



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Ann Baxter		
Author/Contact	Ann Baxter	Department / Unit	Executive
Date Created	1 May 2024	Telephone	2359
Appendices Attached	Credit and Curriculum Update		
Disclosable under FOISA		Yes	

- PURPOSE**
To update CSAO on NCL credit target for academic year 2023-2024.
- BACKGROUND**
Report provided to CSAO updates on progress against targets within the Regional Outcome Agreement.
- DETAIL**
The report includes data submitted to SFC and current NCL performance in 2023-2024.
- BENEFITS AND OPPORTUNITIES**
This report illustrates the progress made in relation to KPIs measures and gives a greater understanding of departmental activity.
- STRATEGIC IMPLICATIONS**
The Board retains an overview of NCL activity in the interests of good governance.
- RISK**
N/A.
- FINANCIAL IMPLICATIONS**
Inability to achieve SFC credit targets could result in loss of income to New College Lanarkshire.
- LEGAL IMPLICATIONS**
There are no legal implications.
- WORKFORCE IMPLICATIONS**
There are no workforce implications.
- REPUTATIONAL IMPLICATIONS**
There are no reputational implications.
- EQUALITIES IMPLICATIONS**
There are no equality implications.

CONCLUSIONS/RECOMMENDATIONS

CSAO are asked to note the information contained in this report and raise or discuss any issues which may prevent publication.

1. INTRODUCTION

- 1.1 This paper seeks to provide an update on the credit target for academic year 2023 - 2024, recruitment, retention and a synopsis of learning and teaching activity to date.

2. CREDIT, RECRUITMENT AND RETENTION ACTIVITY 2023 - 2024

- 2.1 For academic year 2023–2024, New College Lanarkshire has been allocated a core credit of 117,290. Foundation Apprenticeships are no longer allocated as additional credits and are incorporated into core funding targets. At the time of writing this report in May 2024, there were 13,543 student enrolments had given the college 117,400 credits. Appendix 1 summarises credits achieved per department on 30 April 2024.
- 2.2 Credit and Performance Monitoring Report is reviewed weekly by the Executive Board and Deans. There remains additional planned credit generating activity for this academic year. Based upon planned activity, the college has slightly over achieved the credit target, but will not exceed the 2% upper limit.
- 2.3 Many departments have been actively reviewing information within course publisher, simplifying language and adding links to department videos and Instagram pages to showcase the college.
- 2.4 The table below show the college position in relation to overall recruitment, early withdrawal and further on 30 April 2024. Appendix 2 summarises the position in relation to Departmental Credit and Retention on 30 April 2024.

Table 1: Enrolments, Early and Further Withdrawals – 30 April 2024

Level/Mode	Enrolled	EW	% EW	FW	% FW	Retention
FEFT	3853	191	5.1%	896	24%	70.9%
FEPT	6990	360	5.7%	375	6%	88.4%
HEFT	2087	93	4.5%	349	16.8%	78.7%
HEPT	601	32	5.6%	41	7.2%	87.2%

- 2.5 The overall focus is to increase the rate of successful completion for students on all levels and modes of study. Through discussion with Academic Heads, spotlight on poorer performing programmes will continue via a Plan, Do, Study, Act project.
- 2.6 Development of the Wellbeing Strategy, Getting to Know You and Be Financially Fit campaign once fully implemented should have a positive impact on student retention.

3. ALTERNATIVE FUNDING ACTIVITY

- 3.1 New College Lanarkshire Modern Apprenticeship contract was awarded on 16 April 2024. The contract value for the financial year is £1,062,815 to support existing apprentices in training and an additional 209 starts. The award of new starts was only 56% of the request made in the funding bid. A case has been presented to SDS requesting an increase in funding for Electronic Fire & Security Systems and Automotive. Unfortunately, this request was denied at this time with an explanation that there may have opportunities to request more funding at the end of August, October and January when providers key performance levels are measured, although requests are never guaranteed. The reduction in funding was also raised at the NLC/SDS strategic stakeholders meeting held on 24 April 2024.

To illustrate the difference between previous and current contract – see Table 1.

