

Board Meeting

Date of Meeting	Monday 16 March 2015
Paper Title	College Performance Indicators 2013-14
Agenda Item	9
Paper Number	BM5-H
Responsible Officer	Glasgow College Principals Lead – Robin Ashton, ROA Coordinator & Director of Curriculum, Glasgow Kelvin College
Status	Disclosable
Action	For noting

1. Report Purpose

- 1.1** The Scottish Funding Council (SFC) publishes on an annual basis academic Performance Indicators (PIs) for Scotland's colleges. *College Performance Indicators 2013-14*, provides a report on national PIs for the 2013/14 academic year and is attached as Appendix 1.
- 1.2** This report summarises key national themes within the SFC report and provides for members' information, an overview of Glasgow Region and assigned college performance within this national context.
- 1.3** Individual performance reports provided to the College Board's Learning and Teaching Committees are provided for members information as appendix 3.

2. Recommendations

- 2.1** The Board is asked to note the contents of this report and its appendices.

3. Sector Level Performance Indicators 2013-14

- 3.1** The SFC College Performance Indicators 2013-14 report provides evidence of continued improvement in learner attainment across Scotland's Colleges.
- 3.2** In terms of Further Education (FE) provision, the report highlights that:
- 77.4 per cent of 51,025 full-time FE students completed their studies;
 - 66.0 per cent of students successfully completed their course and this is the greatest number of FE graduates of all time;

- the remaining 22.6 per cent of full-time FE students are accounted for by 7.8 per cent of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 14.8 per cent between this point and the end of the course;
- the number of full-time FE student enrolments has increased by 11.2 per cent over the last six years;
- the rate of successful full-time FE students has increased by 6.4 percentage points over last 6 years; and
- there have been 6,341 additional FE graduates over the last 6 years, of which 3,400 can be attributed to an improvement in success rates.

3.3 In relation to Higher Education (HE) learners, the SFC report that:

- 84.2 per cent of a total of 31,977 full-time HE students completed their studies;
- 71.5 per cent of full-time students successfully completed their course and this is the greatest number of HE graduates of all time;
- the remaining 15.8 per cent of full-time HE students are accounted for by 4.6 per cent of students withdrawing before the funding qualifying date and a further 11.3 per cent between this point and the end of the course;
- the number of full-time HE student enrolments increase by 31.7 per cent over the last six years;
- the rate of successful full-time HE students increase by 9 percentage points over the last 6 years;
- there have been 7,685 additional HE graduates over the last 6 years, of which 5,507 can be attributed to an improvement in success rates.

3.4 The report highlights a reduction in withdrawal rates as a key contributory factor towards the improvements in both FE and HE successful completion rates with, for example, 4.7% more FE learners completing their course of study in 2013/14 as compared to 2008/09.

3.5 Later sections of the SFC report provide information on attainment levels for protected characteristic and other selected groupings. This information shows that:

- in terms of gender, the data presented shows that male students are 2% more likely to successfully complete their FE programmes than female students, but that the situation is substantially reversed for HE programmes with females 5% more likely to succeed;
- with an average of 74.1% of all learners successfully completing their course, learners from key groups such as Ethnic Minorities (67.3% success rate), those declaring a disability (68.0% success rate) and learners residing in one of the 10% most deprived datazones (65.7% success rate) are less likely to successfully complete their course; and
- subject area pass rates differ significantly with for example, 57.6% of FE Science learners successfully completing their course as compared to 87.7% of Nautical Studies learners.

3.6 The final sections of the national report show that the college sector has reduced the volume of activity delivered over-target from 1.5% in 2012/13 to 0.6% in 2013/14 and that

the proportion of staff with a teaching qualification recognised by the General Teaching Council has remained relatively stable at 92%.

4. Glasgow Region and Assigned College Performance Indicators 2013-14

4.1 A data appendix to the national PI report available on the SFC website provides information on the academic performance of the three Glasgow Region assigned colleges (appendix 2).

4.2 Collated regional data shows an improvement across three of the four mode/level categories over the most recent three-year period. In terms of scale of improvement, for Higher Education courses, the region continues to perform at above national average levels, and for Further Education courses, whilst the Glasgow region continues to lag behind national norms, the scale of this differential is reducing as shown in the table below.

Table 1. 2011/12 – 2013/14 Glasgow Region and Scotland Successful Attainment Rates by Mode/Level Categories

Mode/Level	Area	2011/12	2012/13	2013/14	3-Year Trend
Full-time Further Education	Glasgow Region	62.0%	62.1%	65.6%	3.6%
	Scotland	63.6%	65.4%	66.0%	2.4%
Part-time Further Education	Glasgow Region	73.6%	70.2%	73.2%	-0.4%
	Scotland	79.0%	77.6%	78.4%	-0.6%
Full-time Higher Education	Glasgow Region	69.3%	71.0%	72.6%	3.3%
	Scotland	69.1%	70.4%	71.5%	2.4%
Part-time Higher Education	Glasgow Region	75.7%	75.2%	80.9%	5.2%
	Scotland	75.5%	76.3%	77.6%	2.1%

4.3 However, within the generally improving regional and national data set, there is variance at assigned college level in attainment rates per mode/level category as shown below.

Table 2. 2013/14 Assigned College, Glasgow Region and Scotland Successful Attainment Rates by Mode/Level Categories

Mode/Level	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College	Glasgow Region	Scotland
Full-time Further Education	69.9%	63.2%	64.9%	65.6%	66.0%
Part-time Further Education	74.2%	67.5%	79.2%	73.2%	78.4%
Full-time Higher Education	75.1%	74.2%	63.7%	72.6%	71.5%
Part-time Higher Education	83.8%	83.6%	74.0%	80.9%	77.6%

4.4 Glasgow colleges are committed to improving attainment levels and closing the gap between regional and national success rates. Due to the increase in 2013/14 regional attainment levels shown above, 2014/15 – 2016/17 Regional Outcome Agreement targets for attainment have been altered to reflect this new benchmark position and the commitment to improve these Further Education success rates by at least 3% and Higher

Education attainment by at least 1.5% by 2016/17 retained. The table below shows Regional Outcome Agreement targets for the Glasgow Region and assigned colleges for academic year 2015/16.

Table 3. 2015/16 Glasgow Regional Outcome Agreement Successful Attainment Rate Targets

Mode/Level	Glasgow Region	City of Glasgow	Glasgow Clyde	Glasgow Kelvin
Full-time Further Education	66.5%	70.4%	64.2%	66.0%
Part-time Further Education	73.4%	74.7%	68.5%	80.0%
Full-time Higher Education	72.6%	75.6%	74.7%	70.0%
Part-time Higher Education	80.3%	84.3%	84.0%	80.0%

4.5 Further information relating to assigned college PIs is available through the three college websites which publicise a range of learner attainment PI data and which can be accessed through the following web addresses:

- www.cityofglasgowcollege.ac.uk/sites/default/files/inline/Performance-Indicators-2013-14.pdf
- www.glasgowclyde.ac.uk/about-us/performance-indicators
- www.glasgowkelvin.ac.uk/college-performance/

5. Risk Analysis

5.1 Failure to deliver a sufficient level of academic performance within a national context represents a reputational risk.

6. Legal Implications

6.1 No legal implications are identified.

7. Financial Implications

7.1 Failure to deliver academic performance targets as agreed within a Regional Outcome Agreements could be used to adjust funding. The SFC state that decisions to reduce funding would be proportionate and based on holistic considerations of a college region's performance rather than a mechanistic or formulaic reduction.

SFC Statistical publication

College Performance Indicators 2013-14

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Summary: To inform stakeholders of the publication of the 2013-14 College Performance Indicators

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The UK Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

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Separate Appendices: College PIs and [Technical Appendices](#)

**Publication reissued February 2015 following revision of Chart 3 Students completing their FE course that did not achieve “full” success and Chart 6 Students completing their HE course that did not achieve “full” success. The initial charts had shown data for all courses instead of only those courses lasting 160 hours and more.*

1 Executive Summary

1. This is the twelfth annual publication of Performance Indicators (PIs) for Scotland's colleges and covers the 2013-14 academic year.
2. Full-time further education (FE)

The main results for the college sector as a whole in 2013-14 are as follows:

- For full-time SFC funded FE students enrolled on recognised qualifications the PIs demonstrate continued improvement on previous years;
- 77.4 per cent of 51,025 full-time FE students completed their studies;
- 66.0 per cent of students successfully completed their course and this is the greatest number of FE graduates of all time;
- the remaining 22.6 per cent of full-time FE students are accounted for by 7.8 per cent of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 14.8 per cent between this point and the end of the course;
- 11.2 percentage increase in the number of full-time FE student enrolments over the last six years;
- 6.4 percentage point increase over last 6 years in the rate of successful full-time FE students;
- 6,341 additional FE graduates over the last 6 years of which 3,400 can be attributed to an improvement in success rates.

3. Full-time higher education (HE)

The main results for the college sector as a whole in 2013-14 are as follows:

- For full-time SFC funded HE students enrolled on recognised qualifications, the figures show a continued year on year improvement with a significant increase in student enrolments;

- 84.2 per cent of a total of 31,977 full-time HE students completed their studies;
 - 71.5 per cent of full-time students successfully completed their course and this is the greatest number of HE graduates of all time;
 - the remaining 15.8 per cent of full-time HE students are accounted for by 4.6 per cent of students withdrawing before the funding qualifying date and a further 11.3 per cent between this point and the end of the course;
 - 31.7 percentage increase in the number of full-time HE student enrolments over the last six years;
 - 9 percentage point increase over last 6 years in the rate of successful full-time HE students;
 - 7,685 additional HE graduates over the last 6 years of which 5,507 can be attributed to an improvement in success rates.
4. This report shows sector-level performance indicators only, for individual college-level performance indicators, use the website links to the relevant colleges, the links are found on the SFC website.
5. It is our aim to strive for continuing improvement and enhanced usability of this document. We welcome feedback from readers on matters of content and presentation. Please pass any comments to:

Des Parr

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2 Introduction

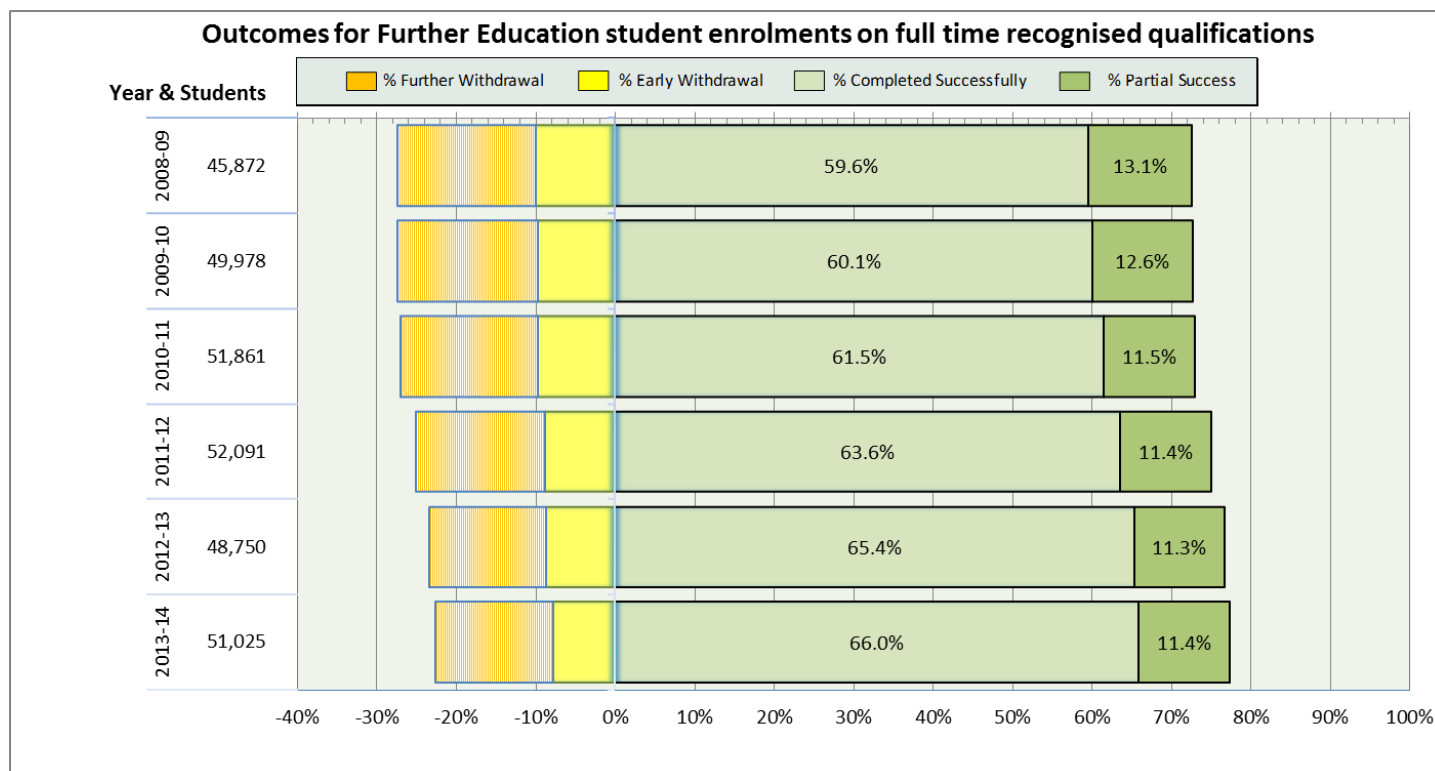
1. The SFC has published PIs on college teaching activity for the past twelve years. Links to previous publication going back to 2008-09 are available on our links page. The purpose of the indicators is to inform stakeholders about the performance of the sector. The reported PIs help colleges evaluate their own performance both over time and against other similar colleges thereby supporting a wider quality improvement agenda.
2. Students have a wide variety of personal motivations for studying at college and study across an extensive range of programmes, from literacy and numeracy courses to engineering and agriculture, with awards ranging from courses not providing a recognised qualification to higher national certificates and diplomas or degrees in partnerships with universities.
3. Our method of presentation and breakdown of PIs by subject groups, duration of study, age groups and gender gives a comprehensive view of sector-wide provision and performance, enabling an informed comparison over time.
4. The PIs are based on student records submitted via the Further Education Statistics (FES) system. This is an automated data capture and record system which encompasses built-in iterative quality checks to ensure the data is correct and credible. Only when the data has passed will the SFC permit the data to be used for PI purposes. In addition to the SFC's checks, every college Principal must also sign-off the data as a true and accurate record for their college.
5. As an additional reassurance of consistency and quality, the SFC has a contract with Education Scotland (previously HMIE) to perform external quality reviews of college performance. Education Scotland reports are available online at:
<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/index.asp>
6. Each of these charts contains two percentage figures; the first describes the percentage of students who **successfully completed** the course year and the second is the percentage that **completed** the course year

irrespective of their result. Both these values have been calculated as a percentage of all enrolments.

7. When viewing individual college level PI data, where the number of enrolments is less than 50 in a category the data has been suppressed and is not shown. This avoids spurious statistical accuracy in the published pass rates and reduces the risk of incorrect conclusions being drawn from pass rates based on small numbers.
8. Links to individual College PIs and a more detailed explanation on and examples of how we calculate PIs can be found in separate Technical Appendices to this document.

3 How our performance indicators are presented

1. The chart below shows the actual results for full-time FE students over the period 2008-09 to 2013-14.



2. The blue line highlights the zero per cent point on the axis. Bars to the left of this line show the percentage of withdrawals before the course has ended. Bars to the right of the line show the percentage of students who have completed their course.
3. The first bar to the right of the blue line shows the percentage of students who have completed their course year successfully. This includes students who have completed a year of a multi-year duration course.
4. Colleges must choose one of 14 student outcome options from our FES guidance notes [Code list J](#) that best describes the students result. The following student outcomes are considered to have completed successfully:
 - Completed programme/course, student assessed and successful;
 - Student has progressed to next year and has achieved 70% of the credits undertaken;

- Student has achieved 70% of the credits undertaken but has chosen not to progress onto the next year;
 - Student completed first year of a Higher National Diploma (HND) but has chosen to leave with a Higher National Certificate (HNC).
5. The second bar to the right of the blue line shows the percentage of students who have completed their course year but are not considered to be fully successful. For example, the student may have failed to achieve one or more units required for the course. The following two student outcomes are considered to have completed (with partial success):
- Completed programme/course, student assessed but not successful;
 - Student has progressed to next year but did not gain 70% of the credits undertaken.
6. The combination of these two bars shows the total percentage to have completed the course. For example, the 2013-14 bar shows that 66.0% of students completed successfully and a further 11.4% irrespective of the result. Therefore 77.4% completed the course in total.
7. This leaves 22.6% of students unaccounted for. These students are shown to the left of the blue line as withdrawals. The first bar to the left of the line is shown in yellow and shows the number who withdrew before the qualifying date for funding (colleges do not receive funding for students who leave the course before 25% of the course has been delivered).
8. The second bar to the left of the blue line is coloured orange and shows the percentage of students who withdraw after attending beyond the qualifying date but before the programme ends. Colleges are fully funded for these students.
9. The number of students enrolled on these courses is shown for each academic year to the left of the bar chart.
10. Our technical annex in section 6 shows the breakdown of hours of learning and enrolments for each of the 14 possible student outcomes. These

include additional outcomes for those students who have completed their programme of study but which are excluded from our PIs.

