

GLASGOW KELVIN COLLEGE

Board of Management – 30 August 2023

Indicative 2022-23 Retention Data and 2023-24 Recruitment Data

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

This report provides early indications of two key metrics related to the College's curriculum delivery:

1. indicative data on prior year student withdrawal levels to provide insights into likely overall student outcome levels; and
2. current data on application and recruitment levels to inform knowledge of potential risks to utilisation levels and Credit target achievement.

The following two sections of this report consider each of these in more detail.

2. Indicative 2022-23 Student Retention Data

On any course, students are categorised by the Scottish Funding Council and Education Scotland into three student outcome categories: completed and successfully achieved the course qualification; completed and partially achieved the course qualification; and left the course early (student withdrawn).

Due to ongoing industrial action, the College is presently unable to access robust course outcome action for 2022-23. However, for Glasgow Kelvin College, the most significant reason students do not successfully complete and achieve the course qualification is due to withdrawal issues with a substantial number of students withdrawing before the course end date. Changes to withdrawal levels therefore provide a strong indication of likely changes to overall student outcome levels.

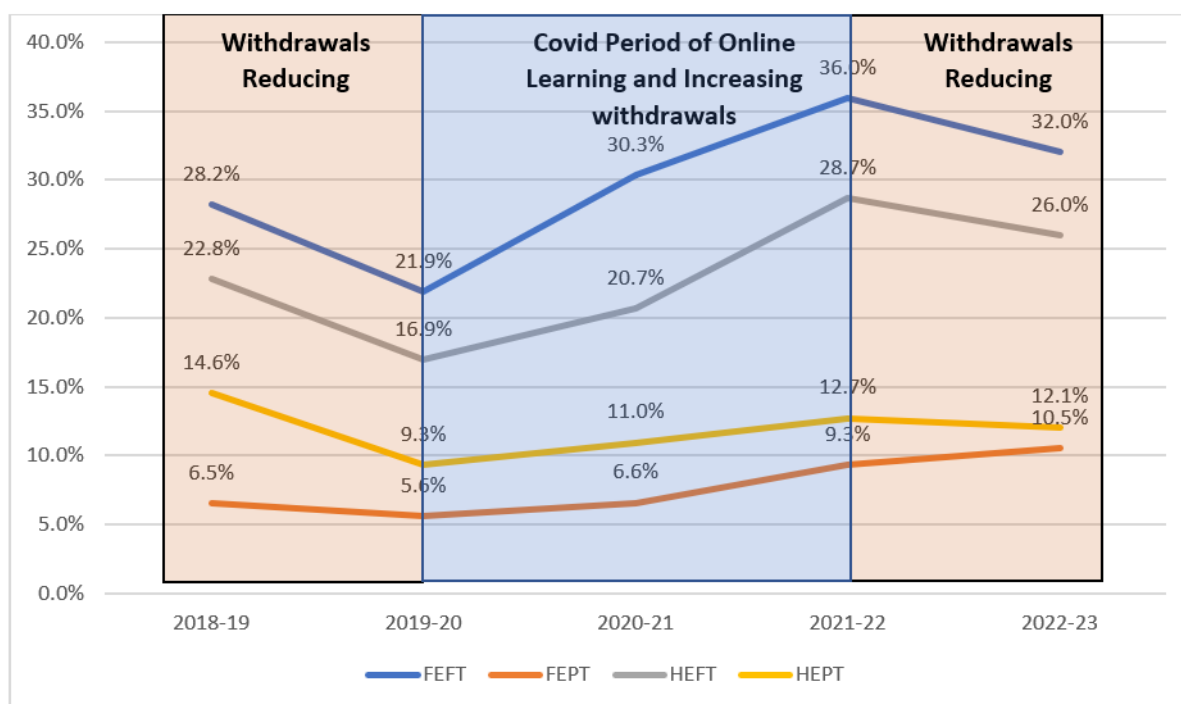
The chart overleaf provides an overview of indicative withdrawal levels for the four main mode and level categories of our curriculum provision. The chart shows withdrawal levels generally reducing prior to Covid related disruption, a significant increase in withdrawal levels during two years of online and blended learning, and a return to overall falling withdrawal levels in 2022-23.

