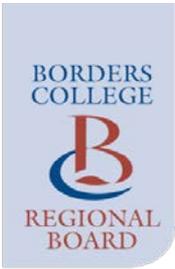


# D

## CURRICULUM AND QUALITY COMMITTEE REPORT



<b>Subject:</b> Learner Destinations Report	<b>Purpose:</b> <b>For Approval</b> <input type="checkbox"/> <b>For Discussion</b> <input checked="" type="checkbox"/> <b>For Information</b> <input type="checkbox"/>
<b>Prepared by:</b> J Robertson	<b>Date:</b> 21 May 2018
<b>Purpose:</b> To inform the Curriculum and Quality Committee of the outcome of the Learners' Destination Survey for 2016-17 completers.	
<b>Linked to Strategic Goal 2: Deliver successful outcomes for all our learners.</b>	
<b>Executive Summary:</b>  <p>This survey was conducted in between October 2017 and February 2018; following the national methodology required by the Scottish Funding Council. It provides a breakdown of the destinations of the full time students who completed their programmes in 2016/17. The results are presented in tables showing categories of destination, sectors of employment and places of further study. A detailed breakdown by course and faculty is available for staff.</p> <p>The headlines from the report are:  The trends discussed in this report are predominantly positive. For example, more students are gaining places at university and whilst the proportion finding employment on completing their studies has decreased from 2015/16, rates remain higher than previous years. Fewer students are returning to college after completing their FE study but if they are then almost all are returning to Borders College. Almost all learners are progressing to positive destinations. Learners can increase their opportunity to progress from Borders College to university by completing at least a year of study at HN level. Progression straight to university from FE level programmes has increased significantly for successful FE completers.</p>	
<b>Recommendation:</b> Note the content of the report.	
<b>Previous Committee Approvals:</b> None	
<b>For publication</b> <input checked="" type="checkbox"/>	<b>For publication with redactions</b> <input type="checkbox"/>
<b>Not for publication</b> <input type="checkbox"/>	

# **Borders College**

## **Student Destinations 2016/17**

### **1. Introduction**

This is the sixth year of the College undertaking a survey of all successful students to ascertain their destination on completing their studies. The College follows the measures and methodology advocated by the Scottish Funding Council (SFC), providing data returns to inform national statistics and benchmarks for student first destinations. These will be used to inform future Outcome Agreements.

The survey provides the College with destination data at individual, programme and college level. The destinations are recorded by institution, course of study and, for those in employment, their employment sector.

National data is not yet available for comparison purposes; the SFC has advised that a report on First Destinations of College Leavers data for Academic Year 2016-17 will be published in September 2018.

### **2. Methodology**

The survey was conducted in the period up to 6 months after students had completed their programmes. SFC supplied the data sets for the individuals to be surveyed and, where data was already held, their current destination. The College also used data collected from graduates at the graduation ceremony to help provide as complete a set of data as possible. This reduced the number of required contacts by telephone.

Question sets, and the coding and recording of survey response were to the agreed national guidelines.

Data was collected by the MIS and Quality teams initially through the short questionnaire at the graduation ceremony and then by telephone contact with those where data was not available from the sources mentioned above.

The target of 80% of successful contacts and recording of destinations was achieved for both HE and FE leavers, with 625 destinations returned out of 680, or 91.9%.

## 3. Results

### 3.1 Higher Education Leavers

#### 3.1.1. Higher Education Successful Completers' Destinations

Programme of Study	Not employed but not looking for employment, further study or training	Permanently unable to work/retired	Starting Job by 31st March	STUDYING FULL-TIME	Temporarily sick or unable to work/looking after home or family	Unemployed and looking for work		Working full-time	Working Part-time	No. of Students
						Unconfirmed	Confirmed			
HNC ADMINISTRATION AND INFORMATION TECHNOLOGY - FT				4		2	1	1		8
HNC CARE AND ADMINISTRATIVE PRACTICE - FT				6		1		4	1	12
HNC EARLY EDUCATION AND CHILDCARE - FT			2	8		1		8	2	21
HNC ELECTRICAL ENGINEERING - FT			1	2				7	1	11
HNC FASHION MAKEUP - FT				2					1	3
HNC GAMEKEEPING WITH WILDLIFE MANAGEMENT - FT							1	4		5
HNC IN HAIRDRESSING - FT	1				2			2	2	7
HNC INTERACTIVE MEDIA - FT	1			3			1			5
HNC SOCIAL CARE - FT	1		1	2		1		4	4	13
HND BUSINESS - FT YR1				4				2		6
HND BUSINESS - FT YR2				4	2	2		3	2	13
HND COACHING AND DEVELOPING SPORT - FT1 - PERFORMANCE						1	1			2
HND COACHING AND DEVELOPING SPORT - FT1 - SPORT AND EXERCISE				3			1			4
HND COACHING AND DEVELOPING SPORT - FT2				2						2
HND VISUAL COMMUNICATIONS (GRAPHIC DESIGN) - YR1 FT	1							1		2
HND VISUAL COMMUNICATIONS (GRAPHIC DESIGN) - YR2 FT							1	2	4	7
<b>Grand Total</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>40</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>38</b>	<b>17</b>	<b>121</b>
<b>Percentage</b>	<b>3%</b>	<b>1%</b>	<b>2%</b>	<b>33%</b>	<b>3%</b>	<b>7%</b>	<b>5%</b>	<b>31%</b>	<b>14%</b>	<b>100%</b>

