

## Performance & Resources Committee Meeting

Date of Meeting	Thursday 30 May 2019
Paper Title	Regional Retention and Attainment Group
Agenda Item	8
Paper Number	PRC4-D
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Discussion

### 1. Report Purpose

- 1.1** To update members on the development of collaborative regional activity to improve retention and attainment.

### 2. Recommendations

- 2.1** The Committee is invited to **note** the regional work to support improvements in retention and attainment.

### 3. Regional Action to Improve Retention and Attainment

- 3.1** Following considerable discussion at previous meetings of the GCRB Board on the subject of improving attainment and retention, it was agreed that the GCRB Executive Director would liaise with college managers to take forward the development of a regional retention and attainment group, which would complement individual college quality improvement activity.
- 3.2** The Board requested that it continues to be briefed on this work and attached as an Annex is a report on the initial quality improvement activity undertaken by this group.
- 3.3** The regional lead for this work, Douglas Dickson, City of Glasgow Performance Improvement Director, will be present at the Committee to provide further information at the request of members.
- 3.4** The Committee is invited to **note** the regional work to support improvements in retention and attainment.

### 4. Risk Analysis

- 4.1** The regional activity highlighted within this report seeks to mitigate potential risks related to *GCRB Risk 006: Fewer learners achieving positive outcomes and GCRB Risk 008: Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs.*

**5. Equality Implications**

5.1 No equality implications are identified.

**6. Legal Implications**

6.1 No legal implications are identified.

**7. Financial Implications**

7.1 No resource needs are identified at present.

**8. Strategic Implications**

8.1 This report describes collaborative activity being undertaken to ensure delivery of all the strategic ambitions set out within the Glasgow Region Strategic Plan for College Education.

**Annex A:**

# Glasgow Region Retention and Attainment Group

## Background

A regional steering group was established to examine retention and attainment at the start of academic year 2018/19. The steering group was composed of Quality Leads from Glasgow Clyde College, Glasgow Kelvin College and City of Glasgow College.

The steering group examined and discussed retention and attainment data from SFC's 2017/18 published information. This outcome from this discussion was that a methodology was devised that would allow each Curriculum hub to further explore retention and attainment within Glasgow Region and in particular PIs relating to full time further education.

The Quality Leads identified that the methodology would be piloted with Sport and Leisure practitioners delivering FT FE programmes. Sport and Leisure were chosen as the PIs for this FT FE subject area is one of the lowest in Glasgow Region.

## Methodology

### 1 Planning

The planning focused on –

- Examining Education Scotland retention and attainment data for FT FE subject areas
- Analysing PI data for FT FE from the SFC elements tool – see appendix 1
- Devising a format for a forum which would bring together members of the relevant Curriculum hub – see appendix 2

### 2 Retention and Attainment Forum

Prior to the Sport and Leisure forum each of the participant College's completed a view of the student journey to identify what the issues were in relation to FT FE retention and attainment key points are –

Course Stage -	Retention and Attainment Issues
<i>Pre entry</i>	<ul style="list-style-type: none"> <li>• Students do not always attend keeping warm days</li> <li>• Local schools do not accept offers of presentations on sports course</li> </ul>
<i>Induction</i>	<ul style="list-style-type: none"> <li>• Students do not attend induction days</li> <li>• Students do not keep in contact to identify they have accepted offers for other courses or they turn up late due to holidays.</li> <li>• Students are looking for timetables and these are not available</li> </ul>
<i>First day</i>	<ul style="list-style-type: none"> <li>• Students do not attend</li> <li>• Students who have not met conditions turn up and hope to get a place on the course</li> </ul>
<i>Early Withdrawal</i>	<ul style="list-style-type: none"> <li>• Despite interview, students choose the wrong course</li> <li>• Students do not disclose mental health issues or additional support needs</li> <li>• Students have other commitments such as employment</li> </ul>
<i>Further Withdrawal</i>	<ul style="list-style-type: none"> <li>• Students work high numbers of hours in employment</li> <li>• Wellbeing and mental health issues are experienced by students</li> <li>• Students find theory and practical work difficult – students identify they did not expect some much theory in sports subjects</li> <li>• Students do not complete work</li> <li>• Issues around attendance on course</li> </ul>
<i>Partial Success</i>	<ul style="list-style-type: none"> <li>• Students do not hand work in</li> </ul>
<i>Qualification</i>	<ul style="list-style-type: none"> <li>• SQA units are out of date and assessment heavy</li> <li>• Governing body units are relevant and are</li> </ul>