As highlighted by the chart, the improvement in withdrawal levels in 2022-23 suggest that overall student outcome levels may have improved after the significant fall in achievement levels during the Covid pandemic period. This improvement is most significant for our full-time groups and this is especially positive given that it is out full time outcome rates which have the largest gap to national average levels (circa 7% below national averages in 2021-22).

Whilst Part-Time Further Education withdrawal levels have shown an increase, we believe this is mainly due to a change in the profile of our delivery, with an increase in

almost full-time courses where students are studying at least 80% of the units undertaken by full-times students. This performance levels of this type of substantial provision is therefore more in line with higher full-time withdrawal rates.

Glasgow Kelvin College Student Withdrawal Level Trends



Overall, the indicative data presented above suggests an improving picture, but with the College still having a substantial way to go to recover its pre-Covid performance levels.

More detailed student outcome information will be provided to the Board of Management at its October meeting.

3. Indicative 2023-24 Recruitment Data

Most full-time College courses began on week beginning Monday 21st August. At the time of writing, recruitment data is therefore based on a mix of actual attendance information and enrolment estimates.

Overall, whilst definitive recruitment levels are not yet available, the following main aspects are prominent:

- Overall application levels are below the 3-year average, with a reduction of approximately 30% on previous years. Contributory factors are likely to include:
 - Due to the consolidation of the College's curriculum, there is a decrease in the number of full-time courses offered. This has been compounded in 2023-24 where we have moved a number of previously full-time courses to part-time delivery modes. This is in response to learner needs and should support improvements in withdrawal levels. The outcome of this is a reduction of approximately 13% in the full-time recruitment target compared to the previous 3-year average.

- The College's full-time curriculum offers a majority of Further Education level courses and these students tend to be more influenced by the availability of employment opportunities. This is particularly because support funding for FE students is less than it is for HE students, and therefore students may choose work over study, particularly during the ongoing cost of living crisis.
- The school leaver population is reducing and this forms the main entry cohort for new students on our full-time programmes.
- Universities continue to expand their recruitment to attract higher volumes of applicants who previously may have undertaken study at a College.

Further analysis of our application levels will be undertaken, including sector comparison and this will feed into our marketing plans 2024-25.

- The conversion of applications to course place offers has increased substantially, meaning that despite the reduced level of applications we have maintained our normal level of offers per course place. This provides a level of assurance that the reduction in application levels will not significantly impact on recruitment levels in 2023-24.

The table below provides more detail on the two aspects outlined above.

2023-24 Full-Time Recruitment Data (January – July)

Academic Year	Applications	Offers Made	Conversion Rate	Target Enrolments	Offer to place ratio
2020-21	7,521	3,895	52%	3,371	1.16
2021-22	8,030	4,583	57%	3,707	1.24
2022-23	7,642	3,734	49%	3,884	0.96
3-Year average	7,731	4,071	53%	3,654	1.12
2023-24	5,327	3,719	70%	3,179	1.17
% Change from 3-yr average	-31%	-9%	17%	-13%	5%

More detailed recruitment reports will be provided on a regular basis to the Learning and Teaching Committee.

4. Resource Implications

This report provides evidence that the College is undertaking actions to successfully achieve recruitment targets and reduce risks of funding clawback by the Scottish Funding Council.

5. Impact on Students

This report focusses on reducing student withdrawal levels and improving recruitment performance. Across both these areas, the College is undertaking actions to improve the student experience. To improve retention levels, quality enhancement actions have focussed on strengthening support for students through Class Tutors and wider student support services, including enhanced well-being and counselling support services. On

the recruitment front, the College has sought to extend pre-course 'keep warm' activity, including inviting all full-time students onsite for a welcome and Freshers event prior to course start.

6. Risk and Assurance

This report provides assurance that the College is effectively monitoring student outcomes and recruitment levels.

7. Equality

There are no equality implications arising directly from this report.

8. Data Protection

There are no data protection implications arising directly from this report.

9. Environmental and Sustainability

There are no environmental and sustainability implications arising directly from this report.

10. Recommendations

Members are recommended to:

- i. note the contents of the report.

11. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement.