



## **College Development Plan 2024/25**

Draft CDP 24 25 Submitted to DfE 11 September 2024

Updated Draft CDP 24 25 Submitted to DfE 11 October 2024 (approved by Governing Body 10 October 2024)

Updated Draft CDP 24 25 Submitted to DfE 28 October 2024, following feedback received 23 October 2024

Updated CDP submitted to DfE 08 November 2024, following verbal feedback received 7 November 2024

**Final CDP submitted to DfE 15 November 2024, following communication on 14 November 2024 requesting the no. of individuals in the College in 2023/24 to be updated based on the final CDR data lift of 11 October.**

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### **Annex 1 – College Data Analysis**

## 1. Executive Summary

Legislation requires all Further Education Colleges in Northern Ireland to produce and publish an annual College Development Plan<sup>1</sup> that sets out College objectives, outcomes and performance measures which are aligned to wider government policy and spending priorities. This annual College Development Plan therefore sets out Belfast Met's operational targets for 2024/25 to ensure progression of the College's Strategic Plan and to demonstrate our contribution towards the delivery of the Minister's priorities.

'Choose Success', [Belfast Metropolitan College's Strategic Plan 2021/22 – 2023/24 \(Addendum to 2024/25\)](#) sets out our vision for the future, our objectives, what we will do and what we will achieve by 2024. Whilst originally expected to run to 31 July 2024, Governing Body, in light of the ongoing review of Further Education delivery model, has recently agreed to extend our Strategic Plan by one further year to 2024/25.<sup>2</sup> As such, the College's Vision, Purpose, Values and Strategic Objectives remain the same for 2024/25:

- **Vision**
  - College of Choice for learners.
  - Employer of Choice for talent.
  - Partner of Choice for employers & business.
  
- **Purpose**
  - Equipping learners, driving innovation, transforming lives.
  
- **Values**
  - Collaboration
  - Ambition
  - Respect
  - Excellence
  
- **Strategic Objectives**
  - College of Choice
  - Employer of Choice
  - Partner of Choice
  - Digital by Design
  - Sustainable by Nature

Our extended Strategic Plan remains ambitious as we strive to continue to position Belfast Met at the forefront of economic growth, partnering with leaders in business, across Further

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<sup>1</sup> [The Further Education \(Northern Ireland\) Order 1997, Section 20.](#)

<sup>2</sup> [Addendum to Strategic Plan 2021/22 – 2023/24 and Roll Forward Plan 2024/25](#)

Education and the wider public sector, to deliver for learners, employers and our employees. In particular we want to see:

- Learners choosing Belfast Met as the best place to come to enable them to compete in the labour market and succeed in work and life;
- Our city's talent choosing to work and thrive as Belfast Met employees; and
- Businesses seeing the College as a partner of choice for business development, innovation and apprenticeship solutions.

Despite the significant financial and wider pressures currently facing further education colleges and the public sector, Belfast Met continues to provide high-quality education, skills and employability programmes to a diverse range of learners, delivering the skills needed to support inclusive growth and promote innovation. We work to ensure the programmes we deliver meet the needs of learners, society and employers, now and into the future.

We remain agile and flexible in the types of provision offered and in how we deliver programmes in partnership with other key stakeholders across the City, so that we are able to respond to the evolving challenges associated with economic recovery and growth. Previous comparative analysis from OECD on the skills landscape in Northern Ireland has highlighted the need to support inclusive approaches to Lifelong Learning and this is a key theme for the College which we are continuing to work in partnership on to ensure wider reach across the most disadvantaged areas of the Belfast City Region.

Furthermore, we continue to future proof the College by being a truly technology-driven, sustainable College and being clear about how we will collaborate and partner with others to contribute to Northern Ireland's economic, social and environmental success.

At a high level, Belfast Met currently forecasts **12,032** individuals to be enrolled at the College in 2024/25. This compares to **12,098**<sup>3</sup> individuals in 2023/24. This is a slight reduction given the impact of recent staffing changes following reform to save and work ongoing to consolidate and strengthen our foundations. Please note this is a snapshot as of 10 October 2024 and this number may be subject to change as we continue to enrol part-time provision throughout the academic year. We are also anticipating increased opportunities for further funding and if realised, additional activity will be secured in year which will enable us to increase this figure further.

In delivering our objectives and priorities, the College will ensure that it does so in line with the governance framework outlined within our Partnership Agreement. We are also fully committed to demonstrating our commitment towards meeting all four key objectives of the Economy Minister's new Economic Vision. We are passionate about preparing for good jobs through creating more and better paid apprenticeships and skills academies; and improving careers advice so that our students are informed about and ready for all opportunities available to them. The promotion of regional balance is of particular importance, given that Belfast contains half of the most deprived areas in Northern Ireland; and raising productivity through increasing student numbers so as to improve work-relevant skills of the working-age population remains our prime aim.

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<sup>3</sup> Based on the final CDR lift dated 11 October 2024 and includes Essential Skills.

This Plan reflects the support of the Chair of the Governing Body and was approved by the Governing Body.

## 2. Strategic Context

### Executive's draft PfG Outcomes Framework

#### Grow a Globally Competitive Economy

**Action:** Through a series of multi-million pounds committed investments, we will make this a more vibrant and inclusive place to live, work, invest and visit. Central to every part of our plan for a globally competitive and sustainable economy will be employers and workers, supporting them to build the skills needed both now, and in the future, will be vital if we are to harness our economic potential.

### Minister's Economic Vision

The College is a key delivery partner in taking forward the Minister's priorities set out in his Economic Vision to:

- Increase the proportion of working-age people in **Good Jobs**;
- Promote a more **Regionally Balanced** economy;
- **Raise Productivity** of businesses; and
- **Reduce Carbon Emissions** in the transition to a greener and more sustainable economy.

### Strategies / Priorities

- [Delivering the Economic Vision A three year forward look & 2024/25 Action Plan](#)
- [Skills Strategy for Northern Ireland](#)
- [Trade and Investment Strategic Priorities](#)
- [Climate Change Act \(NI\) 2022](#)
- Review of the FE Delivery Model
- [Developing a More Strategic Approach to 14-19 Education and Training - a Framework to Transform 14-19 Education and Training Provision](#)
- [Skills Barometer\\*](#)

\* Link to Skills Barometer added above ([https://www.ulster.ac.uk/epc/pdf/2022/northern-ireland-skills-barometer/Skills-Barometer-Summary-Report-2021\\_FINAL\\_SENT.pdf](https://www.ulster.ac.uk/epc/pdf/2022/northern-ireland-skills-barometer/Skills-Barometer-Summary-Report-2021_FINAL_SENT.pdf))

### 3. Financial Performance / Position

#### 2024/25 Forecast Position

The table below sets out the college resource and capital requirements of £53,363k for 2024/25.

PROGRAMME / ACTIVITY						
A	B	C	D	E	F	
Further Education	Higher Education	Apprenticeships / Traineeships	Business Development	Social Inclusion	Other	
EL - Level 3 (not under B – F)	Level 4+	Programmes up to Level 3 including AppsNI; Skills for Life and Work; TfS	InnovateUs; Skills Focus; Assured Skills Academies; Flexible Skills; International Programmes; Innovation Voucher Scheme	Access NI; Essential Skills; ESOL; College Connect; NI Prisons Service; VEP; Step Up	Self-funded recreational courses; Fast track tutorials; ILM certificates; adhoc full cost recovery courses, catering & investment income.	
Direct Teaching Costs - Pay	9,679	4,510	3,209	243	1,555	698
Direct Teaching Costs - Non Pay	402	187	133	10	65	29
Non-Direct Costs*	22,894	10,668	7,591	574	3,680	1,652
<b>Total Delivery Cost</b>	<b>32,975</b>	<b>15,366</b>	<b>10,933</b>	<b>827<sup>4</sup></b>	<b>5,300</b>	<b>2,379</b>
Non-Grant in Aid Income	1,140	4,882	2,000	1,850	4,724	1,024
<b>Net Requirement</b>	<b>31,834</b>	<b>10,484</b>	<b>8,933</b>	<b>(1,023)</b>	<b>576</b>	<b>1,355</b>

\* Includes total support service/non-front-line activity overheads apportioned based on delivery hours.

<b>TOTAL RESOURCE REQUIREMENT (£000's)</b>	<b>52,160</b>
Capital Expenditure	1,608
Capital Receipts	0
<b>Net Capital Requirement (£000's)</b>	<b>1,608</b>

<sup>4</sup> Figure includes the £273k allocation for InnovateUs.

## Reform to Save Reporting

The staff numbers included in the table are based on the Full-Time Equivalent (FTE) average staff numbers over the relevant financial year.

Funded posts are not paid for from the DfE Budget Allocation and vary from year-to-year dependent on the timeframe of the projects they relate to. They should therefore be excluded from the baseline staff numbers (FTE).

Staff numbers control has been provided by Belfast Metropolitan College and evidenced by the targets provided in the following table.

Staff numbers FTE	Staff Type	Actual 31 <sup>st</sup> July 23	RtS Leavers 2024	Actual 31 <sup>st</sup> July 2024	Target 31 <sup>st</sup> March 2025
	Non-Teaching	477	51.4	402	533
	<b>Total</b>	<b>839</b>	<b>78.8</b>	<b>778</b>	<b>904</b>
Externally Funded posts		-40		-35	-40
Vacant posts		168		178	40
<b>DfE funded posts</b>		<b>967</b>		<b>921</b>	<b>904</b>
	Teaching	362	27.4	376	371

Note: posts exited through RtS, have been permanently removed from the College establishment and any proposed increases in 2024/25 target are in line with the business case objectives and approval conditions.

## 4. 2024/25 College Planned Delivery

The College takes into account the College profile and Sub-regional Operating Context to prioritise resource utilisation to areas of greatest need, aligned to the Strategic Context.

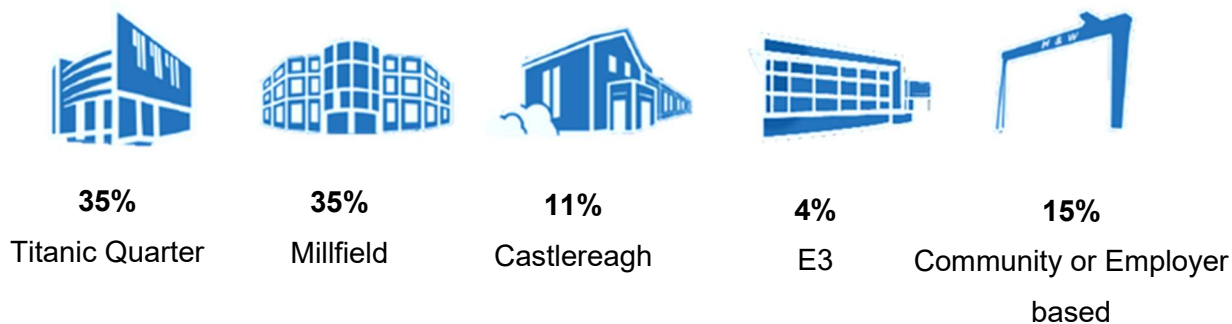
### a. College Profile for 2024/25

#### Our Learner Profile<sup>5</sup>

At the heart of our Strategic Plan are our learners, those who are already at the College and the future learners who choose to study at Belfast Met.

As the Further Education College for the capital of Northern Ireland and the Belfast City Region, our college profile is becoming increasingly diverse, and we are actively responding to support learners coming from a range of different backgrounds and communities. Taking on board the current conversations around regionalisation, the College is conscious that some of the most intractable and long-lasting issues are present in a number of urban locations across the City and indeed continue to be the hardest to reach in Northern Ireland.

Our campuses and community hubs are located across the Belfast City Region, with most enrolments (70%) based in our campuses in Titanic Quarter or Millfield.



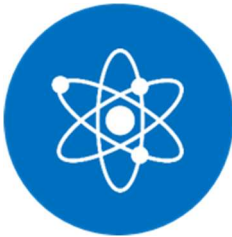
<sup>5</sup> Current College / Student profile based on Consolidated Data Return lift on 31/07/24 (21,208 funded enrolments accounted for by 12,143 individual learners). The 2024/25 Learner Profile will be available by November 2024.



In terms of mode of attendance, our enrolments are:



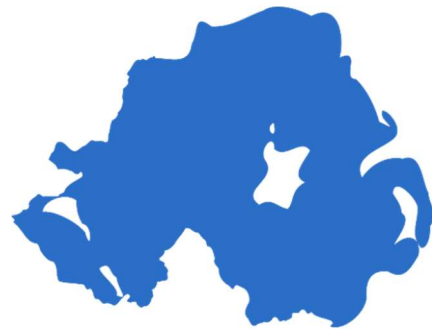
**31%** full-time  
**56%** part-time  
**13%** evening classes



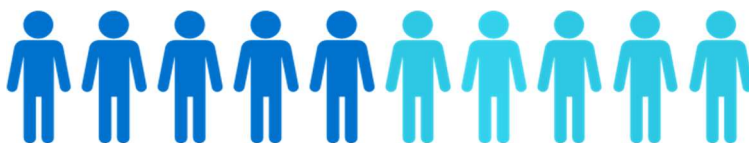
**26%** of enrolments are in  
Science, Technology,  
Engineering or Maths courses.

When it comes to our learners, it is unsurprising that our catchment area largely resides within Belfast LGD; **49%** of our current student population live in Belfast.

However, we also attract learners from across other government districts, with 13% of students residing in Lisburn and Castlereagh, 12% in Antrim and Newtownabbey, 7% in Ards and North Down and 6% in Mid & East Antrim.

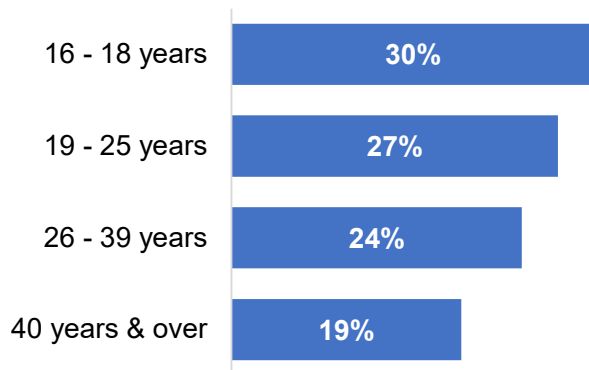


Our current learner profile is relatively balanced in terms of gender:



**48.8%** male  
**49.7%** female  
**1.5%** other gender identity

Over half (**57%**) of our learners are between 16 and 25 years old:



Our learner profile is also balanced in terms of religious background, with **32%** from Protestant and **34%** from Catholic communities. A substantial portion (**22%**) of our learners state they have no religious background.



**11%** of learners come from Black, Asian, or Minority Ethnic backgrounds



**27%** of our learners reside within Quintile 1 areas (the 20% most deprived areas in NI)



**13%** of our learners declare a disability, **45%** of whom have a specific learning difficulty

### Enrolments versus Individuals

The data below illustrates the number of enrolments versus the number of individuals studying at Belfast Met during the past three academic years.

Academic Year	Number of Enrolments	Number of Individuals
2021/22	21,255	12,130
2022/23	23,749	12,579

2023/24

21,272

12,098<sup>6</sup>

## Our Learning Environment

Belfast Metropolitan College has currently four main campuses including Titanic Quarter, Millfield, Castlereagh, and Springvale as well as one satellite campus at Girdwood. Our Riddell campus is vacant and earmarked for disposal in 2024.

All main campuses cater for a wide-ranging curriculum with a focus at Titanic Quarter on Catering, Hair and Beauty, Digital IT, Science and Business Management. At Millfield there is an emphasis on Health and Social Care, SLDD and MLDD and Engineering and Construction, whilst our Springvale campus specialises in Digital, TV and Media and is the primary location for our Assured Skills Academies. At the Castlereagh campus we currently cater for courses in Science, Engineering, Motor Vehicle, Fashion and Textiles, IT and Cyber provision as well as Health and Social Care and Travel and Tourism. In addition, summer 2024, saw our support staff corporate functions being combined into an Integrated Shared Service Centre on our Springvale campus which will help us deliver more efficient support services across the College following completion of the recent transformation as part of Reform to Save.

The College's Governing Body is currently considering feedback from a public consultation exercise recently facilitated regarding the potential closure of the Castlereagh Campus and are considering a range of options regarding the future of the campus as part of the preparation of a new Strategic Outline Case. At the time of writing (September 2024) no decision has yet been taken regarding the future of this campus. Curriculum courses will continue to be delivered in Castlereagh during 2024/25.

There are currently no planned capital build projects in the 2024/25 academic year however following the outworking of the above-mentioned consultation process, this position may be reviewed. When the Governing Body reach a decision regarding Castlereagh as part of a wider College estate framework, we will engage with the Department on the next steps and the governance processes that must be followed, in line with the requirements set out in the Partnership Agreement.