The response rate for HE graduates at 93% is comparable to the high rate achieved for 2015/16 (94%).

Employment is the most common destination for Borders College HE graduates. The proportion in full-time employment at 31% is similar to 2015/16 (30%), although a reduced proportion of HE graduates working part-time (14% down from 21% in 2015/16) accounts for an overall fall in the proportion in employment. At 45%, whilst this is lower than the 51% achieved in 2015/16, it remains higher than rates achieved in both 2014/15 (43%) and 2013/14 (39%).

Further study as a destination has reduced very slightly to 33%, with no HE graduates recorded as studying part-time.

Unemployment at 5% is consistent with 2015/16 and 2014/15 (4% and 5% respectively) and remains lower than the 7% of 2013/14. HNC Early Education and Childcare students demonstrated positive routes to both employment and further study. A high proportion of HNC Electrical Engineering students found employment.

### 3.1.2. Destinations of Further Study for Higher Education Completers

Destination Institution and Course	No. of Students
<b>Abertay University Dundee</b>	<b>2</b>
BA BUSINESS MANAGEMENT	1
BSC ETHICAL HACKING	1
<b>Borders College</b>	<b>2</b>
HND BUSINESS - FT YR1	2
<b>Dundee, The University of</b>	<b>1</b>
BA Community Learning and Development	1
<b>Edinburgh College</b>	<b>2</b>
HND FITNESS HEALTH AND EXERCISE	1
HND MAKE-UP ARTISTRY	1
<b>Edinburgh Napier University</b>	<b>12</b>
BA SOCIAL SCIENCES	1
BEng Electronic & Electrical Engineering	1
Beng/Beng (Hons) Electronic & Electrical Engineering	1
BSC Nursing Adult	2
Business Management	2
Creative and Digital Media	1
HND Interactive Media	1
Marketing	1
Marketing Management Degree	1
Sports Science	1
<b>Edinburgh University</b>	<b>1</b>
MA PRIMARY EDUCATION WITH SCOTTISH STUDIES	1
<b>Glasgow Clyde College</b>	<b>1</b>
HND FITNESS, HEALTH AND EXERCISE	1
<b>Glasgow University</b>	<b>2</b>
BED PRIMARY EDUCATION (DUMFRIES CAMPUS)	1
BED PRIMARY EDUCATION (GLASGOW CAMPUS)	1
<b>Heriot-Watt University</b>	<b>2</b>
International Business with Marketing	1
MA INTERNATIONAL BUS MAN WITH ENTERPRISE	1
<b>Queen Margaret University College</b>	<b>4</b>
ADULT NURSING - HONOURS DEGREE	1
Business Studies	1
NURSING SCIENCE	1
NURSING SCIENCE - HONOURS	1
<b>Robert Gordon University, The</b>	<b>1</b>
RADIOGRAPHY - 4 YEAR COURSE	1
<b>South Lanarkshire College</b>	<b>1</b>
HND MAKE-UP ARTISTRY	1
<b>Stirling University</b>	<b>1</b>
BSC SPORT STUDIES/PHYSICAL EDU/PROFESSIONAL EDU	1
<b>University of Aberdeen</b>	<b>4</b>
BA PRIMARY EDUCATION	1
BSC SPORT STUDIES (EXERCISE AND HEALTH)	1
MA EDUCATION	2
<b>University of Strathclyde</b>	<b>2</b>
BA PRIMARY EDUCATION	2
<b>University of the Highlands &amp; Islands</b>	<b>1</b>
BA MARINE AND COASTAL TOURISM	1
<b>(blank)</b>	<b>1</b>
BSC PHYSICAL ACTIVITY, HEALTH AND WELLBEING	1
<b>No. of students</b>	<b>40</b>

Of the students choosing to study further after completion of an HE programme at Borders College, a high proportion (85%; 34 students) enrolled in university, continuing a positive trend since 2014/15. Of the remaining 15% (6), 2 returned to Borders College, 2 to Edinburgh College and one each to Glasgow Clyde College and South Lanarkshire College.

