

LEARNING AND TEACHING COMMITTEE

10 February 2021 at 4.30pm

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held on Wednesday 10th February 2021 at 4.30pm.

The meeting will be held remotely via Zoom.

A G E N D A

21.01	Welcome and Apologies		G McGuinness
21.02	Declarations of Interests		G McGuinness
Minutes of Previous Meeting			
21.03	Minute of the Meeting held on 11 November 2020	P	G McGuinness
21.04	Matters Arising Action Grid	P	G McGuinness
Items for Discussion			
21.05	Update on Teaching Staff Experience • Report from Organisational Development	V P	E Brownlie/ G Cranshaw
21.06	Student Experience Update and Report	P	D Marshall
21.07	GCC PI Data	P	E Brownlie
21.08	Student President Report	P	S D Rasmussen
Items for Information/Noting			
21.09	Credit 2020/21 Progress update	P	B Hughes
21.10	January Start Courses 2021 Update	P	E Brownlie
Continual Improvement			
21.11	Equalities Impact Assessment on Decisions Made		G McGuinness
21.12	Review of Papers (including Disclosable Status)		G McGuinness
21.13	Any Other Business		G McGuinness
Date of Next Meeting: 5th May 2021 at 4.30pm			

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	27 January 2021
Paper Title	Organisational Development Report
Agenda Item	21.10
Paper Number	21.10A1, 21.10A2
Responsible Officer	Gillian Crankshaw, Organisational Development Manager
Status	Disclosable
Action	For Discussion

1 INTRODUCTION

- 1.1 This report provides details of some of the activities of the Organisational Development team in respect of Organisational Development since our last report to the Committee in September 2020.

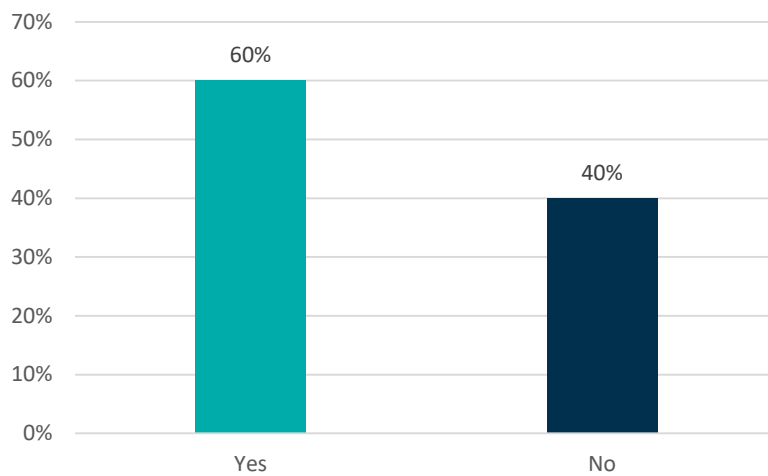
2 TEACHING PROFESSIONAL PATHWAY

- 2.1 10 staff are currently progressing with the TQFE qualification, which is being delivered by University of Aberdeen. One member of staff from the 2019/20 TQFE programme has been given an extension to complete his studies with University of Dundee.
- 2.2 We are recommencing the Classroom Essentials programme for teaching staff in January with places being offered for 24 staff. The programme was paused in March 2020 and has been redeveloped to an online programme, delivered by the college Teaching Fellows

3 STAFF LEARNING DAYS REVIEW

- 3.1 The Staff Learning Days were held on 11–12 June 2020 and 12–14 August 2020. These were the first CPD days in which the team had to deliver a fully online programme.
- 3.2 As part of the evaluation of the event, we took the opportunity to ask staff for their feedback on what impacted on their ability to participate in the Learning Days and also the timing of when the Learning days were held.

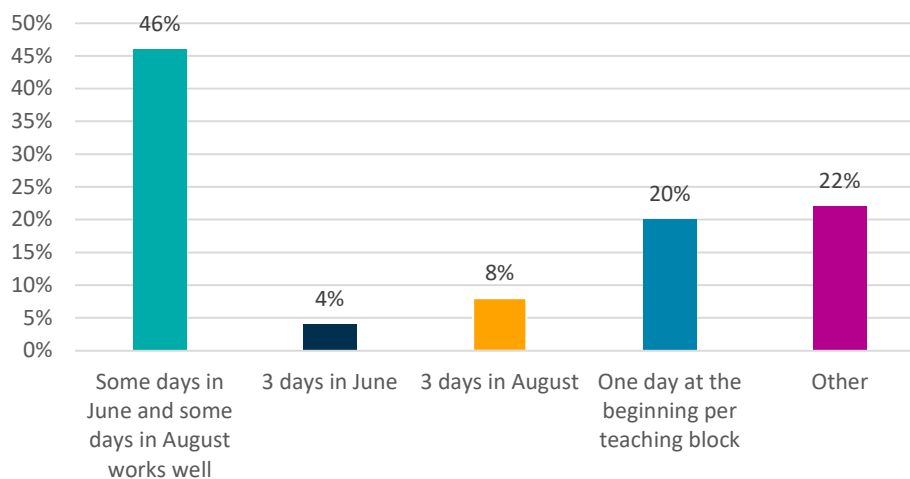
We asked staff if they attended all of the sessions they planned to attend and the feedback was as below:



3.3 Reasons for non-attendance included:

- General work commitments (main reason for majority of respondents).
- Time of year not good for CPD events due to level of work.
- Session times clashed so had to choose an option
- Childcare/Family requirements.
- Session fully booked.

3.4 We asked staff, if we were to review the format of the three Staff Learning Days what do they think would be the most beneficial and the responses are summarised below:-



3.5 Comments relating to the 'other' selection included:

- Introduce 'down weeks' between blocks to allow for course team meetings and CPD days throughout the year.
- Ongoing throughout the year.

- I found I had forgotten some of the content I learned in June. August days were more helpful.
- Learning days need to be more spaced apart – not all at once.
- Learning days should be just prior to Christmas holidays.

3.6 From the feedback, 46% have stated that holding the learning days in June and August works well. However, there was feedback from the Learning and Development sub-group of the Safe Return to College work stream, which supported development days spread throughout the year. In response to this the College have reviewed the Teaching Calendar and cannot identify days throughout the year where this can be applied so will remain with the current model.

3.7 There were some staff comments regarding forgetting learning from sessions attended in June, due to the break over the summer. To assist in this we had a number of staff repeating workshops in August or requesting recordings to refresh what they had learned in June.

3.8 SLT members have been asked to discuss and agree the format for CPD days going forward.

4 LEADERSHIP FRAMEWORK/CHARTER/PROGRAMME

4.1 The Organisational Development team have recently provided the following courses as part of the Leadership and Management Development Programme.

- Controlling the Controllable
- Resilience
- Motivating Ourselves and Others to Achieve Excellence
- Staff Communication: Principled and People centred

4.2 The attendance on the courses provided between September 2020 and January 2021 is as follows:

Course	No. of Managers attended	% of invited Managers attended
Controlling the Controllable	24	55%
Resilience	27	61%
Motivating Ourselves and Others to Achieve Excellence	25	57%
Staff Comms: Principled and People centred	TBC	TBC

4.3 The College has also offered the opportunity to staff in 'supervisor' roles to attend. So far we have had the following numbers attending from these roles:

- 4.4 Controlling the Controllable - 0
Resilience - 3
Motivating Ourselves and Others to Achieve Excellence – 1
Staff Comms: Principled and People centred – TBC
- 4.5 Each Assistant Principal has been provided with the details of attendance from the managers in their area and has been asked to encourage attendance on the programme for future sessions.
- 4.6 In addition, the Organisational Development team will be offering our Managers the opportunity to achieve a recognised Management qualification, CMI Level 5 Diploma in Management and Leadership. This programme is supported by the Glasgow Clyde Education Foundation.
- 4.7 The team are working with the College Business Development Unit to design the course and have identified 8 key units to develop our Manager's skills and knowledge. The course will be customised to ensure that our College values are embedded in the content.
- 4.8 The units selected are:
1. Principles of Leadership Practice
 2. Principles of Managing and Leading Individuals and Teams to Achieve Success
 3. Principles of Delivering Coaching and Mentoring
 4. Managing Conflict
 5. Managing Change
 6. Creating and Delivering Operational Plans
 7. Principles of Innovation
 8. Using Data and Information for Decision Making
- 4.9 We launched this opportunity to all of our managers on 10 December 2020 and asked them to express a note of interest and are offering ten places in the first cohort.
- 4.10 The programme will commence in February 2021 and will be a mixture of tutor led sessions and self-study.
- 4.11 The programme brochure can be found in Appendix (1).

5 EMPLOYEE ENGAGEMENT

5.1 Idea Box

5.1.1 The College has in place an idea box through the Hive platform which is the College employee engagement tool for all staff to submit any suggestions or comments. We have received 328 comments and all have been responded to by Organisational Development to ensure that individuals know their comments have been considered.

5.1.2 The Idea Box will continue to be used during the pandemic and going forwards as a general suggestions area.

5.2 Hive Fives – Clyde Shout-Out

5.2.1 The other part of the Hive platform that we are about to launch is the recognition area called Hive Fives and it is intended to call this Clyde Shout Out.

5.2.2 Through Clyde Shout Out, any member of staff will be able to recognise any other member of staff's contribution to the College. The "shout-outs" will be categorised into the College four Values groupings.

5.2.3 The recognition can be private or seen by all. This is determined by the member of staff receiving the comment and the member of staff giving the comment, permission from both is required for it to be made public. Public recognition will be displayed on the Staff Intranet.

5.3 People Excellence Awards

5.3.1 These awards will celebrate the exceptional contribution made by individuals or teams which exemplify the College Values since March 2020.

5.3.2 The Awards were launched on 8 December with nominations open until 18 December. (Appendix 2)

5.3.3 A panel of judges selected from across the College has reviewed the nominations and winners will be announced at our online People Excellence Awards ceremony.

5.3.4 The Awards ceremony will be held online on 19 February 2021.

5.3.5 We have engaged with a current Glasgow Clyde College media student to perform the role of host for the event and the production team are our internal staff from Organisational Development and the TV Production team.

6 INTERNAL COMMUNICATIONS

The team continue to review and disseminate information for staff in terms of communications on key matters for staff in particular in relation to the Covid-19 pandemic.

7 RISK ANALYSIS

There are no specific risks associated with this paper.

8 LEGAL IMPLICATIONS

There are no legal implications associated with this paper.

9 FINANCIAL IMPLICATIONS

There are no financial implications associated with this paper.

10 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

N/A

11 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

BOARD MEETING

Date of Meeting	25 January 2021
Paper Title	Student Experience Update
Agenda Item	21.06
Papers	
Responsible Officer	David Marshall, Assistant Principal Student Experience
Status	Disclosable
Action	Noting

1 REPORT PURPOSE

- 1.1 The purpose of this report is to provide an overview of key Student Experience activities.

2 RECOMMENDATIONS

The Learning and Teaching Committee notes the paper.

3 KEY ACTIVITIES

STUDENT ADVICE

Aside from a short spell on campus for first-line enquiries between September and October, all activity is currently being delivered on a remote basis.

Staff are working in 2 sub teams to look at 'Welfare and Funding' and 'Careers and Employability' and this has allowed staff to develop online resources through Canvas as well as delivering induction talk, advice, 1-2-1 sessions, crisis intervention and moving on talks for students. The UCAS process has been supported remotely and the extension of the deadline for student submissions by UCAS has benefitted students and staff during the application process.