- Those coded as **'Completed programme/course, student not assessed as programme/course not designed to be assessed'** are excluded from our outcome PIs as this code cannot be used for nationally recognised programmes. Our FES ONLINE submission tool creates errors if this code is used for recognised programmes.
- Those coded as **'Completed programme/course, student not assessed although programme/ course designed to be assessed. Studying on a flexible open learning programme'** are excluded as their result is not yet available. FES ONLINE ensures this code is only used for programmes delivered on flexible learning.

4 Key Performance Indicators Charts

Outcomes for FE student enrolments on recognised qualifications

1. Chart 1 below provides an overview of success rates on full-time recognised FE programmes from 2008-09 to 2013-14. The figures allow comparisons over a longer timeframe to reduce the risk of basing an assessment of performance on a snapshot of a single year when performance may vary over time.

In 2013-14, 66.0 per cent of students on full-time programmes **completed successfully** whilst a further 11.4% completed irrespective of their final result. In total 77.4% of students completed their course.

Perhaps the most important measure is the percentage of students who complete their course year successfully. Chart 1 shows that whilst 59.6% of students completed successfully in 2008-09 this rose to 66.0% in 2013-14. This represents a 6.4 percentage point increase in the success rate over the 6 years from 2008-09. The combined effect of an improved success rate and a larger population, means that since 2008-09, an extra 6,341 students have graduated, an increase of 23.2%.

SFC has targeted colleges to further increase the success rate to **69%** by 2016-17 as part of our [outcome agreement](#) negotiations.

Chart 1

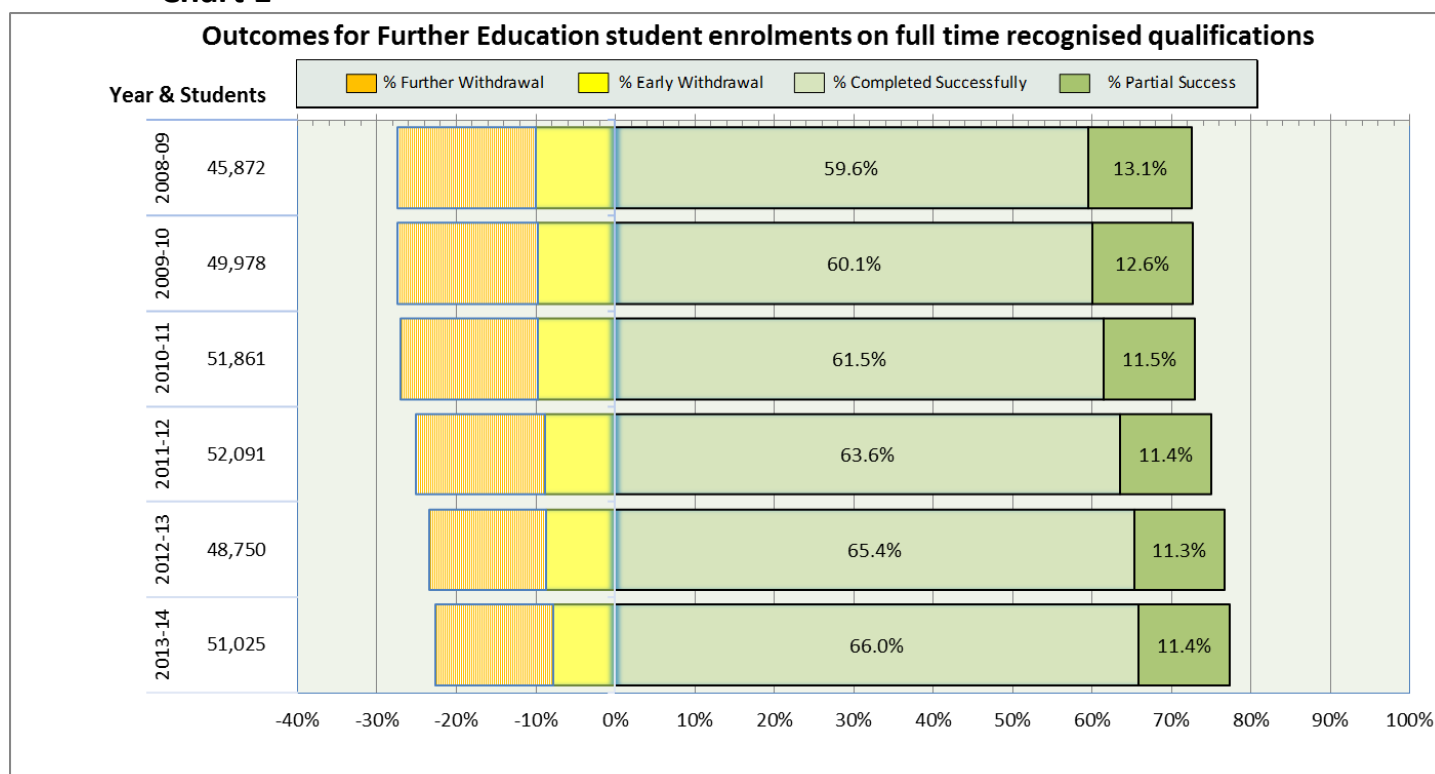


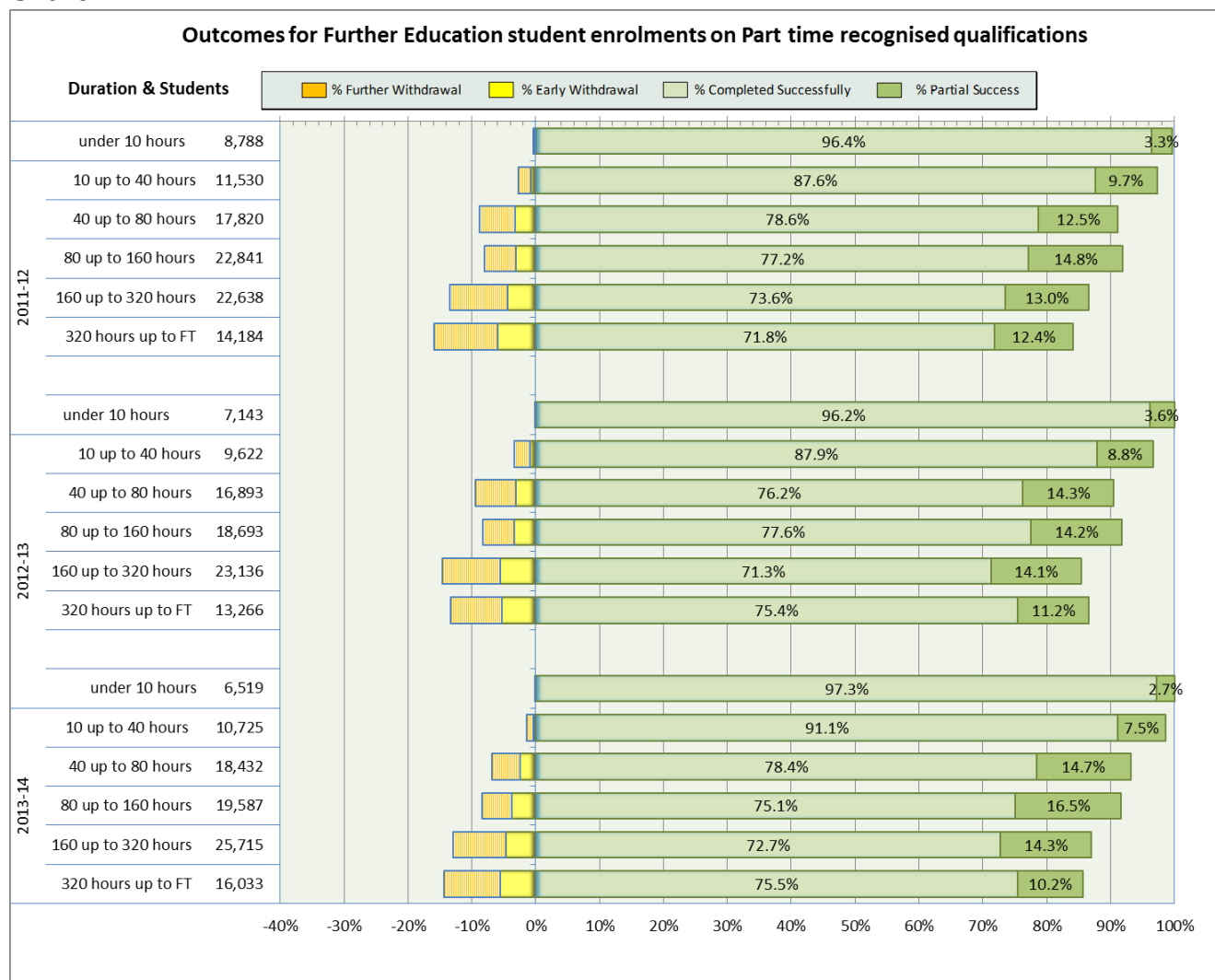
Chart 1 also shows that the withdrawal rate has reduced markedly over the period from 27.3% to 22.6% (a 4.7 percentage point improvement) at least partly as a result of the difficult economic climate over that time. Colleges often report that students withdraw from their course early to take up employment opportunities as they arise. These opportunities are more likely to occur with a buoyant job market and a return to these conditions may see an increase in withdrawal rates leading to a reduction in the percentage of students successfully completing their studies. Recent economic data suggests we may be moving into a more positive job market.

Almost 3.5 per cent (3,500) students, across all modes of delivery withdrew from their studies in 2013-14 for positive reasons such as, to study at a university or to commence employment.

- Chart 2 shows the number of FE students on part-time programmes of study have shown a slight decline from over 97,801 in 2011-12 to 97,011 in 2013-14. Pass rates across the study hour bands for part-time further education courses have shown some change but not as markedly as for full-time programmes.

The results do show that students enrolled on shorter programmes are more likely to complete their studies irrespective of the result. Intuitively this would be in line with our expectations, for example a student attending a course lasting for 2 hours over 1 study visit offers less opportunity for withdrawing before the end date than a course requiring attendance 3 afternoons per week over 36 weeks.

Chart 2



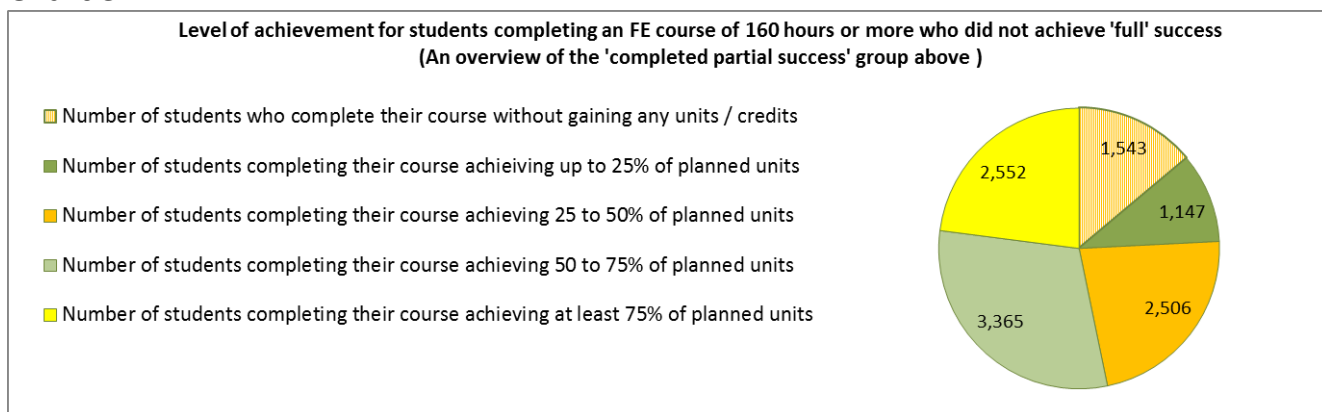
Students completing their FE course that did not achieve “full” success

3. Chart 3 below provides more detailed information for the students enrolled on FE programmes in 2013-14 who completed without “full” success (this includes both full-time FE and part-time students enrolled on programmes lasting for at least 160 hours) For the purpose of improving data quality, this publication now excludes, in the majority of charts presented, students with fewer than 160 hours of study which ensures that the PIs are focussed

less on short duration, recreational courses and more on longer, more vocational courses which are more likely to be assessed and accredited.

Chart 3 shows that 23 per cent (2,552) of these students gained at least 75 per cent of the units on their programme and more than 53 per cent (5,917) of those students who completed their course year but were not fully successful managed to pass over 50% of the units attempted. At the other end of the scale 14 per cent (1,543) or of these students failed to gain any of the units for which they enrolled. In session 2012-13 this was the same 14 per cent (1,432) of students. SFC plans to take a more detailed look at the achievement rates for these students who completed their course year but were not considered successful later in the year for future publication.

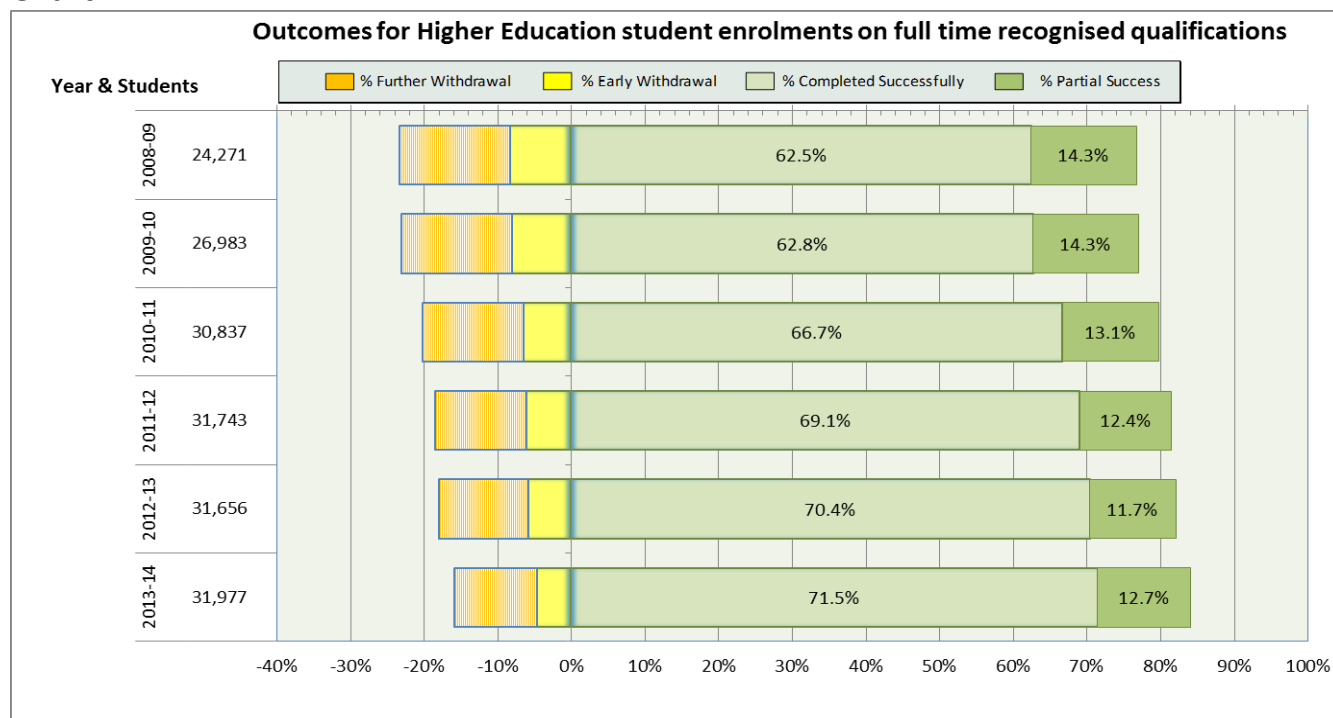
Chart 3



Outcomes for HE student enrolments on recognised qualifications

4. In terms of full-time recognised programmes at HE level, chart 4 below gives an overview of success rates for academic sessions 2008-09 to 2013-14.

Chart 4



5. The pass rates for HE programmes tend to be higher than FE programmes over the course year and this is reflected above with 71.5 per cent of students on full-time programmes **completing successfully** and a total of 84.2 per cent completing irrespective of their final result, compared with the values of 66.0 per cent and 77.4 per cent for FE programmes.

It should be noted that full-time HE programmes are more likely than FE courses to last longer than a year in duration. As a result this one year snapshot does not fully reflect the likely percentage of students who gain the qualification for which they enrol. The SFC is planning on conducting further investigation in to 2 year full-time HE courses to fully evaluate success across the 2 years.