MA Contract	23-24 Contract	24-25 Contract	Difference
Value	£1,013,070	£1,062,815	£49,745
New start allocation	244	209	-35

Table 1 – MA contract values for 2023/2024 and 2024/2025

- 3.2 NCL is a partner in the CLIC project, which is funded by a grant from UK Research and Innovation (UKRI), the UK Government's body for promoting, supporting, and fostering research and Innovation. CLIC stands for Colleges' Local Innovation Centres and reflects the fact that the six colleges in the eight local authorities comprising Glasgow City Region will work together as a network to implement this twelve-month project, which began on 31 March 2024.

CLIC is one of a limited number of college projects, funded by UKRI, across the UK. The grant awarded is £1.2million, and NCL's allocation within that is £196,221, the bulk of which is to support staff involvement in delivering the project's outputs and outcomes.

The aim of the CLIC project is to engage with businesses in Glasgow City Region, within regionally identified priority clusters, to support them to become more innovative. The priority clusters which have been identified by Glasgow City Region's Intelligence Hub are Health & Life Sciences, Energy and Net Zero, Digital Creative Industries, Advanced Manufacturing and Precision Engineering, and Digital Enabling Technologies and Services. Each of CLIC's local Innovation Centres (colleges) will lead on a specific theme, and NCL has been tasked with leading on Digitally Enabled Health. However, this does not preclude NCL, and the five other partner colleges undertaking local activity across the four other priority themes.

Progress to date, New College Lanarkshire has set up the administrative systems and working groups, including an internal working/implementation group. The contacts with employers will probably start in July/August. Staff training sessions will be held prior to end of current academic year. There will be a launch Event for external “multiplier” agencies on 17 May to introduce them to CLIC. These agencies will include Referral Markets (e.g. Chambers of Commerce, SE), Influencer Markets (e.g. Glasgow City Council, Innovation Districts) and Supplier Alliance Markets (e.g. Innovation Centres).

- 3.3 Three bids were submitted to WorldSkills UK in March 2024, one for an Organisational Innovation Project and two Practitioner Innovation Projects with a total value of £20,000. Unfortunately, we were advised that on this occasion we had been unsuccessful.
- 3.4 College was advised on 18 April that Skills Development Scotland (SDS) will have no funds to support Individual Training Accounts (ITA) applications for session 2024- 2025.

4. DEPARTMENTAL UPDATES

- 4.1 **Access and Progression department**, have created a safe space for the students, utilising the support base adjacent to the staff room which was enhanced with soft furnishing and accessories. Many of the students within the department find it challenging to engage with learning or attend classes, which may have arisen due to experiencing some sort of trauma. Frequently College can become the safe place for learners and that staff become a key contact who they can talk to. It is anticipated that this safe space will continue ensuring that students feel able to discuss their issues and staff can support them leading with empathy. It is hoped this will improve retention and attainment within the department, resulting in positive change, providing students with a safe experience as well as meeting their needs.
- 4.2 **Automotive Studies** have continued to work in partnership with a number of key stakeholders. A member of staff was invited to attend a lecturer-only Kawasaki Hybrid vehicle course in London, sharing training PowerPoints, which are being used by other motorcycle lecturers and students. Kawasaki have also donated around £150K worth of motorcycle resources to the department.

Department also hosted a two-day training course for Suzuki GB, which was well received. Great opportunity for dealer staff to see our facilities and Suzuki GB also donated approximately £150 of motorcycle and light vehicle resources for student use.

On-going activity includes recycling of scrap vehicle engines etc (being green, sustainable and financially efficient), making up training aids for use in workshops for both Motherwell and Cumbernauld campuses instead of purchasing training rigs at a cost of around £10k per unit. To date, five training units have been produced, involving body and paint, arc welding frames and painting, light and heavy vehicle to ensure correct operation and safe for use.



- 4.3 **Beauty, Aesthetics and Hair Design** students have secured places in the national finals of a prestigious hair and beauty competition following their outstanding success at the recent regional heats held in Dundee and Angus College.

The annual Association of Hairdressers and Therapists (AHT) Regional Hairdressing and Beauty Therapy Competition took place on Wednesday, March 27th. Students specialising in Hairdressing, Barbering, and Nail Services from colleges and schools across Scotland showcased their talents in various categories hoping to progress onto the National AHT final in Blackpool in May.

The students were very successful, achieving an impressive total of 12 medals, including 3 gold, 4 silver, and 5 bronze. The judges were impressed by the exceptional standard of work displayed by the students, particularly given their current study levels which ranged from school students to SCQF Level 6.