Ongoing work is taking place in respect of changes to residency and EU students, and pilot work is taking place in relations to CEIAG through partnership working with SDS and Globalbridge.

MENTAL HEALTH

The partnership with Charlie Waller Memorial Trust is continuing after agreement from GCRB and this has seen the development if additional

online resources, expansion of counselling provision and the student mental health helpline, additional provision of mental health CPD for students and staff as well as a soft relaunch of the Mental Health First Aid support within the College.

LEARNING INCLUSION

Learners continue to be supported on an on-campus basis where appropriate, and through online and telephone delivery. Staff continue to deliver 1-2-1 support, study skills and needs assessment reviews to ensure that students are not disadvantaged by an additional barrier to learning.

GCCSA

GCCSA continue to be extremely proactive in supporting students and promoting College and GCCSA initiatives. Planning is currently taking place for sabbatical elections for session 21/22.

EQUALITIES

The College is preparing for the upcoming PSED reporting cycle and publishing of those reports by 30th April. Evidence is being collected from managers and staff to inform reflective evaluation and this will form the basis for the development of new Equality Outcomes.

The College is participating in a Race Project delivered by Advance HE and funded by SFC. Two Colleges and their HE institutions are participating in this initiative which will allow us to pilot the delivery of anti-racism CPD for staff and students.

E-LEARNING

The DELTA project is now approximately 15 months into a 3 year project. Significant transformational development has taken place through the movement of VLE with the e-learning team supporting teaching and support staff as they move their delivery onto an online basis. Almost 2500 attendances at CPD have seen the digital competency and confidence of staff develop significantly over the past 12 months with a recent series of 'Winter Webinars' having just begun.

The project is now also moving into a new phase of reporting with development work having been procured to further integrate the VLE with existing College Management system which allow College managers to drill down to examine usage levels and triangulate this information with attendance, retention and attainment data.

NURSERIES

College nurseries at Anniesland and Cardonald campuses both reopened under Scottish Government guidance in August to provide childcare. Although attendance patterns for children do not follow the criteria we would normally expect, staff have continued to provide high quality childcare and education to the children of students, staff and commercial clients.

The latest stage of lockdown has seen further restriction of children who may attend a childcare setting as vulnerable children and children of key workers are the only children able to attend our nurseries. As a result, we are currently operating Anniesland Nursery on a limited basis and Cardonald Nursery remains closed.

STUDENT ICT

The College has been utilising a number of different funds to support digital inclusion for our students and ensure that where possible, access to ICT will not be a barrier to the education and progress of our students. The College has, over the past 10 months, delivered almost 700 laptop devices and 300 wi-fi dongles to students to alleviate digital poverty amongst our learners and continue to do so for those who identify a need for support.

A new student ICT support service has been established using former HN Computing students and they have focused upon ensuring students can connect, providing troubleshooting advice and distributing ICT devices.

LIBRARY SERVICES

All College libraries opened in August to provide access for students to resources and ICT. A click and collect service has enabled students to access physical resources and a booking system has been developed to ensure that access to library facilities on campus can be accessed in a safe and controlled manner.

The latest stage of lockdown has seen libraries close and the library coordinators and focusing up service development initiatives which will improve remote access, enhance VLE integration and improve safe working practices when a return to campus is allowed.

4. RISK ANALYSIS

Failure to develop services across the Student Experience area will have a negative impact upon a positive learner journey experience should we fail to meet student needs and external drivers.

5. LEGAL IMPLICATIONS

n/a

6. FINANCIAL IMPLICATIONS

n/a

7. REGIONAL OUTCOME AGREEMENT IMPLICATIONS

n/a

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

For the closure of campus in January an EIA was carried out.

LEARNING AND TEACHING MEETING

Date of Meeting	10 February 2021
Paper Title	GCC Performance Indicators 2019-20
Agenda Item	21.07
Paper Number	
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of Glasgow Clyde College's high level Performance Indicators for 2019-20.

2. Recommendations

The Learning and Teaching committee are asked to discuss the report.

3. Issues

The 2019-20 academic year was impacted by the COVID19 pandemic and the introduction of lockdown from March 2020. SQA and other awarding bodies introduced assessment guidance to enable results to be produced using an holistic approach to assessment judgements. The college used a robust internal Quality Assurance process to moderate and validate decisions.

Attainment

The college's PIs for 2019-20 were credible, maintained the integrity of qualifications and did not demonstrate grade inflation. Unfortunately, at this time, the SFC have not published national data and this is not expected until March.

Mode of Delivery	Glasgow Clyde				Scotland	
	2019-20	2018-19	2017-18	2016-17	2018-19	2017-18
Overall Attainment (completed successful)	77% (10,512)	74% (10,350)	72%	69%	74%	74%
FE Full Time	70% (2358)	68% (2321)	66%	62%	65%	66%
FE Part Time	80% (5088)	76% (5021)	72%	69%	80%	78%
HE Full Time	77% (2210)	73% (2168)	75%	74%	70%	71%

HE Part Time	80% (856)	78% (840)	78%	82%	79%	80%
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- 10,512 learners successfully attained their qualification or met the success criteria for their course
- Overall college attainment is up to 77% - up 8% over 4 years
- FE Full Time attainment is up to 70% and has improved 8% over 4 years (the first time GCC or any of the legacy colleges has reached 70% for FE FT)
- FE Part Time attainment is up to 80% and improved 8% over 3 years
- HE Full Time attainment is up to 77% (the 2018-19 figure of 73% was the highest in the sector for a large college)
- HE Part Time attainment is up to 80%

Withdrawal Data

Withdrawal (W/D) data published by the SFC now combines Early W/D (up to the 25% date of any course) alongside Further W/D (all W/D until the end of a course). The 2019-20 data below may be subject to some small changes but continues to show an improving trend and hopefully highlights some of the work we have been doing through our Research and Development programme to help build the capacity of college managers to focus on strategies to improve retention and attainment.

Overall Withdrawal	2019-20	2018-19	2017-18
FE Full Time	19.3%	22.5%	25.1%
FE Part Time	12.7%	15.2%	18.5%
HE Full Time	14.0%	18.3%	17.3%
HE Part Time	11.1%	11.4%	10.5%

National 5 and Higher Subjects

We are one of the few colleges to offer a significant portfolio of stand-alone National Qualification exams – mainly Nat 5 and Higher subjects but also a range of subjects at National 4 level. Traditionally, these subjects are a second chance for learners to gain qualifications to progress to further study and university but also include school pupils and other pathways. The PI results fall under the FE categories and due to high withdrawal rates can affect overall college attainment across these modes of study. A summary of Nat 5 and Higher results are presented below.

Subject	Enrolled	Live	Withdrawal	Sat Exam	Passed	Passed v Enrolled	Passed v Sat
All Nat 5 and Highers	1304	892	32%	843	730	56%	87%
Higher English	101	72	29%	70	69	68%	99%
Nat 5 English	81	39	52%	35	35	43%	100%
Higher Maths	59	38	35%	35	27	46%	77%
Nat 5 Maths	184	115	27%	115	91	49%	79%
Psychology Higher	97	73	25%	71	55	57%	77%
Sociology Higher	84	49	42%	42	37	44%	88%

4. Risk Analysis

Improving and maintaining strong retention and attainment levels are an important indicator for attracting potential learners, appealing to external stakeholders and the college's reputation. High priority continues to focus on improving FE and HE attainment levels.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Reducing Early Withdrawal beyond the 25% date is critical for overall credit funding and this continues to be a high priority for the college.

7. Regional Outcome Agreement Implications

The college has an increasing number of regional and national targets that we will be measured against. This includes performance for different and protected groups of learners – eg SIMD10, 16-19 year olds, senior phase school pupils and care experienced learners.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

No

COMMITTEE MEETING

Date of Meeting	10 th February 2021
Paper Title	GCCSA Update
Agenda Item	21.08
Paper Number	
Responsible Officer	Sissa D Rasmussen
Status	Disclosable
Action	Noting

1 Report Purpose

The purpose of this report is to inform the Committee about the work and progress of the Student Association.

2 Recommendations

The Committee is recommended to note the paper and is welcome to ask questions.

3 Update

3.1 Wellbeing Campaign

We have, since we came back after New Years, run a campaign focusing on wellbeing. Especially mental and physical wellbeing.

During this campaign, we have on social media promoted resources and services within and outwith the college.

Amongst others, we have promoted clearyourhead.scot, as we feel this site has great advice for everyone on looking after yourself and your mental health on a day to day basis.

As part of this, we also showed how the team copes with lockdown and linked that to specific advice from the website.

We are also working to promote physical wellbeing by different means.

For example, we currently have an ASL Fitness class, lead by sports students. The first class will take place on 1 February 2021 (after these papers have been submitted)

We have more things in the works, but they are still being developed and decided upon.

3.2 Future

We have an assortment of different campaigns that we will be running going forward.

3.3 LGBT+ History month

February is LGBT+ History Month. We have several social media campaigns, that we will be running during this time. Including; celebrating individuals within the community, explanations of relevant words, that can help encourage people talking about the subject, and Purple Friday.

We have also signed on to the LGBT Charter, which is a programme, that has a set of criteria to work toward an award. We are going for the Silver award

3.4 Class Rep Meetings

We are currently running our Class rep meetings, and are looking to hear about the day-to-day, issues related to learning, class relations, IT, home life, lockdown etc.

This year our meetings are run departmentally rather than by campus, and this has worked really well and has strengthened our relationships with the departments – both students and staff.

Quote from a staff member: *“Really pleased with the links we have continued to strengthen, and new links we have made with senior staff in arranging online departmental based class rep meetings. This has worked in our favour - having really informative conversations with student groups, who we would never have been able to reach in normal circumstances.”*

3.5 Chat to us – Drop-in sessions

We will also be launching our Chat to Us sessions, which will be a way for students to casually interact with us and each other. These are a result of feedback from students.

3.6 Funding

The NUS (National Union of Students) have secured funding for the Student Associations in Scotland. We are currently consulting with relevant people and developing ideas and suggestions.

3.7 GCRB Update

The Student President of the GCCSA attended the GCRB Board Meeting on 25th January, and, along with the other Glasgow College Student Presidents, gave an update on the concerns of the student body in relation to the “new” lockdown.

The update has been attached as appendices A and B.

4 Appendices

4.1 Appendix A

Update on Student Concerns

Particularly concerning the “New” Lockdown.

Sissa’s Part:

Motivation:

To make sure the GCRB is aware and always keeps the students and the issues they are facing at the forefront of their mind when conducting board business.

November vs January:

The student associations are concerned with the effect the further lockdown will have on the student body. Up until now, the lockdown has already taken quite a toll.

In November/December we had class rep meetings. The general feeling about the lockdown was of frustration, but also understanding. The students were frustrated with the situation, but also understood and appreciated why things had to be the way they were.

Many expressed a desire to be on campus, even just once in a while, or in smaller groups – whatever could make it possible. There was a clear hope that this could slowly start happening in the new year (2021). However, shortly after those meetings, we were told that there was a new strain of the Corona Virus and that we all had to change our Christmas plans. Not long after that, new restrictions were put in place, and the white light at the end of the tunnel was pushed back.

We believe that that white light was what was keeping many going. There was an end in sight. We still have hope – the vaccine is being distributed is good news. However, the defeat of pushing back the end line/the beginning of the end will make the struggles of many people feel that bit heavier.

