

## Performance and Resources Committee Meeting

Date of Meeting	Monday 6 February 2017
Paper Title	2015-16 Performance indicators
Agenda Item	14
Paper Number	PRC4-J
Responsible Officer	Robin Ashton, GCRB Executive Director
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 2015-16*, provides a report on national PIs for the academic year.
- 1.2. This report summarises key national themes within the SFC report and provides for members' information, an overview of the Glasgow Region data within this national context. Similar reports to this are considered by the individual college learning and teaching committees.

### 2. Recommendations

- 2.1. The Committee is invited to:
  - **note** the contents of this report and its appendices;
  - **note** that the three Glasgow colleges were effective in continuing to improve outcomes for students in 2014-15; and
  - **note** that GCRB and the assigned colleges will continue to evaluate and seek to improve learner success, including in terms of further exploring differences in attainment levels for modes of study, subject areas and protected and priority groupings.

### 3. Sector Level 2015-16

- 3.1. The SFC College Performance Indicators 2015-16 report is available from <http://www.sfc.ac.uk/communications/Statisticalpublications/2017/SFCST012017.aspx> or from GCRB on request.
- 3.2. This report provides evidence of generally continued improvement in learner attainment across Scotland's Colleges.

**3.3.** In terms of full-time provision at SCQF levels 1 to 6, the report highlights that:

- 65.5% successfully completed their course. This is 1.5% higher than 2014-15.
- Of the colleges delivering full time FE courses in 2015-16 fourteen had improved success rates in comparison to the previous year and eight saw a decline in the proportion successfully completing their course.
- Changes in success rates for colleges ranged from +8% to -4%.

**3.4.** In relation to full-time learners at SCQF levels 7 and above, the SFC reports that:

- 72.2% of full-time students successfully completed their course which is a 0.9 percentage point increase on the previous year.
- Of the 16 colleges delivering full time HE courses in 2015-16 nine had improved pass rates in comparison to the previous year, one remained the same and six saw a decline in the proportion successfully completing their course.
- Changes in success rates for colleges ranged from +5% to -4%.

#### **4. Glasgow**

**4.1.** The SFC's summary of Glasgow data for 2015-16 is attached as Annex A.

**4.2.** In terms of all enrolments on recognised qualifications, the table below shows that just over three quarters of learners in Glasgow successfully complete their courses, which is 3.6% more than is the case across Scotland as a whole (75.6% compared to 72.0%).

Table 1: Scotland and Glasgow Region 2014-15 Learner Outcomes (all modes and levels)

	Scotland	Glasgow	Variance
Completed Successful	72.0%	75.6%	3.6%
Completed Partial Success	13.3%	9.7%	-3.6%
Further Withdrawal	9.9%	10.1%	0.2%
Early Withdrawal	4.8%	4.8%	-0.1%

**4.3.** The collated Glasgow data set out in the table overleaf shows significant improvement across all of the four mode-level categories over four-year period since regionalisation and the introduction of Regional Outcome Agreements, and the Glasgow College Region now performs ahead of the national averages across all four mode/level categories.

Table 2: 2012-13 to 2015-16 Glasgow College Region and Scotland Successful Attainment Rates by Mode-Level Categories

Mode-Level	Area	2012-13	2013-14	2014-15	2015-16	Trend
Full-Time Further Education	Glasgow Region	62.90%	65.60%	66.20%	67.2%	4.3%
	Scotland	65.50%	65.90%	64.00%	65.5%	0.0%
Part-Time Further Education	Glasgow Region	70.20%	73.20%	76.60%	79.7%	9.5%
	Scotland	77.60%	78.40%	75.90%	74.3%	-3.3%
Full-Time Higher Education	Glasgow Region	71.00%	72.70%	74.10%	74.7%	3.7%
	Scotland	70.30%	71.40%	71.30%	72.2%	1.9%
Part-Time Higher Education	Glasgow Region	75.20%	80.90%	79.70%	80.0%	4.8%
	Scotland	76.30%	77.60%	78.30%	78.8%	2.5%

**4.4.** The table below shows attainment rates at the individual colleges. In reviewing this, members should note that the curriculum mix at each college is different, particularly for the part-time groupings.

