Edinburgh College
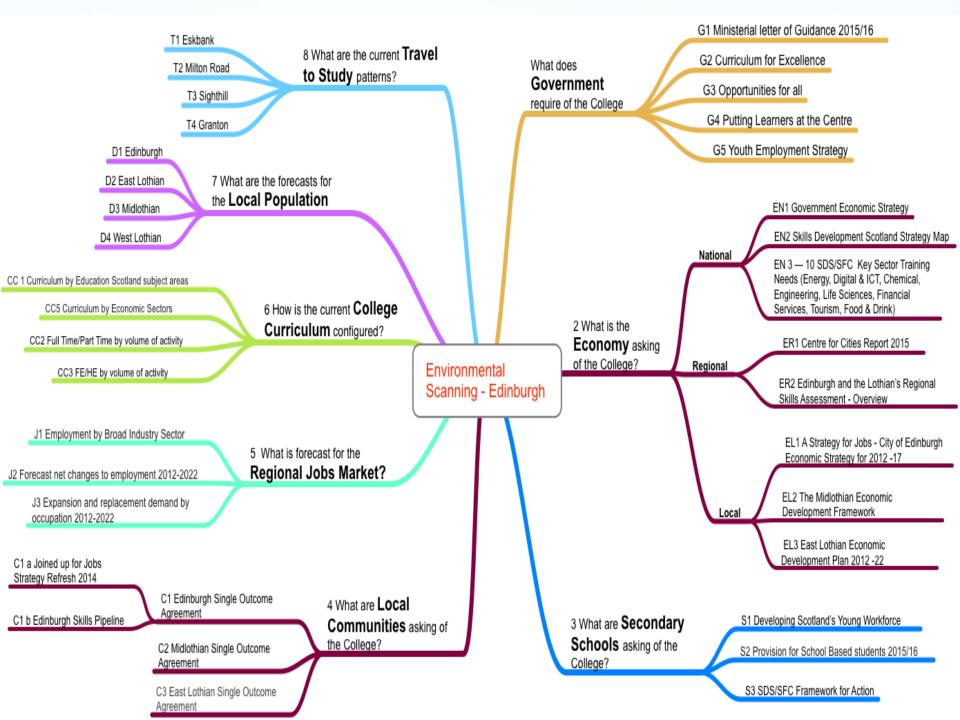
Curriculum Health Check

Presentation to Board of Management
Strategy Day
Tuesday 20 October 2015

EC- Curriculum Healthcheck

- **Environmental Scanning**

Environmental Scanning - Edinburgh

8 What are the current **Travel to Study** patterns?
- T1 Eskbank
- T2 Milton Road
- T3 Sighthill
- T4 Granton

What does **Government** require of the College
- G1 Ministerial letter of Guidance 2015/16
- G2 Curriculum for Excellence
- G3 Opportunities for all
- G4 Putting Learners at the Centre
- G5 Youth Employment Strategy

7 What are the forecasts for the **Local Population**
- D1 Edinburgh
- D2 East Lothian
- D3 Midlothian
- D4 West Lothian

6 How is the current **College Curriculum** configured?
- CC 1 Curriculum by Education Scotland subject areas
- CC5 Curriculum by Economic Sectors
- CC2 Full Time/Part Time by volume of activity
- CC3 FE/HE by volume of activity

2 What is the **Economy** asking of the College?

National
- EN1 Government Economic Strategy
- EN2 Skills Development Scotland Strategy Map
- EN 3 — 10 SDS/SFC Key Sector Training Needs (Energy, Digital & ICT, Chemical, Engineering, Life Sciences, Financial Services, Tourism, Food & Drink)

Regional
- ER1 Centre for Cities Report 2015
- ER2 Edinburgh and the Lothian's Regional Skills Assessment - Overview

Local
- EL1 A Strategy for Jobs - City of Edinburgh Economic Strategy for 2012 -17
- EL2 The Midlothian Economic Development Framework
- EL3 East Lothian Economic Development Plan 2012 -22

5 What is forecast for the **Regional Jobs Market?**
- J1 Employment by Broad Industry Sector
- J2 Forecast net changes to employment 2012-2022
- J3 Expansion and replacement demand by occupation 2012-2022

