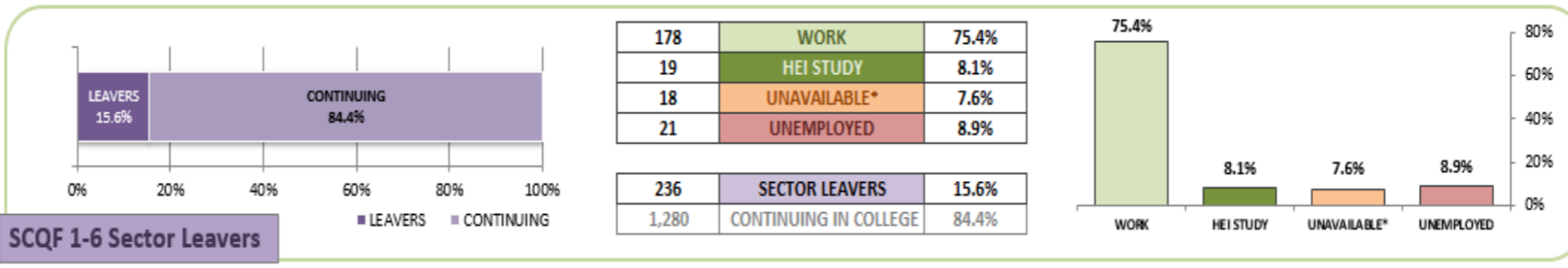
TOTAL SELECTED POPULATION: 4,953

RESET

Primary Classification

STUDY		WORK			UNAVAILABLE FOR WORK				UNEMPLOYED	UNCONFIRMED
FT	PT	FT	PT	31st	Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study		
3,152	120	731	150	1	21	10	2	18	69	679
63.6%	2.4%	14.8%	3.0%	0.0%	0.4%	0.2%	0.0%	0.4%	1.4%	13.7%
66.1%		17.8%			1.0%				1.4%	13.7%
83.9%					UNAVAILABLE FOR WORK				UNEMPLOYED	UNCONFIRMED
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED	UNCONFIRMED

67.9% progressing to work related to studies (511/753 where the question was answered).



- Subject Group
- ART AND DESIGN ARTS AND CRAFTS
 - BUSINESS, MANAGEMENT AND AD...
 - CARE
 - COMPUTING AND ICT
 - CONSTRUCTION
 - EDUCATION AND TRAINING
 - ENGINEERING
 - HAIRDRESSING, BEAUTY AND COM...
 - 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.

RESET FILTERS

Destinations by Curriculum Areas

Curriculum Area	AY20-21 Leavers				AY21-22 Leavers				Trend – College % progressing to work related study
	Number of college leavers	College % 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	Number of college leavers	College % Positive Destinations RAG rated against college average of 84%	College % Progressing to work related to study RAG rated against Sector	Sector: % Progressing to work related to study	
Art & Design	549	88%	34%	42%	483	84%	40%	46%	↑
Business Management	1063	89%	63%	64%	880	86%	68%	70%	↑
Care	322	87%	69%	80%	263	80%	73%	84%	↑
Computing & ICT	445	94%	65%	62%	401	87%	65%	60%	↔
Construction	346	86%	67%	72%	208	79%	65%	62%	↓
Engineering	451	93%	85%	82%	344	89%	83%	68%	↓
Hairdressing, Beauty & CT	524	80%	70%	72%	486	76%	70%	72%	↔
Hospitality & Tourism	566	84%	83%	66%	407	85%	64%	68%	↓
Media	551	88%	53%	44%	444	80%	40%	43%	↓
Nautical	474	96%	98%	97%	499	83%	99%	99%	↑
Performing Arts	66	70%	27%	47%	77	84%	47%	51%	↑
Sport & Leisure	317	89%	53%	58%	234	86%	44%	54%	↓
Social Subjects	237	88%	12%	35%	151	93%	0%	29%	↓