Lauren's Part:

Student Quotes:

We have asked students about their concerns right now. The questions asked were:

- “How do you feel the lockdown is affecting your studies?”
- “Do you feel the lockdown has affected your mental health?”
- “Do you feel confident that your qualification will enable you to go into further employment?”

These are the most common themes that came back:

Motivation – Students reported feeling a lack of motivation.

“It is definitely more difficult to be motivated and positive.”

“I feel I have lost all interest.”

“Less motivation to do work being in a more comfortable environment”

“My mental health has [taken] a big hit during lockdown and it has de-motivated me”

“The greatest struggle would be finding the motivation to do simple tasks, as you feel there is no point.”

Childcare – Students are finding it difficult to study from home when childcare is no longer an option.

“[Homeschooling] children has out more added stress”

“At home [it's] quite difficult to do in the presence of my children.”

“As a mother who have to take care of her child at the same time, it can be challenging.”

“It's getting harder and harder for those students with children just like myself.”

“Trying to balance college work and childcare with nursery being shut so hard to find time and focus on lectures and course.”

“The main struggle during all these lockdown was finding the balance between working life and college.”

Mental health – Students responded on how their mental health has been

“Being isolated from friends and further family has had a hurt my mood and mental health”

“College has been the only social interaction I have had during this time”

“College, and home, there is no getting away from it and so yes it can at times affect you at times”

“My mental health has [taken] a big hit during lockdown”

Lecturers – Students praised the hard work of their lecturers.

“The lecturers are trying the best they can to keep us learning”

“Sometimes feels like I am on my own but I know lecturers are there to help.”

“The lecturers of this course are amazing and I am learning a lot and enjoying it.”

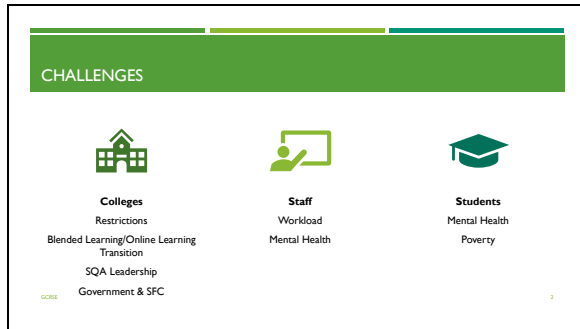
The Future

Many also fear for the future. They are uncertain whether they will be able to progress. Concerned that they might not have the necessary knowledge and experience to continue.

It is not just about having a certificate; it is about what the certificate represents – about being prepared for the next step with the right luggage.

These are just snapshots from a few students. The GCRSE and the individual Student Associations will be looking at these concerns and others, more in-depth, over the next while.

4.2 Appendix B

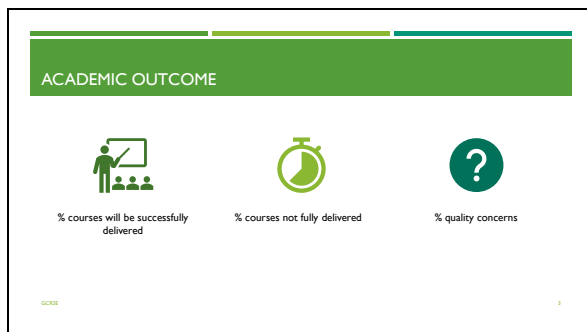


Colleges, staff and students are extremely challenged this year. This is a very difficult environment for learning and teaching.

Colleges are faced with restrictions and having to interpret and implement guidelines and instructions from the Government, the SFC (Scottish Funding Council) and the SQA (Scottish Qualifications Authority), often with a short turnaround period.

Staff have a different and heavier workload – both in inventing new ways of teaching and in supporting students. This and the shared trauma we are all experiencing is adding to mental health issues.

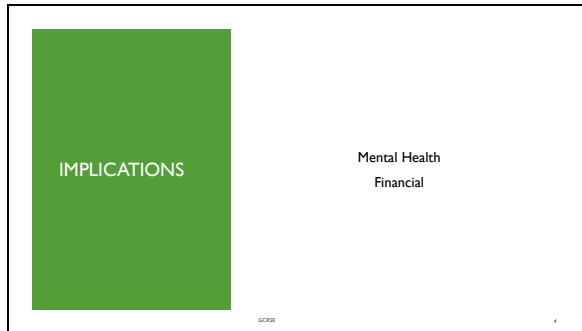
Students are also facing mental health issues, which is not helped by financial strains and burdens.



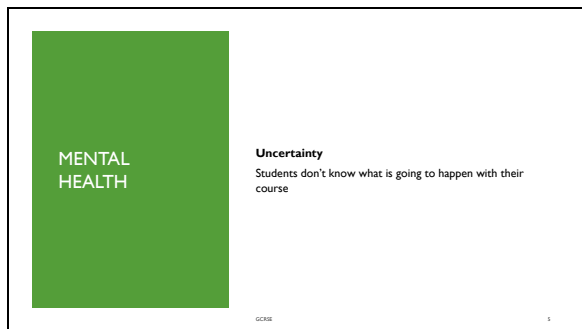
Students' Associations are receiving concerns from students regarding practical classes and the quality of the learning and teaching received.

We envision that there will be **a percentage of courses that will be successfully delivered, a percentage of courses that will not be fully delivered** due to lack of practical hours, and **a percentage where the biggest concern will be the quality.**

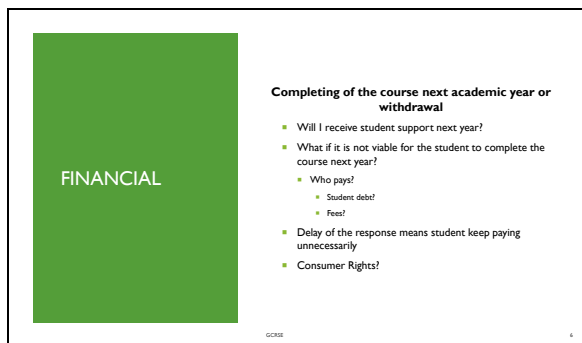
Students still do not know what exactly is going to happen with their course, and they are concerned that they will not be prepared for jobs or university.



Implications for students are largely Financial and Mental Health-related.



The mental health implications are in large parts either due to or exacerbated by, the uncertainty and unpredictability of the situation. People do not know what is going to happen 6 months, 1 month or 1 week from now. Not knowing how to finish their courses, or if it will even be possible, is a huge cause of stress.



Students who cannot complete their practical work this academic year, or those that are not happy with the quality of their course, are concerned about the financial implications of this.

They are seeking clarification on what are their consumer rights are. If they are offered to complete their course next academic year or during the summer, will they receive financial support?

If they are not happy with the quality that is being delivered, will they have the option of late withdrawal out of the course without being penalised?

Are international and EU students, who are given the option to complete their course next academic year or during the summer going to receive financial support to do so? Are they going to receive a refund if they decide to

withdraw because they cannot afford to continue living in Glasgow?

The delay on the response has many negative implications, including financial ones. The later the students receive clear guidelines about the plan to complete their courses, the more students will be spending on rent and bills, and in many cases, this could be avoided.

LEARNING AND TEACHING COMMITTEE

Date of Meeting	10 February 2021
Paper Title	Credit 2020/21 Progress Update
Agenda Item	21.09
Paper Number	21.09A
Responsible Officer	Brian Hughes, Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is to provide the committee with an updated snapshot of the progress being made towards achieving our credit target for session 2020/21.

2. Recommendations

Members are asked to DISCUSS the report.

3. Background

The attached spreadsheet provides a snapshot of our forecast credit activity for the year 2020/21 at the date on which the report was run, 01 February 2021.

The forecast estimate shows a potential shortfall in achieving our credit target for this year. The figure of 124,817 credits would represent -1.3% against our target of 126,446. Over the past few weeks, the figure has been improving as activity starts and new courses come on board. The January start provision is now largely included in this estimate although not all enrolments are yet in the system. We continue to look for ways to improve our chances of achieving the overall target and today's figure should be viewed as a snapshot at this point in time. Risks still exist in relation to this estimate as the 25% date (the required date at which point credits will be counted) has not yet been reached, especially for those courses which have just started. If our outturn at the year end was in fact 124,817 credits then we would have achieved our "core" credit target (which is 120,556) but not the full credit target which includes ESF. There is a financial risk in that situation, which has already been factored into the current management accounts.

In this unprecedented year the challenges have been significant in relation to achieving activity targets for a wide range of different factors; smaller class groups have formed in some areas meaning that course targets have not been achieved whilst the class is actually being delivered, less efficiently. The SFC have indicated that they still want the college to collect "wet" signatures from students identified as

being ESF students and this is also proving to be very challenging with a lack of response from many students.

Young Persons Guarantee and National Transitions Training Fund

The Scottish Government announced some initiatives aimed at reducing the impact of the economic downturn, both on young people and those recently made unemployed or in danger of becoming unemployed. The monetary value of these initiatives was converted into additional credits for the college sector and announced effectively immediately before the Christmas holiday period. Courses are supposed to be recruited and delivered by June 2021 following a concession on a previous date of March 2021 for some courses. Recruitment and delivery of activity when the announcement was made at such short notice provides a significant challenge. Glasgow Clyde was offered an additional 2,196 credits as its share of the Regional allocation but SFC have stipulated that the college must deliver all of its core credit activity before any funding will be provided for this additional activity. With the current uncertainty around our ability to deliver our existing credit target we have declined this allocation and suggested that perhaps around 400 credits could be reserved for us in the event that we are able to deliver some activity related to these initiatives. We have not however added these credits to our target figure, nor assumed any income at this time.

4. Risk Analysis

The current volatility and continued lack of on-campus activity due to prolonged lockdowns means that the element of risk in our ability to achieve our credit target is significantly heightened. Whilst we continue to monitor our credit activity on a very regular basis, accurate forecasting has been greatly impacted when compared to previous years. There is significant anxiety across the sector with many colleges in a similar position to Glasgow Clyde.

5. Legal Implications

There are no specific legal implications in respect of this report.

6. Financial Implications

Failure to achieve the required level of credit activity agreed with GCRB as part of the Regional Outcome Agreement [ROA] may result in a future financial clawback of funds.