More than half of students choosing to study further enrolled in an Edinburgh institution (21) with the majority (12) enrolling in a variety of courses at Edinburgh Napier University. Three are studying in Dundee, 5 in Aberdeen and the majority of the remainder are in the Glasgow area.

Eight students progressed to education related or primary education degree courses, 6 to sport, fitness and wellbeing related courses (4 at degree and 2 at HND level), 5 to nursing and healthcare related disciplines. Five progressed to IT/design or engineering related HNDs or degrees and 10 into business or marketing related courses (including 2 returners to Borders College Business HND).

### 3.1.3. Categories of Employment of Higher Education Completers

HN Programme Graduates	A: Agriculture, forestry and fishing	C: Manufacturing	D: Electricity, gas, steam and air conditioning supply	F: Construction	G: Wholesale and retail trade; repair of motor vehicles and motorcycles	I: Accommodation and food service activities	K: Financial and insurance activities	M: Professional, scientific and technical activities	N: Administrative and support service activities	P: Education	Q: Human health and social work activities	S: Other service activities	No. of Students
HNC ADMINISTRATION AND INFORMATION TECHNOLOGY - FT	1												1
HNC CARE AND ADMINISTRATIVE PRACTICE - FT		1			1						3		5
HNC EARLY EDUCATION AND CHILDCARE - FT						2		1		5	1	1	10
HNC ELECTRICAL ENGINEERING - FT		6	1		1								8
HNC FASHION MAKEUP - FT											1		1
HNC GAMEKEEPING WITH WILDLIFE MANAGEMENT - FT	2										1	1	4
HNC IN HAIRDRESSING - FT					1							3	4
HNC SOCIAL CARE - FT										2	6		8
HND BUSINESS - FT YR1		1			1								2
HND BUSINESS - FT YR2					2		2		1				5
HND VISUAL COMMUNICATIONS (GRAPHIC DESIGN) - YR1 FT				1									1
HND VISUAL COMMUNICATIONS (GRAPHIC DESIGN) - YR2 FT		2				2					1	1	6
<b>Grand Total</b>	<b>3</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>13</b>	<b>6</b>	<b>55</b>

HE courses in Electrical Engineering, Social Care and Early Education and Childcare appear most likely to lead to jobs in sectors that are relevant to students' area of study.