## Our Staff

To realise our vision and ambition to become a College of Choice and a Partner of Choice, we need the best workforce.

Our final staffing headcount in Q4 of 2023/24, including all academic and support contracts, was 876. 60% of college staff are employed on a full-time basis. A high-level overview of our staffing headcount is provided in **Annex 1 (Appendix 1)**.

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<sup>6</sup> The figure of 12,098 is as per the final data lift on 11 October 2024 and includes Essential Skills.

## Our Achievements

As with previous years, our Learner Satisfaction Survey results were excellent across the board in 2024 and show an overall satisfaction rate of 94%. This is testament to the talent and continued hard work of our staff, and their dedication to our learners. A full overview of our 2024 Learner Satisfaction Survey Findings can be found in **Annex 1**.

In the 2023/24 academic year our staff and students achieved much to be proud of securing a multitude of regional, national, and international awards across the full breadth of our activities. Below are just some of these awards and achievements:

- In keeping with our **College of Choice objective**, seven Belfast Met students were honored in the first ever Further Education NI Excellence Awards. The student award categories reflected the wide spectrum of learning levels and pathways available across the Further Education Colleges, from introductory and supported learning to apprenticeships, higher education, and lifelong learning. Staff Recognition Awards for Lifetime Contributions were also presented to two Belfast Met staff for their service to the College and the local community.
- 40 students training at Belfast Met were recognised for their achievements in the College's annual Apprenticeships Awards reflecting the wide range of apprenticeships on offer at the College, including traditional sectors such as construction, engineering and vehicle maintenance, as well as cutting edge sectors such as software, fintech, IT and advanced manufacturing.
- We celebrated the achievements of our Higher Education students at the highlight event of our academic calendar - our annual Graduation ceremony. The College welcomed over 780 guests through the doors of the iconic Titanic Belfast on 21st November 2023. Graduates crossed the stage over two ceremonies which recognised students from our Belfast Business School; School of Health, Wellbeing and Inclusion; School of Science, Construction and Engineering; School of Creative and Digital Technologies and School of Academic and Continuing Education. Several staff awards were also presented on the day.
- The Centre for Supported Learning won the OCN NI Learning Endeavour Award in the OCN NI Provider of the Year category.
- Talented students from Belfast Met showcased their skills at the South West College Technology and Skills Centre in Enniskillen. They participated in the annual SkillBuild NI Regional Competition 2024 organised by CITB Northern Ireland.
- Level 3 IT students participated in a Software Development competition at the National College of Informatics, in Brasov, Romania, made possible by the Turing Scheme UK programme.
- A number of talented Film Production students were nominated for the prestigious Television Awards, in the Entertainment and Comedy Drama, having been recognised for their exceptional work on Soap N'Pie.

- Three of our students competed in the Semi-Finals of the UK Young Restaurant Team of the Year at the Gordon Ramsay Training Academy in Woking.
- Our Hospitality students secured gold, silver and bronze medals at IFEX 2024 held at the TEC Belfast.
- With the cost-of-living crisis continuing to take its toll on our students, we were delighted to deliver our Winter Warmer Campaign in January 2024. This campaign provided free Breakfast and Lunch every day, for every student, across all campuses until funds were exhausted. As part of the Winter Warmer campaign, we also provided Belfast Met branded hoodies for students across our campuses.
- Belfast Met successfully achieved its Cyber Essentials Plus certification for the third year running to support delivery of our strategic objective of 'Digital by Design'. This prestigious accreditation, endorsed by the UK's National Cyber Security Centre (NCSC), demonstrates the College's commitment to robust cybersecurity practices and protection against common cyber threats.
- Artemis Technologies, in partnership with Belfast Metropolitan College, developed a bespoke Advanced Manufacturing Engineering Apprenticeship to play a role in the future of maritime transport industry. The collective expertise of industry leaders and academic innovators, with a track record of delivering cutting edge solutions, have combined to create truly transformative skills and training solutions. In 2025 the Belfast Maritime Consortium are set to launch the world's most advanced high-speed zero-emission passenger ferry.

Our **Partner of Choice objective** is fundamental to Belfast Met's role supporting the Minister's new economic vision for Northern Ireland. In October 2023, we announced our partnership with Bank of America in running three-year a digital skills and employability programme. The aim of the programme is to support individuals facing social exclusion by providing skills and training that will help them secure employment and broaden their educational pathways. As part of the agreement, Belfast Met will deliver at least 30 skills academies to 600 participants over a period of three years.

We announced our collaboration with EY to deliver a series of Assured Skill Academy training courses. These academies will provide participants with pre-employment training, funded by the Department for the Economy, creating an important skills pipeline for the 1,000 new jobs in Northern Ireland.

We have also partnered with Next Gen Skills Academy and Northern Ireland Screen in an exciting new innovative partnership to enhance students' employability prospects in the creative industry, one of the fastest growing industries in Northern Ireland's economy. Belfast Met now offers two courses in conjunction with NextGen – Visual Effects and Digital Art & Animation. Equivalent to three A Levels, courses are aimed at school leavers who have a passion for games, animation, and visual effects. This new initiative will enable students to work on live industry projects, receive feedback from employers and sharpen their skills to professional standards.

After taking the lead on its initial design, in September 2023 we launched the Step-Up programme for the FE sector. This new programme offers a wide range of flexible courses designed to support those returning to training and education and funded through the UK Government New Deal for Northern Ireland initiative. The College has adopted a unique

approach in collaboration with a number of social partners and is targeting socially excluded groups across the city.

The College is working to conclude the drafting process for a new college Curriculum Framework which takes into account the changing HE landscape, the new economic priorities and action plans and the body of skills analysis work completed as part of Belfast Region City Deal. The College participation in the UCAS pilot for HE Recruitment will hopefully open up new opportunities to attract HE learners from other parts of the UK. In addition, the new framework will further explore the development of the Belfast Met Adult Lifelong Learning Programme which will focus on increased partnership delivery to tackle the stubborn challenges around economic inactivity which has been a drag on the performance of the Belfast regional economy. This College Curriculum Framework will take into account the evolving thinking around a Curriculum Strategy for the FE Sector in Northern Ireland.

Last year we continued to work collaboratively with departments and teams across the College to deliver a whole series of initiatives in support of our **Digital by Design objective** including the development of a new CRM system to improve the quality and consistency of our approach to stakeholder engagement as well as a college-wide Digital Framework.

We also showed continued efforts towards our objective of being **Sustainable by Nature** in 2023/24 including the development of a college-wide Sustainability & Climate Action Framework. In November 2023, we achieved Gold Status in the Business in the Community Northern Ireland Environmental Benchmarking Survey Results. We also secured the Energy Globe Award from the UK Austrian Embassy for our work in leading on green hydrogen project and led on the delivery of the very successful Hydrogen Ireland conference in Belfast in November 2023.

As part of the Skill Up programme the College led the Sector on the development of a range of sustainability courses at Level 2 & Level 3 focusing on a range of areas including developing sustainable digital manufacturing processes, the circular economy and sustainable textiles. These courses are currently under-going the accreditation process with OCN.

We worked in partnership with student volunteers to set up our 'Student Sustainability Hub' at our Titanic Quarter Campus and facilitated successful campaigns across 2023/24, including our "Wear n' Share" student clothing exchange and "Taste Not Waste" student foodbank. Belfast Met Charitable Trust also successfully ran a series of "Festive Foodbanks" across all of our campuses in December 2023.

In conjunction with Open University, we successfully delivered a pilot online Carbon Literacy training module for 20 Belfast Met staff across support and curriculum departments.

In an effort to implement energy efficiency and carbon reduction projects within existing Belfast Met buildings, we successfully completed the installation of a Solar PV system at our Springvale campus in February 2024.

We worked with our catering partners across our campuses to remove single use plastic items from Belfast Met canteens and at external functions and have replace these with more sustainable wooden versions. In addition to this, our Level 2 Traineeship students successfully completed the rollout of 'Sustainable Sips' in our Titanic Quarter Linen lounge.

## Our Impact

In an effort to help identify the OBA for Belfast Met, each year the College aggregates its outcomes and produces an overall Impact Report, reporting progress against 10 strategic indicators, as documented in our Strategic Plan 2021/22 – 2023/24. A summary of our 2023/24 impacts are as follows:

### **What did we do?<sup>4</sup>**

- Our overall enrolments in 2023/24 were 21,272<sup>7</sup> against a planned target of 20,991.<sup>8</sup>
- We exceeded our enrolment targets in Further Education, Traineeships and AppsNI, but fell short in terms of Higher Education and HLAs.
- The number of individuals participating in social inclusion programmes decreased by 11.6% in 2023/24. However, this is still an 11.6% increase from the baseline position in 2020/21.
- There was an 11.6% increase in Entry Level & Level 1 enrolments (including Essential Skills) from 2022/23 to 2023/24.
- We have increased enrolments amongst those declaring a disability or long-term health problem by 59.8% from the baseline position in 2020/21.

### **How well did we do it?**

- In 2022/23 our learners continued to achieve and succeed, and we retained the same percentage of learners than in the preceding year:

**Retention 91%** (same as 2021/22)

**Achievement 86%** (down by 1% point on 2021/22)

**Success 78%** (same as 2021/22)

*Please note the Retention, Achievement and Success figures for 2023/24 are not yet known and have yet to be formally published by the DfE. Yearend Retention, Achievement and Success figures should be available mid-October 2024.*

There is clear evidence that learners who chose to study with us value their experience highly. We continually work to improve our learner's experience at Belfast Met, and this is demonstrated through consistently strong survey findings:

- Our overall student satisfaction remained high at 94% for 2023/24<sup>9</sup>.

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<sup>7</sup> Overall, 2023/24 enrolment figure from CDR on 30/08/2024 is 21,272 (18,522 excluding Essential Skills).

<sup>8</sup> 2023/24 Essential Skills enrolment target was 2,300 so overall enrolment target of 20,991.

<sup>9</sup> Data source: Learner Satisfaction Survey 2023/24

- We strive to create an inclusive and welcome environment where our learners feel supported. 98% of our 2023/24 learners said they felt welcome at Belfast Met, 97% agreeing that their unique background & identity were valued at college and 96% agreeing that the College provides good support for their personal wellbeing (Learner Satisfaction Survey 2024).
  - Focusing specifically on HE students, the findings of the 2024 National Student Survey were also extremely encouraging, with Belfast Met scoring above the UK HE sector averages in all 7 of the areas surveyed e.g. Teaching, Learning Opportunities, Assessment & Feedback, Academic Support, Organisation & Management, Learning Resources and Student Voice.
- We engaged with 302 businesses in 2023/24, exceeding our 5% increase target and reaching 5.5% more businesses in 2023/24 than in 2022/23.
  - Employer satisfaction in 2024 was 87%<sup>10</sup>. Our survey captured employers' perceptions of the quality of Belfast Met's provision and responsiveness to employer's needs.

### ***Is anyone better off?***

- Studying at Belfast Met prepares our learners for the future: 96% of learners said their course is preparing them well for a future career, and 97% agreed their course was preparing them for future study in their chosen area<sup>11</sup>
- The most recent findings of both the Survey of FE College leavers and HESA Graduate Outcomes Survey show that 88% of both our FE and HE learners went into further study or employment after leaving the College.

## **b. Sub-regional Operating Context**

### **Population Profile**

Given that Belfast Met is the only Further Education College in the Belfast City Region, we respond to the opportunities afforded by economic growth and increasing diversity, whilst also dealing with the challenges of areas that have some of the highest levels of poverty, economic inactivity, and deep-rooted social problems in the country. Given that around 50% of our learners reside in Belfast LGD, we are aware of the crucial role we play in providing accessible education and skill development opportunities to a broad spectrum of students from a wide range of backgrounds. We deliver these outcomes with a core funding model which is not tailored to tackling specific multiple disadvantages which has been shown to have a significant impact on learner potential.

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<sup>10</sup> Data Source: Employer Satisfaction Survey 2023/24

<sup>11</sup> Data Source: Learner Satisfaction Survey 2023/24





Based on the most recent NI Census, the population of Belfast stands at just under 345,500. This accounts for around **18%** of the total NI population and makes it the largest of the 11 LGDs by population. The population of Belfast has increased by **3.5%** since 2011. In comparison to Northern Ireland as a whole, Belfast has a larger proportion of its population aged 15 – 39 years.

Belfast is the most ethnically diverse LGD in Northern Ireland – at **7.0%**, it has a significantly larger proportion of individuals from minority ethnic groups in comparison to NI as a whole (3.4%), whilst also having the largest proportion of individuals born outside Northern Ireland of all LGDs (**16.2%**). The College is witnessing a significant change in the demographic profile of the learner population for refugees and asylum seekers which presents both an opportunity for a more inclusive society, and challenges in terms of co-ordination of our ESOL programmes and progression on to FE mainstream.

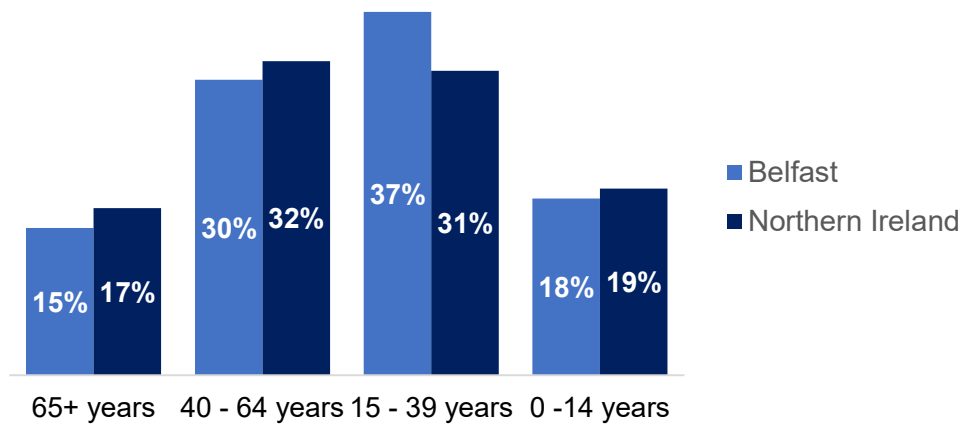


**9%** of the current population of Belfast arrived in Northern Ireland after 2011. This is 3% higher than the average for Northern Ireland as a whole.

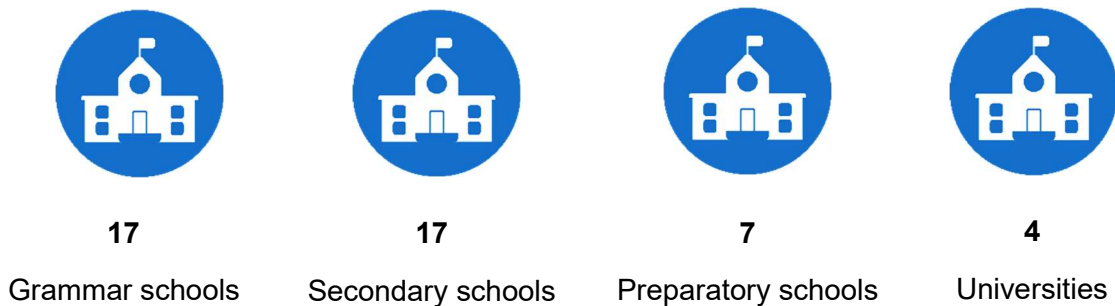
<sup>12</sup> NISRA (2023). Census 2021: Area Explorer

<sup>13</sup> NISRA (2023). Census 2021: Area Explorer

<sup>14</sup> NISRA (2023). Census 2021: Main Statistics for Northern Ireland



As to be expected, Belfast city region has the largest post-primary education provision in the country, with: <sup>15</sup>



In terms of outcomes for school leavers in Belfast<sup>16</sup>:

Belfast (**72%**) has the lowest proportion of school leavers who achieve five GCSE's (inc. English & Maths) of all LGD's.

**93.9%** of school leavers in Belfast go into education, employment, or training. This is lower than the NI average (95.4%).

<sup>15</sup> Department of Education (2024). Institution search

<sup>16</sup> Department of Education (2024). Qualifications and Destinations of NI School Leavers 2022/23

In Belfast, **38.0%** of school leavers went to HEIs, **25.3%** to FEIs, **15.8%** into employment, and **14.8%** into training.

In comparison to the NI average (4.7%), Belfast sees a higher number of school leavers going into unemployment (**6.1%**).

Despite these significant levels of disadvantage and on average poorer outcomes for the citizens across Belfast, the current resourcing model for the College does not have any particular additional weighting to help target social inclusion.



Latest statistics suggest that the employment rate in Belfast is **55.8%**; the third lowest employment rate of the 11 LGDs and below the NI average (59.2%).