7. Regional Outcome Agreement Implications

Our credit target as agreed as part of the ROA is crucial to the region's overall level of credit activity. Failure to achieve our target may negatively impact on the region's ability to reach its required level.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)N/A

Credits Monitoring Report AY2020-2021 - College Summary

Snapshot at 01 February 2021

Faculty	School	Portfolio Credit Target - as at 01/12/20	Total Enrols	Non-Funded Enrols	Not Meeting 25% Date	Current Funded Enrols	Current Credits Estimate	Variance on Target	Credits To Start	Variance on Started Target	Credits Not Enrolled	Credits Forecast (combines real and estimated retention)	Variance on Target (based on forecast)
120 Business, Creative & Digital Industries	111 Business & Finance	9,763	982	69	159	762	9,519	-2%	0	-2%	0	9,413.02	-4%
	123 Media & Performing Arts	8,197	716	15	53	649	8,577	5%	0	5%	0	8,577.20	5%
	125 Fashion, Textiles & Design	10,240	893	70	73	755	10,105	-1%	0	-1%	0	10,054.30	-2%
		28,200	2,591	154	285	2,166	28,201	0%	0	0%	0	28,045	-1%
130 Engineering, Computing & the Built Environment	113 Computing	7,868	1,046	92	105	854	7,991	2%	0	2%	0	7,940.54	1%
	131 Energy & Building Services	6,816	759	15	57	687	6,269	-8%	0	-8%	0	6,217.13	-9%
	133 Engineering	6,940	830	5	57	768	6,121	-12%	0	-12%	33	6,121.00	-12%
	135 Construction & Land Based Industries	7,224	668	0	58	610	6,721	-7%	62	-6%	61	6,705.42	-7%
		28,848	3,303	112	277	2,919	27,102	-6%	62	-6%	94	26,984	-6%
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	11,884	1,116	11	126	979	11,278	-5%	0	-5%	0	11,160.45	-6%
	141 Early Years & Social Care	11,919	1,056	92	158	814	10,054	-16%	0	-16%	0	10,038.90	-16%
	145 Health & Life Sciences	10,357	912	58	101	761	10,795	4%	0	4%	0	10,777.20	4%
	149 Hair, Beauty & Complementary Therapies	6,365	515	0	79	436	5,211	-18%	0	-18%	0	5,175.82	-19%
		40,525	3,599	161	464	2,990	37,336	-8%	0	-8%	0	37,152	-8%
160 Access & Continuing Learning	161 ESOL	11,433	2,031	11	139	1,881	10,107	-12%	2,120	9%	0	10,097.78	-12%
	165 Additional Support for Learning	4,438	315	0	13	302	4,150	-6%	67	-5%	0	4,149.80	-6%
	167 Employability Skills	6,593	1,278	1	187	1,090	4,588	-30%	1,097	-17%	450	4,420.76	-33%
	169 General Education	8,614	768	3	91	674	9,443	10%	0	10%	0	9,407.90	9%
		31,078	4,392	15	430	3,947	28,288	-9%	3,284	2%	450	28,076	-10%
Total		128,651	13,885	442	1,456	12,022	120,927	-6.0%	3,346	-3%	544	120,257	-4.0%
	SFC Target Credits							-4.4%					-4.9%
	Current Credit Estimate + Credits to Start						124,273	-1.7%				123,603	-2.2%
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						124,817	-1.3%				124,147	-1.8%

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	23,190	962	50
2	73,376	2,360	400
3	22,325	24	94
4	2,037	0	0
Total	120,927	3,346	544

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	18,186	0	0
Creative and Cultural Industries	19,581	0	0
Energy, Engineering, Construction and Manufacturing	15,941	24	94
Food, Drink, Tourism, Hospitality and Leisure	16,357	130	0
Health, Care and Education	18,962	22	0
Land-Based Industries	2,673	38	0
Life and Chemical Sciences	6,552	0	0
Transition and Supported Learning	22,675	3,132	450
Total	120,927	3,346	544

Credit Movement History

Credit Risk

Schools Credits

7-day Credit Change

LEARNING AND TEACHING MEETING

Date of Meeting	10 February 2021
Paper Title	January Start Courses 2021 Update
Agenda Item	21.10
Paper Number	21.10, 21.10A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Noting

1. Report Purpose

The purpose of this report is to update the committee on the recruitment and enrolment of the January Start 2021 portfolio.

2. Recommendations

The Learning and Teaching Committee is asked to note this report.

3. Issues

The college provides an extensive January start portfolio to meet the needs of a wide range of learner groups and provide coherent pathways from and to relevant gateway and vocational programmes. This ranges from community and ESOL provision to SCQF level 4, 5 and 6 provision across a diverse range of curriculum areas.

The January portfolio contributes significantly to our SFC credit target and the provision is arguably more important this year than ever due to the greater risks around meeting our credit targets and delivering other funded programmes.

Recruitment is good across a range of programmes however, as at 1 February, we are still below our overall credit target - but further applications are still being processed.

4. Risk Analysis

The most significant risk is to help deliver our overall credit target which is a big challenge this academic year. This requires attendance beyond the 25% date (approx 4/5 weeks) for courses designed to be practical in nature but which will all be starting online.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Strong retention beyond the 25% funding date is critical for overall credit funding and this is a high priority for the college.

7. Regional Outcome Agreement Implications

The college has an increasing number of regional and national outcome targets that we are measured against – including engagement with protected groups. Strong recruitment and success on these programmes will help to deliver against these targets.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

No

SUMMARY

GCC JANUARY PROGRAMME - as at 1 FEB 2021

Faculty/School	Course Title	Sum of Target Enrols	Sum of Current	Sum of Target Credits	Sum of Estimated Credits, estimated retention	Sum of Total Apps	Sum of Unconditional offers	Sum of Conditional offers	Sum of Other - in play	Sum of Reserve
120: Business, Creative & Digital Industries		214	216	1687	1699	464	19	3	8	23
111: Business & Finance	INTRODUCTION TO BUSINESS AND OFFICE SKILLS SHORT COURSE (19 WEEKS)	22	18	181	148	49	1	0	0	0
	ENTRY TO HND ACCOUNTING (LEVEL 6) SHORT COURSE (19 WEEKS) JAN START	22	18	181	148	49	3	0	0	0
	NQ Business, IT and Finance - Level 5 (January Start)	22	20	181	165	38	2	0	2	1
	ACCESS TO HND BUSINESS SHORT COURSE (19 WEEKS) JAN START	22	31	181	255	62	3	0	0	7
	Access to Business Administration, Accounting & IT (Short Course 19 weeks) Jan Start	22	17	168	130	67	2	0	0	3
	NQ MEDICAL ADMINISTRATION (LEVEL 6) JAN START	22	27	161	198	31	0	0	0	0
	NQ MEDICAL ADMINISTRATION (LEVEL 6) JAN START	22	22	181	181	38	5	3	0	0
	NQ MEDICAL ADMINISTRATION (LEVEL 5) JAN START	22	26	161	190	53	1	0	4	4
	Introduction to Fashion and Textiles JANUARY	18	17	138	130	48	2	0	0	0
125: Fashion, Textiles & Design	INTRO TO GRAPHIC DESIGN AND ILLUSTRATION (JAN)	20	20	153	153	50	0	0	2	8
130: Engineering, Computing & the Built Environment		128	84	1052	810	169	16	5	23	7
113: Computing	Cyber Security Fundamentals	18	18	131	131	38	2	3	3	0
	Computing with Web Development and Software	18	20	131	146	34	3	2	1	0
131: Energy & Building Services	NC ELECTRICAL PRACTICE (JAN START)	16	14	234	205	0	0	0	0	0
	NC ENGINEERING PRACTICE - MECHANICAL (JAN START)	16	13	234	190	0	0	0	0	0
	PRE-APPRENTICESHIP ELECTRICAL INSTALLATION (JANUARY)	16	10	122	77	32	0	0	0	0
135: Construction & Land Based Industries	FLORISTRY LEVEL 1 AWARD	14	11	38	30	43	4	0	18	0
	FLORISTRY LEVEL 1 AWARD	14	6	38	16	12	6	0	0	0
	NQ INTRODUCTION TO VOCATIONAL SKILL - CONSTRUCTION (Level 4) JANUARY	8	0	61	0	15	1	0	0	0
	NQ INTRODUCTION TO VOCATIONAL SKILL - CONSTRUCTION (Level 4) JANUARY	8	0	61	15	15	2	0	0	7
140: Health & Wellbeing		368	357	3000	2902	888	27	47	101	51
115: Sport, Tourism & Hospitality	ACCESS TO HNC FITNESS HEALTH AND EXERCISE (LEVEL 6) JAN START	24	29	198	239	44	0	1	3	0
	ACCESS TO HNC FOOTBALL (LEVEL 6) JAN START	18	18	148	148	40	1	6	11	0
	ACCESS TO HNC SPORTS COACHING (LEVEL 6) JAN START	24	22	198	181	41	2	5	2	0
	ACCESS TO HNC FITNESS AND SPORTS COACHING (LEVEL 6) JAN START	20	18	165	146	47	5	1	3	0
	NPA BAKERY (LEVEL 4) JAN START	12	12	99	99	32	0	0	0	1
	NPA PROFESSIONAL COOKERY (LEVEL 4) JAN START	12	14	99	115	39	0	0	0	2
	NPA PROFESSIONAL COOKERY (LEVEL 5) JAN START	12	11	110	101	26	0	0	0	0
	NQ FOOTBALL STUDIES (LEVEL 4) JAN START	24	22	198	181	53	3	11	11	0
	NQ INTRODUCTION TO TRAVEL AND TOURISM (LEVEL 4) JAN START	22	11	181	91	35	2	0	11	0
	NQ PROFESSIONAL COOKERY TECHNIQUES (LEVEL 5) JAN START	10	10	81	81	24	0	0	0	0
	NQ SPORT AND FITNESS ACTIVITIES (LEVEL 4) JAN START	24	15	198	124	28	2	2	0	0
	NQ SPORT AND FITNESS ACTIVITIES (LEVEL 5) JAN START	20	21	165	173	38	1	0	6	0
	NQ SPORT AND FITNESS ACTIVITIES (LEVEL 5) JAN START	20	24	165	198	51	4	10	10	0
	NQ TAKE OFF TRAVEL AND TOURISM (LEVEL 5) JAN START	22	18	181	148	59	2	6	18	0
141: Early Years & Social Care	INTRODUCTION TO EARLY EDUCATION AND CHILD CARE (LEVEL 6) JAN START	20	17	146	124	73	0	3	25	0
	Jan Start SOCIAL CARE and MENTAL HEALTH (LEVEL 5)	20	26	146	190	78	3	2	0	0
145: Health & Life Sciences	NQ INTRODUCTION TO SCIENCE (LEVEL 4) JAN START	24	23	176	168	42	0	0	1	0
	NQ INTRODUCTION TO SCIENCE (LEVEL 4) JAN START INFILL	0	3	0	20	3	0	0	0	0
149: Hair, Beauty & Complementary Therapies	NQ INTRODUCTION TO BEAUTY SKILLS WITH MASSAGE (LEVEL 4) JAN START	20	22	165	181	74	0	0	0	1
	NQ BEAUTY CARE AND MAKE-UP (LEVEL 5) JAN START	20	21	183	192	61	2	0	0	1
160: Access & Continuing Learning		457	312	2807	1973	790	95	14	165	16
161: ESOL	TESOL DELTA	12	12	33	33	56	0	0	26	0
167: Employability Skills	British Sign Language (BSL) Studies - Level 1/2	16	9	122	68	19	7	0	1	0
	BSL STUDIES L1 AN INTRODUCTION	14	1	31	2	14	4	0	4	0
	CLYDE KITCHEN PLUS	15	4	88	23	21	5	0	3	0
	ESOL IN THE COMMUNITY - Jan Start	14	0	28	0	0	0	0	0	0
	ESOL TRANSITIONS Automotive - JANUARY	12	10	86	71	24	2	0	4	0
	ESOL TRANSITIONS GENTS BARBERING JANUARY START INFILL	0	0	0	0	0	0	0	0	0
	ESOL TRANSITIONS GENTS BARBERING JANUARY START	14	7	80	40	24	8	1	0	0
	ESOL TRANSITIONS BEAUTY	14	7	100	50	24	4	0	7	0
	ESOL TRANSITIONS Business, IT and Administration - January	18	13	128	93	24	1	2	2	0
	ESOL TRANSITIONS Catering PART TIME JAN	12	5	91	38	23	5	2	3	0
	ESOL TRANSITIONS Early Education and Childcare PART TIME JAN	10	6	76	46	19	2	0	6	0
	ESOL TRANSITIONS Early Education and Childcare SHORT FULL TIME JAN	10	12	86	103	28	1	0	8	0
	ESOL TRANSITIONS Healthcare PART TIME JAN	10	13	76	99	24	3	0	3	0
	ESOL TRANSITIONS Healthcare SHORT FULL TIME JAN	10	9	86	77	18	0	0	6	0
	ESOL TRANSITIONS - JAN START	12	0	86	0	0	0	0	0	0
	ESOL TRANSITIONS SKILLS FOR COLLEGE	14	7	76	38	14	4	0	1	0
	ESOL TRANSITIONS - Social Care	18	16	137	122	23	0	0	5	0
	FAST-TRACK TO FUTURES	16	13	90	73	30	3	0	9	0
	FAST-TRACK TO FUTURES	16	13	90	73	29	12	0	0	0
	FAST-TRACK TO FUTURES	16	15	90	84	28	4	0	2	0
	NQ ADULT RETURN: FUTURE CONFIDENT M1	14	14	27	27	21	3	0	5	0
	NQ ADULT RETURN: FUTURE CONFIDENT M1	14	14	27	27	20	2	0	1	0
	NQ GATEWAY TO BEAUTY - JAN START	18	0	130	0	0	0	0	0	0
	NQ GATEWAY TO BUTCHERY	12	6	77	38	13	4	0	2	0
	NQ GATEWAY TO CARE JAN START	16	12	115	86	38	0	1	3	0
	NQ GATEWAY TO MEN'S BARBERING	12	12	77	77	26	3	0	0	9
	Gateway to Science - Jan Start	18	11	144	88	25	10	0	1	0
	Gateway to Science - Jan Start Infill	0	1	0	2	0	0	0	0	0
	NQ GATEWAY TO EARLY YEARS AND SOCIAL CARE: NEXT STEPS	16	16	115	115	34	6	2	1	7
	PRINCES TRUST DEVELOPMENT 6 WEEK PROGRAMME	6	6	29	29	18	0	0	11	0
	PRINCES TRUST DEVELOPMENT 6 WEEK PROGRAMME	6	5	29	24	11	1	0	4	0
	PRINCES TRUST DEVELOPMENT 6 WEEK PROGRAMME	6	0	29	0	14	0	0	14	0
	PRINCES TRUST DEVELOPMENT 6 WEEK PROGRAMME	6	0	29	0	6	0	0	6	0
169: General Education	Introduction to Social Science Jan Start	20	20	153	153	122	1	6	27	0
	Introduction to Social Science Jan Start	20	23	153	176	2	0	0	0	0
Grand Total		1167	979	8546	7385	2331	169	69	297	81