- 4.4 **Computing and Digital Technologies** department was delighted to receive a donation from Amazon of two AI-powered AWS DeepRacer cars, not available to purchase in this country, which helped facilitate teaching “reinforcement learning”, a facet of AI to our NQ and some HN Networking & Cloud Infrastructure students. Amazon Web Services (AWS) also asked the department to assist them by taking part in product testing, which was done by the NQ students on all campuses.

A number of former students have returned to college and share their experiences with our current students and four students attended the Scottish AI Conference in Edinburgh on March 29th.

- 4.5 **Construction Trades Technology** department has continued to undertake a number of community benefits projects in conjunction with North Lanarkshire Council with some students and staff involved attended the official opening on Friday 8th March 2024 of Castlehill Road Amenity House and were presented with certificates.



The project has now been expanded to include the manufacture of furniture and planters using recycled timber frames for the garden area to the rear of the Amenity House. Ongoing plans include the establishment of a garden shed.

4.5 (continued)

Staff from Electronic Fire & Security section attended the Security TWENTY 24 exhibition event at the Hilton hotel in Glasgow. The college was given access to a stand for the event at no cost due to strong partnership links. This opportunity enabled staff to speak with employers about potential MA starts for the coming academic session, as well as speaking to manufacturers about new equipment.

SETT Electrical Installations apprentices have benefitted from a donation by Edmundson Electrical Ltd of new tool kits.

In collaboration with the Automotive Studies department and Lanarkshire Institute of Science and Technology scrap materials have been recycled to the value of £1436 (from January 2024) and donated it to the Student Foundation Fund.

4.6 **Culinary Arts** have supported students to participate in competitions such as IFEX Exhibition in Belfast when all students brought home a medal (two bronze and two silver) and seven students have entered for WorldSkills competition.

Broad range of educational excursions have included visit to Trump Turnberry recruitment day, Dakota Hotel, MasterChef masterclasses in Edinburgh, Toby Carvery and Tony Macaroni. Students will be going to Italy in May to visit the factory that produces UNOX ovens. This opportunity arose due to staff bringing in industry experts and producers to the college.

Significant growth in level of service in ML One, which provides enhanced opportunities for students to learn and prepare for working environment.

4.7 **Dental, Health and Social Care** department has undertaken a number of activities to enhance the learning and teaching across a range and levels of programmes. Police Scotland Training and Centre of Excellence visit to Gradu8 school groups to raise awareness of keeping safe online in the age of AI, ensuring young people are equipped with necessary knowledge. Dave Scott, Chief Executive of Nil By Mouth, charity that strives towards achieving a society free from sectarianism where cultural and religious diversity is respected and celebrated, visited students on Cumbernauld, Coatbridge and Motherwell campuses.

As well as celebrating with students at the College graduation, the Department also celebrated at Apprenticeship of the Year award ceremony with two students winning the Foundation Apprenticeship Award and the Modern Apprenticeship Award.

Employer engagement event held in March were positively received. The day focussed on student placement opportunities and potential for employment whilst studying (earn as you learn), CPD for staff employed within care organisations, what the college could offer and in addition CPD for college staff, upskilling practice and knowledge within the sector. All employers were able to experience the VR equipment and the digital mannequin. This will be an ongoing activity with employers also engaging with the redesign of our SCQF level 6 programmes.

- 4.8 **Education and Counselling** department has ensured that the approach taken is current and informed by the latest research and best practices in the field of Childhood Practices/Education, introducing and promoting government agendas and learning such as STEM and Froebel training.

Pedagogy is student-centred, focusing on providing a supportive and engaging learning environment that fosters academic growth and personal development, believing in the power of coeducation, where students of all genders learn together and benefit from a diverse range of perspectives. This approach has been integrated into progress and personal development focussed topics to enhance the transferable skills for success e.g. Psychological characteristics for developing Excellence/Metaskills.

The curriculum is designed to be challenging and relevant, allowing students to acquire the knowledge and skills they need to succeed in their chosen area of interest. The department offers a variety of placements and hands-on experiences to complement classroom learning and better prepare students for the workforce. In addition, the department supports current employees within North and South Lanarkshire to meet SSSC requirements and offering programmes such as the BA Childhood Practice for Leads, working closely with cluster groups supporting in-service training.