4 What are **Local Communities** asking of the College?
- C1 a Joined up for Jobs Strategy Refresh 2014
- C1 b Edinburgh Skills Pipeline
- C1 Edinburgh Single Outcome Agreement
- C2 Midlothian Single Outcome Agreement
- C3 East Lothian Single Outcome Agreement

3 What are **Secondary Schools** asking of the College?
- S1 Developing Scotland's Young Workforce
- S2 Provision for School Based students 2015/16
- S3 SDS/SFC Framework for Action

EC - Curriculum Healthcheck

- Environmental Scanning

- **Data sorting**

EC- Curriculum Healthcheck

ES Curriculum Area	Curriculum Streams
Art & Design	Animation, Art & Design, Fashion& Textiles, Photography, Graphic Design
Business and Management	Accounting, Administration, Business, Events M'ment, HRM, Legal Studies, Management, Retail, TU Studies, Enterprise
Care	Childcare & Playwork, Counselling, Health & Social Care, Access to Nursing, Psychology, Working with Communities
Computing and IT	Access to IT, Computer Science, Digital Media, ECDL, Technical Support
Construction	Construction Crafts, Built Environment
Education & Training	Education & Training
Engineering	Electrical, Systems, Craft Operations, Mechanical, Energy, Vehicle, Facilities

EC- Curriculum Healthcheck

ES Curriculum Area	Curriculum Streams
Hair and Beauty	Hairdressing, Beauty Therapy
Hospitality and Tourism	Professional Cookery, Bakery & Cake Decoration, Hospitality & Tourism
Land Based	Veterinary Science
Languages and ESOL	ESOL, English, Other Languages, Highers, Access to University
Media	TV, Radio, Sound Production, Communication & Media, Audio Visual
Performing Arts	Dance, Music, Theatre
Science	Applied Science, Dental, Maths & Physics

EC- Curriculum Healthcheck

ES Curriculum Area	Curriculum Streams
Social Sciences	Social Sciences
Special Programmes	Employability, Basic Skills Development, Literacies
Sport, Fitness and Exercise	Sport & Leisure

EC- Curriculum Healthcheck

- SCQF Levels 1 - 4

- SCQF Levels 5 - 6

- SCQF Levels 7 - 9

EC- Curriculum Healthcheck

- Environmental Scanning

- Data sorting

- **Evaluation of curriculum**

EC- Curriculum Healthcheck

To what extent does the College curriculum:-

- align with emerging job opportunities in Edinburgh and the Lothians;

- engage with employers (or their representatives) in the design and delivery of the curriculum;

- achieve higher than sector average achievement rates;

- provide effective learning opportunities for those furthest from the labour market to access employment and further study;

- provide effective learning opportunities for senior school students to study vocational curriculum and then progress seamlessly to full/part time study at NC./NQ or HN level;

- provide opportunities for HN/Advanced study level students to progress to University with advanced standing.