APPLICATIONS

Faculty	School	Course Reference	Course Title	Start	End	GCC JANUARY PROGRAMME	Status	Target Apps	Total Method App	Enrolled	Other - in play	Conditions Offers	Unconditions Offers	Reserve	Other - closed
100: Business, Creative & Digital Industries	111: Business & Finance	A	NGACST6-F201A-A ENTRY TO HND ACCOUNTING (LEVEL 6) SHORT COURSE (19 WEEKS) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	28	18	0	0	3	0	7
100: Business, Creative & Digital Industries	111: Business & Finance	A	NGMEDADM-F201A-A NO MEDICAL ADMINISTRATION (LEVEL 6) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	31	27	0	0	0	0	4
100: Business, Creative & Digital Industries	111: Business & Finance	A	NGMEDADM-F201B-A NO MEDICAL ADMINISTRATION (LEVEL 5) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	53	38	4	0	1	4	17
100: Business, Creative & Digital Industries	111: Business & Finance	C	INBUSOSS-F201A-C INTRODUCTION TO BUSINESS AND OFFICE SKILLS SHORT COURSE (19 WEEKS)	01/02/2021	#####	JANSTART	CURRENT	22	49	19	0	0	1	0	29
100: Business, Creative & Digital Industries	111: Business & Finance	C	NGBUSAN-F201A-C ACCESS TO HND BUSINESS SHORT COURSE (19 WEEKS) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	62	31	0	2	3	7	45
100: Business, Creative & Digital Industries	111: Business & Finance	C	NGNBPDA-F201A-C Access to Business Administration, Accounting & IT (Short Course 19 weeks) Jan Start	11/01/2021	#####	JANSTART	CURRENT	22	67	28	0	0	2	3	33
100: Business, Creative & Digital Industries	111: Business & Finance	C	NGNBPDA-F201A-C Access to Business Administration, Accounting & IT (Short Course 19 weeks) Jan Start INFL	11/01/2021	#####	JANSTART	CURRENT	22	1	0	0	0	0	0	0
100: Business, Creative & Digital Industries	111: Business & Finance	L	NGBUSIF-F201A-C NO BUSINESS, IT AND FINANCE - LEVEL 6 LIBRARY START	11/01/2021	#####	JANSTART	CURRENT	22	35	21	2	0	2	1	10
100: Business, Creative & Digital Industries	111: Business & Finance	L	NGMEDADM-F201A-L NO MEDICAL ADMINISTRATION (LEVEL 6) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	38	22	0	3	5	0	8
100: Business, Creative & Digital Industries	125: Fashion, Textiles & Design	C	NEFASTEX-F201A-C Introduction to Fashion and Textiles JANUARY	25/01/2021	#####	JANSTART	CURRENT	20	45	29	0	0	0	0	16
100: Business, Creative & Digital Industries	125: Fashion, Textiles & Design	C	INFATEX-F201A-C Introduction to Fashion and Textiles JANUARY INFL	25/01/2021	#####	JANSTART	CURRENT	20	1	0	0	0	0	0	1
100: Business, Creative & Digital Industries	125: Fashion, Textiles & Design	C	INTRO TO GRAPHIC DESIGN AND ILLUSTRATION (JAN)	25/01/2021	#####	JANSTART	CURRENT	20	50	21	2	0	0	0	10
100: Engineering, Computing & the Built Environment	113: Computing	A	SOFTDEV1-F201A-A Computing with Web Development and Software	25/01/2021	#####	JANSTART	CURRENT	18	34	15	1	2	3	0	12
100: Engineering, Computing & the Built Environment	113: Computing	C	CYBERDEV1-F201A-C Cyber Security Fundamentals	25/01/2021	#####	JANSTART	CURRENT	18	38	21	3	3	2	0	6
100: Engineering, Computing & the Built Environment	135: Construction & Land Based Industries	A	PREPAPPE-F201C-C PRE-APPRENTICESHIP ELECTRICAL INSTALLATION (JANUARY)	18/01/2021	#####	JANSTART	CURRENT	32	32	10	0	0	0	0	22
100: Engineering, Computing & the Built Environment	135: Construction & Land Based Industries	C	PREAPCON-F201B-C NO INTRODUCTION TO VOCATIONAL SKILL - CONSTRUCTION (LEVEL 4) JANUARY	25/01/2021	#####	JANSTART	CURRENT	8	15	2	0	0	0	2	7
100: Engineering, Computing & the Built Environment	135: Construction & Land Based Industries	C	PREAPCON-F201B-C NO INTRODUCTION TO VOCATIONAL SKILL - CONSTRUCTION (LEVEL 4) JANUARY	25/01/2021	#####	JANSTART	CURRENT	8	15	2	0	0	0	2	7
100: Engineering, Computing & the Built Environment	135: Construction & Land Based Industries	L	BEGFLAWD-E201D-L FLORISTRY LEVEL 1 AWARD	22/01/2021	#####	JANSTART	CURRENT	28	43	12	18	0	4	0	13
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	BEGFLAWD-E201D-L FLORISTRY LEVEL 1 AWARD	22/01/2021	#####	JANSTART	CURRENT	28	12	6	0	0	0	0	0
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	ACHNSPFF-F201A-A ACCESS TO HNC FITNESS AND SPORTS COACHING (LEVEL 6) JAN START	25/01/2021	#####	JANSTART	CURRENT	20	47	19	3	1	5	0	18
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	NGINTTR-F201A-A NO INTRODUCTION TO TRAVEL AND TOURISM (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	22	35	11	0	0	0	0	10
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	NGPROF75-F201A-A NO PROFESSIONAL COOKERY TECHNIQUES (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	20	24	11	0	0	0	0	13
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	NGSPFIT4-F201B-A NO SPORT AND FITNESS ACTIVITIES (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	28	15	0	2	2	0	9
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	NGSPFIT5-F201B-A NO SPORT AND FITNESS ACTIVITIES (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	38	21	6	0	0	1	10
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	ACHNFT-F201A-C ACCESS TO HNC FITNESS HEALTH AND EXERCISE (LEVEL 6) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	44	31	1	1	0	0	9
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	ACHNFTB-F201A-C ACCESS TO HNC FOOTBALL (LEVEL 6) JAN START	25/01/2021	#####	JANSTART	CURRENT	18	40	19	1	6	1	0	3
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	ACHNSPFC-F201A-C ACCESS TO HNC SPORTS COACHING (LEVEL 6) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	41	22	2	5	2	0	10
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	NGFTSTUD-F201A-C NO FOOTBALL STUDIES (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	53	23	11	11	3	0	5
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	NGSPFIT5-F201B-C NO SPORT AND FITNESS ACTIVITIES (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	20	51	24	10	10	4	0	3
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	NGTFOFTT-F201A-C NO TIME OFF TRAVEL AND TOURISM (LEVEL 4) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	59	18	18	6	2	0	13
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	L	NPABAKE4-F201B-L NPA BAKERY (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	12	32	15	0	0	0	1	15
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	L	NPABAKE4-F201B-L NPA BAKERY (LEVEL 4) JAN START INFL	25/01/2021	#####	JANSTART	CURRENT	12	1	0	0	0	0	0	0
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	L	NPAPROF4-F201B-L NPA PROFESSIONAL COOKERY (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	12	61	20	0	0	0	0	23
100: Health & Wellbeing	115: Sport, Tourism & Hospitality	L	NPAPROF5-F201B-L NPA PROFESSIONAL COOKERY (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	12	26	12	0	0	0	0	14
100: Health & Wellbeing	141: Early Years & Social Care	L	NPAPROF5-F201B-L NPA PROFESSIONAL COOKERY (LEVEL 5) JAN START INFL	25/01/2021	#####	JANSTART	CURRENT	12	1	0	0	0	0	0	0
100: Health & Wellbeing	141: Early Years & Social Care	A	NGINTCH-F201A-A INTRODUCTION TO EARLY EDUCATION AND CHILD CARE (LEVEL 6) JAN START	11/01/2021	#####	JANSTART	CURRENT	20	73	17	25	3	0	0	25
100: Health & Wellbeing	141: Early Years & Social Care	C	NGSOCHE-F201A-C Jan Start SOCIAL CARE AND MENTAL HEALTH (LEVEL 5)	11/01/2021	#####	JANSTART	CURRENT	20	78	27	0	2	3	0	46
100: Health & Wellbeing	145: Health & Life Sciences	A	NGINTROSC-F201A-L NO INTRODUCTION TO SCIENCE (LEVEL 4) JAN START	18/01/2021	#####	JANSTART	CURRENT	24	42	23	1	0	0	0	18
100: Health & Wellbeing	145: Health & Life Sciences	L	INTROSCD-201A-L NO INTRODUCTION TO SCIENCE (LEVEL 4) JAN START INFL	11/01/2021	#####	JANSTART	CURRENT	20	3	0	0	0	0	0	0
100: Health & Wellbeing	149: Hair, Beauty & Complementary Therapies	L	NGBEACML-F201A-L NO BEAUTY CARE AND MAKE-UP (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	20	61	20	0	0	0	0	1
100: Health & Wellbeing	149: Hair, Beauty & Complementary Therapies	L	INTBEAMA-F201A-L NO INTRODUCTION TO BEAUTY SKILLS WITH MASSAGE (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	20	74	23	0	0	0	0	49
100: Access & Continuing Learning	161: ESOL	A	TESOL-CEL-E201A-A TESOL CELTA	12/01/2021	#####	JANSTART	CURRENT	12	55	12	28	0	0	0	17
100: Access & Continuing Learning	167: Employability Skills	A	ETAUTJAN-P201B-A ESOL TRANSITIONS Automotive - JANUARY	25/01/2021	#####	JANSTART	CURRENT	12	24	11	4	0	0	0	7
100: Access & Continuing Learning	167: Employability Skills	A	FS1TKTOP-F201B-A FAST-TRACK TO FUTURES	01/02/2021	#####	JANSTART	CURRENT	12	30	13	9	0	0	0	5
100: Access & Continuing Learning	167: Employability Skills	A	NGARSCM-P201A-A NO ADULT RETURN-FUTURE CONFIDENT M1	25/01/2021	#####	JANSTART	CURRENT	14	21	10	5	0	0	0	3
100: Access & Continuing Learning	167: Employability Skills	A	NGGATEWAY-F201A-A NO GATEWAY TO CARE JAN START	25/01/2021	#####	JANSTART	CURRENT	16	38	14	3	1	0	0	20
100: Access & Continuing Learning	167: Employability Skills	A	PTIRUSTW-P201A-C PRINCIPLES TRUST DEVELOPMENT 6 WEEK PROGRAMME	11/01/2021	#####	JANSTART	CURRENT	6	19	6	11	0	0	0	9
100: Access & Continuing Learning	167: Employability Skills	A	PTIRUSTW-P201A-C PRINCIPLES TRUST DEVELOPMENT 6 WEEK PROGRAMME	22/02/2021	#####	JANSTART	CURRENT	6	14	0	14	0	0	0	0
100: Access & Continuing Learning	167: Employability Skills	C	BSLSTUDY-P201A-C British Sign Language (BSL) Studies - Level 1/2	01/03/2021	#####	JANSTART	CURRENT	16	18	9	1	0	7	0	1
100: Access & Continuing Learning	167: Employability Skills	C	BSLSTUDY-P201A-C BSL STUDIES L1 AN INTRODUCTION	01/03/2021	#####	JANSTART	CURRENT	16	14	1	4	0	0	0	5
100: Access & Continuing Learning	167: Employability Skills	C	CLYDEKIT-F201B-C CLYDE KITCHEN PLUS	26/01/2021	#####	JANSTART	CURRENT	15	21	4	3	0	0	0	9
100: Access & Continuing Learning	167: Employability Skills	C	ETBKAUGS-P201B-C ESOL TRANSITIONS GENTS BARBERING JANUARY START	25/01/2021	#####	JANSTART	CURRENT	14	24	7	0	1	8	0	8
100: Access & Continuing Learning	167: Employability Skills	C	ETBEAJAN-P201B-C ESOL TRANSITIONS BEAUTY	25/01/2021	#####	JANSTART	CURRENT	14	24	7	0	0	0	0	6
100: Access & Continuing Learning	167: Employability Skills	C	ETCPTJAN-P201D-C ESOL TRANSITIONS Catering PART TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	23	6	3	2	5	0	7
100: Access & Continuing Learning	167: Employability Skills	C	ETEPTJAN-P201D-C ESOL TRANSITIONS Early Education and Childcare PART TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	19	6	6	0	0	0	5
100: Access & Continuing Learning	167: Employability Skills	C	ETESFTJAN-P201D-C ESOL TRANSITIONS Early Education and Childcare SHORT FULL TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	25	12	8	0	1	0	7
100: Access & Continuing Learning	167: Employability Skills	C	ETHPTJAN-P201C-C ESOL TRANSITIONS Healthcare PART TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	24	13	3	0	0	0	5
100: Access & Continuing Learning	167: Employability Skills	C	ETHSFTJAN-P201D-C ESOL TRANSITIONS Healthcare SHORT FULL TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	16	9	6	0	0	0	3
100: Access & Continuing Learning	167: Employability Skills	C	ETSRJAN-P201B-C ESOL TRANSITIONS SKILLS FOR COLLEGE	01/02/2021	#####	JANSTART	CURRENT	14	14	7	0	1	0	0	2
100: Access & Continuing Learning	167: Employability Skills	C	ETSOJAN-P201A-C ESOL TRANSITIONS - Social Care	25/01/2021	#####	JANSTART	CURRENT	18	23	16	5	0	0	0	2
100: Access & Continuing Learning	167: Employability Skills	C	FS1TKTOP-F201B-C FAST-TRACK TO FUTURES	01/02/2021	#####	JANSTART	CURRENT	14	29	13	0	0	0	0	12
100: Access & Continuing Learning	167: Employability Skills	C	NGARPCMI-P201A-C NO ADULT RETURN-FUTURE CONFIDENT M1	25/01/2021	#####	JANSTART	CURRENT	14	20	13	1	0	0	0	4
100: Access & Continuing Learning	167: Employability Skills	C	NGGATEBU-F201A-C NO GATEWAY TO BUTCHERY	01/02/2021	#####	JANSTART	CURRENT	12	13	6	2	0	0	0	1
100: Access & Continuing Learning	167: Employability Skills	C	NGGATEBU-F201A-C NO GATEWAY TO BUTCHERY INFL	01/02/2021	#####	JANSTART	CURRENT	12	1	0	0	0	0	0	0
100: Access & Continuing Learning	167: Employability Skills	C	NGGATEMB-F201A-C NO GATEWAY TO MEN'S BARBERING	25/01/2021	#####	JANSTART	CURRENT	12	26	12	0	0	0	3	9
100: Access & Continuing Learning	167: Employability Skills	C	NGGATNST-F201A-C NO GATEWAY TO EARLY YEARS AND SOCIAL CARE: NEXT STEPS	25/01/2021	#####	JANSTART	CURRENT	16	34	16	1	2	6	7	0
100: Access & Continuing Learning	167: Employability Skills	L	ETBIAJAN-F201B-L ESOL TRANSITIONS BUSINESS, IT and Administration - January	25/01/2021	#####	JANSTART	CURRENT	18	24	13	2	2	1	0	6
100: Access & Continuing Learning	167: Employability Skills	L	FS1TKTOP-F201B-L FAST-TRACK TO FUTURES	01/02/2021	#####	JANSTART	CURRENT	14	28	15	2	0	4	0	7
100: Access & Continuing Learning	167: Employability Skills	L	NGGATESC-F201B-L Gateway to Science - Jan Start	01/02/2021	#####	JANSTART	CURRENT	18	25	12	1	0	0	0	10
100: Access & Continuing Learning	167: Employability Skills	L	PTIRUSTW-P201C-L PRINCIPLES TRUST DEVELOPMENT 6 WEEK PROGRAMME	11/01/2021	#####	JANSTART	CURRENT	6	11	6	4	0	1	0	1
100: Access & Continuing Learning	169: General Education	L	PTIRUSTW-P201D-L PRINCIPLES TRUST DEVELOPMENT 6 WEEK PROGRAMME	22/02/2021	#####	JANSTART	CURRENT	6	6	0	6	0	0	0	0
100: Access & Continuing Learning	169: General Education	L	INTSOCSG-F201B-L Introduction to Social Science Jan Start	25/01/2021	#####	JANSTART	CURRENT	40							