17

**50%** of Northern Ireland's most deprived areas are located in Belfast.<sup>13</sup> This equates to **29%** of Belfast's 179 Super Output Areas being considered as "most deprived": the highest proportion of all Local Government Districts which has a consequence for wider disparity the College has to deal with in terms of entry grades across all our programmes.



18



**53%** of young people in Belfast live in the most deprived Super Output Areas in Northern Ireland. By comparison, the NI average is 25%.

<sup>17</sup> NISRA (2017). Northern Ireland Deprivation Measure

<sup>18</sup> Education Authority (2022). Youth Service: Local Assessment of Need.

**26.7%** of Belfast's population have a limiting long term health problem or disability. This is above the NI average of 24.3%. In comparison to all other LGDs, Belfast has the lowest proportion of its population with "good or very good" general health (76%), and the highest proportion with 'Bad or very bad' general health (10%).



19

20



Of all LGDs, Belfast residents reported the **lowest average score** for life satisfaction and overall happiness - an indication of poorer emotional and psychological wellbeing.

## Industry Profile

The industry profile of Belfast is unique and differs to that of wider Northern Ireland. In essence, Belfast is more skills intensive than the rest of Northern Ireland, has a greater diversity of industrial sectors, and has a high concentration of jobs in sectors forecast to experience rapid growth in years to come. As Belfast's only FE College, we recognise our role in helping to meet its demand for highly skilled workers over the coming decade and are leading on the sectoral conversations on a region wide basis in respect of anticipated innovations and curriculum developments in a number of key areas.

Belfast has **11,445** businesses, accounting for over **14%** of all registered businesses operating in NI.

**30%** of all employee jobs across Northern Ireland are based in the Belfast City Council area.

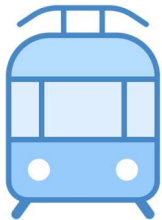
<sup>19</sup> NISRA (2023). Census 2021: Main Statistics for Northern Ireland

<sup>20</sup> NISRA (2022). Wellbeing in Northern Ireland 2021/22

Belfast accounts for over half the NI jobs in IT (**64%**) and finance & insurance (**61%**), highlighting its role as a hub for high productive sectors in NI.

Median annual earnings for full-time working in Belfast is above the NI average (£32,900 ) and the highest of all LGDs at **£35,811**.

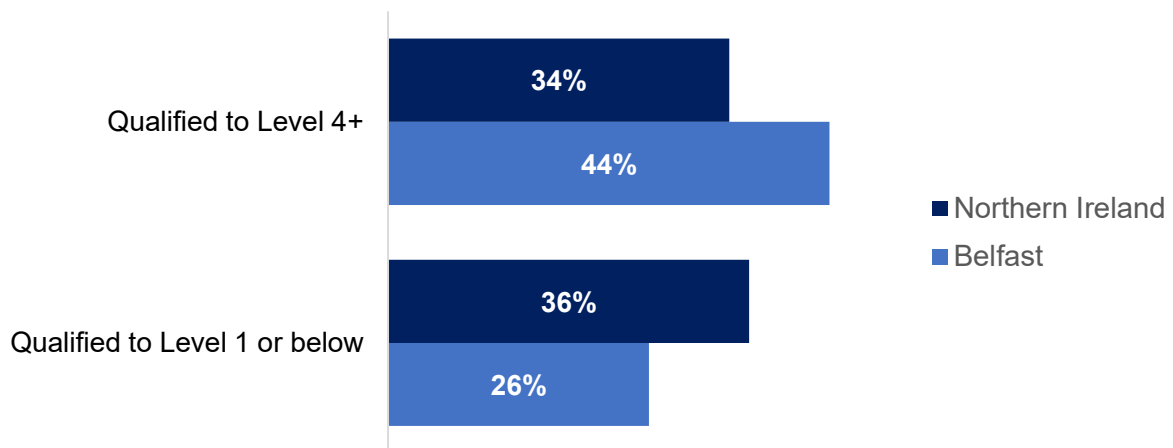
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Approximately **47%** of Belfast's workers live in other council areas (the highest proportion of any LGD), whilst just **16%** of those living in Belfast commute to other LGDs for work.

Belfast's skills structure is weighted more heavily towards the higher end of the skills spectrum. In comparison to NI as a whole, Belfast's workforce has a smaller proportion of people with lower qualifications (NQF Level 1 or below), and a higher proportion of people with a tertiary level education (NQF Level 4+).<sup>23</sup>



<sup>21</sup> Top Left: NISRA (2024). Inter-Departmental Business Register.  
 Top Right: NISRA (2023). Business Register and Employment Survey.  
 Bottom Left: UUEPC (2019) Sub-Regional Skills Barometer: Belfast City Council.  
 Bottom Right: NISRA (2023). Annual Survey of Hours and Earnings.

<sup>22</sup> UUEPC (2019) Belfast City Council: Future Skill Needs

<sup>23</sup> UUEPC (2019) Sub-Regional Skills Barometer: Belfast City Council.

However, compared to the 44% of people who work in Belfast, just **28%** of Belfast's residents have achieved a tertiary level education. In contrast, **23%** of Belfast's residents have no qualifications, compared to just 9% of its workforce. This highlights a potential mismatch between the resident and workplace skill structure in Belfast, which may be contributing to labour market barriers for those at the bottom of the skills spectrum.<sup>24</sup>



### c. College Engagement/Collaboration

In order to improve the College reach in tackling disadvantage Belfast Met has a strategic **objective in its Strategic Plan to be a 'Partner of Choice'**. Subsequently, we have developed partnership delivery models with a range of community and social enterprise partners across the city, over the years, to complement some of the Council led activities in skills and employability and these efforts will continue into the future.

Belfast Met is an active partner in a range development and planning groups in the city including Community Planning, Learning City, Innovation City Belfast, International Working Group and Labour Market Partnership. **We have commenced work with Belfast City Council through a newly established Economy Board to engage in the development of a new collaborative approach aligned with the Local Economic Partnership (LEP) and regionalisation.** Conversations continue with the senior leadership team in the Council to develop a closer working partnership between the College and Council which could be underpinned with a Service Level Agreement.

In terms of Belfast Region City Deal, Belfast Met leads on the co-ordination of the work of the Employability and Skills Board and is working across both the Council and other University and College partners to shape a pipeline of skills opportunities which sit alongside BRCD. In addition, the College has been supporting a region wide City and Growth Deal skills analysis exercise to sit alongside the capital investments.

Working with QUB we are currently planning to expand on our existing MoU which was signed 4 years ago to build a stronger partnership looking at opportunities in digital, advanced manufacturing and health care.

Over the course of the last year the College has developed successful collaborations with a range of partners on the delivery of programmes including Skill Up and Step Up and the Bank of America Funded Digital Academies. Key partners include Cinemagic, Specialisterne, FIT.ie, Women in Business, USEL, Workforce Training, GEMS NI and the NOW group.

Furthermore, Belfast Met is the lead FE College for two Curriculum Hubs – Tourism & Hospitality and Digital ICT. In 2024/25 the Tourism and Hospitality Tourism activity will focus on the facilitation of:

1. A regional six FE college strategic tourism conference, facilitated and hosted in partnership with the Tourism Hub and Tourism NI.

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<sup>24</sup> UUEPC (2019) Belfast City Council: Future Skill Needs

2. Six regional tourism specific CPD development days for FE lecturers across the 6 FE colleges.

The Tourism NI FE Lecturer Conference will target 40 plus attendees including FE Lecturers and Tourism NI employees. It will provide an overview of existing trends and issues within the NI tourism landscape, tourism initiatives unique to NI, overview of future NI Tourism strategies and will outline the role FE has to play. NI fully support this engagement and wish to collaborate with the FE sector from the onset.

Six Regional Development Days will also be facilitated between August 2024– June 2025, with 30 lecturers participating at each event. The Development Days will include a range of FAM experiences (minimum 2 each) within a region covering a range of specific tourism sectors/experiences or new and emerging trends such as Business & Leisure, Sustainable Experiences and Lifestyle, NI Positive Experiences, Human Connections, Sporting & Leisure Events, Seamless Travel, Relaxation and Escapism.

This CPD proposal has been devised in collaboration between the six FE colleges. CPD activity to date has been specifically aimed at hospitality lecturers, however, at recent hub meetings, Curriculum Area Managers for tourism discussed the need to focus on releasing tourism lecturers in the forthcoming year for CPD activity.

In addition, our Hospitality Ulster Sector Provision for 2024/25 will focus on addressing a number of training needs recently identified by Hospitality Ulster including Wine Training, Mixology and Financial Management/Profit Margins. The College has carried out a scoping exercise of related accredited qualifications on NQF that will meet funding requirements to shape offer and content for new programmes is underway.

With regards to the IT Curriculum Hub, to ensure the curriculum is relevant to local industry we use a variety of different forums including the ICT Sectoral Partnership, industry events, etc. This information is then reviewed by the Hub members to help direct the discussion around curriculum development and delivery. Each college works with local industry for Foundation Degree placements and other projects, this helps to shape the curriculum and assessments.

Additionally, through the delivery of Assured Skills academies the colleges can use the information obtained to help future proof the curriculum, by identify skills required by companies and where possible embedding this into the curriculum delivery. This has resulted in Belfast Met incorporating vendor certification as part of the HLA and Foundation Degree delivery for the Foundation Degree in Cyber Security with Cloud and Network Infrastructure and the Foundation Degree in Software and Cloud Development with Data Analysis.

Meetings are held throughout the year to allow staff from the various colleges to meet and discuss unit and module delivery for Level 2 through to Level 5 courses.

College staff complete CPD activities throughout the year, with recent training in cyber security (June 2024). Following training, module delivery can be updated to include use of industry standard practices / software.

As we move forward with all of our collaboration and engagement efforts, Belfast Met will stay responsive and as agile as possible in order to remain relevant and credible to organisations and learners in the local economy. Our proactive approach to stakeholder engagement will continue to ensure that existing provision for students and industry provides authentic and accessible education and training to our local economy.

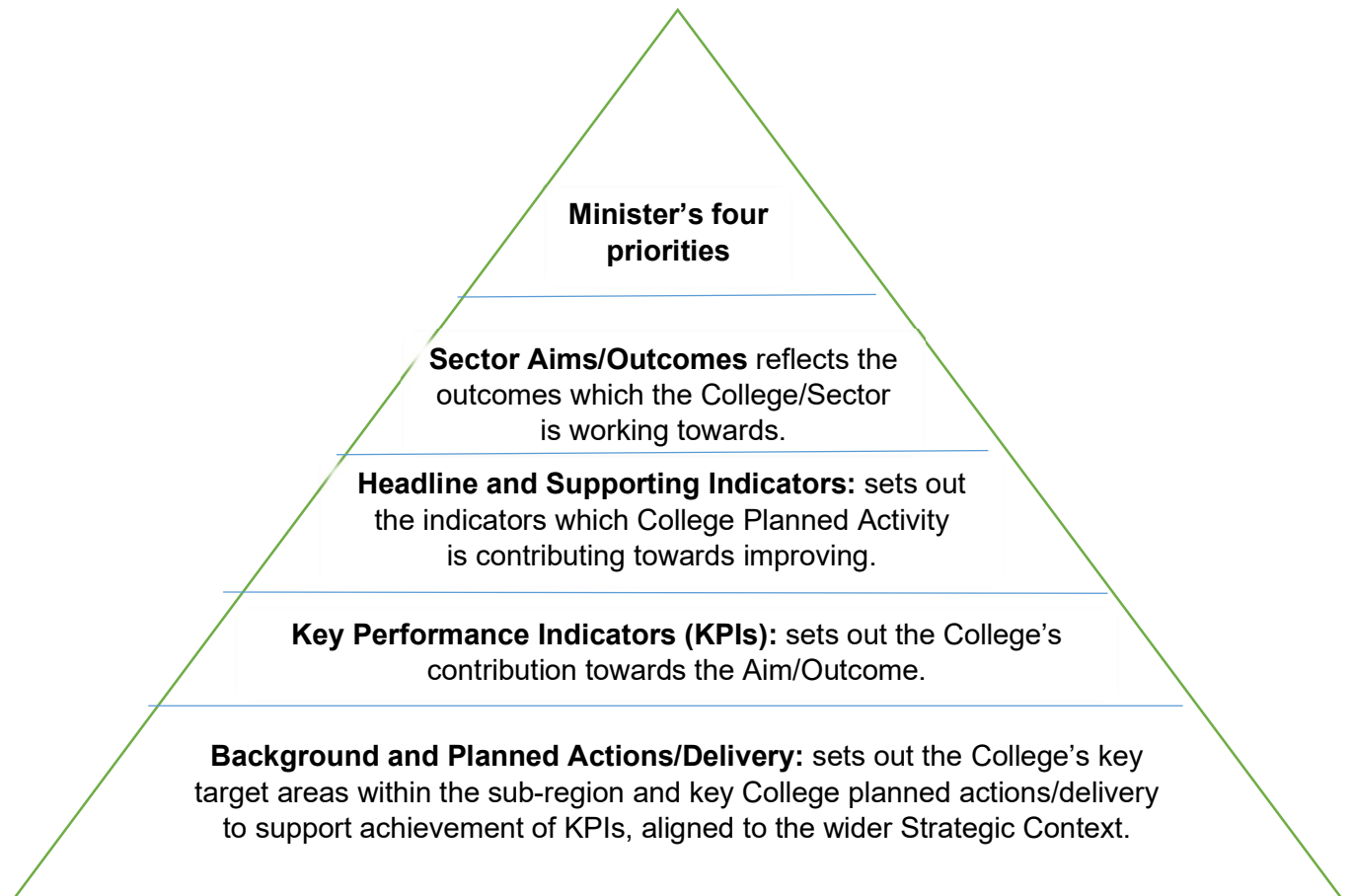
Regardless of the stakeholder, the learner will always be at the forefront of any engagement for the purpose of aligning their needs to that of their environment and formal and informal gathering and recognition of student need will continue to be regularly gathered through:

- o The National Student Survey.
- o Learner Satisfaction Survey.
- o Staff Student Consultative Committees.
- o Anecdotal feedback via class discussion and email communication on completion.



#### d. 2024/25 Planned Activity

The College Planned Delivery has been set out to show the College contributes to the Minister's four priorities as follows:



In-year College Development Plan Progress Reports tracking **'how well'** the College is performing will be provided to the Department for the Economy. The Department for the Economy will publish reports on performance against Headline and Supporting Indicators to show if actions are 'moving the dial' on the Minister's priorities i.e. **'anyone is better off'**, along with progress reports on the Department's Delivery Plan 2024/25.

The below table provides a summary of the Aims/Outcomes and associated KPIs included the proceeding tables.

Aim/Outcome		KPI	
1	To increase regional business productivity/growth through the delivery of tailored/bespoke training programmes.	1.1	To maintain delivery of innovation-based projects in SMEs at the same level as 2023/24 (105) in 2024/25 academic year.
		1.2	To increase delivery of tailored training programmes to businesses from 135 in 2023/24 to 182 in 2024/25 financial year.
2	To upskill/reskill individuals with the knowledge and skills necessary to secure employment, meet employer needs for today and the future and support economic growth of the region.	2.1	To meet our overall target of 12,032 individuals enrolled in the College in 2024/25 compared to (12,098 <sup>25</sup> individuals in 2023/24).
		2.2	To equip 311 individuals participating in international programmes with key employability skills necessary through participation in Turing (25) and Skills Competitions (286) in the 2024/25 academic year.
		2.3	To increase the number of individuals supported by the College who are furthest away from the labour market and with low or no formal qualifications from 7,147 <sup>26</sup> in 2022/23 to 7,536 in 2024/25 academic year.
		2.4	To maintain the retention rate within the College at the same level as 2022/23 (91%) <sup>27</sup> in 2024/25 academic year.

<sup>25</sup> Data source: No of individuals is as per the final data lift on 11 October 2024 and includes Essential Skills.

<sup>26</sup> This includes disabilities, Quintile 1&2, those on Level 0/1 quals, those on ESOL and NIPS. Data source: 22/23 final CDR.

<sup>27</sup> Data source: Statistical bulletin: **Further Education Sector Activity in Northern Ireland: 2018/19 to 2022/23** (January 2024).