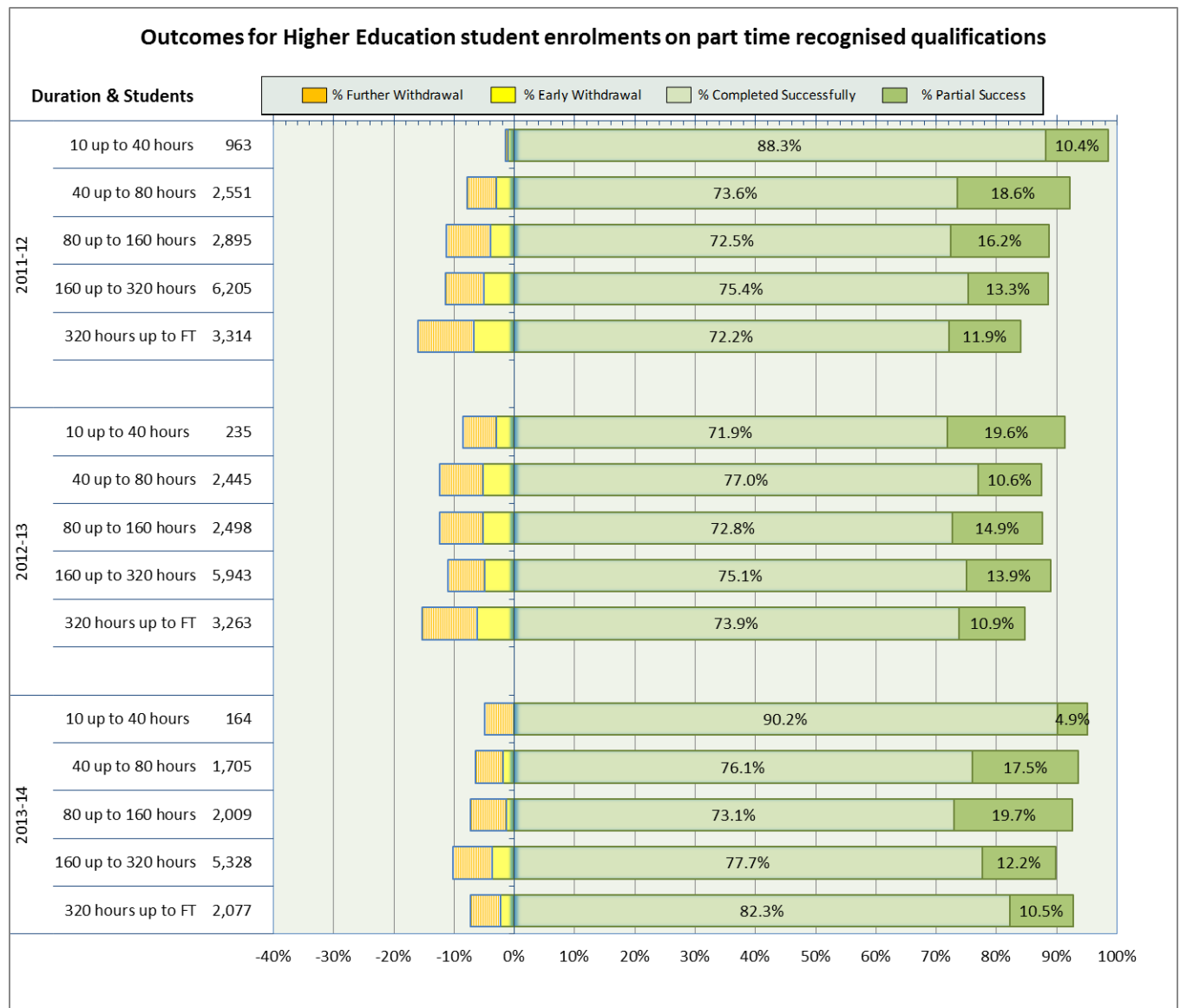
Rates of success for full-time HE students have clearly improved over the previous six years; using unrounded figures, from 62.5 percentage points to 71.5 percentage points for successful completions (+9 percentage points)

and from 76.8 percentage points to 84.2 percentage points including partially successful students (+7.4 percentage points); showing a clear improvement over time in these key indicators.

The combined effect of an improved success rate and a larger population, means that since 2008-09, an extra 7,685 students have graduated, an increase of 51%.

- Numbers of HE part-time students have, as with FE, tended to decline; from nearly 16,000 in 2010-11 to 11,200 in 2013-14. Success rates in most categories have tended to improve, see Chart 5 below.

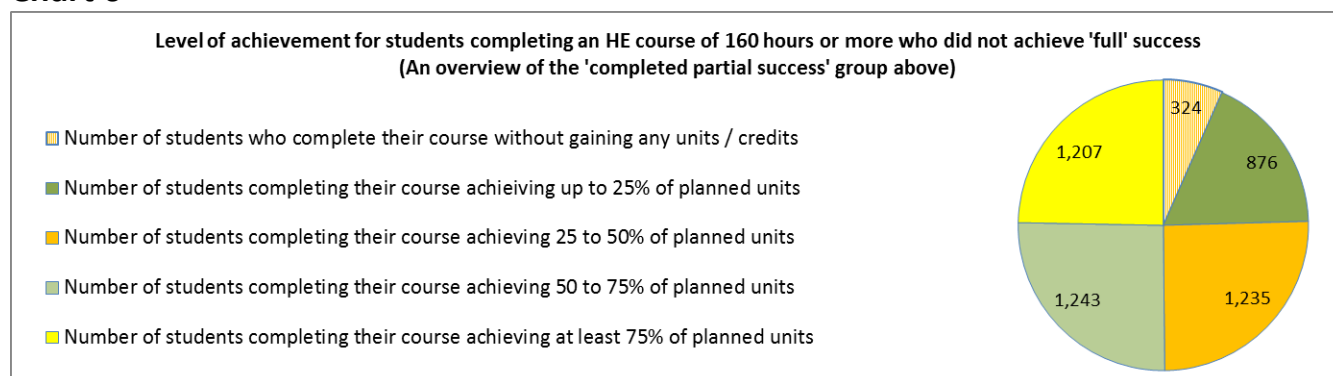
Chart 5



Students completing their HE course that did not achieve “full” success

7. Chart 6 provides more detailed information for the 4,885 students enrolled on HE programmes in 2013-14 who completed without “full” success (as shown in the previous charts). It excludes students with fewer than 160 hours of study. It shows that 50% (2,450) of these students gained at least 50 per cent of the units they enrolled on, while around 24% (1,207) of these students gained at least 75 per cent of the units on their programme. At the other end of the scale 7% (324) of the students failed to gain any of the units for which they enrolled. In session 2012-13 this was 9% (410) of students. The SFC intends to investigate this group in more detail to determine what other factors may be relevant to, or affecting the partial success outcome.

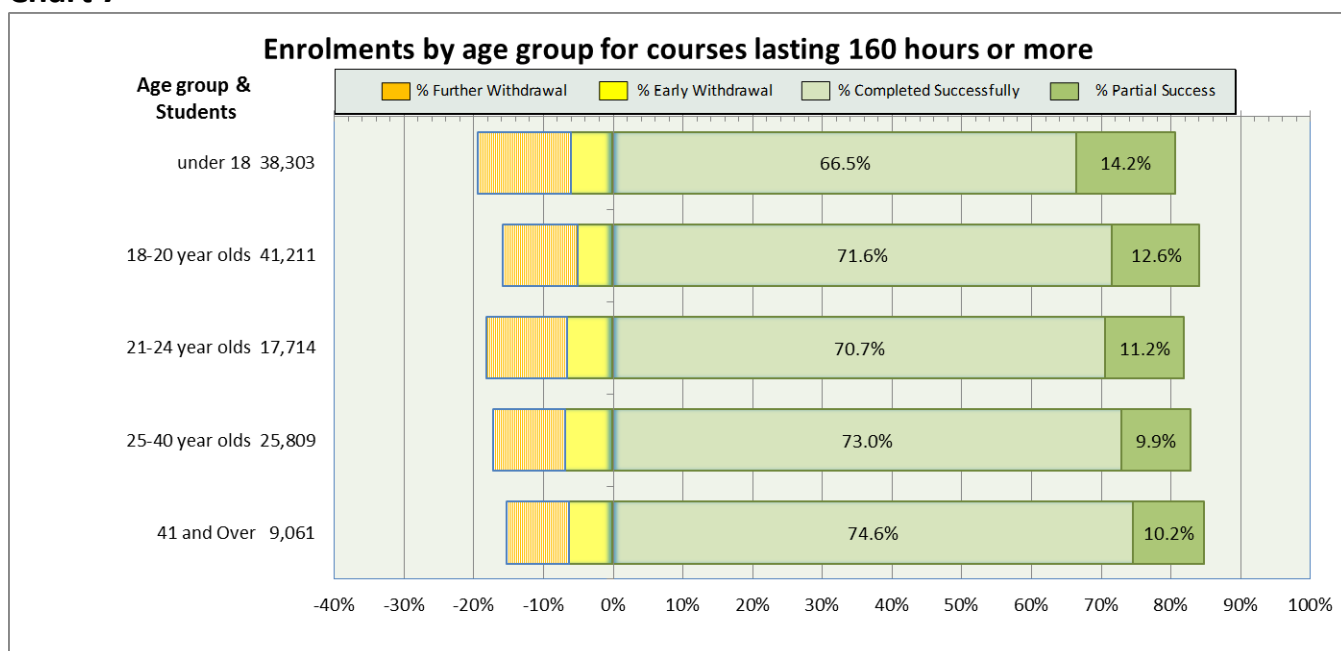
Chart 6



Outcomes by age group

8. Chart 7 below shows that students in the younger age groups are less likely to complete successfully than those in the older age groups; for example 66.5% of those under 18 compared to 74.6% of those aged 41 and over complete successfully, and similarly, 80.7% and 84.8% including those with partial success. Younger students are more likely to enrol on full-time programmes which have a lower pass rate in comparison to part-time programmes. The chart allows for a more informed comparison of college activity, but should nevertheless take account of the specific environment in which each college operates.

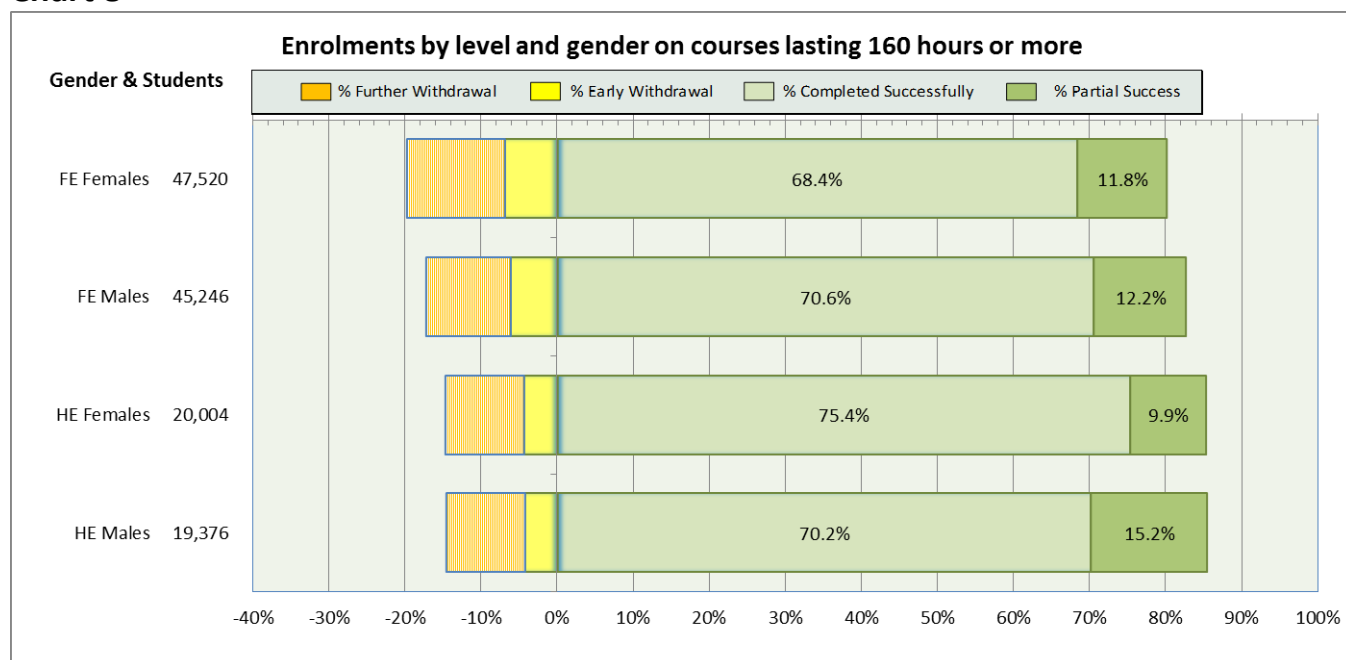
Chart 7



Outcomes by gender and level

9. Chart 8 below shows that in 2013-14, more than two thirds of enrolments relate to students studying FE level programmes. The success rates are different across these groups and provide a more rounded picture of college performance. The chart below suggests that male students are 2% more likely to successfully complete their FE programmes than female students, while the situation is substantially reversed for HE programmes with a 5% difference. Subjects and modes of study are associated with different pass rates and the ‘mix’ of these may differ across genders and individual colleges.

Chart 8

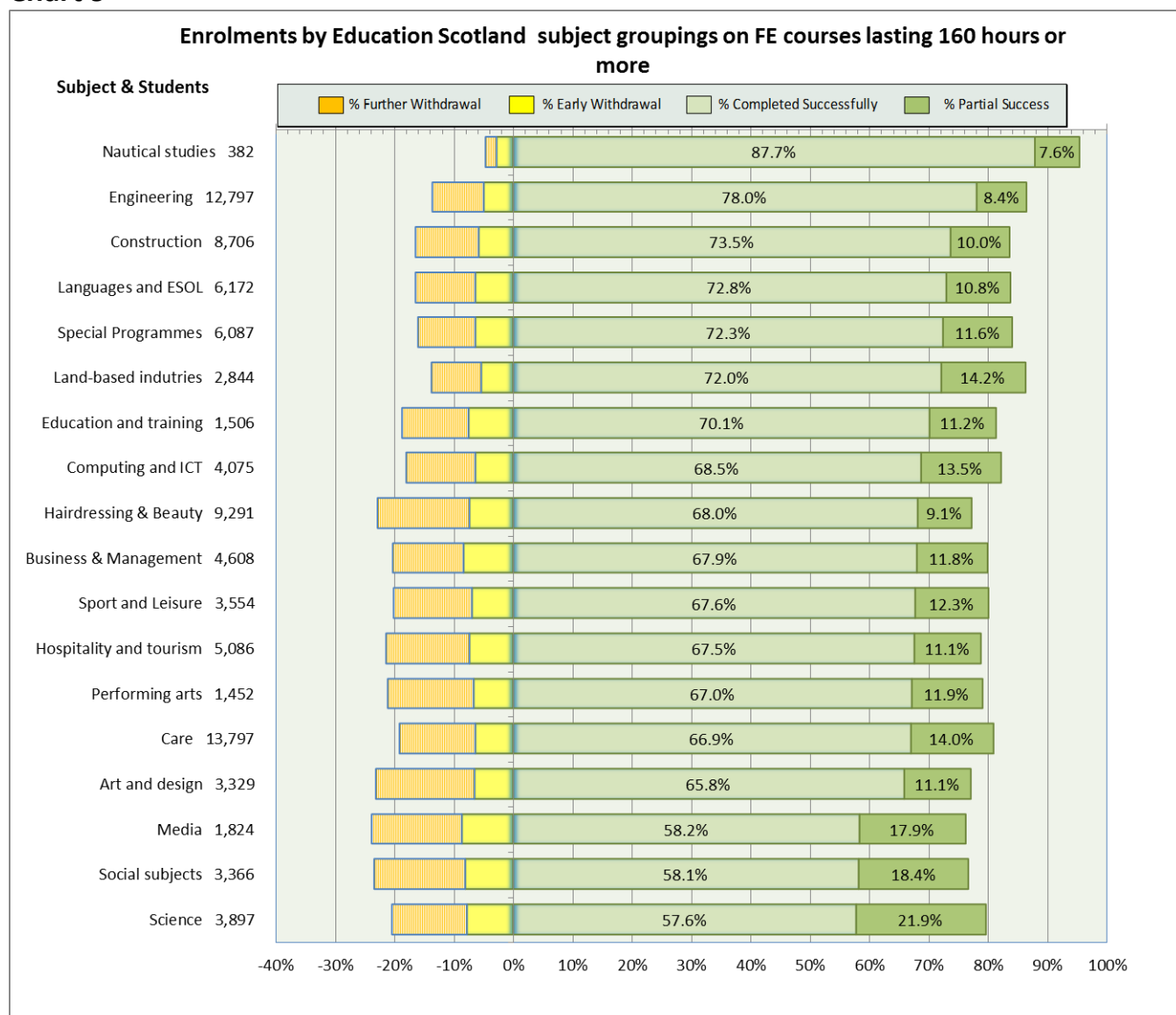


Outcomes by subject groupings on FE courses

10. The subject groupings are based on the subject classification for the course aggregated into areas considered similar by Education Scotland. A subject mapping can be found in a separate technical appendix. There are two charts, one for FE level programmes and one for HE level programmes. Colleges offer a very wide ranging portfolio of courses and subject areas of study to potential students.