EC- Curriculum Healthcheck

Areas of evaluation

- Economic Alignment

- Employer Engagement

- Widen Access

- Achievement

- Schools partnership activity

- Progression to University

EC- Curriculum Healthcheck

Score 5   High performance

Score 4   Medium high performance

Score 3   Medium performance

Score 2   Medium to low performance

Score 1   Low performance

EC- Curriculum Healthcheck

- Environmental Scanning

- Data sorting

- Evaluation of curriculum

- **Sorting of scores to create tables**

EC- Curriculum Healthcheck

- Environmental Scanning

- Data sorting

- Evaluation of curriculum

- Sorting of scores to create tables

- **Draft Report**

EC- Curriculum Healthcheck

- Environmental Scanning

- Data sorting

- Evaluation of curriculum

- Sorting of scores to create tables

- Draft Report

- **Check out results with Heads**

EC- Curriculum Healthcheck

- Environmental Scanning

- Data sorting

- Evaluation of curriculum

- Sorting of scores to create tables

- Draft Report

- Check out results with Heads

- **Presentation to SMG**

EC- Curriculum Healthcheck

- Environmental Scanning

- Data sorting

- Evaluation of curriculum

- Sorting of scores to create tables

- Draft Report

- Check out results with Heads

- Presentation to SMG

- **Presentation to Curriculum Managers**

Edinburgh College

Curriculum Healthcheck

Economic Alignment

Strong Growth

- Hospitality and Tourism

- Computing and ICT

- Business and Management

Economic Alignment

Limited Growth

- Construction

- Care

- Engineering

- Science

Economic Alignment

Stable but change required

- Art and design

- Media

- Special Programmes

Stable

Education and Training

Economic Alignment

Limited reduction

- Performing Arts

- Sport and Leisure

- Languages and ESOL

Economic Alignment

Substantial reduction

- Hair & Beauty

- Social subjects

Move to land based College

- Land based but retain WSUMS for growth areas

Employer engagement

High Level

- Construction

- Engineering

- Education and Training

- Land based

Employer engagement

Moderate Level

- Hospitality & Tourism

- Science

- Art & Design

- Media

- Sport & Leisure

- Performing Arts

Employer engagement

Low Level

- Hair & Beauty

- Computing & IT

- Special Programmes

- Languages & ESOL

- Social Sciences

Widen Access

ES Subject Area	SIMD	Non White	Disabled	Male	Female	Part Time
Hospitality & Tourism	🟩	🟩	🟩	🟩	🟩	🟩
Science	🟩	🟩	🟩	🟩	🟩	🟩
Special Programmes	🟩	🟧	🟩	🟩	🟩	🟩
Business & Management	🟩	🟩	🟩	🟧	🟩	🟩
Languages & ESOL	🟩	🟩	🟩	🟧	🟩	🟩
Computing & ICT	🟩	🟧	🟧	🟩	🟧	🟩
Care	🟩	🟧	🟩	🟥	🟩	🟩
Hair & Beauty	🟩	🟧	🟩	🟥	🟩	🟧

Widen Access

ES Subject Area	SIMD	Non White	Disabled	Male	Female	Part Time
Media	🟧	🟧	🟩	🟩	🟧	🟥
Art & Design	🟧	🟧	🟩	🟩	🟩	🟥
Sport & Leisure	🟩	🟥	🟧	🟩	🟧	🟩
Performing Arts	🟧	🟥	🟩	🟩	🟩	🟧
Construction	🟩	🟥	🟩	🟩	🟥	🟩
Land based	🟧	🟥	🟩	🟥	🟩	🟩
Social subjects	🟥	🟥	🟧	🟩	🟩	🟧
Engineering	🟧	🟥	🟥	🟩	🟥	🟩

Achievements

ES Subject Area	FE	HE
Social Sciences	61/58	73/70
Art & Design	71/66	83/76
Science	62/57	75/72
Hair & Beauty	72/68	87/76
Engineering	85/78	83/74
Performing Arts	73/67	74/73
Care	73/66	67/66
Education & Training	81/70	56/76

Achievements

ES Subject Area	FE	HE
Business & Management	70/67	67/73
Languages & ESOL	80/72	50/62
Hospitality & Tourism	55/67	68/65
Computing & ICT	69/69	67/66
Land based	72/72	
Sport & Leisure	59/67	71/70
Construction	69/73	62/76
Media	52/58	55/74
Special Programmes	39/72	

School Liaison

High Level

- Hospitality & Tourism

- Care

- Engineering

- Performing Arts

- Media

School Liaison

Moderate Level

- Languages and ESOL

School Liaison

Low Level

- Sport and Leisure

- Science

- Social Sciences

- Special Programmes

- Construction

- Computing and ICT

- Business and Management

- Art & Design

- Hair & Beauty

- Education & Training

- Land Based

Progression to University

High Level

- Social subjects

- Sport and Leisure

- Performing Arts

- Art & Design

- Business and Management

- Care

- Computing and ICT

Progression to University

Moderate Level

- Construction

- Media

- Hospitality and Tourism

- Science

- Languages and ESOL

- Engineering

Progression to University

Low Level

- Hair and Beauty

- Land based

- Special Programmes

Other issues

- FE/HE split

- Destinations

Big Ticket Items

- Support growth in priority sectors particularly business and management related provision. Create the resource by reducing programmes of over provision.

- Review part time provision to create CPD programme for people in employment.

- Invest resources in gathering robust data on student destinations to inform future curriculum planning.

Big Ticket Items

- Review Special Programmes to establish clarity of purpose and agree success criteria.

- Exploit the best industrial landscape in Scotland by improving employer engagement throughout the College (work placements, student visits, external speakers, work based projects etc).

- Seek discussions with Education authority directors to review progress on the ambitions set out in the DSYW Report and offer to significantly increase the resource allocated to Schools in return for improved partnership working.