APPLICATIONS

Faculty	School	Course Reference	Course Title	Start	End	GCC JANUARY PROGRAMME	Status	Target Apps	Total Method App	Enrolled	Other in play	Conditions Offers	Unconditional Offers	Reserve	Other-closed
120: Business, Creative & Digital Industries	111: Business & Finance	A	NGACST6-F201A-A ENTRY TO HND ACCOUNTING (LEVEL 6) SHORT COURSE (19 WEEKS) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	28	18	0	0	3	0	7
120: Business, Creative & Digital Industries	111: Business & Finance	A	NGMEDADM-F201A-A NO MEDICAL ADMINISTRATION (LEVEL 6) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	31	27	0	0	0	0	4
120: Business, Creative & Digital Industries	111: Business & Finance	A	NGMEDADM-F201B-A NO MEDICAL ADMINISTRATION (LEVEL 5) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	53	38	4	0	1	4	17
120: Business, Creative & Digital Industries	111: Business & Finance	C	INBUSOSS-F201A-C INTRODUCTION TO BUSINESS AND OFFICE SKILLS SHORT COURSE (19 WEEKS)	01/02/2021	#####	JANSTART	CURRENT	22	49	19	0	0	1	0	29
120: Business, Creative & Digital Industries	111: Business & Finance	C	NGBUSADM-F201A-C ACCESS TO HND BUSINESS SHORT COURSE (19 WEEKS) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	62	31	0	2	3	7	45
120: Business, Creative & Digital Industries	111: Business & Finance	C	NGNBPFD4-F201A-C Access to Business Administration, Accounting & IT (Short Course 19 weeks) Jan Start	11/01/2021	#####	JANSTART	CURRENT	22	67	28	0	0	2	3	33
120: Business, Creative & Digital Industries	111: Business & Finance	C	NGNBPFD4-F201A-C Access to Business Administration, Accounting & IT (Short Course 19 weeks) Jan Start INFLL	11/01/2021	#####	JANSTART	CURRENT	22	1	0	0	0	0	0	0
120: Business, Creative & Digital Industries	111: Business & Finance	L	NGIBUSIF-F201A-C NO BUSINESS, IT AND FINANCE - LEVEL 5 LIBRARY START	11/01/2021	#####	JANSTART	CURRENT	22	35	21	2	0	2	1	10
120: Business, Creative & Digital Industries	111: Business & Finance	L	NGMEDADM-F201A-L NO MEDICAL ADMINISTRATION (LEVEL 6) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	38	22	0	3	5	0	8
120: Business, Creative & Digital Industries	125: Fashion, Textiles & Design	C	NEFASTEX-F201A-C Introduction to Fashion and Textiles JANUARY	25/01/2021	#####	JANSTART	CURRENT	26	45	29	0	0	0	0	16
120: Business, Creative & Digital Industries	125: Fashion, Textiles & Design	C	INFASTEJ-F201A-C Introduction to Fashion and Textiles JANUARY INFLL	25/01/2021	#####	JANSTART	CURRENT	26	1	0	0	0	0	0	1
120: Business, Creative & Digital Industries	125: Fashion, Textiles & Design	C	INTRO TO GRAPHIC DESIGN AND ILLUSTRATION (JAN)	25/01/2021	#####	JANSTART	CURRENT	20	50	21	0	0	0	0	10
130: Engineering, Computing & the Built Environment	113: Computing	A	SOFTDEV1-F201A-A Computing with Web Development and Software	25/01/2021	#####	JANSTART	CURRENT	18	34	15	2	3	0	2	12
130: Engineering, Computing & the Built Environment	113: Computing	C	CYBERDEV1-F201A-C Cyber Security Fundamentals	25/01/2021	#####	JANSTART	CURRENT	18	38	21	3	3	2	0	6
130: Engineering, Computing & the Built Environment	135: Construction & Land Based Industries	A	PREPAPPC-F201C-C PRE-APPRENTICESHIP ELECTRICAL INSTALLATION (JANUARY)	18/01/2021	#####	JANSTART	CURRENT	32	32	10	0	0	0	0	22
130: Engineering, Computing & the Built Environment	135: Construction & Land Based Industries	C	PREAPCON-F201B-C NO INTRODUCTION TO VOCATIONAL SKILL - CONSTRUCTION (LEVEL 4) JANUARY	25/01/2021	#####	JANSTART	CURRENT	8	15	2	0	0	0	2	7
130: Engineering, Computing & the Built Environment	135: Construction & Land Based Industries	C	PREAPCON-F201B-C NO INTRODUCTION TO VOCATIONAL SKILL - CONSTRUCTION (LEVEL 4) JANUARY	25/01/2021	#####	JANSTART	CURRENT	28	43	12	18	0	4	0	13
130: Engineering, Computing & the Built Environment	135: Construction & Land Based Industries	L	BEGFLAWD-E201D-L FLORISTRY LEVEL 1 AWARD	22/01/2021	#####	JANSTART	CURRENT	20	12	6	0	0	0	0	6
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	ACHNSPFF-F201A-A ACCESS TO HNC FITNESS AND SPORTS COACHING (LEVEL 6) JAN START	25/01/2021	#####	JANSTART	CURRENT	20	47	19	3	1	5	0	18
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	NGINTTR-F201A-A NO INTRODUCTION TO TRAVEL AND TOURISM (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	22	35	11	0	0	0	0	10
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	NGPROF75-F201A-A NO PROFESSIONAL COOKERY TECHNIQUES (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	10	24	11	0	0	0	0	13
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	NGSPFIT4-F201A-A NO SPORT AND FITNESS ACTIVITIES (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	28	15	0	2	2	0	9
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	A	NGSPFIT5-F201A-A NO SPORT AND FITNESS ACTIVITIES (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	38	21	6	0	1	0	10
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	ACHNFT-F201A-C ACCESS TO HNC FITNESS HEALTH AND EXERCISE (LEVEL 6) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	44	31	1	1	0	0	9
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	ACHNFTB-F201A-C ACCESS TO HNC FOOTBALL (LEVEL 6) JAN START	25/01/2021	#####	JANSTART	CURRENT	18	40	19	1	6	1	0	3
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	ACHNSPFC-F201A-C ACCESS TO HNC SPORTS COACHING (LEVEL 6) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	41	22	2	5	2	0	10
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	NGFTSTUD-F201A-C NO FOOTBALL STUDIES (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	24	53	23	11	11	3	0	5
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	NGSPFIT5-F201B-C NO SPORT AND FITNESS ACTIVITIES (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	20	51	24	10	10	4	0	3
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	C	NGTFOFTT-F201A-C NO TIME OFF TRAVEL AND TOURISM (LEVEL 4) JAN START	01/02/2021	#####	JANSTART	CURRENT	22	59	18	18	6	2	0	13
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	L	NPABAKE4-F201B-L NPA BAKERY (LEVEL 4) JAN START	25/01/2021	#####	JANSTART	CURRENT	12	32	15	0	0	0	1	15
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	L	NPABAKE4-F201B-L NPA BAKERY (LEVEL 4) JAN START INFLL	25/01/2021	#####	JANSTART	CURRENT	12	1	0	0	0	0	0	0
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	L	NPAPROF4-F201B-L NPA PROFESSIONAL COOKERY (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	12	61	20	0	0	0	0	23
140: Health & Wellbeing	115: Sport, Tourism & Hospitality	L	NPAPROF5-F201B-L NPA PROFESSIONAL COOKERY (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	12	26	12	0	0	0	0	14