11. Chart 9 below for FE programmes clearly shows that some subjects have lower success rates than others. Science, for example, shows a 57.6% success rate whilst engineering stands at 78.0%. Programmes of Highers are also more likely to fall into the science group, these pass rates can be influenced by changing priorities amongst students, for example, initially enrolling for four Highers but only completing two as this is sufficient to gain entry to university.

Chart 9

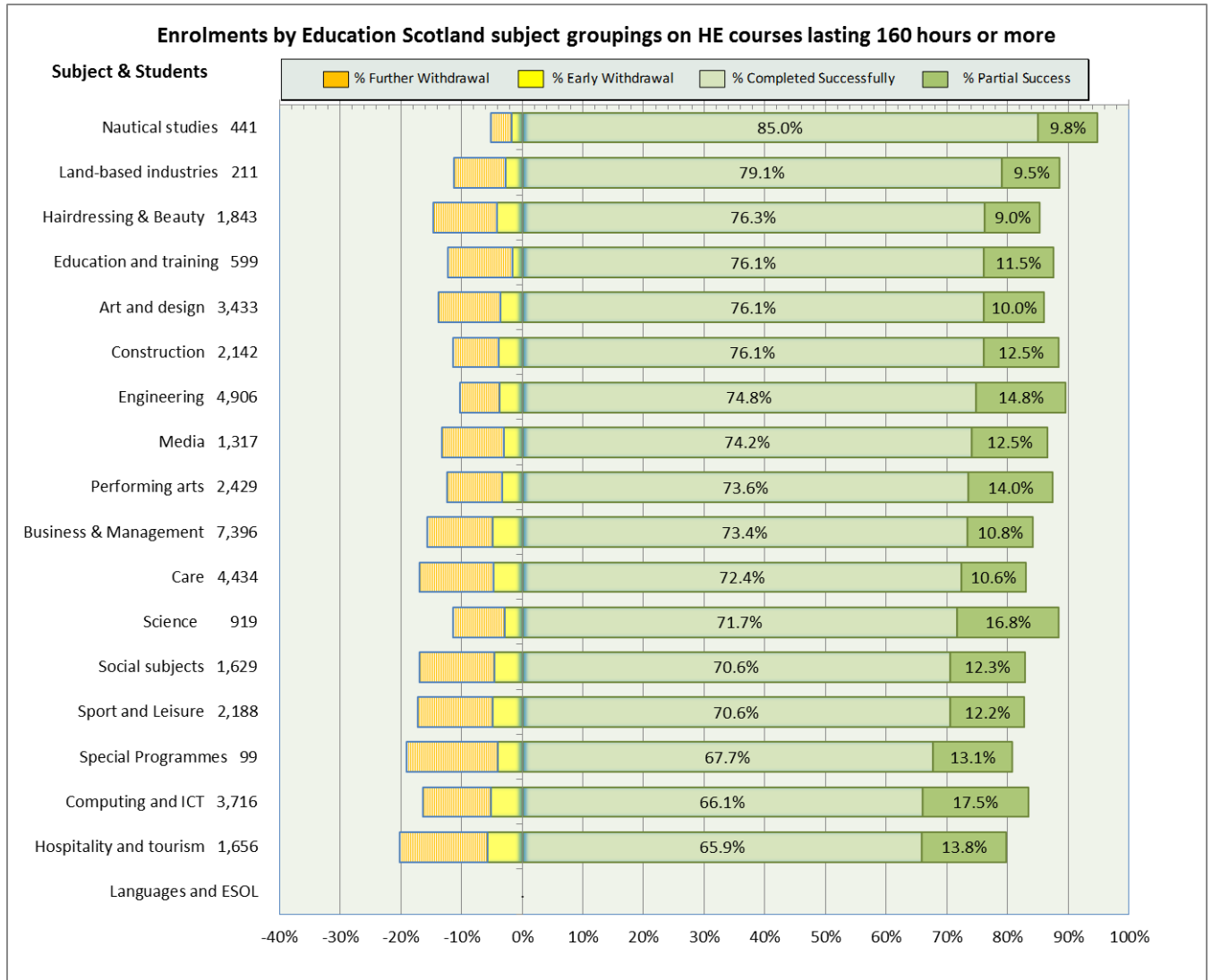


Outcomes by subject groupings on HE courses

12. Chart 10 below shows that similar issues exist for HE programmes with some subjects being more likely to be made up of students studying on day release from their employer, in which case the student may have extra motivation to do well. Similarly, some of these courses will have a greater mix of full-time programmes or students from younger age groups. The SFC has performed some analysis of the outcomes of HE students and has found that; Nautical studies, Engineering and Construction subjects have a much higher proportion of students who have their fees paid by their employers, this appears to have a bearing on their relatively high success rates. Note

that the figures do not include HE activity from 2013-14 from Scotland's Rural College (SRUC). This has resulted in a reduction in the number of student enrolments in the Land-based industries subject area from 612 enrolments in 2012-13 to 211 enrolments in 2013-14.

Chart 10

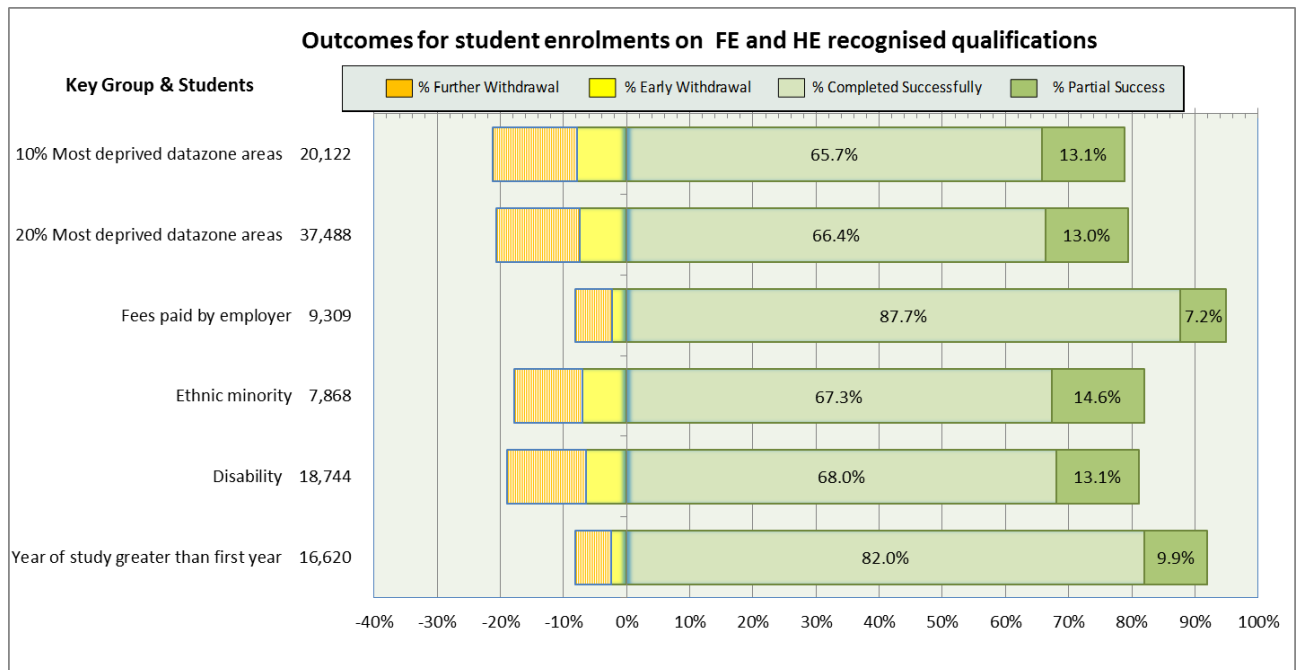


Outcomes by key groups

13. Chart 11 below highlights groups of interest to various stakeholders and helps identify factors that may affect the success rates for an individual college. For example, a college with a high proportion of students on day release from their employer or supported by their employer in some other way is likely to have a high pass rate for these students and this may be enough to affect overall pass rates. Similarly, students who receive student

support are more likely to be successful than those who do not and this may also have an effect on pass rates.

Chart 11

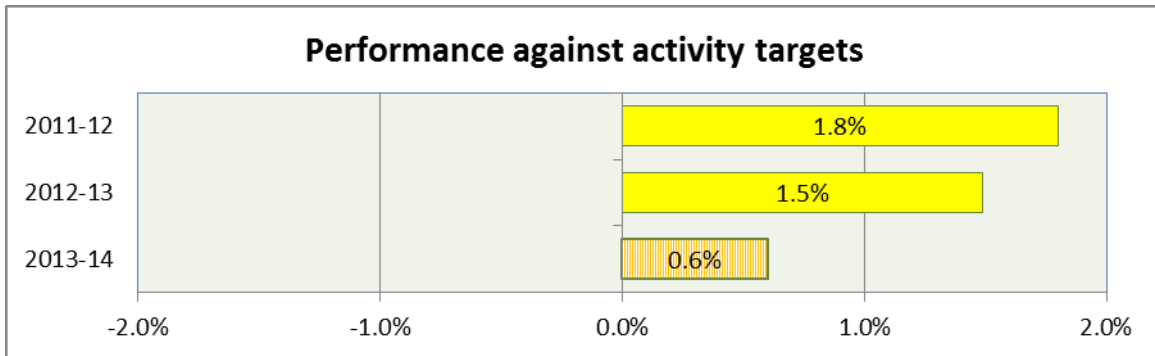


Performance against activity targets

14. Colleges receive funding from the SFC to deliver a target number of hours of learning (WSUMs). These hours of learning are weighted by the cost of teaching in different subject areas. For example, engineering courses tend to require specialist equipment and therefore have a higher weight than business courses that are more likely to be classroom based.

15. The WSUMs activity targets are those as published by the SFC and include additional targets associated with European Social Fund (ESF). As a result the WSUMs target will differ to the WSUMs target within the Baseline report for academic year 2013-14 as that only includes core activity targets as referred in the October 2013 Letter of Guidance from the Cabinet Secretary. Note that the figures do not include HE activity from 2013-14 from Scotland’s Rural College (SRUC). The overall effect is that the sector is shown as exceeding their target by 0.6 per cent in 2013-14.

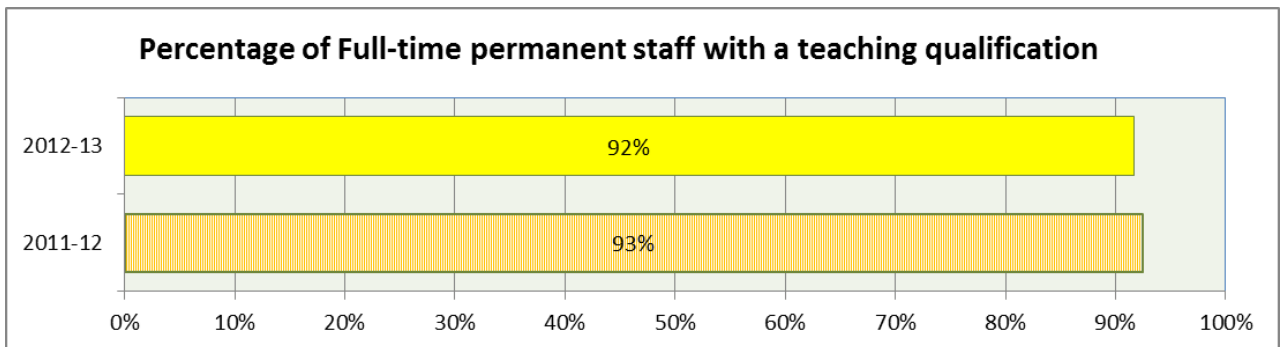
Chart 12



Staff in Scotland's colleges

This chart measures the percentage of full-time teaching staff with a teaching qualification recognised by the General Teaching Council.

Chart 13



5 Further information

1. The performance indicators are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.
2. In order to bring the performance indicators to the widest possible audience of employers, staff, students and parents, the format has been improved for this publication; the individual college PIs are now hosted by each college on their own website, thereby raising the profile of the figures and making them more useable.
Further information from the SFC on Scotland's colleges is available here:
<http://www.sfc.ac.uk/reportspublications/reportspublications.aspx>
3. Student numbers may differ across these publications as the reports are prepared for different purposes. For example, the PI report excludes students who begin courses in January and finish in December of the same year, as results will not be available for these students until the course ends. However, activity related to these students will be included in another SFC publication; the Baseline report for academic year 2013-14.
4. Full copies of Education Scotland subject and college reviews, and overviews of provision are available from this website:
<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>
5. Additional information regarding student enrolments and courses is available via the SFC INFACT interactive database. INFACT is on the SFC website:
www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx
6. The INFACT database, available on the SFC website, allows for more detailed analysis of provision within Scotland's colleges. Please note that figures on INFACT may differ from those presented here. INFACT includes figures for students not funded by SFC. These students are not counted in the Performance Indicator Report.
http://www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx

6 Technical Annex

Our performance indicators are primarily based on our [further education statistics \(FES\) returns](#) which include the course/exam result for each student funded by SFC. [Code list J](#) from our 2013-14 FES return outlines the 14 different options to record the result for the student for the academic year period. This includes options for student withdrawals, transfers, success and failures and continuation to the next stage of the course.

Student Outcome	Hours	Enrolments
Not provided	35,345	121
Withdrawn from programme/course and commenced employment	1,482,203	3,254
Withdrawn from programme/course and now studying in an HEI	26,252	113
Withdrawn from programme/course and destination unknown	7,831,585	22,244
Transferred to another programme/course within the college	117,740	1,172
Completed programme/course, student assessed but not successful	8,725,830	22,310
Completed programme/course, student assessed and successful	46,104,934	124,124
Withdrawn from programme/course and now studying elsewhere (not HEI)	91,653	388
Completed programme/course, student not assessed as programme/course not designed to be assessed	35,451	451
Student has progressed to next year but did not gain 70% of the credits undertaken	550,908	1,341
Student has progressed to next year and has achieved 70% of the credits undertaken	7,241,581	15,398
Student has achieved 70% of the credits undertaken but has chosen no to progress onto the next year	140,069	298
Student completed first year of an HND but has chosen to leave with an HNC	341,400	569
Spanning programme	45,631	127
Total	72,770,580	191,910

We collect a student record for each individual funded by SFC. Of the 191,910 course enrolments included within our report only 3 records have been returned without a date of birth although there will be some inaccurate dates in the remaining records. The gender of the student has been returned for all records. The ethnic background is unavailable for around 900 enrolments and the disability status is not recorded for around 700 enrolments.

Colleges submit their returns via our FES ONLINE web tool which performs around 150 separate validations on each record. These validations are

updated on an annual basis based on feedback from our statistical advisory and performance indicator groups.

As well as performing data validation, our FES ONLINE system provides colleges with management reports which include performance indicators. These reports include the published Performance Indicators for the college which we ask the college to confirm as accurate.

Other reports include performance indicators for each course run by the college which enables colleges to evaluate the national PI values by confirming those at course level which are more closely managed by the relevant course teams. Colleges are able to submit files to FES ONLINE as part of an iterative process until they are happy with their data quality and performance indicators. This enables course teams to examine the management reports and update the student records appropriately until they are happy that the results reflect the success rates for their course.