### 3.1.4. Further Education Successful Completers' Destinations

Programme of Study	Not employed but not looking for employment, further study or training	Starting Job by 31st March	STUDYING FULL-TIME	Studying part-time	Temporarily sick or unable to work/looking after home or family	Unconfirmed	Unemployed and looking for work	Working full-time	Working Part-time	No. of Students
ACCESS TO NURSING/HIGHER HEALTH/HIGHER SOCIAL CARE - FT			18			2		4		24
BTEC NQF ART AND DESIGN - FT - LEVEL 1 - 2			7	1		2				10
BTEC QCF LEVEL 3 CERTIFICATE AND SUBSIDIARY DIPLOMA IN ANIMAL MANAGEMENT - FT			2			3	3	1	3	12
BTEC QCF ART AND DESIGN - FT- LEVEL 3 - YR 1			6	1						7
BTEC QCF ART AND DESIGN - FT- LEVEL 3 - YR2			4							4
BTEC QCF LEVEL 2 EXTENDED CERTIFICATE AND DIPLOMA ANIMAL CARE - FT- GRP 1			8					1		9
BTEC QCF LEVEL 2 EXTENDED CERTIFICATE AND DIPLOMA ANIMAL CARE - FT- GRP 2			7			1	1			9
BTEC QCF SKILLS FOR INDEPENDENCE - FT2				3		1				4
C AND G CERTIFICATE IN VEHICLE MAINTENANCE AND REPAIR LEVEL 1 - FT			10				1		1	12
C AND G DIPLOMA IN VEHICLE MAINTENANCE AND REPAIR LEVEL 2 - FT			1					6	1	8
C AND G LEVEL 1 CERTIFICATE IN CARPENTRY AND JOINERY - FT			2		1			6		9
C AND G LEVEL 1 CERTIFICATE IN PAINTING AND DECORATING - FT						1		3		4
CARE HIGHER A - FT			10			1	1	1		13
CARE HIGHER B - FT	1		13			3		2		19
DOWNHILL LEVEL 6 IN SPORT DOWNHILL/MOUNTAIN BIKING			9			1		2	1	13
FOOTBALL LEVEL 6 - SPORT						1				1
HEALTH CARE - HIGHER - FT			6			1				7
NATIONAL 4 CARE - FT			6			1				7
NATIONAL 5 CARE A - FT			11			1			2	14
NATIONAL 5 CARE B - FT			5			1			3	11
NATIONAL PROGRESSION AWARD IN CONSTRUCTION - BRICKWORK - FT								2		2
NATIONAL PROGRESSION AWARD IN CONSTRUCTION - CARPENTRY AND JOINERY - FT - GROUP A			9					2		11
NATIONAL PROGRESSION AWARD IN CONSTRUCTION - PAINTING AND DECORATING - FT			5							5
NATIONAL PROGRESSION AWARD IN CONSTRUCTION - PLUMBING - FT			4				1	5		10
NC AGRICULTURE - FT - GROUP A			7			1		4	2	14
NC ELECTRICAL ENGINEERING (LEVEL 5) - FT	1		9					1		11
NC ELECTRICAL ENGINEERING (LEVEL 6) - FT			8			1		1		10
NC GAMEKEEPING - FT - GROUP A			4	1	1	1	2	5		14
NC INTRODUCTION TO ENGINEERING SKILLS - FT - GROUP A			9			1				10
NC INTRODUCTION TO THE LANDBASED INDUSTRIES/ANIMAL CARE			2				2			4
NC LAND-BASED SERVICE ENGINEERING: AN INTRODUCTION - FT			5					4		9
NC PREPARATION FOR THE ARMED SERVICES - FT			3				2	2	1	8
NPTC LEVEL 1 AWARD CERTIFICATE AND DIPLOMA IN WORK-BASED AGRICULTURE- FT			12			1				13
NQ BUSINESS ADMINISTRATION LEVEL 5 - FT			8			1		2	1	12
NQ BUSINESS MANAGEMENT LEVEL 6 - FT			11			2		1		14
NQ CHILDCARE AND DEVELOPMENT - FT			9					1	1	11
NQ DIGITAL MEDIA COMPUTING - FT			10			1			1	12
NVQ I BEAUTY THERAPY - FT			6							6
NVQ I CERTIFICATE IN HOSPITALITY SERVICES - FT			8					1		9
NVQ I HAIRDRESSING - FT - GRP A			7							7
NVQ I HAIRDRESSING - FT - GRP B			9						1	10
NVQ II BEAUTY THERAPY - FT - GRP A			6			1	1	1		9
NVQ II BEAUTY THERAPY - FT - GRP B			7			3				10
NVQ II DIPLOMA IN PROFESSIONAL COOKERY (PREPARATION AND COOKING) - FT			2			1	1	4		8
NVQ II DIPLOMA IN PROFESSIONAL COOKERY (PREPARATION AND COOKING) - FT-YR 2						1		1		2
NVQ II HAIRDRESSING - FT - GRP A			6			1				7
NVQ II HAIRDRESSING - FT - GRP B			5		1	1				7
NVQ III BEAUTY THERAPY - FT		1			1		1	2	6	11
NVQ III DIPLOMA IN PROFESSIONAL COOKERY (PREPARATION AND COOKING) - FT			1				1	2		4
NVQ III HAIRDRESSING - FT - GRP A			3		1	1		2		7
NVQ III HAIRDRESSING - FT - GRP B		1	3					3	1	8
PROJECT SEARCH - FT						1	1		6	8
RUGBY LEVEL 6 - FT1 - SPORT			4		1					5
RURAL ESTATES MAINTENANCE			2							2
SCQF LEVEL 6 SPORT AND EXERCISE			8				1	2		11
SKILLS FOR CARE/CHILDCARE						1				1
SKILLS FOR LEARNING AND WORK - FT2			5			1			3	9
SVQ 1 LANDSCAPING - FT			5				1	1		7
SVQ HORSE CARE - LEVEL 1 - FT			7					1		8
SVQ HORSE CARE - LEVEL 2 - FT			5							5
SVQ HORSE CARE - LEVEL 3 - FT						2		2	2	6
SVQ HORSE CARE - LEVEL 3 - FT YR 2							1			1
SVQ I AMENITY HORTICULTURE - FT			3			1		1		5
SVQ I AMENITY HORTICULTURE - FT YR2			1							1
SVQ II AMENITY HORTICULTURE - FT			3			1		2		6
SVQ II LANDSCAPING - FT			1		1	2	1	1		6
SVQ III AMENITY HORTICULTURE - FT			3					1		4
SVQ III BRICKWORK - CITB BR2 2YR ADULT								1		1
SVQ III LANDSCAPING - FT								1		1
<b>Grand Total</b>	<b>2</b>	<b>2</b>	<b>350</b>	<b>6</b>	<b>7</b>	<b>47</b>	<b>22</b>	<b>87</b>	<b>36</b>	<b>559</b>
<b>Percentage</b>	<b>0.4%</b>	<b>0.4%</b>	<b>62.6%</b>	<b>1.1%</b>	<b>1.3%</b>	<b>8.4%</b>	<b>3.9%</b>	<b>15.6%</b>	<b>6.4%</b>	<b>100.0%</b>