Aim/Outcome		KPI	
		2.5	To maintain the achievement rate within the College at the same level as 2022/23 (86%) <sup>28</sup> in 2024/25 academic year.
		2.6	To increase the number of 25 - 64-year-olds participating in education and training from 4,884 <sup>29</sup> no. individuals in 2023/24 to 4,991 no. individuals in 2024/25.
3	To contribute to improved regional balance and development of good jobs through the delivery of skills solutions which underpin City and Growth Deals	3.1	To deliver 3 region wide city and growth deal skills assessments and action plans covering advanced manufacturing, digital and creative industries
4	To address the skills needs of the future workforce in green industries through upskilling and reskilling individuals in support of a net zero economy in Northern Ireland.	4.1	To train 4% <sup>30</sup> of college staff in delivery of green sustainable skills <sup>31</sup> in the 2024/25 academic year.
		4.2	2,539 <sup>32</sup> individuals participating on green/sustainable courses in the 2024/25 academic year.
5	To deliver against the Public Body reporting duties of the Climate Change legislation delivering an energy efficient and sustainable estate.	5.1	To establish the key actions to improve/maintain energy efficiency in the College in 2024/25 academic year.

<sup>28</sup> Data source: Statistical bulletin: **Further Education Sector Activity in Northern Ireland: 2018/19 to 2022/23** (January 2024).

<sup>29</sup> Data source: 22/23 final CDR (individuals in 2022/23 was 5,005 and would therefore represent a decrease if compared to 2022/23).

<sup>30</sup> 4% of college staff (876 as at Q4 2023/24) equates to 35 individual staff members.

<sup>31</sup> Carbon Literacy Training

<sup>32</sup> Based on DfE research published in June 2023, a large number of courses being run by the College are considered to be green/sustainable, based on sectors and vocational areas identified in the DfE commissioned report: "[Investigating the skills required for a transition to an advanced zero emission, indigenous diverse energy secure and circular economy in Northern Ireland](#)", conducted by the sector skills council for energy. Our identified courses have green/sustainable elements and skills required by the industries embedded within the curriculum however this list is subject to change, pending identification of green/sustainable courses with FE Sector Performance Team. List of identified courses can be found in Annex 1.

<b>Raise Productivity</b>	
<b>Aim/Outcome - 1</b>	<b>To increase regional business productivity/growth through the delivery of tailored/bespoke training programmes.</b>
<b>Headline Indicator</b>	<b>Output per hour worked</b>
<b>Supporting Indicators</b>	<ul style="list-style-type: none"> <li><b>Innovative active businesses (including number of Innovation Recognitions)</b></li> </ul>
<b>Background</b>	<p>A key objective in our Strategic Plan is to be a Partner of Choice, playing a central part in developing and supporting the delivery of education, skills, employability and business development programmes regionally, nationally and internationally.</p> <p>Belfast Met is at the centre of an education, skills, business development and employability ecosystem, working with schools, communities, private partners and universities to develop and deliver new and innovative approaches which enhance our reach and match our ambition. We actively work with employers and other stakeholders to create more and better jobs through ongoing development of our curriculum for work-based learning, business development and innovation.</p> <p>During 2024/25 we will continue to lead on the delivery of academic, work-based learning, business and innovation programmes, which support employers to grow and become more competitive. In order to be more successful with these efforts, we are enhancing the quality of employer and stakeholder engagement through the development and implementation of a new CRM system, and we are better understanding if we are meeting the needs of employers to their satisfaction, through the facilitation of an annual employer satisfaction survey.</p> <p>As we move forward, we will continue to seek to build long-lasting mutual benefits to share opportunities to grow, to innovate around the curriculum, to enhance expertise and capacity, to maximise the use of facilities and shared space and to further develop insight and innovation.</p>

<b>KPI 1.1</b>	<b>To maintain delivery of innovation-based projects in SMEs at the same level as 2023/24 (105) in 2024/25 financial year.</b>	
<b>Planned Activity:</b>		
With an available budget of <b>£300,000</b> for InnovateUs	Complete <b>70</b> projects <sup>33</sup> .	
With an available budget of <b>£79,450</b> for Connected5	Complete <b>23</b> Innovation Projects	
Support companies to secure funding from Invest NI and deliver their Innovation Voucher project.	Complete <b>12</b> Innovation Voucher projects	
<b>KPI 1.2</b>	<b>To increase delivery of tailored training programmes to businesses from 135 in 2023/24 to 182 in 2024/25 financial year and to support 700 individuals via Skill Up in 2024/25 financial year</b>	
<b>Planned Activity:</b>		
With an available budget of <b>£250,000</b> for Skills Focus	Support <b>160</b> projects	
SME Productivity Booster	Support <b>14</b> businesses.	
DfE Assured Skills Academies	Deliver <b>7</b> Assured Skills Academies <ol style="list-style-type: none"> <li>1. EY - Risk and Regulatory Compliance 2</li> <li>2. Trelant – Financial Crime Compliance</li> <li>3. Version 1 – Digital Skills 5</li> <li>4. EY - Digital Engineering Academy</li> <li>5. Collaborative Early Learning and Childcare Academy</li> <li>6. PwC - Change and Transformation Academy</li> <li>7. Version 1 – Digital Skills 6</li> </ol>	
DfI Skills Academies	Deliver 2 Skills Academies (1 employer only) <ol style="list-style-type: none"> <li>1. DFI Skills Academy – Full Time</li> <li>2. DFI Skills Academy – Part Time</li> </ol>	

<sup>33</sup> Calculated by number of businesses who completed a project (DER) minus those who completed more than one in the year

With an available budget of £500,000 for Skill Up	Deliver 60 short courses and programmes to 700 individuals (801 enrolments)

Good Jobs/Promote Regional Balance/Raise Productivity	
<b>Aim/Outcome - 2</b>	<b>To upskill/reskill individuals with the knowledge and skills necessary to secure employment, meet employer needs for today and the future and support economic growth of the region.</b>
<b>Headline Indicators</b>	<ul style="list-style-type: none"> <li>• <b>Good jobs measure based on earnings, permanent contracts and minimum guaranteed hours.</b></li> <li>• <b>Regional Employment Rate</b></li> <li>• <b>Output per hour worked</b></li> </ul>
<b>Supporting Indicators</b>	<ul style="list-style-type: none"> <li>• <b>Work Quality Indicators</b></li> <li>• <b>Proportion leaving NI HEIs with narrow STEM qualifications<sup>34</sup> Qualifications by Level of Study'. Economic Inactivity Rate excluding students</b></li> </ul>
<b>Background</b>	<p>In line with our College of Choice objective, we provide learners with an excellent learning experience on relevant, high-performing and flexible skills and education programmes that enable them to progress into work or further study. To achieve this, the College engages lecturers with the skills, knowledge and experience to involve and motivate our learners through high-quality and innovative teaching and learning. Likewise, our student services and infrastructure create a positive experience out of the classroom as well as in the classroom. This environment encourages learners to strive to target and achieve optimum outcomes that stretch them and enable them to progress in education and/or employment.</p> <p>We deliver vocational and work-based programmes that provide learners with the knowledge, skills and experience valued by employers, enhancing our college approach to employability. We are aware that employers in Northern Ireland place relevant work experience as a more significant</p>

<sup>34</sup> [1] First degrees and postgraduate qualifications. Indicator to be updated to include narrow STEM qualifications via Further Education College and / or Higher Level Apprenticeship route.

<b>KPI 2.1</b>	<p>factor when recruiting employees than in the rest of the United Kingdom and therefore, the College ensure learners have the opportunity to undertake industrial mentorship, real-world projects, employer visits and work experience that is meaningful and linked to career next steps. Employability skills are embedded in all our substantive programmes and we validate our programmes through employer and sector stakeholder engagement. We continue to work with a range of employers, particularly those in priority sectors, to provide training and services to support their needs and growth, in turn providing full-time learners with appropriate on-the-job skills and experience.</p> <p>Belfast Met responded to a number of unexpected opportunities and activity which enabled us to increase the number of individuals in the 2023/24 year. We are equally committed to meet any emerging demand in the 2024/25 year. The College continues to promote the opportunities across the current and future provision.</p>
	<p>To meet our overall target of 12,032 individuals enrolled in the College in 2024/25 compared to (12,098<sup>35</sup> individuals in 2023/24).</p>

<b>Plans to achieve in the 2024/25 academic year:<sup>36</sup></b>		
<b>Level 0 - 3</b>	<b>No. of individuals on PT FE</b>	4,860
	<b>No. of individuals on FT FE</b>	2,692
	<b>No. of individuals on Skills for Life and Work programme</b>	n/a
	<b>No. of individuals on Traineeships programme</b>	366
	<b>No. of individuals on Apprenticeships NI programme</b>	852
	<b>No. of individuals on Essential Skills programme<sup>37</sup></b>	687
<b>Level 4+</b>	<b>No. of individuals on PT HE in FE</b>	927
	<b>No. of individuals on FT HE in FE</b>	1,232

<sup>35</sup> Data source: No of individuals is as per the final data lift on 11 October 2024 and includes Essential Skills.

<sup>36</sup> All projected targets as per ERC 24/25.

<sup>37</sup> The number of Essential Skills(ES) Individuals reflects individuals solely completing ES, it does not include those individuals who are completing ES alongside their main programme of study.

	<b>No. of individuals on High Level Apprenticeship programme</b>	416
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## KPI 2.2

To equip 311 individuals participating in international programmes<sup>38</sup> with key employability skills necessary through participation in Turing (25) and Skills Competitions (286) in the 2024/25 academic year.

- **Planned Activity:**

- 25 individuals to participate on a mobility placement with partner organisation with funding from the Turing Scheme.
- 286 individuals participating in Skills Competitions:
  - 21 AOC Sporting Heats Competitions (Rugby, Women's Football & Men's Football)
  - 62 Hair & barbering (AHT, Federation Barbers & Great British Barber)
  - 5 Photography & Cinematography (Sony, Best & Amateur Photography)
  - 12 Moving Image Production (Royal Television Society & RTS NI) Regional & national competitions.
  - 40 Skillbuild (Construction and Electrotechnical) national (WSUK)
  - 21 Culinary Arts / Hospitality (IFEX, Rotary NI, WSUK & UK Restaurant Team of the Year).
  - 68 eSports- UK & Irish Championships
  - 57 Graphic Design at both regional and national level.

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<sup>38</sup> Matrix reflects the range of competitions which individuals are registered on e.g. a learner registered on three competitions would be reflected as three learners.

### KPI 2.3

To increase the number of individuals supported by the College who are furthest away from the labour market and with low or no formal qualifications from 7,147<sup>39</sup> in 2022/23 to 7,536 in 2024/25 academic year.

#### Planned Activity:

- To achieve 4,309 individuals (8,614 enrolments) from Quintile 1 and 2 in 2024/25 academic year.
- To achieve 1,694 individuals (3,717 enrolments) declaring a disability/long term health problem in 2024/25 academic year.
- To achieve 772 individuals (1,787 enrolments) on ESOL programmes in 2024/25 academic year.
- To achieve 347 prisoner enrolments in Maghaberry Prison undertaking College led courses at a range of levels.
- To achieve 90 prisoner enrolments in Hydebank Prison undertaking College led courses at a range of levels.
- To achieve 324 prisoner enrolments in Magilligan Prison undertaking College led courses at a range of levels.
  - Caveats are in place around the achievements of prison targets due to the nature of the environment. An extenuating circumstances clause has been agreed in the SLA. This will allow for permutations to the targets in the event of changes in prison staff, staff sickness, reduced prison population, transfers, security issues and the introduction of end tests.
  - A substantive curriculum review was completed in January 2024. The curriculum review is an essential step in assessing the effectiveness of educational programs within the prison system and future development. This includes curriculum content, teaching methods, student outcomes, the learning estate and the alignment of education with rehabilitation goals and wider resettlement pathways. The review also provided a range of recommendation and further consideration on the curriculum content, digital skills, employment opportunities and the development of the learning estate. This work will also support the design and provide the key metrics for the next SLA.

A series of infographics on the NIPS related course enrolments, unique learners registered, qualifications claimed and student satisfaction levels trends for the previous and current financial year are included in **Annex 1**.

<sup>39</sup> This includes disabilities, Quintile 1&2, those on Level 0/1 quals, those on ESOL and NIPS. Data source: 22/23 final CDR.

<ul style="list-style-type: none"> <li>The College has secured funding to deliver the second year of the Step Up programme which supports those who face additional barriers to engage in skills opportunities. The overall programme target was 299 participants however an additional 60 places have been secured. To deliver 10 Digital Skills &amp; Employability Academies to 170 participants and partnership with specialist support organisations as part of the Belfast Digital Skills &amp; Employability Programme funded by the Bank of America.</li> <li>Skills Fund delivery of two cohorts of Women Returner Programme focusing on Business Administration and Digital Marketing.</li> <li>Breaking Barriers –delivery of two cohorts focusing on IT targeting learners with disabilities.</li> </ul>	
<b>No. of individuals Quintile 1 and 2</b>	4,309
<b>No. of individuals declaring a disability/long term health problem</b>	1,694
<b>No. of individuals on ESOL programmes</b>	772
<b>No. of prisoner enrolments undertaking College led courses at a range of levels</b>	437 (Hydebank and Maghaberry)  324 (Magilligan)
<b>No. of individuals undertaking Skill Up</b>	700
<b>No. of women returners supported through Skills Fund</b>	24
<b>No. of individuals participating in Breaking Barriers</b>	20
<b>Delivery of the Belfast Digital Skills &amp; Employability Programme</b>	10 Academies delivered supporting 170 participants
<b>Delivery of the Step Up<sup>40</sup> Programmes:</b>	
<ul style="list-style-type: none"> <li><b>College Connect+</b></li> <li><b>DARE Programme</b></li> <li><b>DARE Programme – NOW Group Project</b></li> <li><b>Women Returners</b></li> </ul>	136 participants 83 participants 40 participants 100 participants

<sup>40</sup> The planned activity for Step Up is based on the financial year (1 April 2024 – 31 March 2025). It is noted that this figure may not tally with the ERC which is based on an academic year.

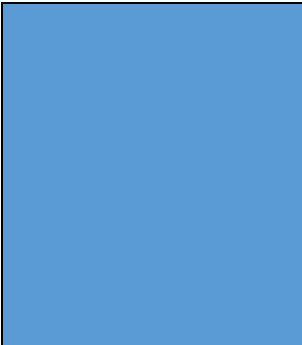
<b>KPI 2.4</b>	<b>To maintain the retention rate within the College at the same level as 2022/23 (91%)<sup>41</sup> in 2024/25 academic year.</b>
<b>Planned Activity:</b>	
<ul style="list-style-type: none"> <li>• In 2024/25, achieve an overall learner satisfaction rating of 90% or above.</li> <li>• In 2024/25, establish a new performance review process to monitor students at risk and implement intervention processes.</li> <li>• In 2024/25, develop strategies to support student retention, specifically on Level 3 PT provision.</li> </ul>	
<b>KPI 2.5</b>	<b>To maintain the achievement rate within the College at the same level as 2022/23 (86%)<sup>42</sup> in 2024/25 academic year.</b>
<b>Planned Activity:</b>	
<ul style="list-style-type: none"> <li>• Develop a new Curriculum Strategy by January 2025 and ensure that 80% of our future curriculum aligns with the identified 4 economic priorities in Northern Ireland.</li> <li>• In 2024/25, achieve a minimum satisfaction rating of 85% from student feedback regarding the use of impactful teaching methodologies.</li> <li>• In 2024/25, implement tailored support arrangements for 100% of identified SEN learners by the end of their first term.</li> <li>• Ensure that 90% of students in 2024/25 express satisfaction with the support provided for assessments in end-of-year surveys.</li> </ul>	
<b>KPI 2.6</b>	<b>To increase the number of 25 - 64 year olds participating in education and training from 4,884 individuals in 2023/24 to 4,991 individuals in 2024/25.</b>
<b>Planned Activity:</b>	

<sup>41</sup> Data source: Statistical bulletin: **Further Education Sector Activity in Northern Ireland: 2018/19 to 2022/23** (January 2024).

<sup>42</sup> Data source: Statistical bulletin: **Further Education Sector Activity in Northern Ireland: 2018/19 to 2022/23** (January 2024).

- Funded through the Skills Fund, support 24 participants through a Women Returner Programme by 31 March 2025.
- Funded through the Step Up programme, support 100 participants through the Women returners Access Programme by 31 March 2025.