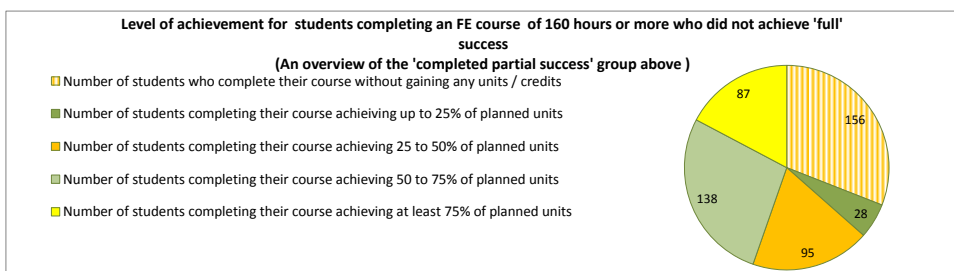
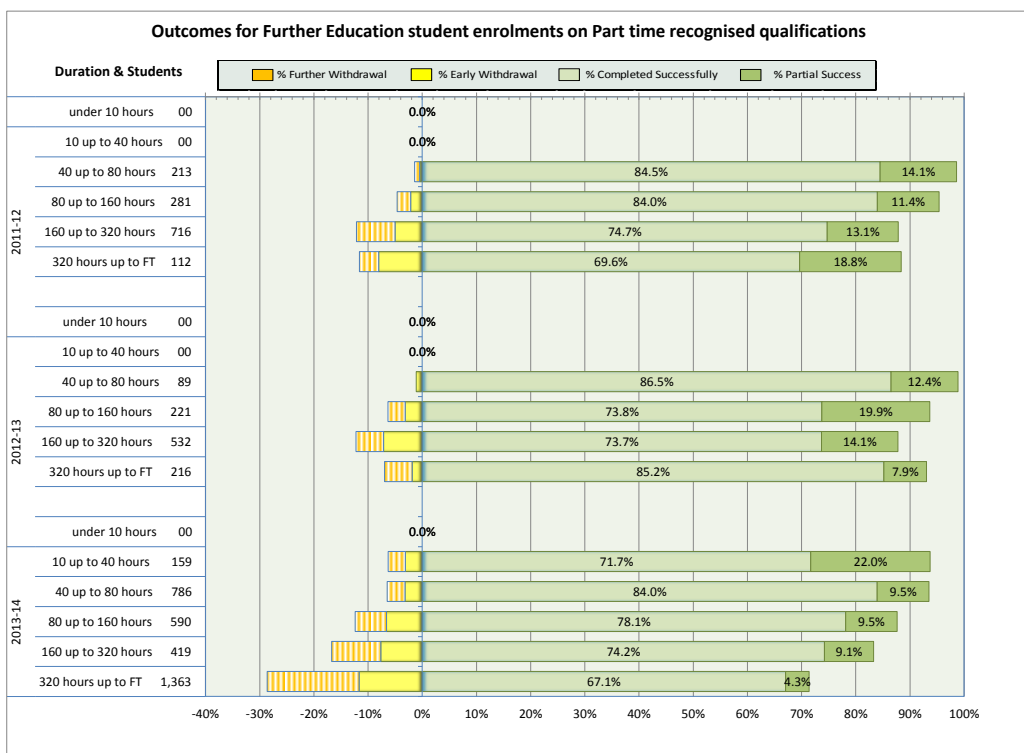
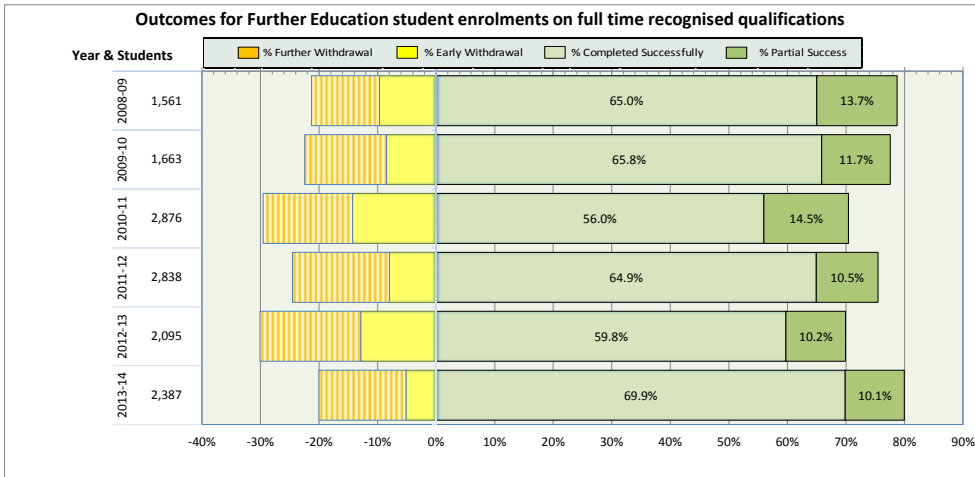
SFC has worked with our statistical advisory groups and with the 'College Development Network' to develop a set of [performance indicator guidance notes](#). These help ensure student results are coded consistently across the sector. These guidance notes have not changed for a number of years which help ensure our Performance Indicators are comparable over the published time series.

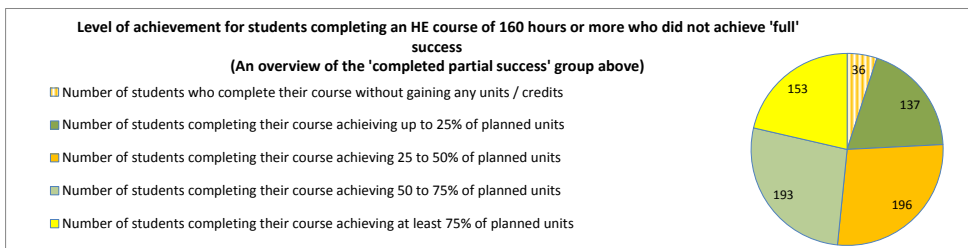
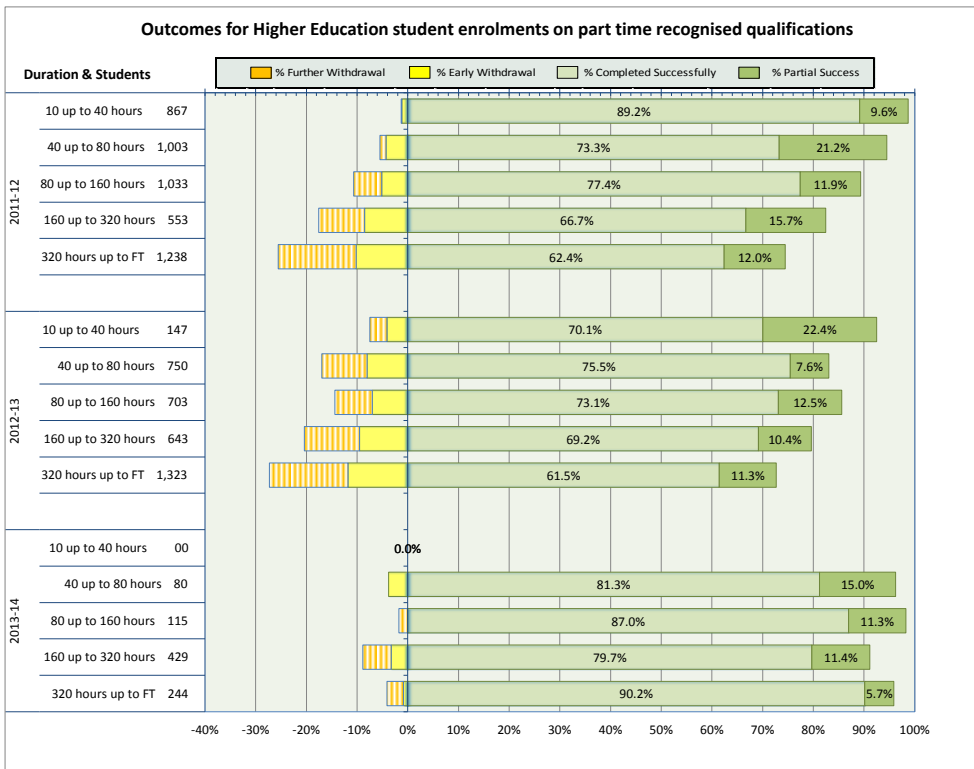
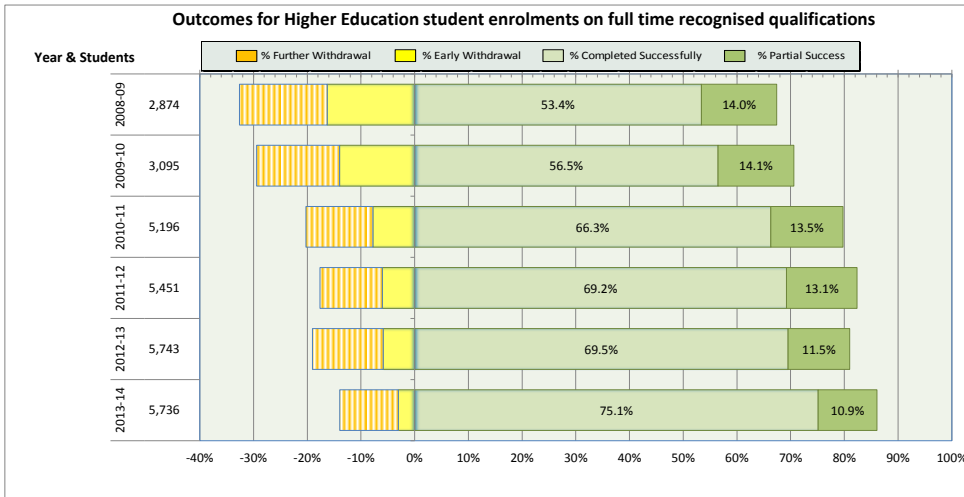
In addition to our FES and PI guidance notes SFC also provides the performance indicator and student outcome datasets to Education Scotland for use within their college reviews. This helps ensure the accuracy of our data and provides a richer context in which the results can be reviewed. The Education Scotland reports on college inspection can be found [here](#).

SFC allocates approximately £530m per year to colleges to deliver learning activity and provide financial student support. As a result colleges undergo significant audit of their student records to ensure these funds are being spent in line with guidance. These audits include checking that student withdrawals are being properly managed and recorded and that the correct SUMs are being claimed for students. Our PIs are based on these same records and therefore the robust audit process for the £530m college funding helps ensure the accuracy of our student records.

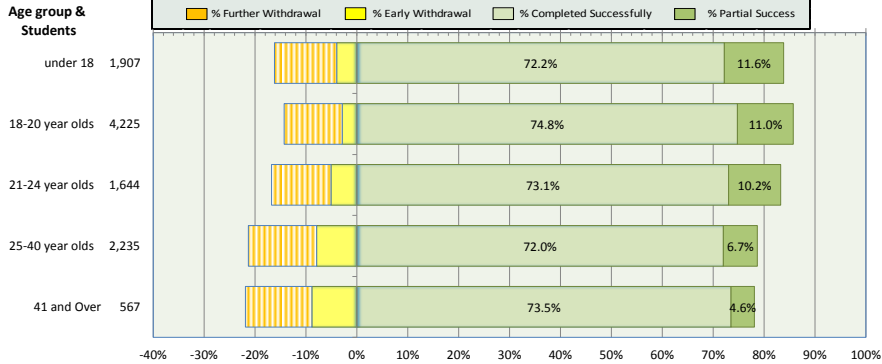
SFC plans to carry out visits to each college before the 2014-15 performance indicators are finalised. These visits will check the accuracy of the 2013-14 and 2014-15 student records and ensure our performance indicators continue to be based on accurate data.

CITY OF GLASGOW COLLEGE

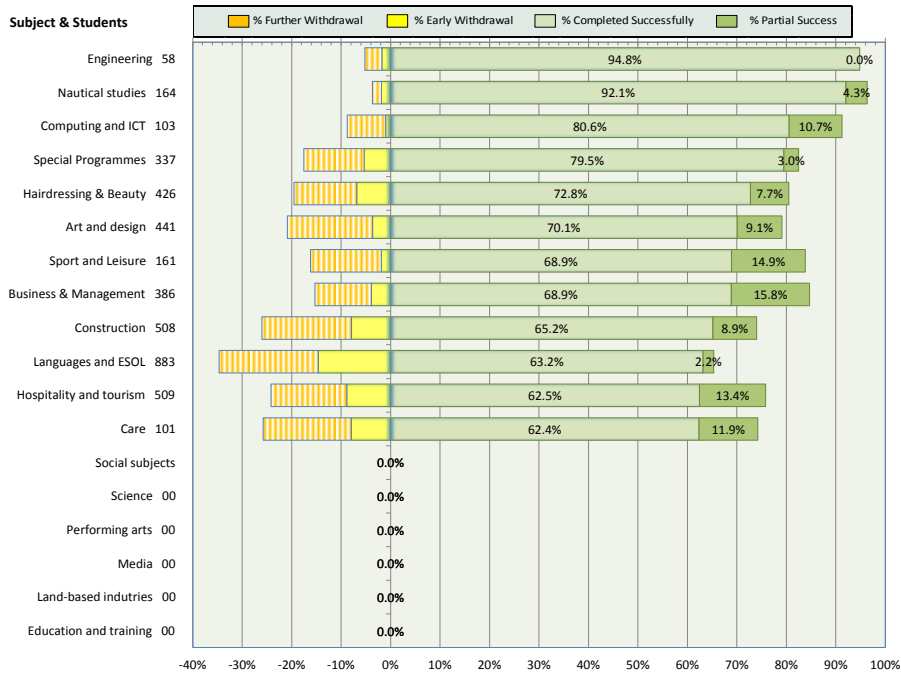




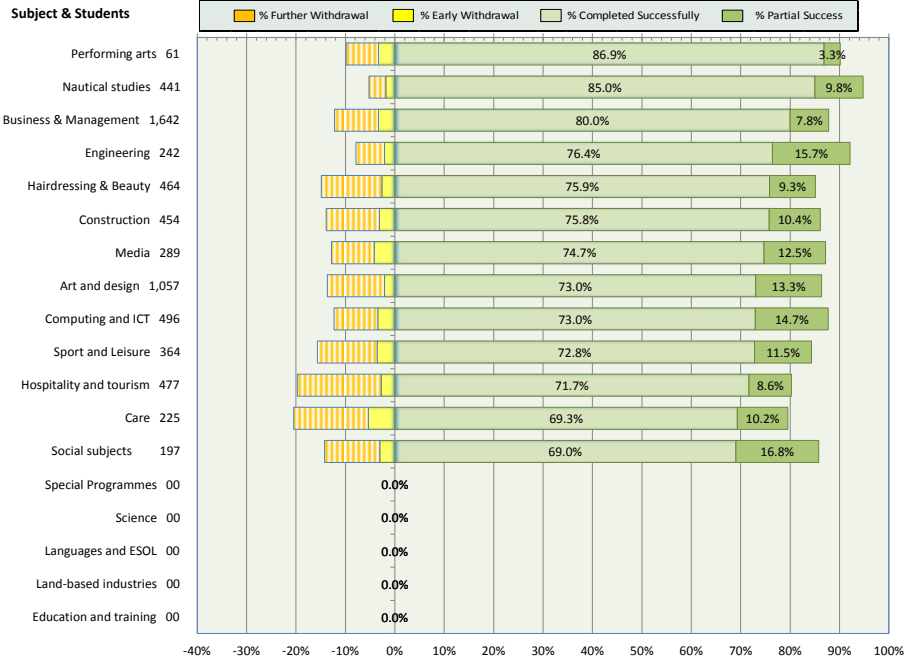
Enrolments by age group for courses lasting 160 hours or more



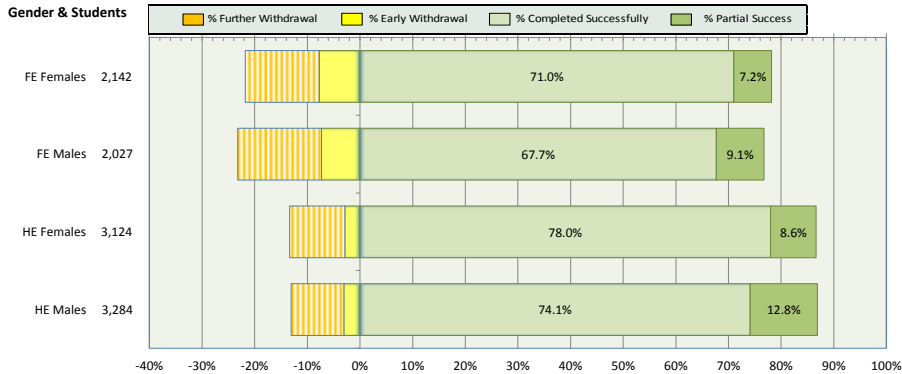
Enrolments by HMI subject groupings on FE courses lasting 160 hours or more



Enrolments by HMI subject groupings on HE courses lasting 160 hours or more



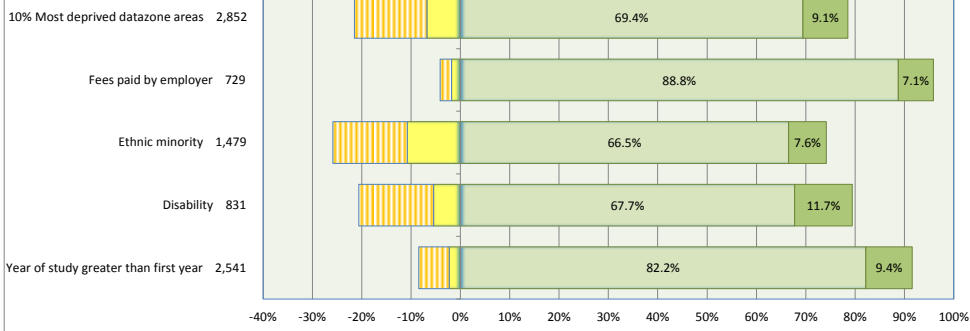
Enrolments by level and gender on courses lasting 160 hours or more



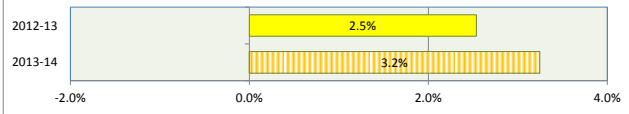
Outcomes for student enrolments on recognised qualifications

Key Group & Students

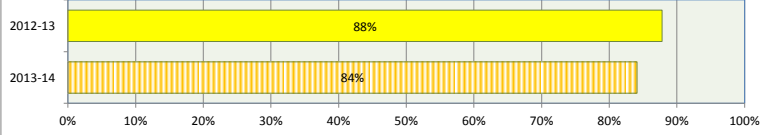
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 ■ % Early Withdrawal
 ■ % Completed Successfully
 ■ % Partial Success