140: Health & Wellbeing	141: Early Years & Social Care	L	NGSOCIEM-F201A-L Jan Start SOCIAL CARE AND MENTAL HEALTH (LEVEL 5)	11/01/2021	#####	JANSTART	CURRENT	20	1	0	0	0	0	0	0
140: Health & Wellbeing	141: Early Years & Social Care	A	NGINTCH-F201A-A INTRODUCTION TO EARLY EDUCATION AND CHILD CARE (LEVEL 6) JAN START	11/01/2021	#####	JANSTART	CURRENT	20	73	17	25	3	0	0	25
140: Health & Wellbeing	145: Health & Life Sciences	L	INTROSCI-F201A-L NO INTRODUCTION TO SCIENCE (LEVEL 4) JAN START	18/01/2021	#####	JANSTART	CURRENT	24	42	23	1	1	0	0	18
140: Health & Wellbeing	145: Health & Life Sciences	L	INTROSCI-D201-L NO INTRODUCTION TO SCIENCE (LEVEL 4) JAN START INFLL	11/01/2021	#####	JANSTART	CURRENT	20	3	0	0	0	0	0	0
140: Health & Wellbeing	149: Hair, Beauty & Complementary Therapies	L	NGBEACML-F201A-L NO BEAUTY CARE AND MAKE-UP (LEVEL 5) JAN START	25/01/2021	#####	JANSTART	CURRENT	20	61	20	0	0	0	1	36
140: Health & Wellbeing	149: Hair, Beauty & Complementary Therapies	L	INTBEAMA-F201A-L NO INTRODUCTION TO BEAUTY SKILLS WITH MASSAGE (LEVEL 4) JAN START	11/01/2021	#####	JANSTART	CURRENT	20	74	23	0	0	0	0	49
160: Access & Continuing Learning	167: Employability Skills	A	TESOL-CEL-E201A-A TESOL CELTA	12/01/2021	#####	JANSTART	CURRENT	12	55	12	28	0	0	0	17
160: Access & Continuing Learning	167: Employability Skills	A	ETAUTJAN-P201B-A ESOL TRANSITIONS Automotive - JANUARY	25/01/2021	#####	JANSTART	CURRENT	12	24	11	4	0	2	0	7
160: Access & Continuing Learning	167: Employability Skills	A	FS1TKTOP-F201B-A FAST-TRACK TO FUTURES	01/02/2021	#####	JANSTART	CURRENT	30	33	9	0	0	0	0	5
160: Access & Continuing Learning	167: Employability Skills	A	NGARSCM-P201A-A NO ADULT RETURN-FUTURE CONFIDENT M1	25/01/2021	#####	JANSTART	CURRENT	14	21	10	5	0	0	3	3
160: Access & Continuing Learning	167: Employability Skills	A	NGGATEWAY-F201A-A NO GATEWAY TO CARE JAN START	25/01/2021	#####	JANSTART	CURRENT	16	38	14	3	1	0	0	20
160: Access & Continuing Learning	167: Employability Skills	A	PTIRUSTW-P201A-C PRINCIPLES TRUST DEVELOPMENT 6 WEEK PROGRAMME	11/01/2021	#####	JANSTART	CURRENT	6	19	6	11	0	0	0	9
160: Access & Continuing Learning	167: Employability Skills	A	PTIRUSTW-P201D-A PRINCIPLES TRUST DEVELOPMENT 6 WEEK PROGRAMME	22/02/2021	#####	JANSTART	CURRENT	6	14	0	14	0	0	0	0
160: Access & Continuing Learning	167: Employability Skills	C	BSLSTUDY-P201A-C British Sign Language (BSL) Studies - Level 1/2	01/03/2021	#####	JANSTART	CURRENT	16	18	9	1	0	7	0	11
160: Access & Continuing Learning	167: Employability Skills	C	BSLSTUDY-P201A-C BSL STUDIES L1 AN INTRODUCTION	01/03/2021	#####	JANSTART	CURRENT	16	14	1	4	0	4	0	5
160: Access & Continuing Learning	167: Employability Skills	C	CLYDEKIT-F201B-C CLYDE KITCHEN PLUS	26/01/2021	#####	JANSTART	CURRENT	15	21	4	3	0	0	0	9
160: Access & Continuing Learning	167: Employability Skills	C	ETBKAUS-P201B-C ESOL TRANSITIONS GENTS BARBERING JANUARY START	25/01/2021	#####	JANSTART	CURRENT	14	24	7	0	1	8	0	8
160: Access & Continuing Learning	167: Employability Skills	C	ETBEAJAN-P201B-C ESOL TRANSITIONS BEAUTY	25/01/2021	#####	JANSTART	CURRENT	14	24	7	0	0	0	0	6
160: Access & Continuing Learning	167: Employability Skills	C	ETCPTJAN-P201D-C ESOL TRANSITIONS Caring PART TIME JAN	25/01/2021	#####	JANSTART	CURRENT	6	23	6	3	2	5	0	7
160: Access & Continuing Learning	167: Employability Skills	C	ETEPTJAN-P201D-C ESOL TRANSITIONS Early Education and Childcare PART TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	19	6	6	0	2	0	5
160: Access & Continuing Learning	167: Employability Skills	C	ETESFTJAN-P201D-C ESOL TRANSITIONS Early Education and Childcare SHORT FULL TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	25	12	8	0	1	0	7
160: Access & Continuing Learning	167: Employability Skills	C	ETHPTJAN-P201C-C ESOL TRANSITIONS Healthcare PART TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	24	13	3	0	3	0	5
160: Access & Continuing Learning	167: Employability Skills	C	ETHSFTJAN-P201D-C ESOL TRANSITIONS Healthcare SHORT FULL TIME JAN	25/01/2021	#####	JANSTART	CURRENT	10	16	9	6	0	0	0	3
160: Access & Continuing Learning	167: Employability Skills	C	ETSRJAN-P201B-C ESOL TRANSITIONS SKILLS FOR COLLEGE	01/02/2021	#####	JANSTART	CURRENT	14	14	7	0	1	4	0	2
160: Access & Continuing Learning	167: Employability Skills	C	ETSOJAN-P201A-C ESOL TRANSITIONS - Social Care	25/01/2021	#####	JANSTART	CURRENT	18	23	16	5	0	0	0	2
160: Access & Continuing Learning	167: Employability Skills	C	FS1TKTOP-F201C FAST-TRACK TO FUTURES	01/02/2021	#####	JANSTART	CURRENT	14	29	13	0	0	0	0	12
160: Access & Continuing Learning	167: Employability Skills	C	NGARPCMI-P201A-C NO ADULT RETURN-FUTURE CONFIDENT M1	25/01/2021	#####	JANSTART	CURRENT	14	20	13	1	0	2	0	4
160: Access & Continuing Learning	167: Employability Skills	C	NGGATEBU-F201A-C NO GATEWAY TO BUTCHERY	01/02/2021	#####	JANSTART	CURRENT	12	13	6	2	0	0	0	1
160: Access & Continuing Learning	167: Employability Skills	C	NGGATEBU-F201A-C NO GATEWAY TO BUTCHERY INFLL	01/02/2021	#####	JANSTART	CURRENT	12	1	0	0	0	0	0	0
160: Access & Continuing Learning	167: Employability Skills	C	NGGATEMB-F201A-C NO GATEWAY TO MEN'S BARBERING	25/01/2021	#####	JANSTART	CURRENT	12	26	12	0	0	0	3	9
160: Access & Continuing Learning	167: Employability Skills	C	NGGATNST-F201A-C NO GATEWAY TO EARLY YEARS AND SOCIAL CARE: NEXT STEPS	25/01/2021	#####	JANSTART	CURRENT	16	34	16	1	2	6	7	0
160: Access & Continuing Learning	167: Employability Skills	L	ETBIAJAN-F201B-L ESOL TRANSITIONS BUSINESS, IT and Administration - January	25/01/2021	#####	JANSTART	CURRENT	18	24	13	2	2	1	0	6
160: Access & Continuing Learning	167: Employability Skills	L	FS1TKTOP-F201B-L FAST-TRACK TO FUTURES	01/02/2021	#####	JANSTART	CURRENT	14	28	15	2	0	4	0	7
160: Access & Continuing Learning	167: Employability Skills	L	NGGATESC-F201B-L Gateway to Science - Jan Start	01/02/2021	#####	JANSTART	CURRENT	18	25	12	1	0	10	0	1
160: Access & Continuing Learning	167: Employability Skills	L	PTIRUSTW-P201C-L PRINCIPLES TRUST DEVELOPMENT 6 WEEK PROGRAMME	11/01/2021	#####	JANSTART	CURRENT	6	11	6	4	0	1	0	1
160: Access & Continuing Learning	169: General Education	L	PTIRUSTW-P201D-L PRINCIPLES TRUST DEVELOPMENT 6 WEEK PROGRAMME	22/02/2021	#####	JANSTART	CURRENT	6	6	0	6	0	0	0	0
160: Access & Continuing Learning	169: General Education	L	INTSOCSO-F201B-L Introduction to Social Science Jan Start	25/01/2021	#####	JANSTART	CURRENT	40	122	42	27	6	1	0	45
160: Access & Continuing Learning	169: General Education	L	INTSOCSO-F201C-L Introduction to Social Science Jan Start	25/01/2021	#####	JANSTART	CURRENT	2	2	0	0	0	0	0	0