Promoting Regional Balance/Raised Productivity	
<b>Aim/Outcome - 3</b>	To contribute to improved regional balance and development of good jobs through the delivery of skills solutions which underpin City and Growth Deals
<b>Headline Indicator</b>	<ul style="list-style-type: none"> <li>• <b>Output per hours worked</b></li> <li>• <b>Regional Employment Rate</b></li> </ul>
<b>Supporting Indicators</b>	<ul style="list-style-type: none"> <li>• <b>Innovative active businesses (including number of Innovation Recognitions)</b></li> <li>• <b>Proportion leaving NI HEIs with narrow STEM qualifications.</b></li> <li>• <b>Economic Inactivity Rate excluding students.</b></li> <li>• <b>Qualifications by level of study (HLAs).</b></li> </ul>
<b>Background</b>	<p>Belfast Met has been leading the skills and employability programme under Belfast Region City Deal since its inception. The College is now providing support to the BRCD Programme Office and chairing the BRCD skills and employability board.</p> <p>The College is also an active partner with Belfast City Council, QUB, UU, Harbour Commission and Catalyst in Innovation City Belfast and will continue to support the development of regional innovation programmes and bids.</p> <p>As the capital investment programmes are starting to come to fruition, more attentions need to be given to the efforts required to develop a skills pipeline. The College has worked closely with BRCD Executive Board to ensure that other Colleges are involved in the feeding into the skills aspects of the city and growth deals.</p> <p>The key challenge has been that despite a significant amount of work done on understanding and mapping the opportunities which underpin the deals, that no revenue funding has been available to deliver specific skills programmes. In the interim Belfast Met will continue to support the BRCD programme</p>



moving forward seeking out opportunities which help improve collaboration.

The College continues to work with the universities and through the cross City and Growth Deal Skills Group to explore opportunities for the development of new apprenticeships and HLAs.

**KPI 3.1**

To deliver 3 region wide city and growth deal skills assessments and action plans covering advanced manufacturing, digital and creative industries.

**Planned Activity:**

- Participate in 6 BRCD and Innovation City Belfast strategic planning groups between September 2024 and June 2025.
- Input to the delivery of 3 region wide city and growth deal skills analysis by June 2025.
- Development of closer relationships with Cardiff Region Deal by March 2025.
- Development of Centre for Digital Innovation and technology (C.D.I.T) three-year plan by April 2025.
- Establish Belfast Economy Board to lead on development of a Local Economic Plan (LEP) which integrates skills and city deal opportunities with the Belfast Agenda by March 2025.

<b>Reduce Carbon Emissions</b>	
<b>Aim/Outcome - 4</b>	<b>To address the skills needs of the future workforce in green industries through upskilling and reskilling individuals in support of a net zero economy in Northern Ireland.</b>
<b>Headline Indicator</b>	<b>CO<sup>2</sup> Emissions per Capita</b>
<b>Supporting Indicators</b>	<ul style="list-style-type: none"> <li>• <b>Proportion of electricity consumption generated from renewable sources</b></li> <li>• <b>Energy Intensity</b></li> <li>• <b>Energy Efficiency</b></li> <li>• <b>Circular economy material and carbon footprint</b></li> </ul>
<b>Background</b>	<p>A key strategic theme for the College is to be ‘Sustainable by Nature’ and to use our role as educators to inspire, celebrate and advance the sustainability agenda, maximising our positive impact on the environment, economy, and communities we serve.</p> <p>Belfast Met is committed to reducing its carbon emissions by 50 % and energy consumption by 30% by 2030.</p> <p>Sustainability has been part of life at the Belfast Met for several years. To take this journey forward we have now launched our new ambitious 2030 Sustainability and Climate Framework. The plan sets out how we intend to tackle the current and future challenges we face to become a more sustainable institution and play our part in creating a more sustainable world.</p> <p>We aim to embed sustainability into our core functions of teaching and learning, whilst setting ambitious goals for reducing our carbon emissions, through our partnerships and engagement, carbon management projects, sustainable construction and refurbishment projects</p> <p>Through our teaching and learning activities we aim to foster a culture of sustainability citizenship within the College Community through both formal and informal teaching and learning opportunities and activities.</p> <p>We aim to facilitate the development and empowerment of future workforce and leaders in sustainability through our teaching and learning programmes and activities.</p>



	<p>As part of this framework we will:</p> <ul style="list-style-type: none"> <li>• Understand and document the environmental or sustainability content of current academic programmes and curriculum.</li> <li>• Promote, increase and raise awareness of current curriculum programmes with environmental or sustainability content across all Departments.</li> <li>• Through curriculum design, explore ways to enhance sustainable Teaching and Learning.</li> <li>• Develop the leaders of tomorrow, ensuring they have the knowledge and skills they will need to drive change for a sustainable world.</li> </ul>
<p><b>KPI 4.1</b></p>	<p><b>To train 4%<sup>43</sup> of college staff in delivery of green sustainable skills<sup>44</sup> in the 2024/25 academic year.</b></p>
<p><b>Planned Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>35 members of staff to complete Carbon Literacy Training in 2024/25.</b></li> </ul>	
<p><b>KPI 4.2</b></p>	<p><b>2,539<sup>45</sup> individuals participating on green/sustainable courses in the 2024/25 academic year.</b></p>
<p><b>Planned Activity:</b></p> <ul style="list-style-type: none"> <li>• Increase CAD/CAM/BIM Digital Processes by the end of the 2024/25 academic year.</li> <li>• Develop Level 2 Sustainability courses in 2024/25 to include overarching themes of Circular Economy and Carbon Literacy across construction and engineering sectors.</li> <li>• Establish a formal curriculum partnership with at least 2 Northern Ireland-based companies from the maritime and offshore wind sectors within the next 12 -18 months to include the co-development of tailored training to meet the skills demands of the maritime and offshore sectors.</li> </ul>	

<sup>43</sup> 4% of college staff (876 as at Q4 2023/24) equates to 35 individual staff members.

<sup>44</sup> Carbon Literacy Training

<sup>45</sup> Based on DfE research published in June 2023, a large number of courses being run by the College are considered to be green/sustainable, based on sectors and vocational areas identified in the DfE commissioned report: [“Investigating the skills required for a transition to an advanced zero emission, indigenous diverse energy secure and circular economy in Northern Ireland”](#), conducted by the sector skills council for energy. Our identified courses have green/sustainable elements and skills required by the industries embedded within the curriculum.

<b>Reduce Carbon Emissions</b>	
<b>Aim/Outcome - 5</b>	<b>To deliver against the Public Body reporting duties of the Climate Change legislation delivering an energy efficient and sustainable estate.</b>
<b>Headline Indicator</b>	<b>CO<sup>2</sup> Emissions per Capita</b>
<b>Supporting Indicators</b>	<ul style="list-style-type: none"> <li>• <b>Proportion of electricity consumption generated from renewable sources</b></li> <li>• <b>Energy Intensity</b></li> <li>• <b>Energy Efficiency</b></li> <li>• <b>Circular economy material and carbon footprint</b></li> </ul>
<b>Background</b>	<p>A key strategic theme for the College is to be ‘Sustainable by Nature’ and to use our role as educators to inspire, celebrate and advance the sustainability agenda, maximising our positive impact on the environment, economy, and communities we serve.</p> <p>Belfast Met is committed to reducing its carbon emissions by 50 % and energy consumption by 30% by 2030.</p> <p>Sustainability has been part of life at the Belfast Met for several years. To take this journey forward we have now launched our new ambitious 2030 Sustainability and Climate Framework. The plan sets out how we intend to tackle the current and future challenges we face to become a more sustainable institution and play our part in creating a more sustainable world.</p> <p>11 themes will guide our action to 2030 and beyond and ensure that we maximise the College’s contribution to the UN’s Sustainable Development Goals. We aim to embed sustainability into our core functions of teaching and learning, whilst setting ambitious goals for reducing our carbon emissions, through our partnerships and engagement, carbon management projects, sustainable construction and refurbishment projects.</p> <p>Through our Energy &amp; Climate action theme we aim to meet and exceed government targets for reducing carbon emissions by 2030 while supporting the colleges plans for growth in activity and learner numbers.</p> <p>Our key objectives are:</p> <ul style="list-style-type: none"> <li>• To reduce carbon emissions from energy use by 50% by 2030 against a 2016-17 baseline.</li> </ul>

- To reduce energy consumption by 30% by 2030 against a 2016-17 baseline
- To aspire to a long-term ambition to achieving net zero emissions before 2050.

We will:

- Determine the College's scope 1,2 and 3 carbon footprint and develop appropriate metrics to monitor these emissions.
- Develop and implement Carbon Management Plan to include the development of a roadmap to carbon reductions and appropriate targets and key performance indicators across all carbon emission scopes.
- Provide regular mitigating and adaptation reports for climate change.
- Review our current and future vulnerability to climate-related risk and use our governance processes to manage climate risk and resilience effectively.
- Implement energy efficiency and carbon reduction projects within existing buildings.
- Assess the opportunities for estate-wide renewable energy at Belfast Met.
- Monitor and analyse energy and carbon data through our Building management systems and provide relevant information to departments to minimise carbon emissions associated with their activities.
- Maintain the college ISO 14001 Environmental & ISO 50001 Energy management certifications.
- Work in partnership with Belfast City Council with development of a low carbon district heating system for our Millfield campus.
- Work in partnership with Titanic Quarter Limited / Belfast City Council with development of a low carbon district heating system for our Titanic Quarter campus.

<b>KPI 5.1</b>	<b>To establish the key actions to improve/maintain energy efficiency in the College in 2024/25 academic year.</b>
<b>Planned Activity:</b>	
<b>In 2024/25 financial year, to apply for monies towards minor works projects<sup>46</sup> that contribute towards a sustainable College estate.</b>	Application of approx. £500k for the installation of a battery storage system to complement the generation of renewable electricity through the Solar PVs system installed in our Millfield campus.
<b>In 2024/25 academic year, to establish key actions to improve/maintain energy efficiency of College campuses.</b>	<p>Action 1 Launch of College 2030 Sustainability &amp; Climate Action Framework plan</p> <p>Action 2 Complete Year 1 Action plan Sustainability &amp; Climate Action Framework plan</p> <p>Action 3 Gain Recertification of ISO 50001 Energy Management certification</p>
<b>In 2024/25 academic year, improve baseline position for each College campus.</b>	<p>Titanic Quarter Campus from 3.38 Mwh to 3.35Mwh</p> <p>Millfield Campus from 2.29Mwh to 2.26Mwh</p> <p>Castlereagh Campus from 1.75Mwh to 1.73Mwh</p> <p>Springvale Campus from 1.55 Mwh to 1.53Mwh</p>

### Key Challenges/Constraints

The below table sets out the **top five corporate challenges/constraints** towards achievement of planned delivery set out in section 4 above.

<sup>46</sup> Includes Invest to Save Funded projects.

Challenge	Potential Impact	Mitigating Actions
<p><b>Economic Planning Complexity</b> – Pace of change of the key drivers for education and skills in FE Sector with new economic priorities and target actions</p>	<ul style="list-style-type: none"> <li>• Challenges in aligning College Development Plans to evolving indicators.</li> <li>• Staff resources committed to existing curriculum delivery with limited flexibility.</li> <li>• Work required to integrate local College curriculum plans with regional LEP plans.</li> <li>• Differential levels of engagement between College, Councils and FE in developing regional plans.</li> </ul>	<ul style="list-style-type: none"> <li>• CDP working group now established between DfE and Colleges.</li> <li>• Ongoing engagement to refine performance indicators from FE programmes to link to economic priorities.</li> <li>• More clarity required on the approach to regional planning and LEPs and alignment with Council and InvestNI roles.</li> <li>• Formal re-engagement with InvestNI commenced September'24</li> </ul>
<p><b>Uncertainty and Complexity Around Funding Streams and Delays in LOOs</b> – impacts on ability of Colleges to include planned delivery in curriculum build and associated targets</p>	<ul style="list-style-type: none"> <li>• Late approval or visibility of additional funding streams becoming available can make it difficult to build into delivery planning which starts at different time-frames compared to the commencement of the academic year in September whilst requiring full-spend by March.</li> <li>• Range and variety of funding pots and compliance and eligibility issues takes time to put in place and test learner eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>• More visibility through NIFON and Curriculum Directors on scale of opportunities</li> <li>• Explore the opportunity to pull a number of separate programmes in over a central theme : Business and Innovation, Support for Inclusion</li> <li>• Wider consideration of the funding model requires NIFON input in terms of different rates to ensure consistency and viability.</li> <li>• Work with funders for release of LoOs earlier in the year to enable full integration into curriculum planning and delivery</li> <li>• Identification earlier from funders of new or additional in-year allocations to enable building of capacity</li> </ul>
<p><b>Recruitment challenges Impacting on</b></p>	<ul style="list-style-type: none"> <li>• Trend for last 5 years of significant interest in</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate review through HR sector working group of</li> </ul>

Challenge	Potential Impact	Mitigating Actions
<p><b>Enrolment</b> – Colleges not being able to attract lecturers/trainers in traditional trade and STEM areas.</p>	<p>trade and STEM areas which cannot be accommodated due to recruitment challenges.</p> <ul style="list-style-type: none"> <li>• Aging profile of the workforce may have longer term impact in key sectors with significant critical skills gaps.</li> <li>• Negative impact on curriculum offer, quality of service provision and learner success.</li> </ul>	<p>trends in applications and enrolments in last 3 years</p> <ul style="list-style-type: none"> <li>• Understand the opportunity for more flexible approach in terms of recruitment premium for agreed occupational areas</li> <li>• Secure pay remit approval to progress towards salary expectations</li> <li>• Industrial Relations review to commence following reestablishment of the CEF, focusing on pay parity and terms and conditions</li> </ul>
<p><b>Investment in facilities (including IT and AI) and infrastructure</b> - to ensure competitiveness and to support action towards net zero targets in context of one year budgetary landscape</p>	<ul style="list-style-type: none"> <li>• Inability to be at the forefront of new advances in technology developments.</li> <li>• Failure to implement full obligations under the Climate Change Act and impact on net/zero/sustainability targets</li> </ul>	<ul style="list-style-type: none"> <li>• 3 year bids placed to DfE to secure funding to deliver new initiatives</li> <li>• In-year bids and realignment to cover emerging pressures</li> <li>• Progress commenced with establishment of baselines and initial progress towards targets</li> </ul>

## Annex 1

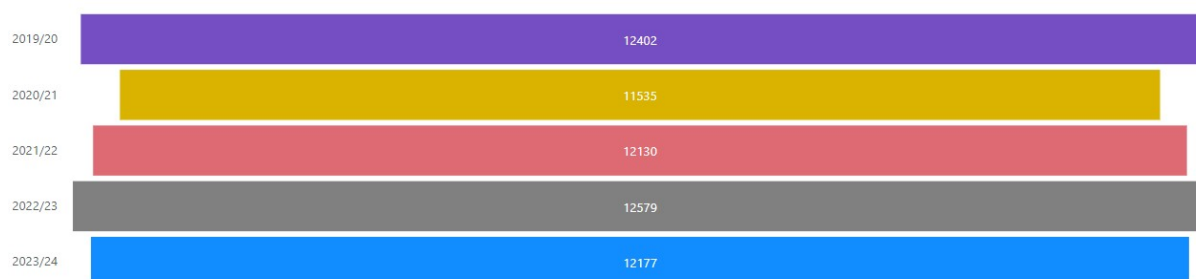
### College Data Analysis

#### Appendix 1: Belfast Met Staffing Headcount

Staff Type	23/24 Staff Count Q4		Staff Count Totals Q4 23/24
	FT	PT	
Executive Leadership Team	3	0	3
Academic	228	85	313
PTL	0	191	191
Support	292	77	369
<b>Totals</b>	<b>523</b>	<b>353</b>	<b>876</b>

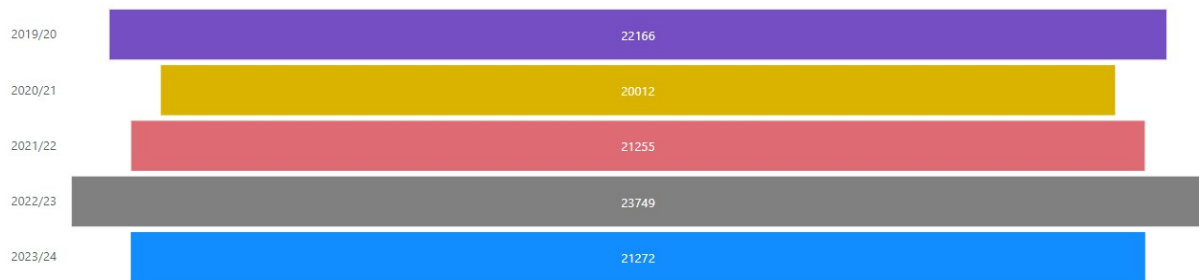
Source: Belfast Met HR Committee Papers Q4 2023/24