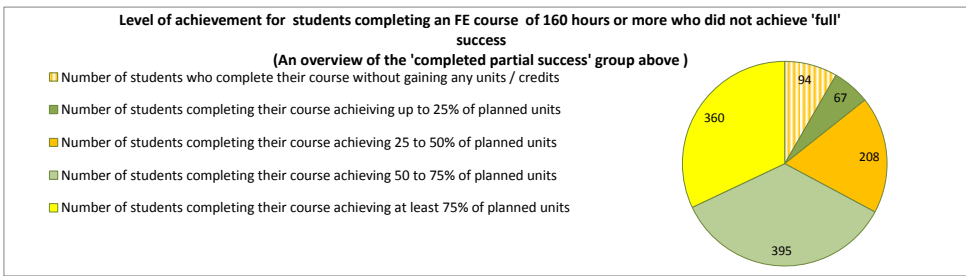
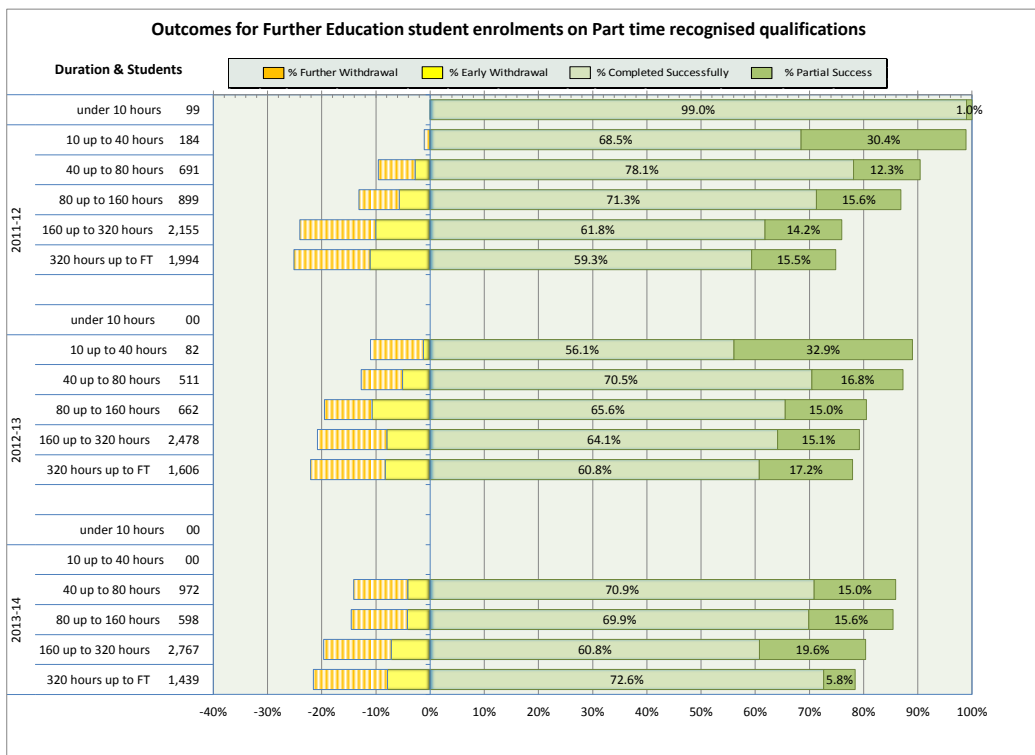
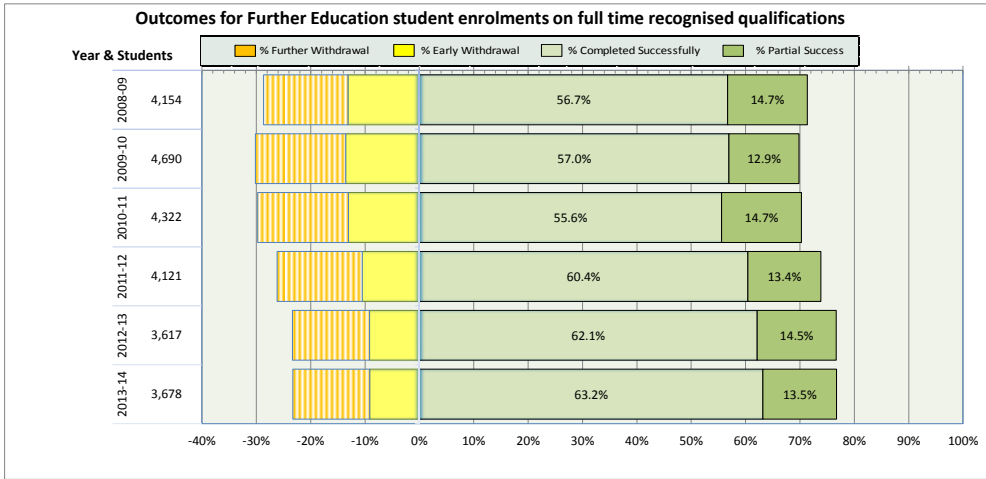
Performance against activity targets

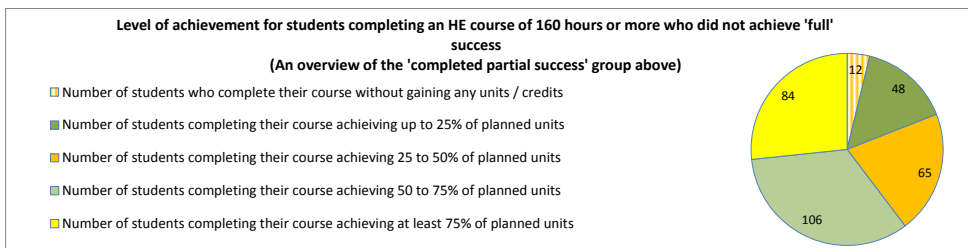
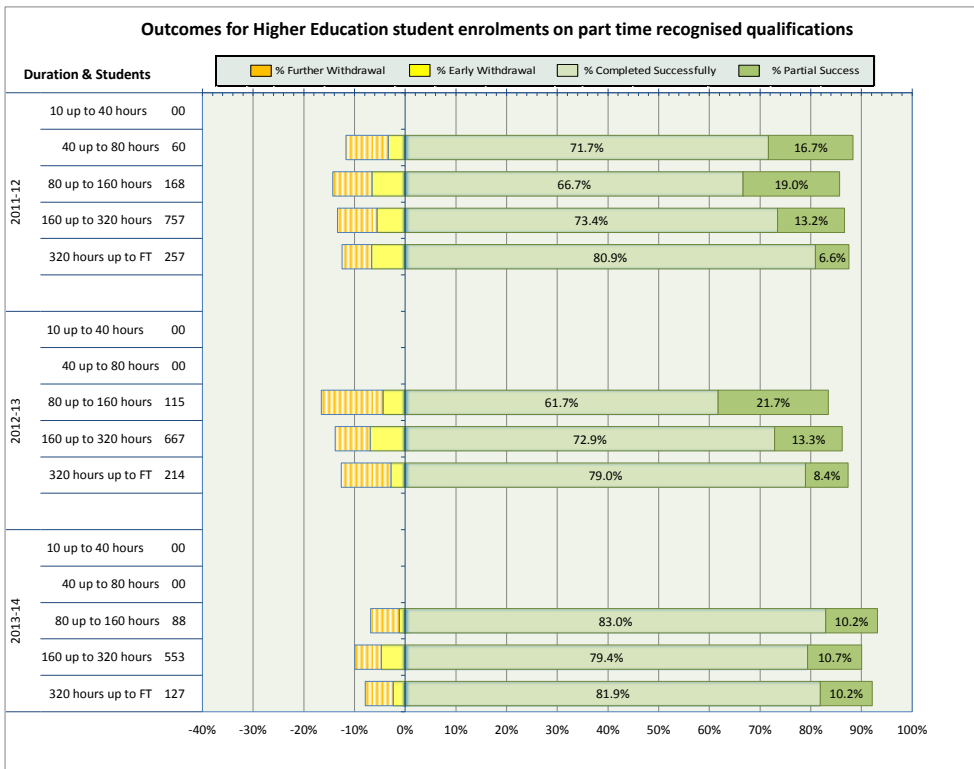
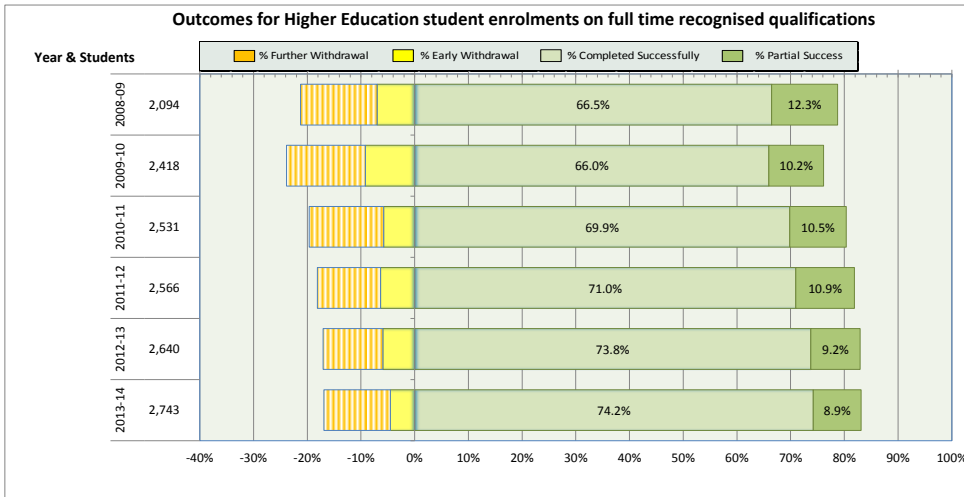


Percentage of Full-time permanent staff with a teaching qualification

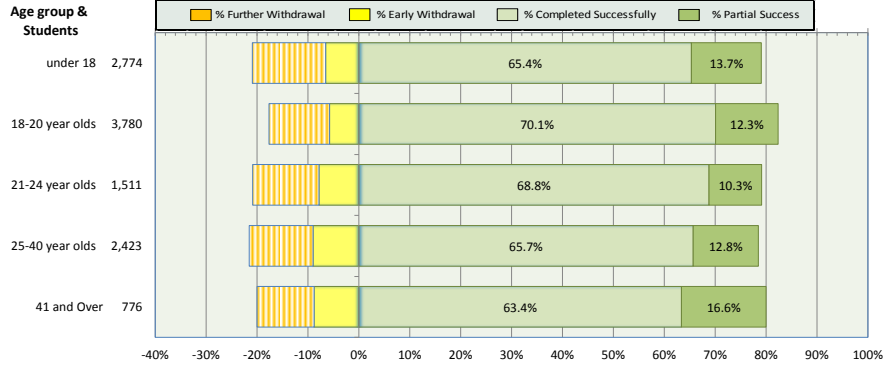


GLASGOW CLYDE COLLEGE

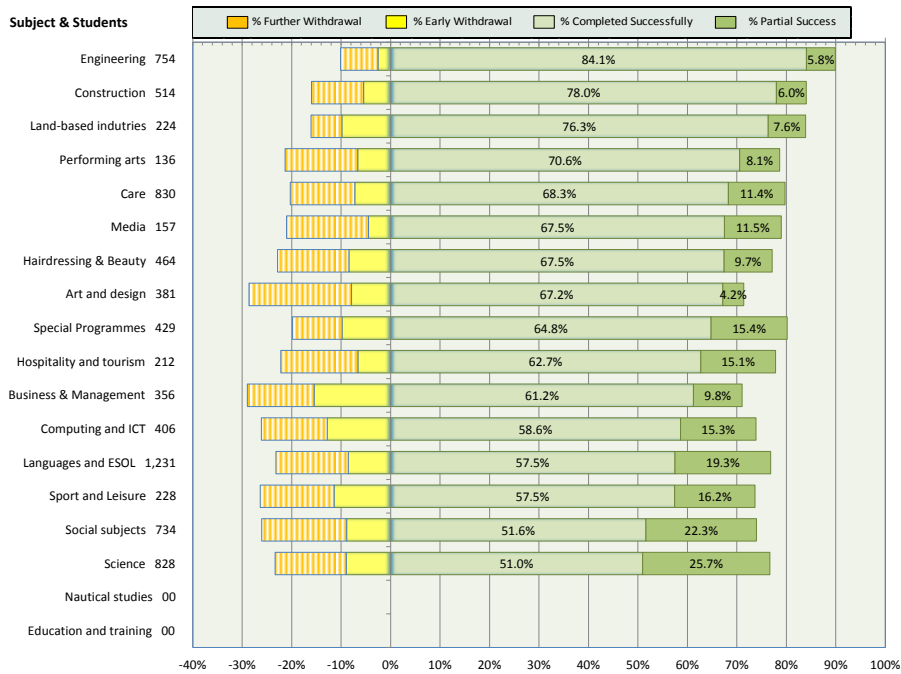




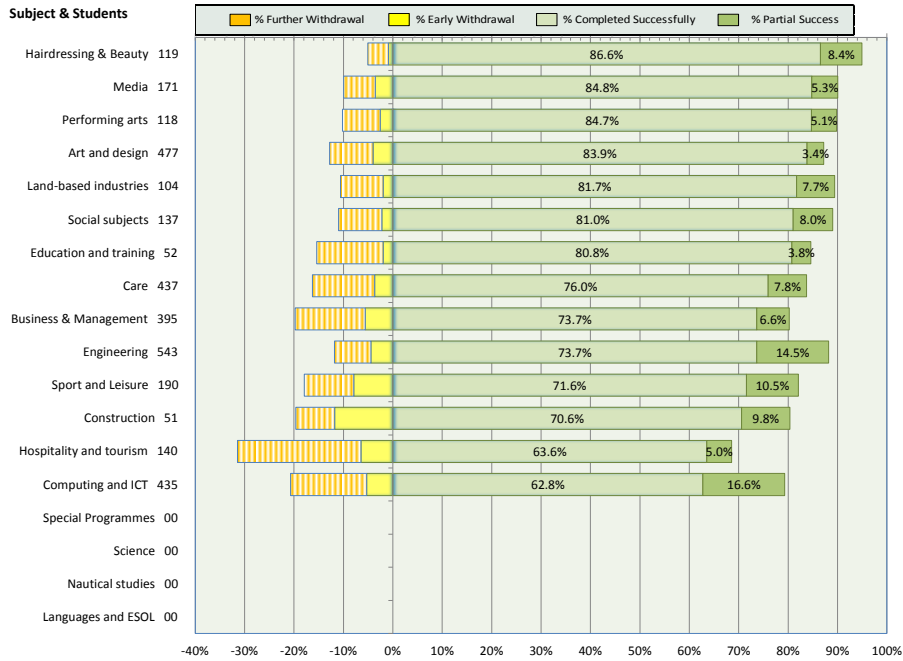
Enrolments by age group for courses lasting 160 hours or more



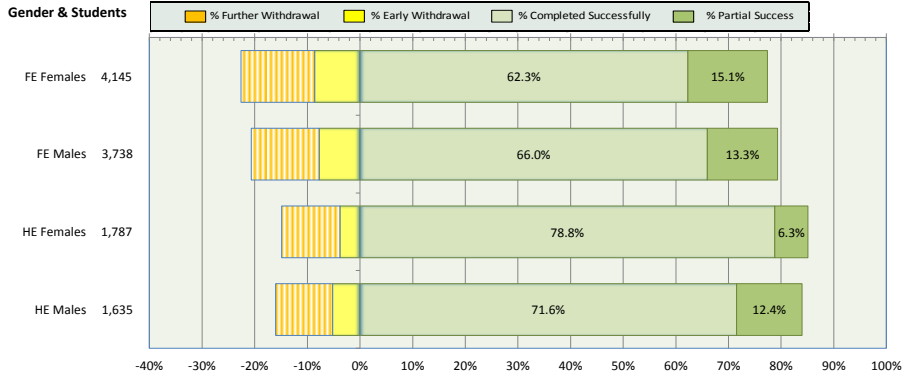
Enrolments by Education Scotland subject groupings on FE courses lasting 160 hours or more



Enrolments by Education Scotland subject groupings on HE courses lasting 160 hours or more



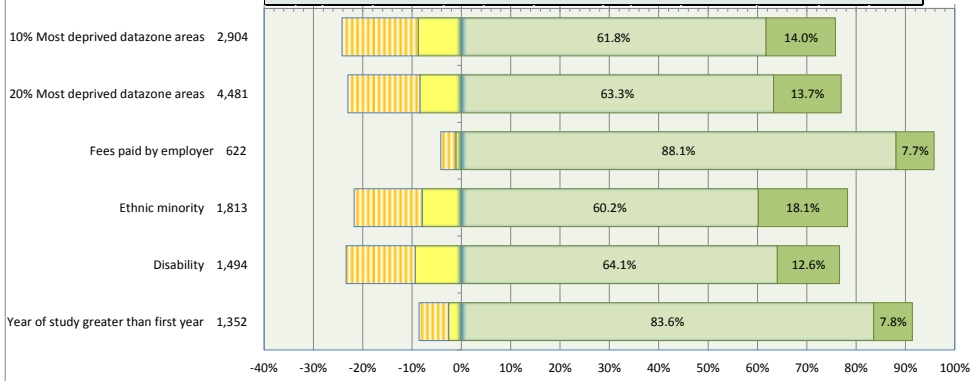
Enrolments by level and gender on courses lasting 160 hours or more