SUMMARY

GCC JANUARY PROGRAMME - as at 1 FEB 2021

Faculty/School	Course Title	Sum of Target Enrols	Sum of Current	Sum of Target Credits	Sum of Estimated Credits, estimated retention	Sum of Total Apps	Sum of Unconditional offers	Sum of Conditional offers	Sum of Other - in play	Sum of Reserve
120: Business, Creative & Digital Industries		214	216	1687	1699	464	19	3	8	23
111: Business & Finance	INTRODUCTION TO BUSINESS AND OFFICE SKILLS SHORT COURSE (19 WEEKS)	22	18	181	148	49	1	0	0	0
	ENTRY TO HND ACCOUNTING (LEVEL 6) SHORT COURSE (19 WEEKS) JAN START	22	18	181	148	49	3	0	0	0
	NQ Business, IT and Finance - Level 5 (January Start)	22	20	181	165	38	2	0	2	1
	ACCESS TO HND BUSINESS SHORT COURSE (19 WEEKS) JAN START	22	31	181	255	62	3	0	0	7
	Access to Business Administration, Accounting & IT (Short Course 19 weeks) Jan Start	22	17	168	130	67	2	0	0	3
	NQ MEDICAL ADMINISTRATION (LEVEL 6) JAN START	22	27	161	198	31	0	0	0	0
	NQ MEDICAL ADMINISTRATION (LEVEL 6) JAN START	22	22	181	181	38	5	3	0	0
	NQ MEDICAL ADMINISTRATION (LEVEL 5) JAN START	22	26	161	190	53	1	0	4	4
	Introduction to Fashion and Textiles JANUARY	18	17	138	130	48	2	0	0	0
125: Fashion, Textiles & Design	INTRO TO GRAPHIC DESIGN AND ILLUSTRATION (JAN)	20	20	153	153	50	0	0	2	8
130: Engineering, Computing & the Built Environment		128	84	1052	810	169	16	5	23	7
113: Computing	Cyber Security Fundamentals	18	18	131	131	38	2	3	3	0
	Computing with Web Development and Software	18	20	131	146	34	3	2	1	0
131: Energy & Building Services	NC ELECTRICAL PRACTICE (JAN START)	16	14	234	205	0	0	0	0	0
	NC ENGINEERING PRACTICE - MECHANICAL (JAN START)	16	13	234	190	0	0	0	0	0
	PRE-APPRENTICESHIP ELECTRICAL INSTALLATION (JANUARY)	16	10	122	77	32	0	0	0	0
135: Construction & Land Based Industries	FLORISTRY LEVEL 1 AWARD	14	11	38	30	43	4	0	18	0
	FLORISTRY LEVEL 1 AWARD	14	6	38	16	12	6	0	0	0
	NQ INTRODUCTION TO VOCATIONAL SKILL - CONSTRUCTION (Level 4) JANUARY	8	0	61	0	15	1	0	0	0
	NQ INTRODUCTION TO VOCATIONAL SKILL - CONSTRUCTION (Level 4) JANUARY	8	0	61	15	15	2	0	0	7
140: Health & Wellbeing		368	357	3000	2902	888	27	47	101	51
115: Sport, Tourism & Hospitality	ACCESS TO HNC FITNESS HEALTH AND EXERCISE (LEVEL 6) JAN START	24	29	198	239	44	0	1	3	0
	ACCESS TO HNC FOOTBALL (LEVEL 6) JAN START	18	18	148	148	40	1	6	11	0
	ACCESS TO HNC SPORTS COACHING (LEVEL 6) JAN START	24	22	198	181	41	2	5	2	0
	ACCESS TO HNC FITNESS AND SPORTS COACHING (LEVEL 6) JAN START	20	18	165	146	47	5	1	3	0
	NPA BAKERY (LEVEL 4) JAN START	12	12	99	99	32	0	0	0	1
	NPA PROFESSIONAL COOKERY (LEVEL 4) JAN START	12	14	99	115	39	0	0	0	2
	NPA PROFESSIONAL COOKERY (LEVEL 5) JAN START	12	11	110	101	26	0	0	0	0
	NQ FOOTBALL STUDIES (LEVEL 4) JAN START	24	22	198	181	53	3	11	11	0
	NQ INTRODUCTION TO TRAVEL AND TOURISM (LEVEL 4) JAN START	22	11	181	91	35	2	0	11	0
	NQ PROFESSIONAL COOKERY TECHNIQUES (LEVEL 5) JAN START	10	10	81	81	24	0	0	0	0
	NQ SPORT AND FITNESS ACTIVITIES (LEVEL 4) JAN START	24	15	198	124	28	2	2	2	0
	NQ SPORT AND FITNESS ACTIVITIES (LEVEL 5) JAN START	20	21	165	173	38	1	0	6	0
	NQ SPORT AND FITNESS ACTIVITIES (LEVEL 5) JAN START	20	24	165	198	51	4	10	10	0
	NQ TAKE OFF TRAVEL AND TOURISM (LEVEL 5) JAN START	22	18	181	148	59	2	6	18	0
141: Early Years & Social Care	INTRODUCTION TO EARLY EDUCATION AND CHILD CARE (LEVEL 6) JAN START	20	17	146	124	73	0	3	25	0
	Jan Start SOCIAL CARE and MENTAL HEALTH (LEVEL 5)	20	26	146	190	78	3	2	0	0
145: Health & Life Sciences	NQ INTRODUCTION TO SCIENCE (LEVEL 4) JAN START	24	23	176	168	42	0	0	1	0
	NQ INTRODUCTION TO SCIENCE (LEVEL 4) JAN START INFILL	0	3	0	20	3	0	0	0	0
149: Hair, Beauty & Complementary Therapies	NQ INTRODUCTION TO BEAUTY SKILLS WITH MASSAGE (LEVEL 4) JAN START	20	22	165	181	74	0	0	0	1
	NQ BEAUTY CARE AND MAKE-UP (LEVEL 5) JAN START	20	21	183	192	61	2	0	0	1
160: Access & Continuing Learning		457	312	2807	1973	790	95	14	165	16
161: ESOL	TESOL DELTA	12	12	33	33	56	0	0	26	0
167: Employability Skills	British Sign Language (BSL) Studies - Level 1/2	16	9	122	68	19	7	0	1	0
	BSL STUDIES L1 AN INTRODUCTION	14	1	31	2	14	4	0	4	0
	CLYDE KITCHEN PLUS	15	4	88	23	21	5	0	3	0
	ESOL IN THE COMMUNITY - Jan Start	14	0	28	0	0	0	0	0	0
	ESOL TRANSITIONS Automotive - JANUARY	12	10	86	71	24	2	0	4	0
	ESOL TRANSITIONS GENTS BARBERING JANUARY START INFILL	0	0	0	0	0	0	0	0	0
	ESOL TRANSITIONS GENTS BARBERING JANUARY START	14	7	80	40	24	8	1	0	0
	ESOL TRANSITIONS BEAUTY	14	7	100	50	24	4	0	7	0
	ESOL TRANSITIONS Business, IT and Administration - January	18	13	128	93	24	1	2	2	0
	ESOL TRANSITIONS Catering PART TIME JAN	12	5	91	38	23	5	2	3	0
	ESOL TRANSITIONS Early Education and Childcare PART TIME JAN	10	6	76	46	19	2	0	6	0
	ESOL TRANSITIONS Early Education and Childcare SHORT FULL TIME JAN	10	12	86	103	28	1	0	8	0
	ESOL TRANSITIONS Healthcare PART TIME JAN	10	13	76	99	24	3	0	3	0
	ESOL TRANSITIONS Healthcare SHORT FULL TIME JAN	10	9	86	77	18	0	0	6	0
	ESOL TRANSITIONS - JAN START	12	0	86	0	0	0	0	0	0
	ESOL TRANSITIONS SKILLS FOR COLLEGE	14	7	76	38	14	4	0	1	0
	ESOL TRANSITIONS - Social Care	18	16	137	122	23	0	0	5	0
	FAST-TRACK TO FUTURES	16	13	90	73	30	3	0	9	0
	FAST-TRACK TO FUTURES	16	13	90	73	29	12	0	0	0
	FAST-TRACK TO FUTURES	16	15	90	84	28	4	0	2	0
	NQ ADULT RETURN: FUTURE CONFIDENT M1	14	14	27	27	21	3	0	5	0
	NQ ADULT RETURN: FUTURE CONFIDENT M1	14	14	27	27	20	2	0	1	0
	NQ GATEWAY TO BEAUTY - JAN START	18	0	130	0	0	0	0	0	0
	NQ GATEWAY TO BUTCHERY	12	6	77	38	13	4	0	2	0
	NQ GATEWAY TO CARE JAN START	16	12	115	86	38	0	1	3	0
	NQ GATEWAY TO MEN'S BARBERING	12	12	77	77	26	3	0	0	9
	Gateway to Science - Jan Start	18	11	144	88	25	10	0	1	0
	Gateway to Science - Jan Start Infill	0	1	0	2	0	0	0	0	0
	NQ GATEWAY TO EARLY YEARS AND SOCIAL CARE: NEXT STEPS	16	16	115	115	34	6	2	1	7
	PRINCES TRUST DEVELOPMENT 6 WEEK PROGRAMME	6	6	29	29	18	0	0	11	0
	PRINCES TRUST DEVELOPMENT 6 WEEK PROGRAMME	6	5	29	24	11	1	0	4	0
	PRINCES TRUST DEVELOPMENT 6 WEEK PROGRAMME	6	0	29	0	14	0	0	14	0
	PRINCES TRUST DEVELOPMENT 6 WEEK PROGRAMME	6	0	29	0	6	0	0	6	0
169: General Education	Introduction to Social Science Jan Start	20	20	153	153	122	1	6	27	0
	Introduction to Social Science Jan Start	20	23	153	176	2	0	0	0	0
Grand Total		1167	979	8546	7385	2331	169	69	297	81