	better than SQA units, however they are expensive
<i>Pre exit</i>	<ul style="list-style-type: none"> <li>Limited progression opportunities if students do not achieve all units</li> </ul>
<i>Other Factors</i>	<ul style="list-style-type: none"> <li>Poor advice from schools</li> <li>Students enjoy PE but don't appreciate the content of a FE programme</li> <li>Poor engagement from bodies such as Sport Scotland or governing bodies</li> </ul>

### 3 Forum Approach

The forum has held on the 20<sup>th</sup> March 2019 and it was divided into 3 parts –

- A. **Good Practice?** – Practitioners were asked to identify what they were currently doing that they considered as good practice in targeting retention and attainment.
- B. **Try?** - What approach might be able to be tried from the good practice discussion to improve retention and attainment?
- C. **Who should be influenced?** – Who has a key role in attainment and retention and should be influenced?

The participants at the forum were –

- Margo Turner, Senior Lecturer, Glasgow Clyde College
- Alan Harwood, Senior Lecturer, Glasgow Clyde College
- Phil Storrier, Curriculum Manager, Glasgow Kelvin College
- Colin McCrum, Curriculum Head, City of Glasgow College
- Iain Houston, Associate Dean, City of Glasgow College

### 4 Forum Output

The results from the forum are contained in appendix 3, key points are –

- A. **Good Practice?**
  - Tracking of student assessment progress outcome by outcome – this approach facilitates richer guidance sessions with students, allows action planning of remediation and submission of work. One College was using Google documents which ensured this information was live.

- Team induction over an extended period of time, with no teaching, to allow the class to bond. This also prevents a lot of information being delivered in one afternoon that is then forgotten by students.
- Utilise student calendars in Google or Office 365 to identify assessment dates.
- Revise qualifications to ensure they are 'fit for purpose'. In sports this has led to practitioners using SQA and National Governing Body assessments.
- Introduce units that prepare FE students for further study at higher SCQF levels.
- Utilise HE students to work with FE students and cross assess
- Embed core skills across the curriculum.
- Group units under titles such as 'Preparation for Employment' so that students see the value of units and don't see them as discrete.

#### **B. Try?**

- Pre entry tasks or activities to complete prior to joining the course. This provides an early indicator of the support required for students.
- Provide a 'bonus' on completion of the FT FE programme.

#### **C. Who to Influence?**

- Schools- this enables effective guidance to be provided around the content of college sports programmes and employment routes.

### **5 Next Steps**

- The methodology, above, provides an opportunity for all curriculum hubs to examine and share good practice in targeting retention and attainment.

- There is opportunity for Glasgow region to utilise the methodology with all Curriculum Hubs and to then further pilot approaches to retention and attainment.



## Appendix 1 – Sport and Leisure FT FE PIs

FT FE Sport and Leisure PIs																					
	% completed successful	% Completed partial success	% Further withdrawal	% Early withdrawal	PI Enrolments	Completed successful	Completed partial successes	Further withdrawal	Early withdrawal	male	female	other	Prefer not to say	aged under 16	aged 16 to 19	aged 20 to 24	aged 25 to 39	aged 40 and over	no simd	simd_decile 1	simd_decile 2
<b>National</b>	64.5%	10.6%	17.1%	7.8%	2,519	1,624	268	431	196	1,781	733	3	2	14	1,857	387	233	28	5	424	407
										70.7%	29.1%	0.1%	0.1%	0.6%	73.7%	15.4%	9.2%	1.1%	0.2%	16.8%	16.2%
<b>Glasgow</b>	57.9%	15.6%	17.9%	8.5%	435	252	68	78	37	296	138	0	1	0	314	84	34	3	1	129	75
										68.0%	31.7%	0.0%	0.2%	0.0%	72.2%	19.3%	7.8%	0.7%	0.2%	29.7%	17.2%
<b>Kelvin</b>	46.0%	23.8%	15.9%	14.3%	63	29	15	10	9	44	18	0	1	0	45	10	8	0	0	27	15
										69.8%	28.6%	0.0%	1.6%	0.0%	71.4%	15.9%	12.7%	0.0%	0.0%	42.9%	23.8%
<b>City</b>	61.3%	14.1%	18.1%	6.5%	199	122	28	36	13	125	74	0	0	0	145	41	13	0	0	49	29
										62.8%	37.2%	0.0%	0.0%	0.0%	72.9%	20.6%	6.5%	0.0%	0.0%	24.6%	14.6%
<b>Clyde</b>	58.4%	14.5%	18.5%	8.7%	173	101	25	32	15	127	46	0	0	0	124	33	13	3	1	53	31
										73.4%	26.6%	0.0%	0.0%	0.0%	71.7%	19.1%	7.5%	1.7%	0.6%	30.6%	17.9%