Within Education, we also prioritise trauma-informed practice, recognising the impact that trauma can have on learning and development. We strive to create a safe and supportive environment for all students, taking into consideration their individual needs and experiences. We have introduced “Getting to Know you Journals” to identify any measures that we need to take to fully support students in the college community.

Overall, our goal is to empower students to reach their full potential and become confident, capable professionals in the field of Childhood Practice/Education from primary through to degree programmes.

- 4.9 **Humanities** ESOL staff and students actively engaged in International Week. Students at a conversational Café helped create a unique recipe book which can be viewed [here](#). The book contains recipes from Ukraine, Italy, Scotland and more, all written and tested by the students themselves. In addition, some ESOL students at the Motherwell Campus spoke about their cultures and stories as part of International Week.

Social Science staff supported Level 4 Psychology with Criminology (Jan start) and Level 5/6 Psychology with Criminology students on a trip to Glasgow on 25th April to the Police Museum and The Provand's Lordship (Glasgow oldest house), then went on to explore some of the places that had been discussed down the Tron Gate and at the Gallowgate. Level 4 Introduction to Social Science with Criminology took a trip to Motherwell Heritage centre to explore the history of the Motherwell area from past to present.

Jemima Levick, (former) Artistic director of A Play, A Pie and A Pint spoke with our NQ Creative writing within Professional Industries group to on the process of taking script to stage. During this event, students gained valuable insight of the importance Scottish Writing on the UK Theatre industry. Jemima spoke in depth about the various roles within the industry and how to make use of professional services there to support writers.

4.9 (continued)

Amy McKenzie from Playwrite Studio Scotland delivered a workshop on Dramaturgy and how to close read texts for discussion. The group also learned about how playwrights suggest stage space through their writing. As well as how much of a text's themes you get from one page of writing and compare different writer voices and styles. All of which could be incorporated into their own writing and styles.

- 4.10 **Lanarkshire Business School** students on HND Travel & Tourism went on a day trip to Belfast, accompanied by two staff members. It was a jam-packed day, starting off with walking around the city on the Glass of Thrones trail, taking in the Game of Thrones stained glass windows. They were then welcomed into the Titanic Hotel by Sales and Marketing Manager, who treated the students to a free buffet breakfast and tour of the hotel, which was the original Harland and Wolff drawing offices. After the hotel tour, the students then visited Titanic Belfast, the world leading visitor attraction that tells the story of RMS Titanic from conception, construction, maiden voyage and her place in history. In the afternoon the students went on the Belfast city bus tour where they saw famous landmarks in Belfast including Queens University, Botanic Gardens, Ulster Museum and Belfast Peace Wall.

Both staff and students had a fantastic time. A particular highlight was visiting the hotel and museum, both of which are steeped in historic relevance. It was a great way to illustrate to students that a lot can be accomplished in a day!

- 4.11 **Lanarkshire Institute of Science and Technology** and Scottish Power are working together to provide students with placements and potential employment. Six students have expressed an interest and were interviewed at the end of April 2024.

HNC Electrical engineering students visited GCU to see the power labs, as a potential progression opportunity following completion of HND Electrical Engineering.

Fabrication and Welding students have recently been introduced to Automated Welding and following this, the department has invested in a smooth tool to further enhance the automated welding process that could lead to greater commercial opportunities. Ongoing discussion on further developing curriculum offering includes Laser Welding and the addition of a new guillotine, which will enable students to participate in WorldSkills competitions.

The science curriculum team have focused on student engagement. SQCF level 4 students visited Five Sisters' Zoo to learn about endangered species and conservation, students on SCQF level 5 have gone to SRUC, Barony for their practical activities and SCQF level 6 students were actively engaged in the work of the Hamiltonhill Claypits Local Natural Reserve and volunteered to help them raise public awareness of the importance of protecting wildlife in an urban space. Students on SCQF level 7 provision piloted a new award from SSERC, working on the Young STEM Leadership Award as well as a project linked to the UN Sustainability Development Goals.