Table 3. 2015-16 College, Glasgow 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	71.7%	64.2%	66.9%	67.2%	65.5%
Part-Time Further Education	87.3%	68.8%	82.6%	79.7%	74.3%
Full-Time Higher Education	76.2%	72.2%	73.3%	74.7%	72.2%
Part-Time Higher Education	80.8%	78.5%	80.8%	80.0%	78.8%

**4.5.** With regards to retention rates, the table below shows that across both full-time groups, proportionately fewer Glasgow region learners withdraw prior to course completion (2.5% fewer at SCQF 1-6 and 2.9% fewer at SCQF 7 and above). However, a higher proportion of Part-Time Further Education learners do not complete their course of study (2.9% more).

Table 4. 2014-15 Glasgow Region Withdrawal rates

	Glasgow Region			Scotland		
	Early withdrawal	Further withdrawal	total	Early withdrawal	Further withdrawal	total
Full-Time Further Education	7.9%	15.1%	23.0%	9.0%	16.5%	25.5%
Part-Time Further Education	4.6%	7.6%	12.2%	3.1%	6.1%	9.2%
Full-Time Higher Education	3.2%	11.2%	14.3%	4.6%	12.6%	17.2%
Part-Time Higher Education	3.3%	6.1%	9.4%	2.9%	6.1%	9.0%
All enrolments	4.8%	9.9%	14.8%	4.8%	10.1%	14.9%

- 4.6.** It is also of note that very few Glasgow Region college learners complete without gaining any of the course credits. For courses of 160 hours or more, only 1.3% of FE students and 3.0% of HE students in Glasgow completed without gaining any qualification against national norms of 6.9% and 3.7%.
- 4.7.** Annex A also provides a breakdown of performance indicators by Education Scotland subject groupings for both further and higher education courses of 160 hours or more.
- 4.8.** At further education levels the following subjects perform significantly above national average levels: Nautical studies (+7.6%), Special Programmes (+6.9%), Performing arts (+9.7%), Hospitality and Tourism (+5.1%), Business Management and Administration (+4.7%), Media (+5.0%), and Care (+7%). However, Sport and Leisure performs significantly below national levels (-5.0%) and for Science and Social Subjects, only just over half of all enrolments complete successfully (55.0% and 51.2% respectively).
- 4.9.** At higher education levels, achievement rates for Education and Training and Hairdressing, Beauty and Complementary Therapies are significantly above national averages (+8.1% and +4.2% respectively) and no subjects perform significantly below Scottish norms.
- 4.10.** Members should note that GCRB and the assigned colleges will continue to evaluate and seek to improve learner success, including in terms of further exploring differences in attainment levels for modes of study, subject areas and protected and priority groupings, and that the 2016-17 and draft 2017-18 contains a commitment for regional Curriculum Hubs to review subject level performance indicators and identify quality enhancement actions to improve the learner experience.
- 4.11.** 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:
- <http://www.cityofglasgowcollege.ac.uk/about-us-our-performance>
  - <http://www.glasgowclyde.ac.uk/about-us-performance-indicators>
  - <http://www.glasgowkelvin.ac.uk-college-performance->