Source SFC 2017/18 PIs

### Points to note

FT FE Sports and Leisure courses are predominately male – c70%

Students are predominately 16 to 19 years old – c70%

Glasgow Kelvin College has the highest proportion of student from a MD 10 background – over 10% higher than Glasgow Clyde College and City of Glasgow College.

## **Appendix 2 – Sport and Leisure Forum**

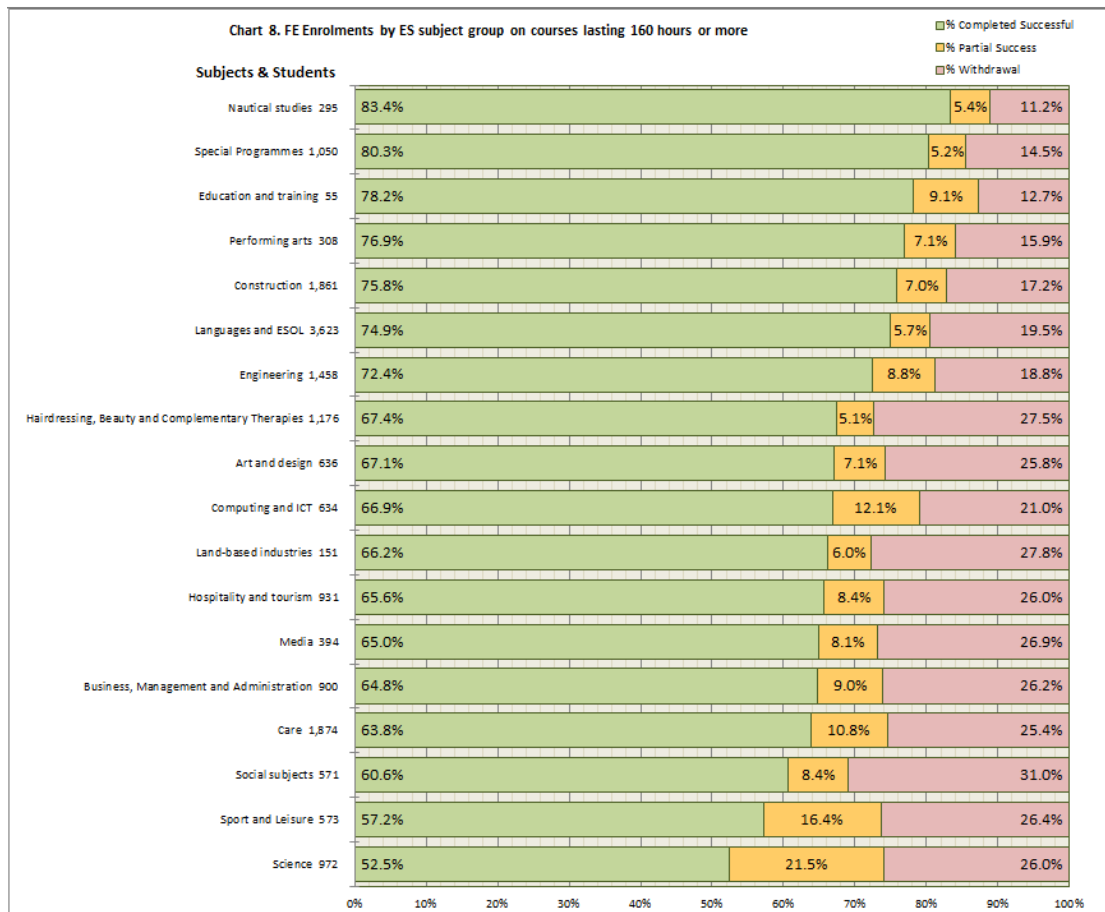
### **Regional Retention and Attainment Group**

The Regional Retention and Attainment group are holding a forum to examine retention and attainment associated with Full Time Further Education (FT FE) courses in Sport and Leisure. The aim of the forum is to work towards a collective approach to developing practitioners' practice to improve retention and attainment.