Students in the science sections have also been developing an area of the Coatbridge campus grounds in a wildlife-friendly area, sowing and planting pollinator-friendly plants, creating a pond, making bird boxes and bug-hotels. We were awarded free trees from the Woodland Trust and the students planted them to create a hedge to provide a suitable habitat for birds. For all their hard work, they will all be awarded with the John Muir Award and take part in a ceremony to celebrate their achievements.

4.11 (continued)

NCL has been awarded the status of official provider from the John Muir Trust.

In addition to gardening equipment, raised beds and a shed, the section has acquired a digital microscope with video screen, greatly enhancing the educational value for practical aspects of anatomy, physiology and zoology.

Department is also very proud to have three students participating in WorldSkills - Laboratory Technicians competition and currently providing ongoing support training the students.

Department took part in the STEM events and engaged schools with a variety of exciting activities and, at the beginning of May, the science team will be hosting a Science Week at Coatbridge campus to showcase the work of the section and make science more accessible. There will be a different theme every day with interactive activities for staff, students and school pupils to engage with and learn different aspects of science, sustainability, forensic science, human and animal health.

4.12 **Music and Performing Arts** Music and Performing Arts department continues to broaden its activities, significantly enriching both the academic environment and professional opportunities for our students and staff. This year, students from our BA Acting, BA Musical Theatre, and BA (Hons) Creative Enterprise programmes have participated in nearly 40 diverse workshops, mock interviews, and presentations with top industry professionals. Notable engagements included sessions with Johnny McKnight, recognised among the top 100 most influential people by The List magazine, and Phoebe Byrne, a former student who now serves as the Education Officer at the National Theatre of Scotland.

These face-to-face events are crucial in providing our students with valuable industry connections, enhancing their networking and employment prospects. Our student productions have increased to a total of 22 this year, including a festival showcasing new works by BA Hons with Creative Enterprise students at the Impact Arts Theatre in Glasgow. Among these, Milly Sweeney's play "Water Colour" received the prestigious St. Andrews Playwrighting Scotland Award and will be professionally staged in a joint production with the Byre and Pitlochry Festival Theatres.



Milly Sweeney (Centre) - BA Hons Acting - accepting the St. Andrews Playwrighting Award for her new play 'Water Colour'.

4.12 (continued)

Our graduates continue to excel in significant roles across the country, with current students like Kevin Walls, Kieran Gray, Elliot McLean, and Ben Di Mambro securing early professional engagements in highly anticipated projects and productions.

New Academic Programme proposals include:

- Master's Degree Collaboration with Queen Margaret University. This proposed degree aims to further enhance our academic offerings and provide advanced professional training and research opportunities in the performing arts sector.
- Honour's Degree Collaboration with UWS. This proposed Honour's programme in Sound Production, Music, and Music Business would bridge the gap between technical skills and industry management, preparing graduates for diverse roles within the music industry.

A highlight in student engagement this year involved Sound Production students embarking on an industry visit to Seabass Vinyl Pressing Plant in Musselburgh. This visit provided an invaluable hands-on experience, allowing students to gain practical insights into the intricate processes of vinyl production and distribution – an industry that has seen a remarkable resurgence in recent years. By interfacing directly with seasoned professionals and observing the end-to-end manufacturing process, students were able to deepen their understanding of the physical media landscape and its relevance to the modern music industry. This opportunity not only enhanced their learning but also broadened their perspectives on potential career paths within the music production sector.

- 4.13 **Sports and Physical Activities** department continues to maintain strong relationships with external organisations, which have a pivotal role within the department and the recent partnership with Scottish Rugby Union (SRU) exemplifies this. As part of this agreement, the department will co-lead the Develop Player Programme aimed at secondary school pupils across the west of Scotland. This arrangement will allow for pupils to gain a recognised qualification at SCQF level 5 and 6 while developing their technical ability in the sport. Whilst still in the early stages of the project, we anticipate a wider role out in the coming months.

Academic Session 2023-2024 has seen a significant appetite for Schools based Sport & Fitness activity within the Cumbernauld region. A range of SQA Group awards have been introduced both on Campus and locally assisting the School Sector with their PE and Wellbeing provision. This involvement has led to an increase in recruitment for the forthcoming session.