#### Appendix 2: Individual enrols 2019/20 – 2023/24



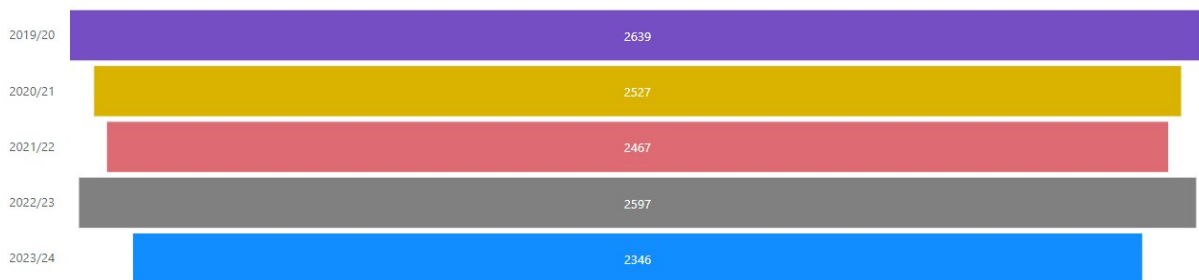
Source: November CDR 2019/20 - 2022/23 & CDR as at 30/8/24 for 2023/24

### Appendix 3: Total enrolls 2019/20 – 2023/24



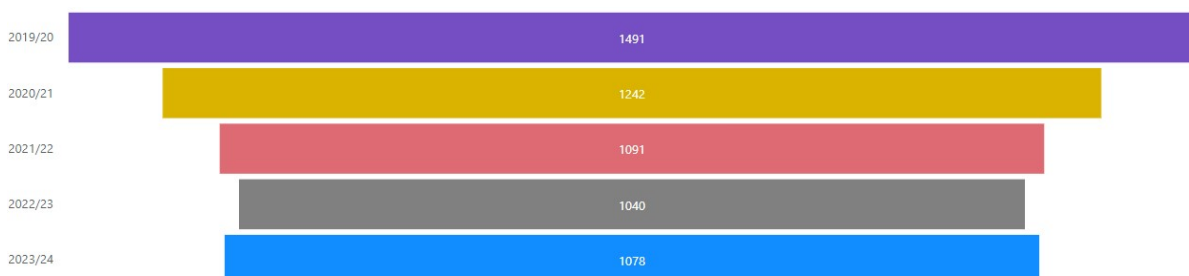
Source: November CDR 2019/20 - 2022/23 & CDR as at 30/8/24 for 2023/24

### Appendix 4: All HE Enrols 2019/20 – 2023/24



Source: November CDR 2019/20 - 2022/23 & CDR as at 30/8/24 for 2023/24

### Appendix 5a: All FT HE Enrols 2019/20 – 2023/24



Source: November CDR 2019/20 - 2022/23 & CDR as at 30/8/24 for 2023/24

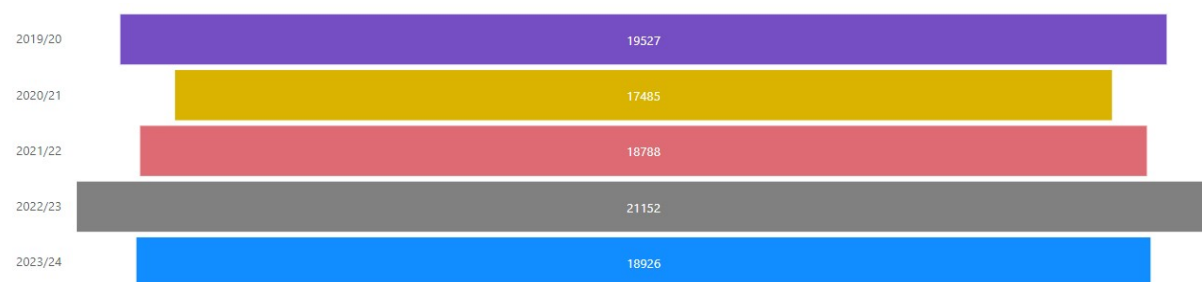


### Appendix 5b: All PT HE Enrols 2019/20 – 2023/24



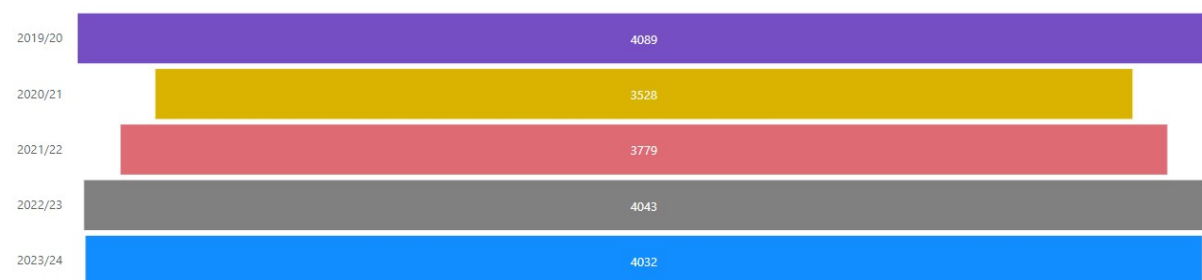
Source: November CDR 2019/20 - 2022/23 & CDR as at 30/8/24 for 2023/24

### Appendix 6: All FE Enrols 2019/20 – 2023/24



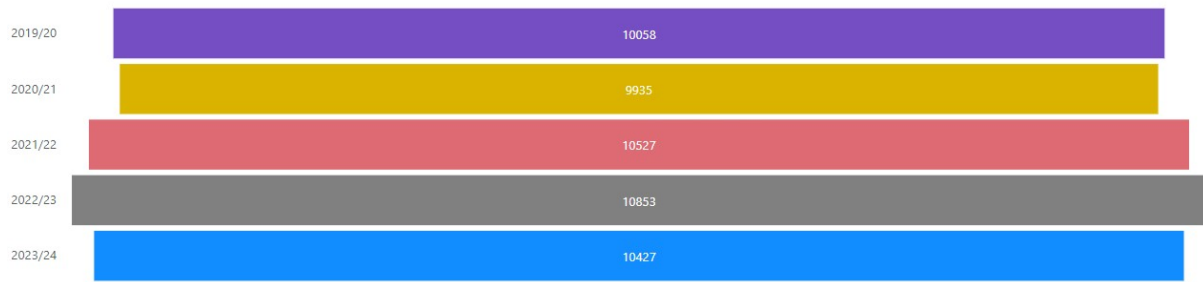
Source: November CDR 2019/20 - 2022/23 & CDR as at 30/8/24 for 2023/24

### Appendix 7: All FT FE Enrols 2019/20 – 2023/24



Source: November CDR 2019/20 - 2022/23 & CDR as at 30/8/24 for 2023/24

## Appendix 8: All PT FE Enrols 2019/20 – 2023/24



Source: November CDR 2019/20 - 2022/23 & CDR as at 30/8/24 for 2023/24

## Appendix 9: 2024 Learner Satisfaction Survey



# Overall College Report

May 2024<sup>1</sup>



*The Learner Satisfaction Survey is an opportunity for full-time or substantive part-time learners to rate their experience at Belfast Met. The following report provides overall agreement statistics for key items in the 2024 survey, as well as how these compare to the scores achieved in 2023.<sup>2</sup>*




## 2,310

Responses<sup>3</sup>



## 94%

Satisfaction Rate<sup>4</sup>  
down from 95% in 2023



## 33%

Response Rate  
up from 32% in 2023

<b>Overall College Results <sup>5 6</sup> (% Agreement)</b>				
	2023	2024	% Change	
<b>Overall Learner Satisfaction Indicator</b>				
I feel welcome at Belfast Met	95	94	-1	
I feel safe and secure at Belfast Met	98	98	0	
Belfast Met is an excellent place to study	96	94	-2	
I would recommend this course to a friend or family member	94	91	-3	
I believe that I have made the right course choice	95	94	-1	
I enjoy my course *	89	89	0	
<b>College Staff</b>				
My tutors are cooperative and helpful	92	91	-1	
I can get help from the following staff:	Reception Areas	87	88	+1
	The Library	90	91	+1
	Careers	83	83	0
	Canteen	85	86	+1
	IT	85	85	0
Student Support	88	87	-1	
<b>College Environment</b>				
I am treated with respect and dignity by Belfast Met staff	98	97	-1	
I am treated with respect and dignity by fellow students	96	97	+1	
I feel comfortable interacting with others from different backgrounds, religious differences, ages, races, and abilities	98	99	+1	
I would recommend Belfast Met to my family and friends	97	95	-2	
<b>Teaching &amp; Learning</b>				
I am satisfied with my course *	91	90	-1	
My teachers/tutors arrive to class on time	93	92	-1	
The content of my course is interesting	92	91	-1	
My course is challenging (in a good way)	90	89	-1	
I have good support to help me learn and progress (e.g., tutorial/teaching team) *	92	91	-1	
I believe the teaching on my course is good (e.g., teachers use a variety of teaching and learning methods)	87	87	0	
My tutors use different ways to help me learn (e.g., videos, quizzes, group work) *	86	85	-1	
My tutor informed me how to communicate with them outside of class (e.g. via email, Teams, Canvas)	-	92	N/A	
My tutor responds to me promptly if I contact them with questions outside of class	-	87	N/A	
The course's online resources are useful *	87	86	-1	
I have been given opportunities to develop literacy, numeracy, and digital skills throughout my course.	84	84	0	
Tutors encourage me to work to the best of my ability *	98	98	0	
I am clear about what will be covered in each module/unit/subject I am studying	97	96	-1	
I know what I need to do to pass my course & my tutor informs me of any changes	97	97	0	
I am clear about the level of Maths, English and ICT I need for progression	99	98	-1	
<b>Assessment &amp; Feedback</b>				
I received an assessment schedule at the start of my course	91	91	0	
I was given clear guidance and support to prepare for assessments *	96	96	0	

## Appendix 10: 2024 National Student Survey



# Headline Results

August 2024<sup>1</sup>



The NSS is an opportunity for final year Higher Education (HE) Belfast Met students (Level 4+) to provide feedback on the quality of their course.



**319**  
respondents



**79%**  
Satisfaction Rate<sup>2</sup>  
down from 87% in 2023



**65%**  
Response Rate  
down from 68% in 2023

### All College Results<sup>3 4</sup> (% Agreement)

	'23	'24	% Change	+ / - UK average
<b>Teaching</b>	<b>90</b>	<b>86</b>	<b>-4</b>	<b>-</b>
1. Staff are good at explaining things.	96	89	-7	-
2. Staff have made the teaching subject engaging.	87	81	-6	+
3. The course is intellectually stimulating.	86	85	-1	+
4. My course has challenged me to achieve my best work.	92	87	-5	+
<b>Learning Opportunities</b>	<b>88</b>	<b>85</b>	<b>-3</b>	<b>+</b>
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	85	+1	+
6. My course introduces subjects & skills which build on what I've already learned.	92	87	-5	+
7. My course has provided me with opportunities to bring information and ideas together from different topics.	86	83	-3	-
8. My course has the right balance of directed & independent study.	85	80	-5	+
9. My course has developed knowledge & skills that I will need for the future.	92	90	-2	+
<b>Assessment &amp; Feedback</b>	<b>85</b>	<b>84</b>	<b>-1</b>	<b>+</b>
10. The marking criteria used to assess my work were clear.	81	80	-1	+
11. The marking and assessment has been fair.	88	94	+6	+
12. Assessments have allowed me to demonstrate what I've learned.	89	90	+1	+
13. Feedback on my work has been received on time.	62	73	+9	-
14. Feedback I have received has helped me improve my work.	85	83	-2	+
<b>Academic Support</b>	<b>89</b>	<b>88</b>	<b>-1</b>	<b>+</b>
15. I have been able to contact teaching staff when I needed to.	85	88	+3	+
16. Teaching staff have supported my learning.	93	88	-5	+
<b>Organisation &amp; Management</b>	<b>84</b>	<b>76</b>	<b>-8</b>	<b>-</b>
17. The course is well organised.	83	73	-10	-
18. Any changes in the course or teaching have been communicated effectively.	84	80	-4	+
<b>Learning Resources</b>	<b>89</b>	<b>90</b>	<b>+1</b>	<b>-</b>
19. The IT resources and facilities provided have supported my learning well.	90	91	+1	+
20. The library resources (e.g., books, online services and learning spaces) have supported my learning.	87	90	+3	+
21. I have been able to access course-specific resources (e.g., equipment, facilities, software) when I needed to.	91	90	-1	+
<b>Student Voice</b>	<b>77</b>	<b>71</b>	<b>-6</b>	<b>-</b>
22. I have had the right opportunities to provide feedback on my course.	77	72	-5	-
23. Staff value students' views and opinions about the course.	82	78	-4	+
24. It is clear how students' feedback on the course has been acted on.	73	65	-8	+
<b>Student's Union &amp; Wellbeing</b>				
25. The students' union (association or guild) effectively represents students' academic interests.	71	76	+5	+
26. Information about the College's mental wellbeing support services was well communicated.	N/A	87	N/A	+
<b>Overall Satisfaction</b>				
27. Overall, I am satisfied with the quality of the course.	87	79	-8	-

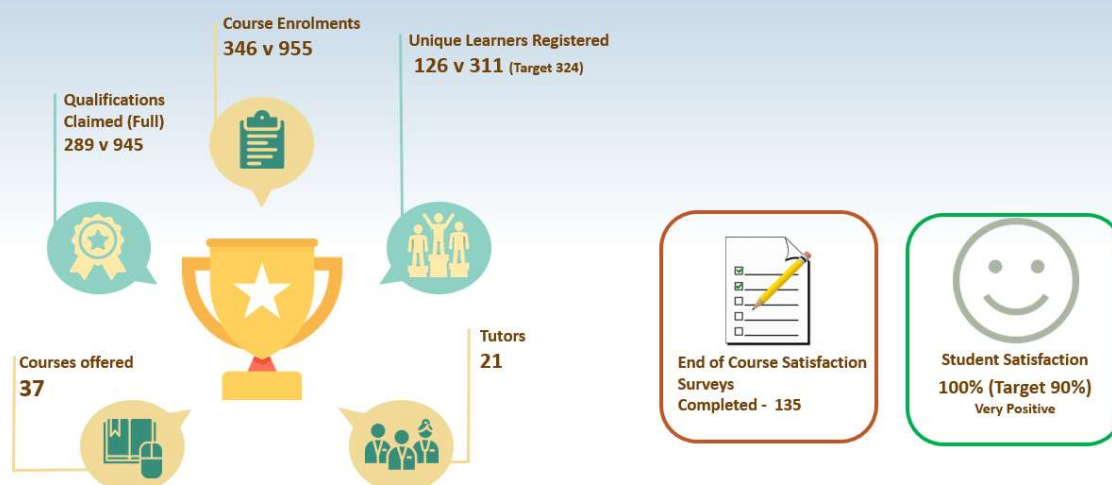
## Appendix 11: 2024 Employer Satisfaction Survey

### Overall Employer Satisfaction Indicator

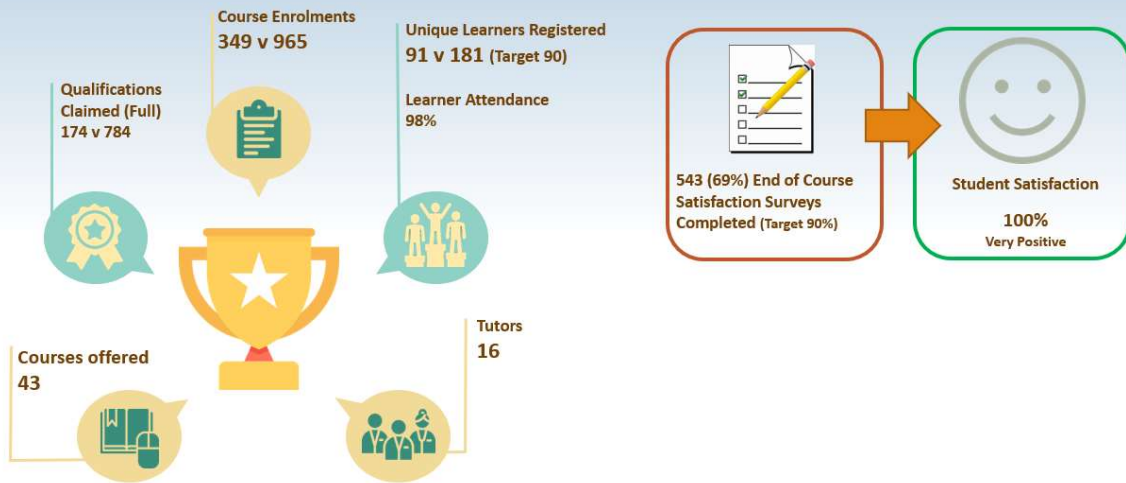
Item	2023 Score	2024 Score
The services provided by Belfast Met addressed my skill requirements and business needs.	90.1%	89.4%
The level of support and advice provided by Belfast Met to my organisation is appropriate for my needs.	88.0%	87.8%
The services provided by Belfast Met have positively impacted my business.	81.2%	80.0%
I would recommend the services provided by Belfast Met to other businesses.	89.0%	88.9%
I will continue to engage with Belfast Met in the future.	89.5%	88.9%
<b>OVERALL EMPLOYER SATISFACTION INDICATOR</b>	<b>87.6%</b>	<b>87.0%</b>