### **Background - Full Time Education in Glasgow Region and Nationally**

The latest sector PIs (2017/18) identified that the performance and retention of students in FT FE is low nationally and regionally. The Scottish Government have set a challenge of raising attainment in FT FE to 75% by academic year 2020/21.

The Region chart, below, identifies Education Scotland subject groups for FE, including Sport and Leisure showing their PIs.



**Note** this chart includes part time as well as full time FE PIs

## Attainment and Retention Forum

The Regional Retention and Attainment Group are hosting forum which will collectively examine the factors associated with retention and attainment at FT FE in Sport and Leisure.

We have asked each college to -

### 1 Nominate Practitioners'

We ask that each college nominate colleagues from each assigned colleges to attend the forum on the **20<sup>th</sup> March 2019 at 2pm at City of Glasgow College. Please report to Reception at Level 2 of City Campus, 190 Cathedral Street.**

The colleagues you nominate should be directly involved in course management of Full Time Further Education courses in Sport and Leisure.

## **2 Complete the Student Journey Grid**

**In advance of the forum we would ask that each college identify the key issues associated with each stage of the FT FE student journey using the grid on the next page.**

It is recommended in advance of the forum that each college may hold an internal meeting to populate the attached student journey grid.

If possible please send the completed grid in advance of the forum to [douglas.dickson@cityofglasgowcollege.ac.uk](mailto:douglas.dickson@cityofglasgowcollege.ac.uk) by the 18<sup>th</sup> March.

## **3 Attend the Forum**

The forum will be held on the 20<sup>th</sup> March at 2pm at City of Glasgow College, City Campus, 190 Cathedral Street in Room C.06.091.

Subject Area	
<b>Course Stage -</b>	<b>Retention and Attainment Issues</b>
<i>Pre entry</i>	
<i>Induction</i>	
<i>First day</i>	
<i>Early Withdrawal</i>	
<i>Further Withdrawal</i>	
<i>Partial Success</i>	
<i>Qualification</i>	
<i>Pre exit</i>	
<i>Other Factors</i>	

## Appendix 3 – Sport and Leisure Forum Output

### What Works?

Introduced units to develop soft skills – eg residential experience

Guidance all year to try and identify issues earlier

Introduced 'Families' into courses where groups mixed with HNC / D students

Took out some SQA courses and introduce more NGB's and 'Fit for Purpose' courses

Guidance and staff comments

Staff trained as Mental Health practitioners

+VE "Moved away from SQA towards a balance NGB / SQA

+VE Removing compulsory Core Skills to integrate in visits and voluntary care

+VE One to One interviews at selection stage

Mixed discipline programme at Level 6

Cross department learning and teaching – achieve in higher learning

Integration of higher level units

Live department assessment spreadsheet

Academic progression

Recruitment guidance (TT) Student Support / Course design and content

Team meeting → Breakdown of class group

Pro-action response. Times to email / chat etc.

Introduction of more external qualifications – NGB's, workshops etc.

Tried to timetable groups on a full day instead of all half days

Changed interview process – fun half day group / practical

## Try

Employer relations at level 5 – interview opportunities for industry and placement •

Capped numbers •

Pre entry tasks or activities to complete - would it work? •••

Colour coded spreadsheet •

More flexible mode of attendance

Pre requisite course before • Start in August (could be on-line)

Deliver qualifications in the community

Completion bonus •••••

System to tell college what qualification obtained (from SQA)

Keep warm activities •

1 day (group) interview •

Practical test / involvement

• - denotes number of votes

## Who to Influence?

Schools ●●●

SDS

Sport Scotland

Third Party organisations

● - denotes number of votes