- 4.14 **Staff Development Academy** has presented the new Staff Development Strategy to the Executive Board which gives a focus and direction for staff development in line with the college Education Strategy and the college priorities of Recruitment, Retention, Attainment and Progression. Included within the strategy is our duty to train staff in areas of governance, this was introduced in August 2023 with the launch of the All Staff Essential Learning 2023-2024. This suite of on-line modules consisted of the following subjects; Data Protection at NCL, Cyber Security at NCL, Health & Safety at NCL, Safeguarding at NCL and EDI at NCL. We are delighted to report that in March 90% of staff had completed this course. Work is well underway on the design and development of All Staff Essential Learning 2024-2025 with a launch date of August 2024.

4.14 (continued)

The Staff Development Academy have supported the College Trauma Informed Practice project in partnership with CDN by co-ordinating a development session for all line managers. Enhancing learning and teaching has been expanded to include all staff with the latest themes being EDI and ideation. We are also leading a SLWG to create a wellbeing brand around “Keeping everyone safe” at NCL to incorporate all areas of safeguarding, mental health first aid, care experienced and trauma informed practice, which will include a staff journey of development to give skills and confidence to support each other and students during times of crisis.

The 2023-2024 Professional Development Discussions (PDD) have begun across the college with all line managers having a support and development session to underpin the process and help them make each PDD a supportive and effective conversation.

- 4.15 **Supported Learning** students participated in a Boccia festival at Ravenscraig recently along with other teams from Borders College, Perth College and Ayrshire College. We also worked in conjunction with our Sports Department, who refereed the event, the Student Association and Scottish Disability Sport. Around 145 students participated in the Festival. Boccia is an inclusive Sport which is easy to play and is a Paralympic sport which tests both muscle control and accuracy. From a seated position (and therefore ideal for wheelchair users) players propel balls to land close to a white marker ball – the jack. If a student is unable to grasp and propel the ball, a ramp can be used.

- 4.16 **Visual and Creative Arts** department continues to work towards consolidating practice led assessment by linking in with employers within the region and on a national level.

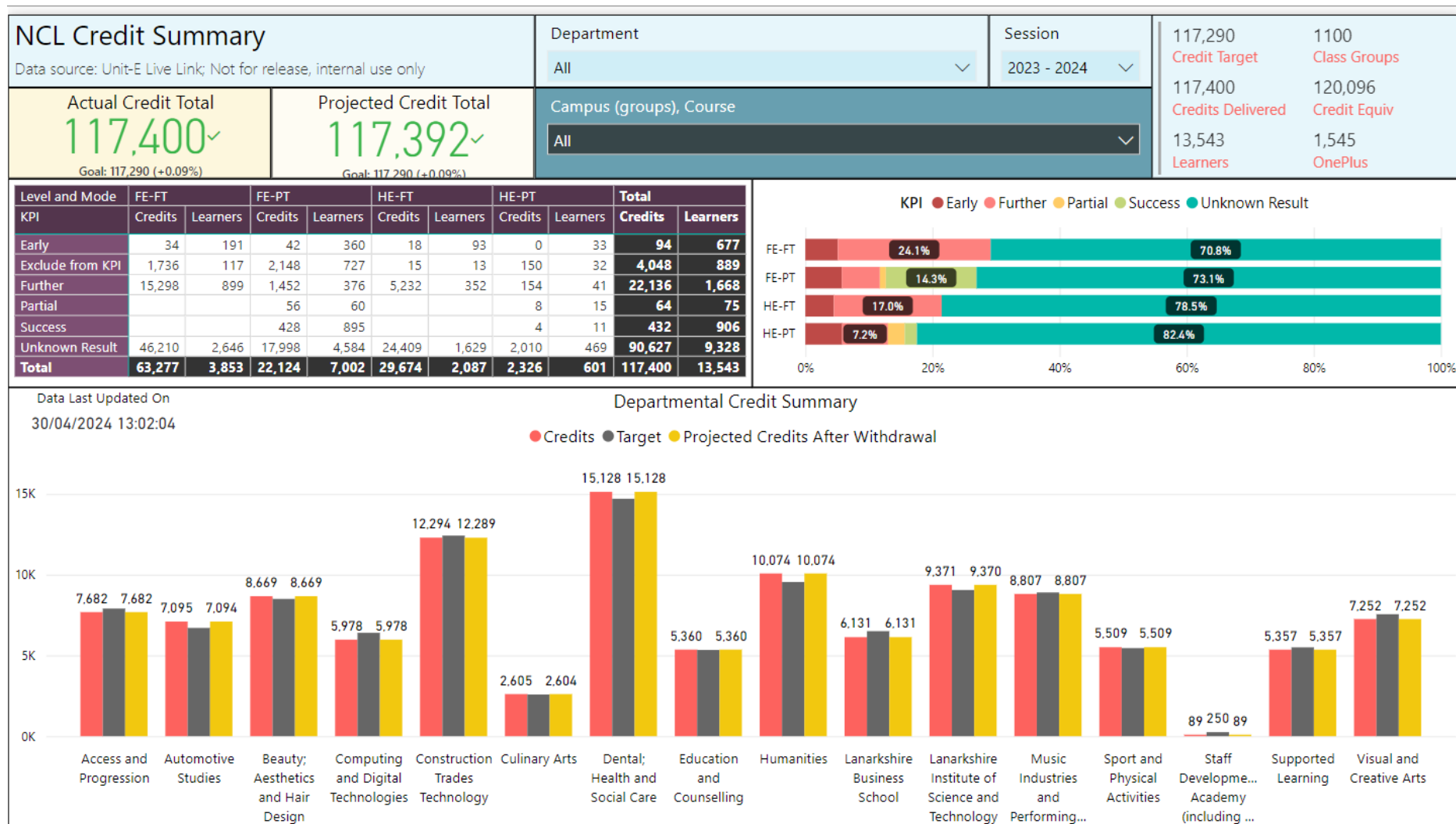
The Film & TV department have worked with the BBC and National Theatre of Scotland on two major live projects which has seen the department being nominated for a 2024 Herald Higher Education Award in the category of Outstanding Business Engagement.