## Appendix 12: Prison Evaluation

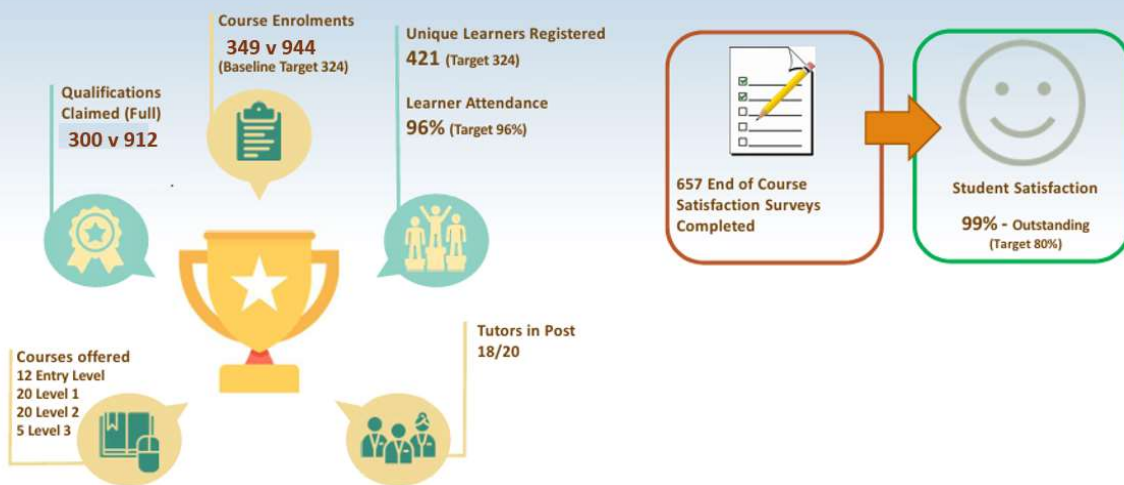
### Maghaberry 2024/25 Financial Year (Apr-Aug) v 2023/24



# Hydebank 2024/25 Financial Year (Apr-Aug) v 2023/24



# Magilligan 2024/25 Financial Year (Apr-Aug) v 2023/24



## **Appendix 13: Retention and Achievement rates**

**Belfast Met 2022/23 retention and achievement rates cited in KPI 2.4 and 2.5 are as per the statistical bulletin: Further Education Sector Activity in Northern Ireland: 2018/19 to 2022/23.**

This statistical bulletin presents a range of analysis regarding enrolments and students (both regulated and non-regulated) in the Northern Ireland Further Education (FE) sector covering the academic years 2018/19 to 2022/23.

Key points include:

### **All enrolments**

Following a 34% decline between 2018/19 (148,000) and the pandemic-impacted 2020/21 (97,530), the number of enrolments has increased by 20% over the two most recent years, to 117,305 in 2022/23.

The regulated share of enrolments increased from 80% in 2018/19 to 84% in 2022/23.

Over half of 2022/23 enrolments were mainstream funded by the Department for the Economy.

### **Regulated enrolments**

Of the 98,200 regulated enrolments in 2022/23, 82% were at Level 2 or above, up from 79% in 2018/19 (equivalent to GCSE A\*-C) or above.

The student population on regulated enrolments is becoming older, with the aged 20 and over share increasing from 39% in 2018/19 to 42% in 2022/23.

Higher Education enrolments fell by a net 6%, from 10,705 in 2018/19 to 10,020 in 2022/23.

FE Sector regulated enrolments are fairly evenly spread across relative multiple deprivation quintiles, although considerable variation occurs at college level.

### **Qualifications and Performance**

Over a fifth fewer qualifications were awarded in 2022/23 (58,965) than in 2018/19 (74,580).

## Students enrolled and Qualifications achieved

Following a 27% decline between 2018/19 (76,670) and 2020/21 (55,970), the number of students has increased by 14% over the two most recent years, to 64,025 in 2022/23.

The number of students achieving regulated qualifications decreased by a net 17% from 44,105 in 2018/19 to 36,710 in 2022/23.

This full statistical bulletin and other information is available to download on the [DfE website](#).

Academic Year	FE College	Final Year enrolment	Final Year Complete	Retention Rate	Achievement	Achievement Rate	Success Rate
2018/19	Belfast Metropolitan College	20,190	18,285	91%	16,050	88%	80%
2019/20	Belfast Metropolitan College	18,240	16,700	92%	14,645	88%	80%
2020/21	Belfast Metropolitan College	15,330	13,990	91%	12,160	87%	79%
2021/22	Belfast Metropolitan College	16,580	15,020	91%	13,015	87%	79%
2022/23	Belfast Metropolitan College	18,275	16,670	91%	14,310	86%	78%



## Appendix 14: 2023/24 breakdown of individuals aged 25 – 64 yrs

Source of Funding	Number of Individuals 25-64	% of Individuals 25-64
(blank)	8	0.2%
ApprenticeshipsNI	126	2.6%
Assured Skills Programme	95	1.9%
Cost Recovery - Private	222	4.5%
Cost Recovery - Public	242	4.9%
Higher Level Apprenticeships – steady state	160	3.3%
Mainstream - Traineeship	10	0.2%
Mainstream College Provision – Regulated	2033	41.5%
Mainstream College Provision – Regulated SLDD	73	1.5%
Northern Ireland Prison Service	70	1.4%
Other	20	0.4%
Skill Up	748	15.3%
Skills Focus Programme	166	3.4%
Step Up – Disability Access Route to Education and Employment (DARE)	89	1.8%
Step Up - Women Returners Access Programme (WRAP)	90	1.8%
Step Up College Connect 24+	82	1.7%
Student Self Funded	663	13.5%
<b>Total</b>	<b>4897</b>	<b>100%</b>

Data source: CDR 31 July 2024

**Appendix 15: List of identified green/sustainable courses from 2024/25 Curriculum Build<sup>47</sup>**

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4511	<b>CITY AND GUILDS LEVEL ONE DIPLOMA IN CONSTRUCTION SKILLS</b>	1	99	14	14	1
4511	<b>City &amp; Guilds Level 2 Award in Welding Skills</b>	2	99	14	14	2
4511	<b>OCN NI LEVEL 2 AWARD IN DIGITAL CONSTRUCTION SKILLS</b>	2	71	12	9	2
4511	<b>OCN NI LEVEL 2 AWARD IN DIGITAL CONSTRUCTION SKILLS</b>	2	71	12	9	2
4511	<b>OCN NI LEVEL 2 AWARD IN DIGITAL CONSTRUCTION SKILLS</b>	2	71	12	9	2
4511	<b>OCN NI LEVEL 2 AWARD IN DIGITAL CONSTRUCTION SKILLS</b>	2	71	12	9	2
4511	<b>Pearson Edexcel Level 3 Diploma in Civil Engineering for Technicians (Institution of Civil Engineers)</b>	3	51	24	24	3
4511	<b>OCN NI level 3 Award in Building Information Modelling SEM 1</b>	3	45	2	2	3
4511	<b>OCN NI level 3 Award in Building Information Modelling SEM 1</b>	3	63	16	14	3
4511	<b>OCN NI level 3 Award in Building Information Modelling SEM 2</b>	3	63	16	14	3
4511	<b>OCN NI level 3 Award in Building Information Modelling SEM 2</b>	3	45	2	2	3
4511	<b>PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN CONSTRUCTION &amp; THE BUILT ENVIRONMENT (RQF)</b>	3	99	12	10	3
4511	<b>PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN CONSTRUCTION &amp; THE BUILT ENVIRONMENT (RQF)</b>	3	99	8	8	3

<sup>47</sup> Subject to change following clarification from DfE and/or the FE sector.

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4511	PEARSON BTEC LEVEL 3 NATIONAL DIPLOMA IN CIVIL ENGINEERING (Dfi)	3	45	6	6	3
4511	PEARSON BTEC LEVEL 3 NATIONAL DIPLOMA IN CIVIL ENGINEERING	3	45	18	18	3
4511	PEARSON BTEC LEVEL 3 NATIONAL DIPLOMA IN CIVIL ENGINEERING	3	51	6	6	3
4511	NATIONAL DIPLOMA CIVIL ENGINEERING YEAR 2	3	51	5	5	3
4511	PEARSON BTEC LEVEL 3 NATIONAL FOUNDATION DIPLOMA IN CONSTRUCTION AND THE BUILT ENVIRONMENT	3	99	3	3	3
4511	PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN CIVIL ENGINEERING	3	99	10	10	3
4511	PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN CIVIL ENGINEERING	3	99	12	12	3
4511	PEARSON BTEC LEVEL 4 HIGHER NATIONAL CERTIFICATE IN CONSTRUCTION AND THE BUILT ENVIRONMENT (CONSTRUCTION)	4	99	10	10	4-6
4511	PEARSON BTEC LEVEL 4 HIGHER NATIONAL CERTIFICATE IN CONSTRUCTION AND THE BUILT ENVIRONMENT (CONSTRUCTION)	4	99	5	5	4-6
4511	PEARSON BTEC LEVEL 4 HIGHER NATIONAL CERTIFICATE IN CONSTRUCTION AND THE BUILT ENVIRONMENT	4	99	3	3	4-6
4511	FOUNDATION DEGREE PROPERTY HOUSING AND PLANNING (VALIDATED BY ULSTER UNIVERSITY)	5	99	12	11	4-6
4511	FOUNDATION DEGREE IN CONSTRUCTION ENGINEERING WITH SURVEYING (VALIDATED BY ULSTER UNIVERSITY)	5	99	12	10	4-6

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4511	FOUNDATION DEGREE IN CONSTRUCTION ENGINEERING WITH SURVEYING (VALIDATED BY ULSTER UNIVERSITY)	5	99	8	8	4-6
4511	FOUNDATION DEGREE IN ARCHITECTURAL TECHNOLOGY (VALIDATED BY ULSTER UNIVERSITY)	5	99	12	11	4-6
4511	FOUNDATION DEGREE IN ARCHITECTURAL TECHNOLOGY (VALIDATED BY ULSTER UNIVERSITY)	5	99	8	8	4-6
4511	HLA CIVIL ENGINEERING	5	45	4	4	4-6
4511	HLA CIVIL ENGINEERING	5	45	7	7	4-6
4511	HLA IN CIVIL ENGINEERING (FOUNDATION DEGREE VALIDATED BY ULSTER UNIVERSITY)	5	69	20	20	4-6
4511	HLA IN CIVIL ENGINEERING	5	69	19	19	4-6
4511	FOUNDATION DEGREE IN CIVIL ENGINEERING (VALIDATED BY ULSTER UNIVERSITY)	5	99	12	10	4-6
4511	FOUNDATION DEGREE IN CIVIL ENGINEERING	5	99	10	10	4-6
4511	FOUNDATION DEGREE IN MECHANICAL ENGINEERING (VALIDATED BY QUEENS UNIVERSITY BELFAST)	5	99	14	14	4-6
4511	FOUNDATION DEGREE IN MECHANICAL ENGINEERING	5	99	12	12	4-6
4512	IMIAL LEVEL 2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES	2	51	5	5	2
4512	IMIAL LEVEL 2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES (CR)	2	51	5	5	2

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4512	IMIAL LEVEL 2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES	2	97	9	9	2
4512	IMIAL LEVEL 2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES	2	97	8	8	2
4512	CITY & GUILDS LEVEL 2 NVQ DIPLOMA IN PLUMBING AND HEATING (MF)	2	51	14	14	2
4512	CITY & GUILDS LEVEL 2 NVQ DIPLOMA IN PLUMBING AND HEATING (MF)	2	51	3	3	2
4512	CITY & GUILDS LEVEL 2 NVQ DIPLOMA IN PLUMBING AND HEATING	2	51	2	2	2
4512	PLUMBING AND HEATING LEVEL 2 FT TRAINEESHIP MILLFIELD	2	97	2	2	2
4512	PLUMBING AND HEATING LEVEL 2 FT TRAINEESHIP MILLFIELD	2	97	8	8	2
4512	PLUMBING AND HEATING LEVEL 2 FT TRAINEESHIP CASTLEREAGH	2	97	4	4	2
4512	CITY & GUILDS LEVEL 2 NVQ DIPLOMA IN PLUMBING AND HEATING (MF)	2	51	16	16	2
4512	CITY & GUILDS LEVEL 2 NVQ DIPLOMA IN PLUMBING AND HEATING (MF)	2	51	10	10	2
4512	CITY & GUILDS LEVEL 2 NVQ DIPLOMA IN PLUMBING AND HEATING (MF) TRAINEESHIP	2	97	2	2	2
4512	CITY & GUILDS LEVEL 2 NVQ DIPLOMA IN PLUMBING AND HEATING (MF) TRAINEESHIP	2	97	18	18	2
4512	OCN NI Level 2 Diploma in Plumbing Skills	2	97	6	6	2
4512	CITY & GUILDS LEVEL 2 NVQ DIPLOMA IN PLUMBING AND HEATING (CR) TRAINEESHIP	2	97	16	16	2
4512	IMIAL LEVEL 2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES (MF)	2	51	5	5	2

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4512	IMIAL LEVEL 2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES (CR)	2	51	5	5	2
4512	IMIAL LEVEL 2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES (MF)	2	97	15	13	2
4512	IMIAL LEVEL 2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES (CR)	2	97	15	13	2
4512	IMIAL LEVEL 3 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES (QCF)	3	51	10	10	3
4512	IMIAL LEVEL 3 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES (QCF)	3	51	5	5	3
4512	CITY & GUILDS LEVEL 3 NVQ DIPLOMA IN DOMESTIC PLUMBING AND HEATING (GAS FIRED WATER AND CENTRAL HEATING APPLIANCES)	3	51	16	16	3
4512	CITY & GUILDS LEVEL 3 NVQ DIPLOMA IN DOMESTIC PLUMBING AND HEATING (GAS FIRED WATER AND CENTRAL HEATING APPLIANCES)	3	51	14	14	3
4512	CITY & GUILDS LEVEL 3 NVQ DIPLOMA IN DOMESTIC PLUMBING AND HEATING (GAS FIRED WATER AND CENTRAL HEATING APPLIANCES)	3	51	16	16	3
4512	CITY & GUILDS LEVEL 3 NVQ DIPLOMA IN DOMESTIC PLUMBING AND HEATING (GAS FIRED WATER AND CENTRAL HEATING APPLIANCES)	3	51	16	16	3
4512	PEARSON BTEC LEVEL 3 DIPLOMA IN ADVANCED MANUFACTURING ENGINEERING (DEVELOPMENT TECHNICAL KNOWLEDGE) (ARTEMIS)	3	51	12	12	3
4512	PEARSON BTEC LEVEL 4 HIGHER NATIONAL CERTIFICATE IN ENGINEERING (Spirit)	4	99	14	14	4-6

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4512	PEARSON BTEC LEVEL 4 HIGHER NATIONAL CERTIFICATE IN ENGINEERING (Spirit)	4	99	12	12	4-6
4513	CITY & GUILDS LEVEL 1 AWARD IN INTRODUCTORY METAL INERT GAS (MIG) WELDING	1	99	5	5	1
4513	CITY & GUILDS LEVEL 1 AWARD IN INTRODUCTORY METAL INERT GAS (MIG) WELDING	1	99	5	5	1
4513	CITY & GUILDS LEVEL 2 AWARD IN WELDING SKILLS (QCF) MONDAY	2	99	5	5	2
4513	CITY & GUILDS LEVEL 2 AWARD IN WELDING SKILLS (QCF) WEDNESDAY	2	99	5	5	2
4513	CITY & GUILDS LEVEL 2 AWARD IN 2D COMPUTER AIDED DESIGN (QCF)	2	99	17	15	2
4513	CITY & GUILDS LEVEL 2 AWARD IN 2D COMPUTER AIDED DESIGN (QCF)	2	99	17	15	2
4513	WELDER CODING - THE WELDING INSTITUTE ASSESSMENT (TWI)	2	46	6	6	2
4513	OCN NI Level 2 Diploma in Engineering	2	51	8	7	2
4513	OCN NI Level 2 Diploma in Engineering	2	51	7	7	2
4513	OCN NI Level 2 Diploma in Engineering (Spirit)	2	51	20	18	2
4513	OCN NI Level 2 Diploma in Engineering (Spirit)	2	51	18	18	2
4513	OCN NI Level 2 Diploma in Engineering (Spirit)	2	51	20	18	2
4513	OCN NI Level 2 Diploma in Engineering (Spirit)	2	97	18	18	2
4513	OCN NI Level 2 Diploma in Engineering	2	97	6	6	2
4513	OCN NI Level 2 Diploma in Engineering	2	97	10	9	2