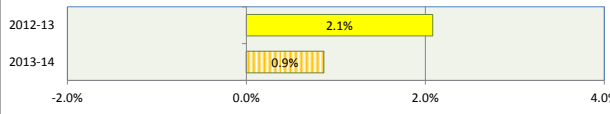
Outcomes for student enrolments on recognised qualifications

Key Group & Students

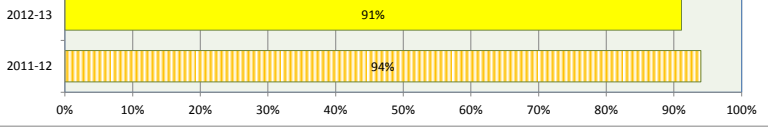
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 ■ % Early Withdrawal
 ■ % Completed Successfully
 ■ % Partial Success



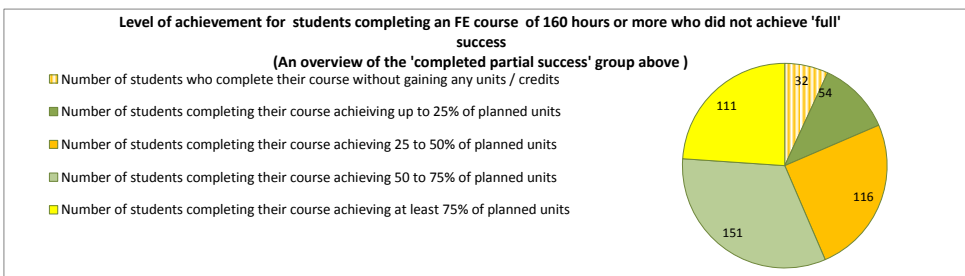
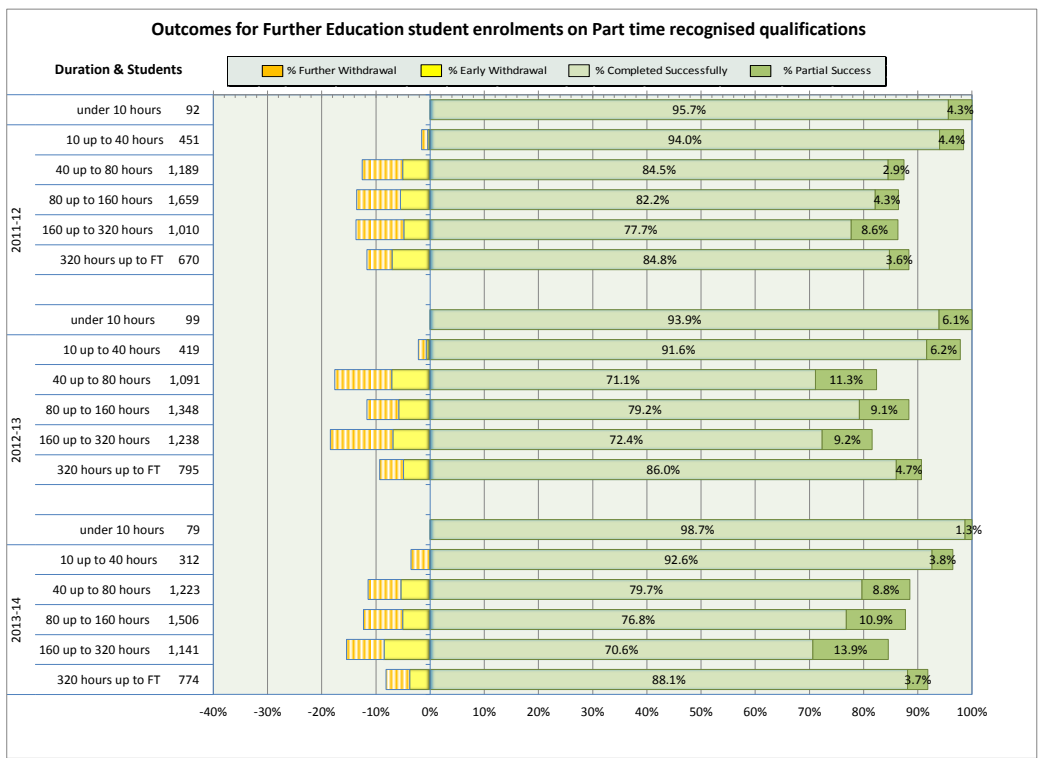
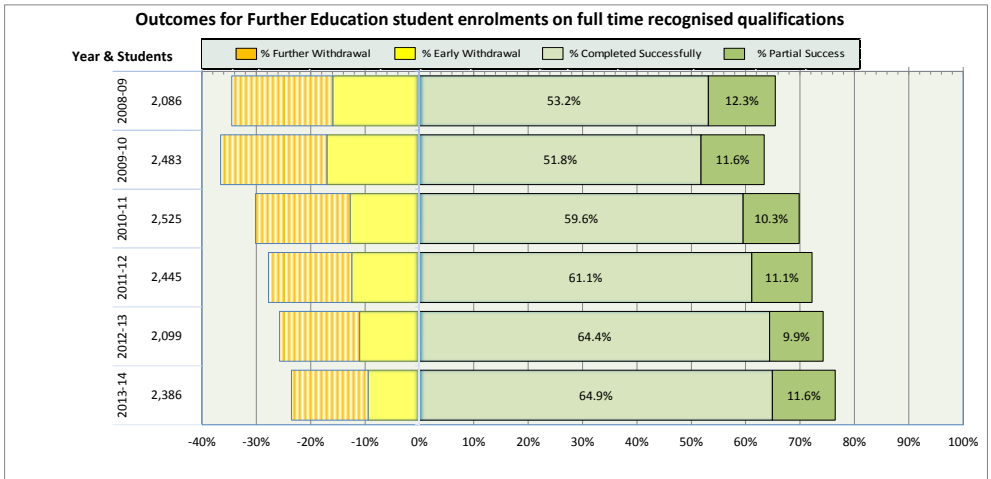
Performance against activity targets

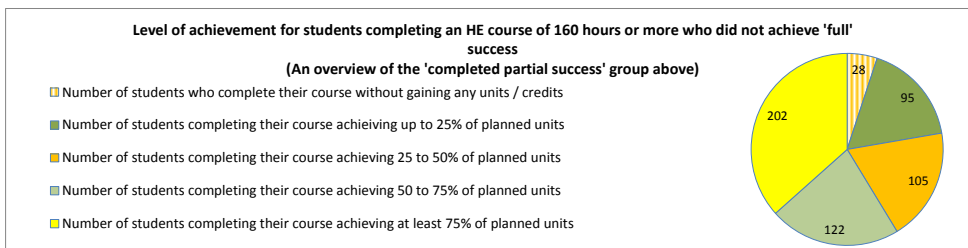
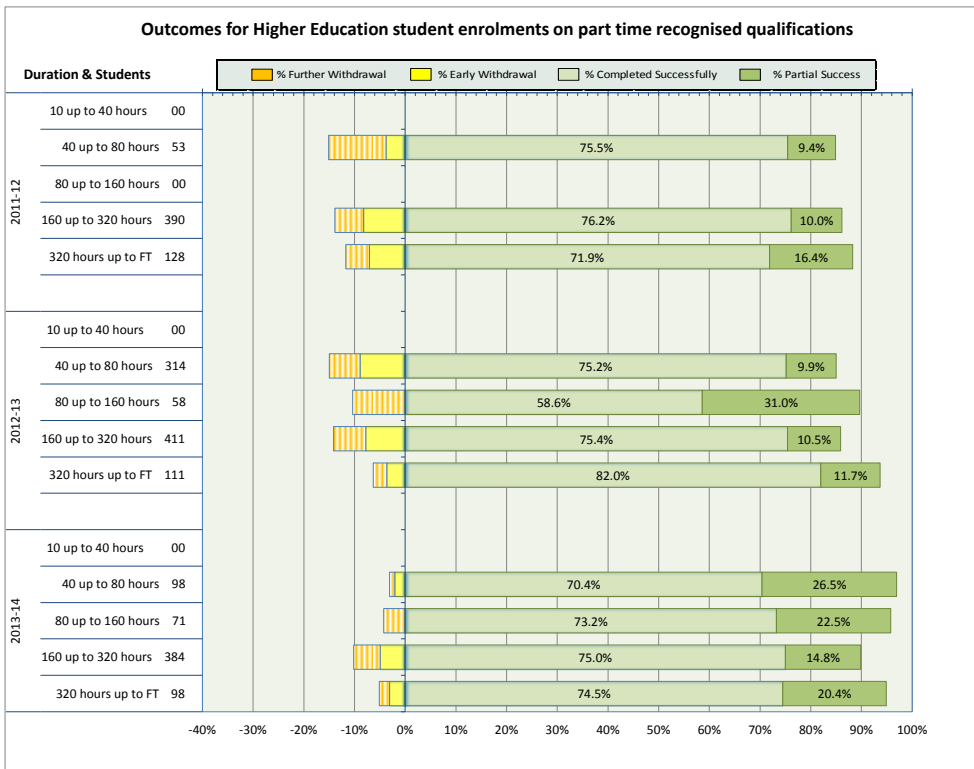
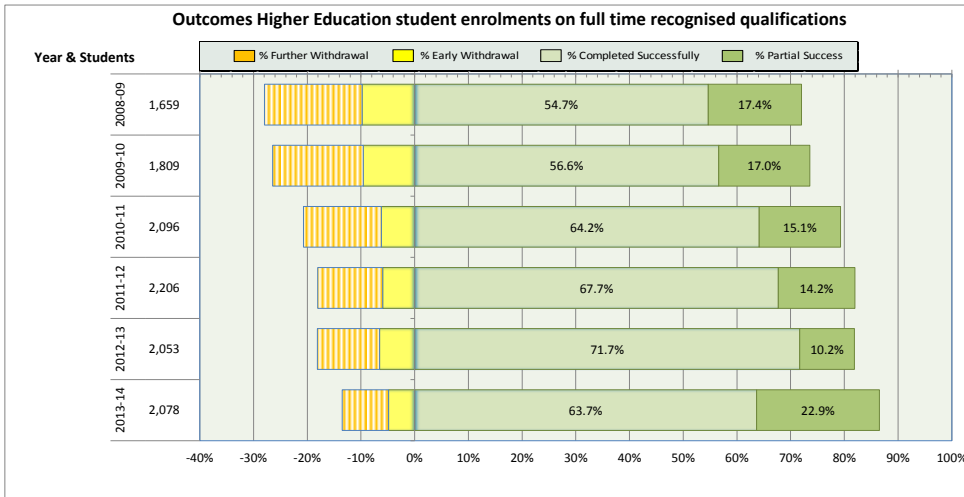


Percentage of Full-time permanent staff with a teaching qualification

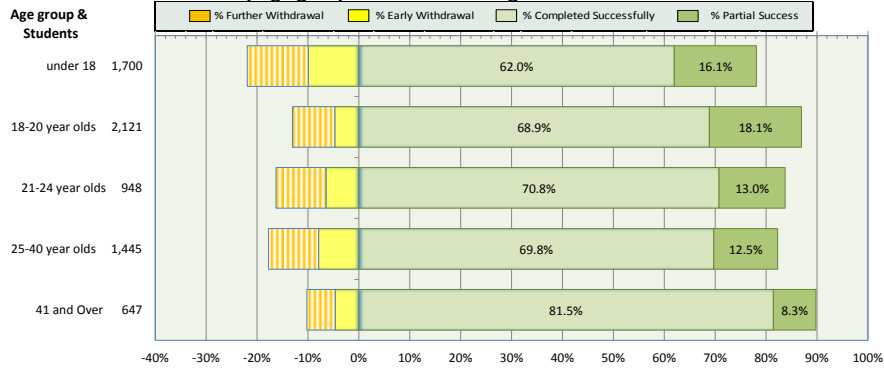


GLASGOW KELVIN COLLEGE

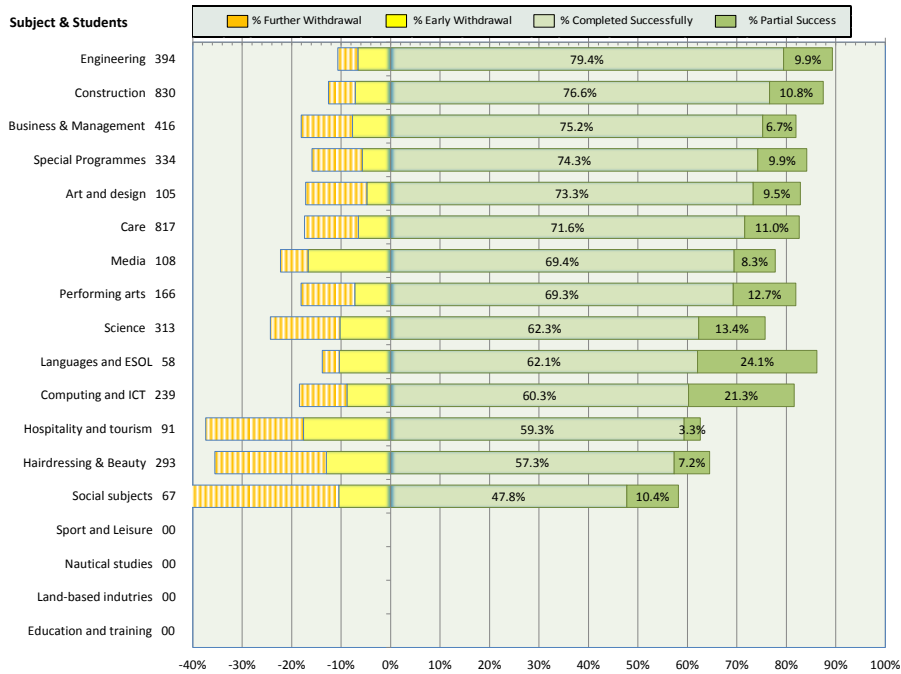




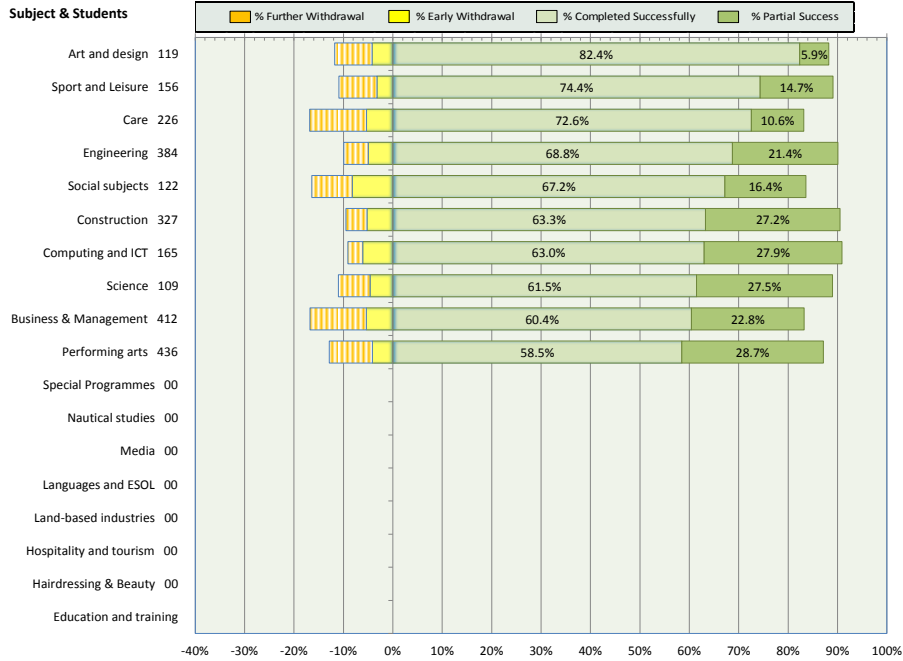
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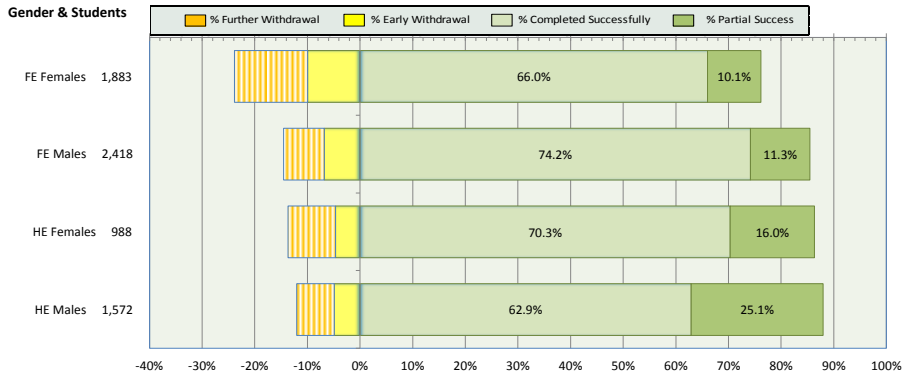
Enrolments by Education Scotland subject groupings on FE courses lasting 160 hours or more



Enrolments by Education Scotland subject groupings on HE courses lasting 160 hours or more

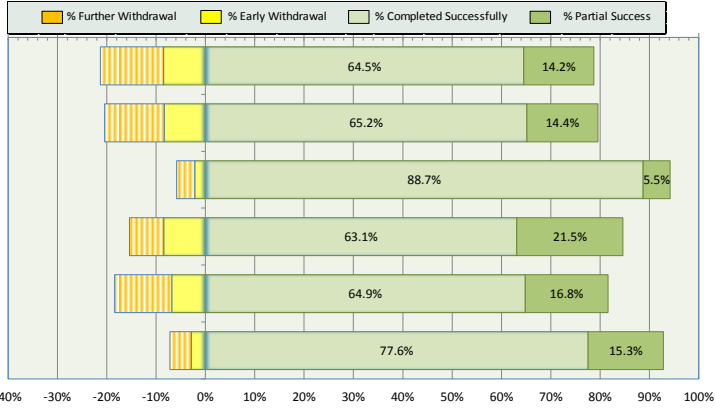


Enrolments by level and gender on courses lasting 160 hours or more

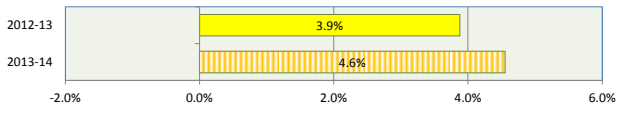


Outcomes for student enrolments recognised qualifications

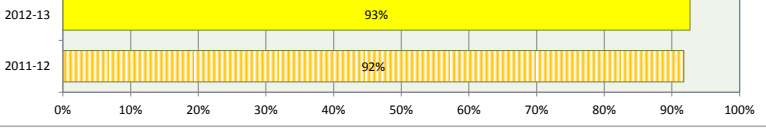
Key Group & Students



Performance against activity targets



Percentage of Full-time permanent staff with a teaching qualification





Board of Management Learning and Teaching Committee

Date of Meeting	Tuesday 2 December 2014
Paper No.	LTC2-C
Agenda Item	5
Subject of Paper	Scottish Funding Council Performance Indicators
FOISA Status	Non-Disclosable
Primary Contact	Alex Craig
Date of production	24 November 2014
Action	For Discussion

1. Purpose of report

This paper identifies the final Scottish Funding Council 2013/14 performance indicators after SFC audit.