The response rate for FE completers was high at 91.6%.

At 63.7%, the proportion of FE students returning to study for another year increased from 62.7% in 2015/16, although it remained lower than 2014/15 (74%). Twenty-two per cent of FE completers left for either full or part-time employment (27.4% in 2015/16; 17% in 2014/15), with almost all of the reduction in full-time employment where there was an increase last year.

The proportion of FE completers stating they are unemployed and looking for work was 3.9%, consistent with previous years (3.6% in 2015/16; 3% in 2014/15).

### 3.1.5. Destinations of Further Study for Further Education Completers

Destination Institution	No. of Students	Percentage
<b>Borders College</b>	<b>327</b>	91.9%
<b>Edinburgh College</b>	<b>6</b>	1.7%
<b>Edinburgh Napier University</b>	<b>9</b>	2.5%
<b>Edinburgh University</b>	<b>1</b>	0.3%
<b>Glasgow Clyde College</b>	<b>1</b>	0.3%
<b>Heriot-Watt University</b>	<b>1</b>	0.3%
<b>Manchester, The University of</b>	<b>1</b>	0.3%
<b>Other UK institution</b>	<b>1</b>	0.3%
<b>Queen Margaret University College</b>	<b>1</b>	0.3%
<b>SRUC - Barony/Elmwood/Oatridge/SAC Campuses</b>	<b>1</b>	0.3%
<b>Stirling University</b>	<b>1</b>	0.3%
<b>The Robert Gordon University</b>	<b>1</b>	0.3%
<b>(blank)</b>	<b>5</b>	1.4%
<b>No. of students</b>	<b>356</b>	100.0%

As in previous years, almost all (91.9%) students returning to study did so at Borders College; this compares to 92.1% in 2015/16 and 95.3% in 2014/15.

Approximately 4.2% are progressing to university degree courses, which compares well with previous years (5.2% in 2015/16, 1.7% in 2014/15 and 0.6% in 2013/14).

### 3.1.6. Categories of Employment of Further Education Completers

Employing Industries	No. of Students	Percentage
A: Agriculture, forestry and fishing	18	14.6%
C: Manufacturing	2	1.6%
D: Electricity, gas, steam and air conditioning supply	3	2.4%
F: Construction	15	12.2%
G: Wholesale and retail trade; repair of motor vehicles and motorcycles	19	15.4%
I: Accommodation and food service activities	23	18.7%
N: Administrative and support service activities	6	4.9%
O: Public administration and defence; compulsory social security	1	0.8%
P: Education	1	0.8%
Q: Human health and social work activities	11	8.9%
R: Arts, entertainment and recreation	1	0.8%
S: Other service activities	19	15.4%
T: Activities of households as employers; undifferentiated goods- and services- producing activities of households for own use	1	0.8%
Unknown	1	0.8%
(blank)	2	1.6%
<b>Grand Total</b>	<b>123</b>	<b>100.0%</b>

FE completers leaving for employment progressed mainly into: Accommodation and Food Service industries; Wholesale, Retail, Motor Repair industries; Agriculture, Forestry and Fishing; Construction; and Human Health and Social Work activities, as well as a range of Other Service Activities.

## 4. Conclusions

The trends discussed in this report are predominantly positive. For example, more students are gaining places at university and whilst the proportion finding employment on completing their studies has decreased from 2015/16, rates remain higher than previous years. Fewer students are returning to college after completing their FE study but if they are then almost all are returning to Borders College. Almost all learners are progressing to positive destinations. Learners can increase their opportunity to progress from Borders College to university by completing at least a year of study at HN level. Progression straight to university from FE level programmes has increased significantly for successful FE completers.