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4513	CITY & GUILDS LEVEL 3 ELECTROTECHNICAL APPRENTICESHIP QUALIFICATION	3	51	16	14	3
4513	CITY & GUILDS LEVEL 3 ELECTROTECHNICAL APPRENTICESHIP QUALIFICATION	3	51	12	12	3
4513	City & Guilds Level 3 Electrotechnical Qualification	3	51	12	12	3
4513	City & Guilds Level 3 Electrotechnical Qualification	3	51	12	12	3
4513	CITY & GUILDS LEVEL 3 ELECTROTECHNICAL APPRENTICESHIP QUALIFICATION	3	51	16	14	3
4513	CITY & GUILDS LEVEL 3 ELECTROTECHNICAL APPRENTICESHIP QUALIFICATION	3	99	12	12	3
4513	CITY & GUILDS LEVEL 3 ELECTROTECHNICAL APPRENTICESHIP QUALIFICATION	3	99	15	15	3
4513	City & Guilds Level 3 Electrotechnical Qualification	3	99	12	12	3
4513	CITY & GUILDS LEVEL 3 DIPLOMA IN ENGINEERING (QCF)	3	51	8	8	3
4513	CITY & GUILDS LEVEL 3 DIPLOMA IN ENGINEERING (QCF)	3	51	2	2	3
4513	CITY & GUILDS LEVEL 3 AWARD IN ADVANCED WELDING SKILLS (QCF) MONDAY	3	99	5	5	3
4513	CITY & GUILDS LEVEL 3 AWARD IN ADVANCED WELDING SKILLS (QCF) WEDNESDAY	3	99	5	5	3
4513	EAL LEVEL 3 DIPLOMA IN PROVIDING ELECTRONIC FIRE AND SECURITY SYSTEMS	3	51	12	10	3



<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4513	EAL LEVEL 3 DIPLOMA IN PROVIDING ELECTRONIC FIRE AND SECURITY SYSTEMS	3	51	10	10	3
4513	EAL LEVEL 3 DIPLOMA IN PROVIDING ELECTRONIC FIRE AND SECURITY SYSTEMS	3	51	8	8	3
4513	EAL LEVEL 3 DIPLOMA IN PROVIDING ELECTRONIC FIRE AND SECURITY SYSTEMS	3	51	12	12	3
4513	PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN ENGINEERING (RBAI)	3	20	16	16	3
4513	PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN ENGINEERING (RBAI)	3	20	14	14	3
4512	Pearson BTEC Level 3 Diploma in Advanced Manufacturing Engineering (Development Technical Knowledge) (Artemis)	3	51	12	12	3
4512	Pearson BTEC Level 3 Diploma in Advanced Manufacturing Engineering (Development Technical Knowledge) (Artemis)	3	51	6	6	3
4513	PEARSON BTEC LEVEL 3 DIP IN ADV MANUFACTURING ENGINEERING (DEVELOPMENT TECHNICAL KNOWLEDGE)	3	51	28	28	3
4513	PEARSON BTEC LEVEL 3 DIP IN ADV MANUFACTURING ENGINEERING (DEVELOPMENT TECHNICAL KNOWLEDGE)	3	51	17	17	3
4514	OCN NI LEVEL 2 EXTENDED CERTIFICATE IN APPLIED SCIENCE	2	99	22	20	2
4514	GCSE Level 1/ Level 2 GCSE Double Award Science	2	99	22	20	2
4514	PEARSON BTEC LEVEL 2 TECHNICAL DIPLOMA IN ANIMAL CARE	2	99	22	18	2

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4514	PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN APPLIED SCIENCE (BIOMEDICAL SCIENCE)	3	99	19	17	3
4514	PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN APPLIED SCIENCE (BIOMEDICAL SCIENCE)	3	99	16	16	3
4514	PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN ANIMAL MANAGEMENT	3	99	22	20	3
4514	PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN ANIMAL MANAGEMENT	3	99	14	14	3
4514	PEARSON BTEC LEVEL 3 DIPLOMA IN PRINCIPLES & PRACTICE TECHNICIANS	3	99	5	5	3
4514	PEARSON BTEC LEVEL 3 NATIONAL DIPLOMA IN APPLIED SCIENCE	3	51	3	3	3
4514	PEARSON EDEXCEL LEVEL 3 NVQ DIPLOMA IN LABORATORY & ASSOCIATED TECHNICAL ACTIVITIES	3	51	6	6	3
4514	PEARSON BTEC LEVEL 3 NATIONAL DIPLOMA IN APPLIED SCIENCE	3	51	6	6	3
4514	PEARSON BTEC LEVEL 4 HNC IN APPLIED BIOLOGY	4	99	20	18	4-6
4514	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA IN APPLIED SCIENCES (FORENSIC SCIENCES)	5	99	18	16	4-6
4514	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA IN APPLIED SCIENCES (FORENSIC SCIENCES)	5	99	11	11	4-6
4514	QUB FOUNDATION DEGREE IN BIOLOGICAL SCIENCES	5	99	22	20	4-6
4514	QUB FOUNDATION DEGREE IN BIOLOGICAL SCIENCES	5	99	15	15	4-6

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4514	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA IN ANIMAL MANAGEMENT (ANIMAL SCIENCE) (RQF)	5	99	18	16	4-6
4514	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA IN ANIMAL MANAGEMENT (ANIMAL SCIENCE) (RQF)	5	99	14	14	4-6
4515	GCSE SINGLE AWARD - SCIENCE	2	99	20	18	2
4515	GCSE BIOLOGY - BLENDED	2	99	22	20	2
4515	GCSE BIOLOGY - CCEA	2	99	22	20	2
4515	GCE A2 BIOLOGY CCEA LEVEL 3	3	99	18	16	3
4515	GCE A2 BIOLOGY CCEA LEVEL 3	3	99	18	16	3
4515	GCE A2 BIOLOGY CCEA LEVEL 3	3	99	22	20	3
4515	GCE A2 BIOLOGY CCEA LEVEL 3	3	99	22	20	3
4515	GCE A2 BIOLOGY EVE GP 1	3	99	18	16	3
4515	CCEA Level 3 Advanced GCE in Biology	3	99	18	16	3
4515	GCE A2 CHEMISTRY CCEA LEVEL 3	3	99	16	14	3
4515	GCE AS BIOLOGY CCEA LEVEL 3	3	99	22	20	3
4515	GCE AS BIOLOGY CCEA LEVEL 3	3	99	22	20	3
4515	GCE AS BIOLOGY CCEA LEVEL 3	3	99	22	20	3
4515	GCE AS BIOLOGY CCEA LEVEL 3 1 YEAR GP 1	3	99	22	20	3
4515	GCE AS BIOLOGY CCEA LEVEL 3	3	99	22	20	3

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4515	GCE AS BIOLOGY CCEA LEVEL 3	3	99	22	20	3
4515	GCE AS BIOLOGY CCEA LEVEL 3 EVENING	3	99	16	14	3
4515	ACCESS DIPLOMA IN BIOLOGICAL/BIOMEDICAL SCIENCE LEVEL 3 FT 1 YEAR CASTLEREAGH	3	99	18	16	3
4515	ACCESS DIPLOMA IN BIOLOGICAL/BIOMEDICAL SCIENCE PT DAY (TQ)	3	99	10	10	3
4515	ACCESS DIPLOMA IN FOUNDATION STUDIES: BIOLOGICAL/BIOMEDICAL SCIENCE (ENHANCED)	3	99	14	12	3
4515	ACCESS DIPLOMA IN BIOLOGICAL/BIOMEDICAL SCIENCE (ENHANCED) 2 YEAR FT CR	3	99	8	8	3
4515	Access Diploma in Science (PT Day)	3	99	14	12	3
4515	ACCESS DIPLOMA BIOLOGICAL/BIOMEDICAL SCIENCE PART-TIME EVENING (TQ)	3	99	16	14	3
4515	ACCESS DIPLOMA IN FOUNDATION STUDIES: BIOLOGICAL/BIOMEDICAL SCIENCE 2ND YEAR PART-TIME EVENING (TQ)	3	99	10	10	3
4531	BOOTCAMP FOR IT PROFESSIONALS (SOFTWARE DEVELOPMENT)	0	46	10	10	0
4531	BOOTCAMP FOR IT PROFESSIONALS (INFRASTRUCTURE)	0	46	20	20	0
4531	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT- IT INFRASTRUCTURE TECHNICIAN (SPECIALISING IN CYBER SECURITY)	3	99	22	22	3
4531	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT- IT INFRASTRUCTURE TECHNICIAN SPECIALISING IN CYBER SECURITY	3	99	20	20	3

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4531	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT- IT INFRASTRUCTURE TECHNICIAN SPECIALISING IN CYBER SECURITY	3	99	22	22	3
4531	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT- IT INFRASTRUCTURE TECHNICIAN SPECIALISING IN CYBER SECURITY	3	99	17	17	3
4531	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT- APPLICATION DATA PRACTITIONER (SOFTWARE)	3	99	22	22	3
4531	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT- APPLICATION DATA PRACTITIONER (SOFTWARE)	3	99	20	20	3
4531	BT TELECOMS APPRENTICESHIP	3	51	20	20	3
4531	CISCO NETWORKING ESSENTIALS	3	99	16	16	3
4531	GQA LEVEL 4 DIPLOMA IN PRINT LEADERSHIP	4	69	10	10	4-6
4531	GQA LEVEL 4 DIPLOMA IN PRINT LEADERSHIP	4	69	16	16	4-6
4531	GQA LEVEL 5 DIPLOMA IN PRINT LEADERSHIP	5	69	10	10	4-6
4531	GQA LEVEL 5 DIPLOMA IN PRINT LEADERSHIP	5	69	10	10	4-6
4531	HLA IN SOFTWARE AND CLOUD DEVELOPMENT WITH DATA ANALYSIS (VALIDATED BY THE OPEN UNIVERSITY)	5	69	15	15	4-6
4531	FD IN SOFTWARE AND CLOUD DEVELOPMENT WITH DATA ANALYSIS YEAR 1	5	99	20	18	4-6
4531	Foundation Degree in Software and Cloud Development with Data Analysis (Validated by The Open University)	5	99	11	11	4-6

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4531	HLA IN SOFTWARE AND CLOUD DEVELOPMENT WITH DATA ANALYSIS (VALIDATED BY THE OPEN UNIVERSITY)	5	69	15	15	4-6
4531	HIGHER LEVEL APPRENTICESHIP IN CYBER SECURITY WITH CLOUD AND NETWORK INFRASTRUCTURE	5	69	31	31	4-6
4531	HIGHER LEVEL APPRENTICESHIP IN CYBER SECURITY WITH CLOUD AND NETWORK INFRASTRUCTURE	5	69	31	31	4-6
4531	FD IN CYBER SECURITY WITH CLOUD AND NETWORKING INFRASTRUCTURE (VALIDATED BY THE OPEN UNIVERSITY)	5	99	20	18	4-6
4531	FD IN CYBER SECURITY WITH CLOUD AND NETWORKING INFRASTRUCTURE (VALIDATED BY THE OPEN UNIVERSITY)	5	99	20	18	4-6
4531	BSC (HONS) CYBER SECURITY AND NETWORKING INFRASTRUCTURE - HLA PUBLIC SECTOR	6	45	2	2	4-6
4531	BSC (HONS) CYBER SECURITY AND NETWORKING INFRASTRUCTURE - HLA PUBLIC SECTOR	6	45	2	2	4-6
4531	BSC (HONS) CYBER SECURITY AND NETWORKING INFRASTRUCTURE (TOP-UP)	6	69	10	10	4-6
4531	BSC (HONS) CYBER SECURITY AND NETWORKING INFRASTRUCTURE (TOP-UP)	6	69	7	7	4-6
4531	FD IN CYBER SECURITY WITH CLOUD AND NETWORKING INFRASTRUCTURE (VALIDATED BY THE OPEN UNIVERSITY)	5	99	20	20	4-6
4531	FD IN CYBER SECURITY WITH CLOUD AND NETWORKING INFRASTRUCTURE (VALIDATED BY THE OPEN UNIVERSITY)	5	99	20	20	4-6

<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4531	BSC (HONS) CYBER SECURITY AND NETWORKING INFRASTRUCTURE (TOP-UP)	6	99	20	20	4-6
4531	BSC (HONS) SOFTWARE, CLOUD AND APPLICATION DEVELOPMENT - HLA PUBLIC SECTOR	6	45	2	2	4-6
4531	BSC (HONS) SOFTWARE, CLOUD AND APPLICATION DEVELOPMENT - HLA PUBLIC SECTOR	6	45	2	2	4-6
4531	BSC (HONS) SOFTWARE, CLOUD AND APPLICATION DEVELOPMENT (TOP-UP)	6	69	9	9	4-6
4531	BSC (HONS) SOFTWARE, CLOUD AND APPLICATION DEVELOPMENT (TOP-UP)	6	69	9	9	4-6
4531	BSC (HONS) SOFTWARE, CLOUD AND APPLICATION DEVELOPMENT (TOP-UP)	6	99	12	12	4-6
4531	BSC (HONS) SOFTWARE, CLOUD AND APPLICATION DEVELOPMENT (TOP-UP)	6	99	3	3	4-6
4531	BSC (HONS) SOFTWARE, CLOUD AND APPLICATION DEVELOPMENT (TOP-UP)	6	99	3	3	4-6
4532	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT APPLICATION DATA PRACTITIONER (SPECIALISING IN SOFTWARE DEVELOPMENT)	3	99	20	18	3
4532	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT APPLICATION DATA PRACTITIONER (SPECIALISING IN SOFTWARE DEVELOPMENT)	3	99	15	14	3

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4532	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT APPLICATION DATA PRACTITIONER (SPECIALISING IN SOFTWARE DEVELOPMENT)	3	99	20	18	3
4532	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT APPLICATION DATA PRACTITIONER (SPECIALISING IN SOFTWARE DEVELOPMENT)	3	99	15	14	3
4532	OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN IT APPLICATION DATA PRACTITIONER (SPECIALISING IN SOFTWARE DEVELOPMENT)	3	99	20	18	3
4532	BTEC LEVEL 3 EXTENDED DIPLOMA IN ELECTRICAL/ELECTRONIC ENGINEERING	3	99	18	16	3
4532	BTEC LEVEL 3 EXTENDED DIPLOMA IN ELECTRICAL/ELECTRONIC ENGINEERING	3	99	18	16	3
4532	SUBSIDIARY DIPLOMA IN CREATIVE MEDIA PRODUCTION (IMEDIA)	3	20	10	10	3
4532	SUBSIDIARY DIPLOMA IN CREATIVE MEDIA PRODUCTION (IMEDIA)	3	20	8	8	3
4532	FOUNDATION DEGREE IN SOFTWARE ENGINEERING (VALIDATED BY ULSTER UNIVERSITY)	5	99	18	16	4-6
4532	FOUNDATION DEGREE IN SOFTWARE ENGINEERING (VALIDATED BY ULSTER UNIVERSITY)	5	99	13	13	4-6
4532	FOUNDATION DEGREE IN SOFTWARE ENGINEERING (VALIDATED BY ULSTER UNIVERSITY)	5	99	18	16	4-6
4532	FOUNDATION DEGREE IN SOFTWARE ENGINEERING (VALIDATED BY ULSTER UNIVERSITY)	5	99	13	13	4-6



<b>CAM Area</b>	<b>Description</b>	<b>Level</b>	<b>SOF</b>	<b>SOY</b>	<b>Nov</b>	<b>Level Group</b>
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA IN COMPUTING	5	99	18	16	4-6
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA IN COMPUTING	5	99	15	15	4-6
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA IN ENGINEERING (ELECTRICAL/ELECTRONIC ENGINEERING)	5	99	18	16	4-6
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA IN ENGINEERING (ELECTRICAL/ELECTRONIC ENGINEERING)	5	99	15	15	4-6
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA (HNC/HND)IN ENGINEERING (ELECTRICAL/ELECTRONIC ENGINEER	5	99	17	16	4-6
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA (HNC/HND)IN ENGINEERING (ELECTRICAL/ELECTRONIC ENGINEER	5	99	14	14	4-6
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA (HNC/HND)IN ENGINEERING (ELECTRICAL/ELECTRONIC ENGINEER	5	99	10	10	4-6
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA (HNC/HND)IN ENGINEERING (ELECTRICAL/ELECTRONIC ENGINEER	5	99	15	14	4-6
4532	PEARSON BTEC LEVEL 5 HIGHER NATIONAL DIPLOMA (HNC/HND)IN ENGINEERING (ELECTRICAL/ELECTRONIC ENGINEER	5	99	12	12	4-6
4532	Pearson BTEC Level 5 Higher National Diploma in Engineering	5	99	9	9	4-6
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