2. Context and Discussion

To provide context and discussion the Further Education and Higher Education PIs are compared to academic year 2012/13.

3. Impact and implications

As previously noted to the Committee the PIs show improvement on academic year 2012/13 in terms of withdrawal and success. However within part time Further Education there are courses that are below the latest available national benchmarks. The Committee should note the are Faculty and Curriculum plans in place to address this.

4. Recommendations

This paper is for noting and discussion.

Further Education	Completed Successful		Change	Completed partial success		Change	Further Withdrawal		Change	Early Withdrawal		Change
	13_14	12_13		13_14	12_13		13_14	12_13		13_14	12_13	
	%	%	%	%	%	%	%	%	%	%	%	
Full time	69.9	59.8	10.1	10.1	10.2	-0.1	14.9	17.2	-2.3	5.2	12.9	-7.7
320 hours but not full time	67.1	61.5	5.6	4.3	11.3	-7	16.9	15.5	1.4	11.7	11.8	-0.1
160 to 320 hours	74.2	69.2	5	9.1	10.4	-1.3	9.1	10.9	-1.8	7.6	9.5	-1.9
80 to 160 hours	78.1	73.1	5	9.5	12.5	-3	5.8	7.4	-1.6	6.6	7	-0.4
40 to 80 hours	84	75.5	8.5	9.5	7.6	1.9	3.3	8.9	-5.6	3.2	8	-4.8
10 to 40 hours	71.1	70.1	1	22	22.4	-0.4	3.1	3.4	-0.3	3.1	4.1	-1
Part time	74.2	68.5	5.7	7.9	11	-3.1	10.1	11.2	-1.1	7.8	9.3	-1.5

Higher Education	Completed Successful		Change	Completed partial success		Change	Further Withdrawal		Change	Early Withdrawal		Change
	13_14	12_13		13_14	12_13		13_14	12_13		13_14	12_13	
	%	%	%	%	%	%	%	%	%	%	%	
Full time	74.7	69.5	5.2	11.1	11.5	-0.4	11.1	13.2	-2.1	3.1	5.9	-2.8
320 hours but not full time	90.2	85.2	5	5.7	7.9	-2.2	3.3	5.1	-1.8	0.8	1.9	-1.1
160 to 320 hours	79.7	73.7	6	11.4	14.1	-2.7	5.6	5.1	0.5	3.3	7.1	-3.8
e 80 to 160 hours	87	73.8	13.2	11.3	19.9	-8.6	1.7	3.2	-1.5		3.2	-3.2
d 40 to 80 hours	81.3	86.5	-5.2	15	12.4	2.6				3.8	1.1	2.7
c 10 to 40 hours												
b under 10 hours												
Part time	83.8	77.1	6.7	10.1	13.9	-3.8	3.9	4.3	-0.4	2.2	4.7	-2.5

LEARNING & TEACHING COMMITTEE

TOPIC: SFC AUDITED PI DATA FOR 2013-2014

	RECOMMENDATION
	The Learning & Teaching Committee are asked to NOTE this paper
1	INTRODUCTION
	This paper updates the Committee on the published performance indicator (PI) data Glasgow Clyde College during 2013-2014.
2	BACKGROUND
	<p>The Scottish Funding Council (SFC) publishes annual national staff and student PI information in January each year and the results for each college are published in turn on the college website.</p> <p>The purpose of the report is to: <i>‘inform stakeholders about the performance of the sector and to allow colleges to benchmark their performance and therefore support the wider quality improvement agenda’</i>. The full Baseline Report is available at: http://www.sfc.ac.uk/communications/Statisticalpublications/2015/SFCST012015.aspx</p> <p>The report provides a very useful context for considering performance against the sector and against colleges with similar ‘profiles’ and can be used to inform self-evaluation and college planning and target setting. It will also useful to examine college performance ‘over time’ by using published trend data as results for merged colleges become available.</p>
3	COLLEGE RESULTS
	<p>Tables 1 and 2 contain information on the results for FTFE and FTHE for all colleges in Scotland, as well as averages both for Scotland as a sector, and for the Glasgow region. Results for PTFE and PTHE are supplied in Tables 3 and 4 for Scotland, the Glasgow colleges and the Glasgow Region only as there is less value in comparison with all colleges in Scotland in these areas. Patterns of delivery vary greatly, with some colleges concentrating on part time courses of less than 10 hours and others delivering large numbers of course of up to 320 hour duration.</p> <p>Overall the college has remained above the average for the sector and for Glasgow for both FT and PT HE and results in these 2 at 74.2% and 80.2%</p>



LEARNING & TEACHING COMMITTEE

	<p>respectively are broadly in line with or above the other colleges in Glasgow.</p> <p>In FT and PT FE however, the published results verify the findings of the recent Education Scotland Review in identifying that performance is below average and that the college should concentrate on improving results in these areas. The college FTFE figure at 63.2% is below both the Glasgow Region average of 65.6% and the Sector average of 66%. The PTFE at 66.4% is below both the Region at 72.8% and the sector average at 78.4%</p> <p>As identified in both the summary of self-evaluation and the Annual Report on Quality to SFC in December 2014, these figures are a main focus for improvement activity in the current year. Analysis so far has identified targeted changes to a number of FTFE programmes including General Education, ESOL and some areas within Health and Wellbeing and Faculties are making changes to course design and delivery to impact on results. Similarly, in PTFE further analysis has identified specific areas where targeted change is being used to effect improvement and it is expected that changes to delivery models will result in better attainment. Work is being carried out with course teams to help them identify strengths and weaknesses in performance at team level and they will expand on the 'internal review' of targeted courses which was begun in preparation for the Education Scotland Review.</p> <p>In addition to college activities, PI analysis has identified that the college has much higher percentages of students residing in the 20% most deprived postcodes (SIMD) than Scotland as a whole, and research, including research carried out by Education Scotland themselves, has shown that these students will have lower levels of attainment overall. Context is therefore an important contributor to the analysis of performance and therefore setting targets for improvement both at college and regional level must be realistic as well as aspirational. So far discussions are underway as to whether these targets should be at college or team level.</p>
	<p>RECOMMENDATION</p>
	<p>The Learning & Teaching Committee are asked to NOTE this paper.</p>

Submitted by:

Name Cathy McSkimming

Title Director, Quality and Performance

Email: cmcskimming@glasgowclyde.ac.uk

GLASGOW KELVIN COLLEGE

BOARD OF MANAGEMENT

LEARNING AND TEACHING COMMITTEE

SFC STATISTICAL PUBLICATION – COLLEGE PERFORMANCE INDICATORS 2013/14

Report by Quality Enhancement Manager

1. Introduction

Members will recall that the Scottish Funding Council (SFC) publish College Performance Indicators on an annual basis. This report seeks to inform members of the publication of these figures for 2013/14 and to compare the Glasgow Kelvin College performance with that of the sector.

2. College Performance Indicators 2013/14

SFC published College Performance Indicators for 2013/14 on 15th January 2015. Their report is attached as Appendix 1 to this report.

At a national level, the SFC report shows continuing improvement in performance on both further and higher education programmes.

More particularly, in relation to Further Education in 2013/14:

- 77.4 per cent of 51,025 full-time FE students completed their studies;
- 66.0 per cent of students successfully completed their course and this is the greatest number of FE graduates of all time;
- the remaining 22.6 per cent of full-time FE students are accounted for by 7.8 per cent of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 14.8 per cent between this point and the end of the course;
- 11.2 percentage increase in the number of full-time FE student enrolments over the last six years;
- 6.4 percentage point increase over last 6 years in the rate of successful full-time FE students; and
- 6,341 additional FE graduates over the last 6 years of which 3,400 can be attributed to an improvement in success rates.

In relation to Higher Education in colleges in 2013/14:

- 84.2 per cent of a total of 31,977 full-time HE students completed their studies;
- 71.5 per cent of full-time students successfully completed their course and this is the greatest number of HE graduates of all time;
- the remaining 15.8 per cent of full-time HE students are accounted for by 4.6 per cent of students withdrawing before the funding qualifying date and a further 11.3 per cent between this point and the end of the course;

- 31.7 percentage increase in the number of full-time HE student enrolments over the last six years;
- 9 percentage point increase over last 6 years in the rate of successful full-time HE students; and
- 7,685 additional HE graduates over the last 6 years of which 5,507 can be attributed to an improvement in success rates.

3. Glasgow Kelvin College Performance Indicators 2013/14

While the SFC report provides only national performance figures individual colleges are expected to publish their own agreed Performance Indicators on their own websites. Links to these pages are listed on the SFC website. The Glasgow Kelvin College indicators are published at <http://www.glasgowkelvin.ac.uk/college-performance/>.

Members will also be aware that due to the timing of Glasgow Kelvin College's vesting day, on 1st November 2013 through the merger of John Wheatley, North Glasgow and Stow Colleges, students in academic year 2013/14 initially enrolled with one of these legacy colleges and then completed their programmes as part of Glasgow Kelvin College.

Appendix 2 shows individual college performance in FTFE and FTHE programmes in 2013/14.

In summary:

	FT FE successful completion	FT HE successful completion
Glasgow Kelvin College	64.9%	63.7%
Scotland	66%	71.5%

Members will be aware that this performance should be viewed in the context that the College recruits more of its learners from deprived and educationally challenging communities of Glasgow (and therefore of Scotland) than any other college in the City or Scotland. Given that this is the case, being so close to the national average for FT FE successful completion is a creditable performance. The gap between FT HE attainment at the College and the national norm (almost 8%) is a much more significant challenge.

Members will also recall, from discussion at the last meeting of the Learning and Teaching Committee, that in relation to legacy college performance North Glasgow College continued to perform strongly with slight improvements in success rates in FT FE and FT HE but slight reductions in success in PT FE and PT HE. Legacy John Wheatley College also recorded minor variations in success rates, an improvement in FT FE but reductions in HE programmes, but was consistent overall with the previous session and, more significantly increased by almost 13% the number of learners successfully completing programmes. For legacy Stow however, overall performance in full-time programmes reduced and were significantly below both Glasgow and Scotland norms with FT HE ranking as the poorest across the sector. This has had a significant impact on the overall FT HE figure for Glasgow Kelvin College.

This data confirms again the assessment made by Glasgow Kelvin College that there had been limited progress made by one of our legacy colleges to put in place effective actions to

address the main points for action identified by Education Scotland, in May 2013, from the commencement of academic year 2013/14. Members will recall that the Committee also considered a report on this matter at that previous meeting.

The College has already taken a number of steps to improve learner success. This has included the establishment of Quality Improvement Action Plans to support specific programmes as well as implementation of Class Tutor arrangements to enhance the focus on learner success and progression. The College is currently at the stage of reviewing programme performance over the first teaching block of the session as part of a structured approach to monitoring performance. It expects to be in a position to report on the progress and impact of these initiatives at the next meeting of the Committee.

4. Resource issues

The resources to support actions to improve learner attainment are contained within the College budget.

5. Risk and other issues

The College faces reputational risk if actions to address low attainment rates are not effective. There are no perceived equalities issues raised by this paper.

6. Recommendations

Members are recommended to:

- i. note the contents of this report and its appendices;
- ii. note that the College had previously identified the need to address low student attainment in the Institution-led Self Evaluation report previously approved by the Board;
- iii. request that the Quality Enhancement Manager bring forward an update report on progress against actions taken to improve attainment to an appropriate future meeting.

7. Further information

Members can obtain further information on the contents of this report and its appendices from Sarah-Jane Linton, Quality Enhancement Manager on sjlinton@glasgowkelvin.ac.uk, or Christine Stronach, Vice Principal, on cstronach@glasgowkelvin.ac.uk or Alan Sherry, Principal on asherry@glasgowkelvin.ac.uk.

Scottish Sector Full Time Further Education 2013/14

		Student Number	% Early withdrawal	% Further Withdrawal	% Completed Successful	% Completed partial success
1	Borders	1,013	-5.2%	-13.3%	74.0%	7.4%
2	Dundee & Angus	3,317	-6.6%	-9.8%	72.9%	10.7%
3	City of Glasgow	2,387	-5.2%	-14.9%	69.9%	10.1%
4	Forth Valley	2,122	-6.4%	-15.1%	69.7%	8.8%
5	South Lanarkshire	1,467	-9.9%	-17.7%	67.7%	4.7%
6	UHI	4,511	-8.0%	-16.2%	66.3%	9.5%
7	NE College	4,095	-6.3%	-15.1%	66.2%	12.4%
8	Ayrshire	4,755	-6.7%	-13.9%	65.8%	13.6%
9	New Battle	64	-12.5%	-18.8%	65.6%	3.1%
10	Edinburgh	5,192	-5.5%	-14.8%	65.4%	14.2%
11	West College Scotland	4,408	-9.0%	-13.1%	65.3%	12.5%
12	Glasgow Kelvin	2,386	-9.4%	-14.1%	64.9%	11.6%
13	Fife	4,275	-9.3%	-16.9%	63.5%	10.3%
14	West Lothian	1,293	-8.9%	-15.2%	63.3%	12.5%
15	Glasgow Clyde	3,678	-9.1%	-14.1%	63.2%	13.5%
16	New College Lanarkshire	4,001	-9.8%	-18.0%	62.6%	9.5%
17	Dumfries & Galloway	1,235	-7.4%	-18.5%	62.3%	11.8%
	Scotland	51,025	-7.8%	-14.8%	66.0%	11.4%
	Glasgow Region		-8.1%	-14.3%	65.6%	12.0%

Scottish Sector Full Time Higher Education 2013/14

		Student Number	% Early withdrawal	% Further Withdrawal	% Completed Successful	% Completed partial success
1	Dundee & Angus	2,013	-3.3%	-7.5%	76.7%	12.5%
2	Borders	183	-8.2%	-8.7%	76.0%	7.1%
3	City of Glasgow	5,736	-3.0%	-10.9%	75.1%	10.9%
4	South Lanarkshire	672	-7.0%	-11.6%	74.9%	6.5%
5	Glasgow Clyde	2,743	-4.5%	-12.4%	74.2%	8.9%
6	Edinburgh College	3,657	-3.7%	-10.7%	73.3%	12.3%
7	Forth Valley	1,172	-3.5%	-11.0%	72.6%	12.9%
8	Dumfries & Galloway	388	-5.4%	-12.1%	72.4%	10.1%
9	NE College	2,691	-4.2%	-12.5%	72.1%	11.1%
10	Fife College	2,452	-6.4%	-10.8%	69.7%	13.1%
11	West College Scotland	2,714	-6.2%	-11.8%	69.0%	13.1%
12	West Lothian	660	-7.1%	-13.2%	67.9%	11.8%
13	New College Lanarkshire	2,494	-6.1%	-13.8%	67.4%	12.6%
14	Ayrshire	2,324	-4.2%	-12.8%	66.0%	17.0%
15	Glasgow Kelvin	2,078	-4.9%	-8.6%	63.7%	22.9%
	Scotland	31,977	-4.6%	-11.3%	71.5%	12.7%
	Glasgow Region		-3.8%	-10.8%	72.6%	12.7%