As part of the Turing programme, the Art & Design team have welcomed a group of students from Vantaa College in Finland. Both NCL and Vantaa are working together on projects across a range of subjects within the area and the ambition is to continue to foster links with international partnerships which will create further mobility opportunities for our learners.

The Animation team recently attended an Animation conference with a group of students where they were afforded the opportunity to network with key people in the sector and gain valuable insight into the emerging trends within the Gaming Industry.



Appendix 1 – NCL Credit Summary – 30 April 2024



Appendix 2 – Departmental Credit and Retention Summary – 30 April 2024

Department	FEFT Enrolled	FEFT Withdrawn	FEPT Enrolled	FEFT Withdrawn	HEFT Enrolled	HEFT Withdrawn	HEPT Enrolled	HEPT Withdrawn
Access and Progression	317	79 (25%)	607	83 (22.7%)				
Automotive Studies	307	73 (23.9%)	408	47 (11.6%)				
Beauty, Aesthetics and Hair Design	416	127 (30.8%)	330	99 (34.8%)	61	18 (30%)		
Computing and Digital Technologies	193	48 (25%)	298	11 (3.8%)	181	31 (17.1%)		
Construction Trades Technologies	488	128 (26%)	1238	68 (5.8%)			64	7 (10.9%)
Culinary Arts	130	39 (30.2%)	260	15 (6.3%)	12	4 (33.3%)	15	-
Dental, Health and Social Care	459	151 (33.3%)	605	47 (8.4%)	355	79 (22.4%)	42	6 (19.5%)
Education and Counselling	196	67 (34.9%)	241	44 (19.8%)	88	30 (34.1%)	37	2 (5.4%)
Humanities	303	102 (33.8%)	540	121 (23.7%)	231	55 (24%)	54	3 (5.6%)
Lanarkshire Business School	140	60 (43.2%)	414	48 (13.9%)	246	76 (31%)	163	45 (29.2%)
Lanarkshire Institute of Science and Technology	256	76 (29.8%)	591	32 (5.9%)	179	37 (19.7%)	130	6 (4.6%)
Music and Performing Arts	91	23 (25.3%)	344	52 (16.1%)	396	52 (13.2%)	3	1 (33%)
Sports and Physical Activities	144	44 (31%)	570	20 (3.5%)	162	31 (19.7%)	26	1 (7.1%)
Staff Development Academy			64	1 (1.6%)			63	-
Supported Learning	226	12 (8.7%)	239	1 (1.2%)				
Visual and Creative Arts	187	57 (30.6%)	239	46 (19.2%)	176	31 (17.6%)	2	-