## **5. Risk Analysis**

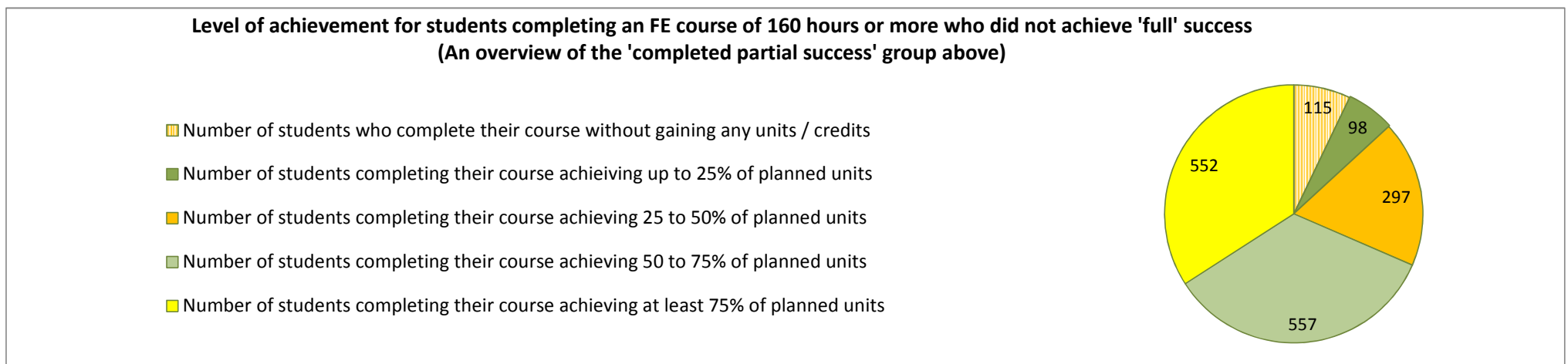
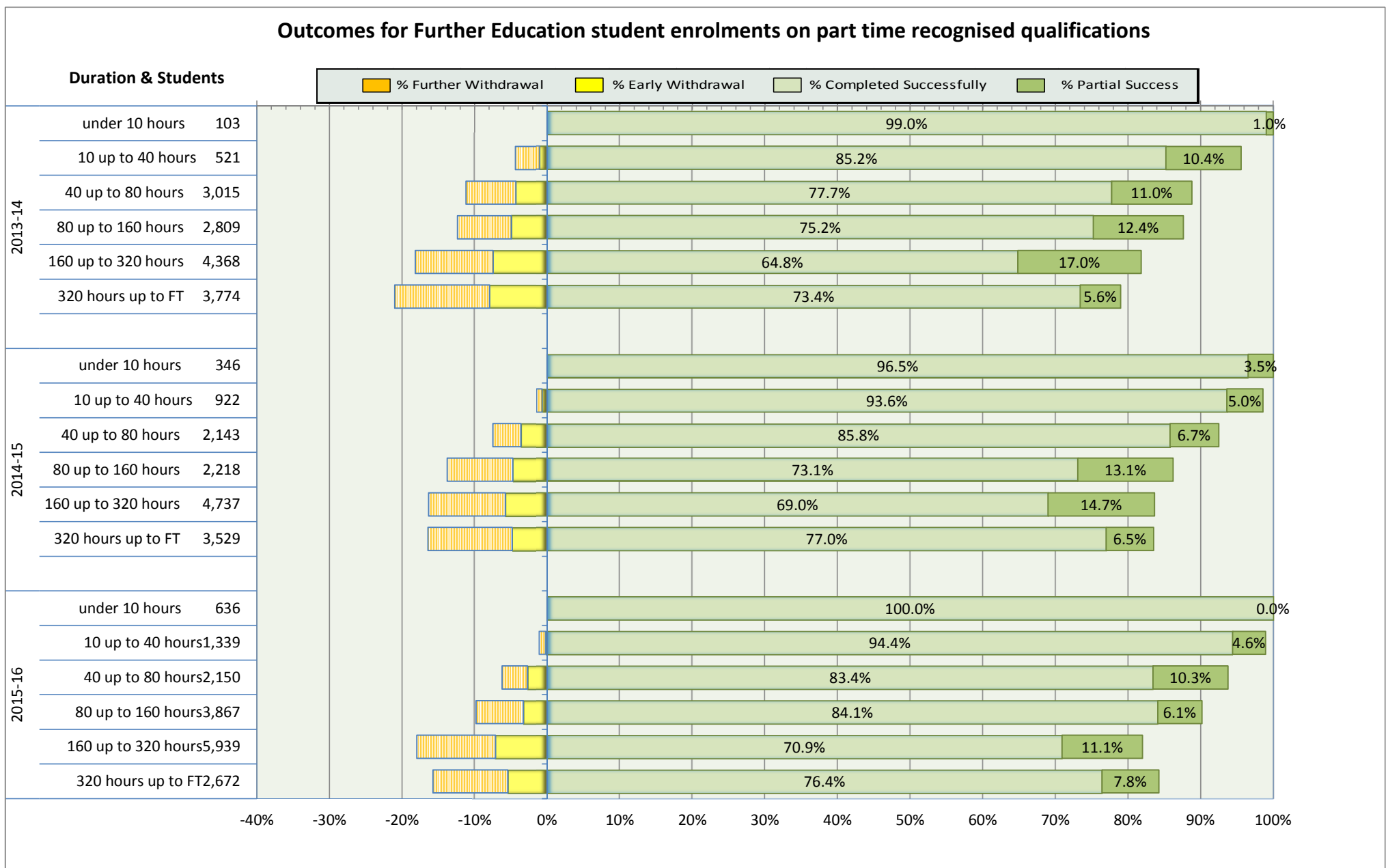
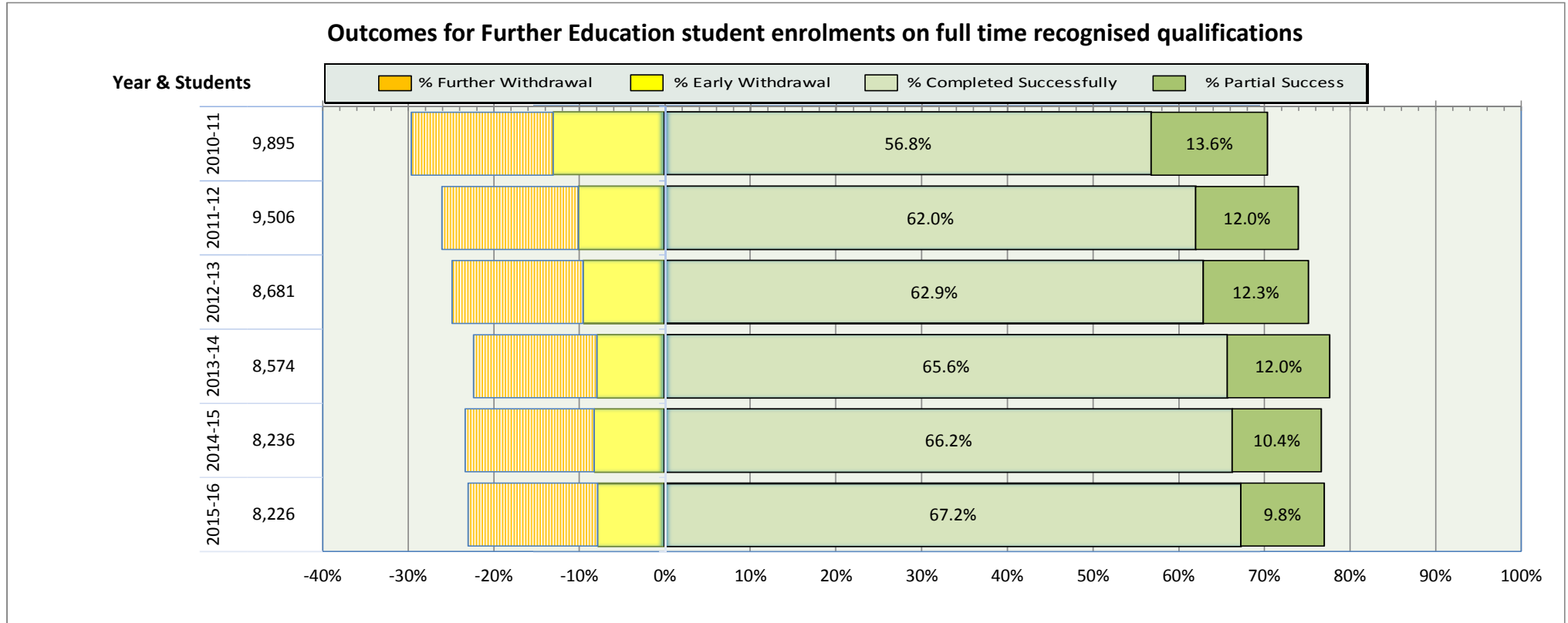
- 5.1.** Failure to deliver a sufficient level of academic performance within a national context represents a reputational risk.

## **6. Legal Implications**

- 6.1.** No legal implications are identified.

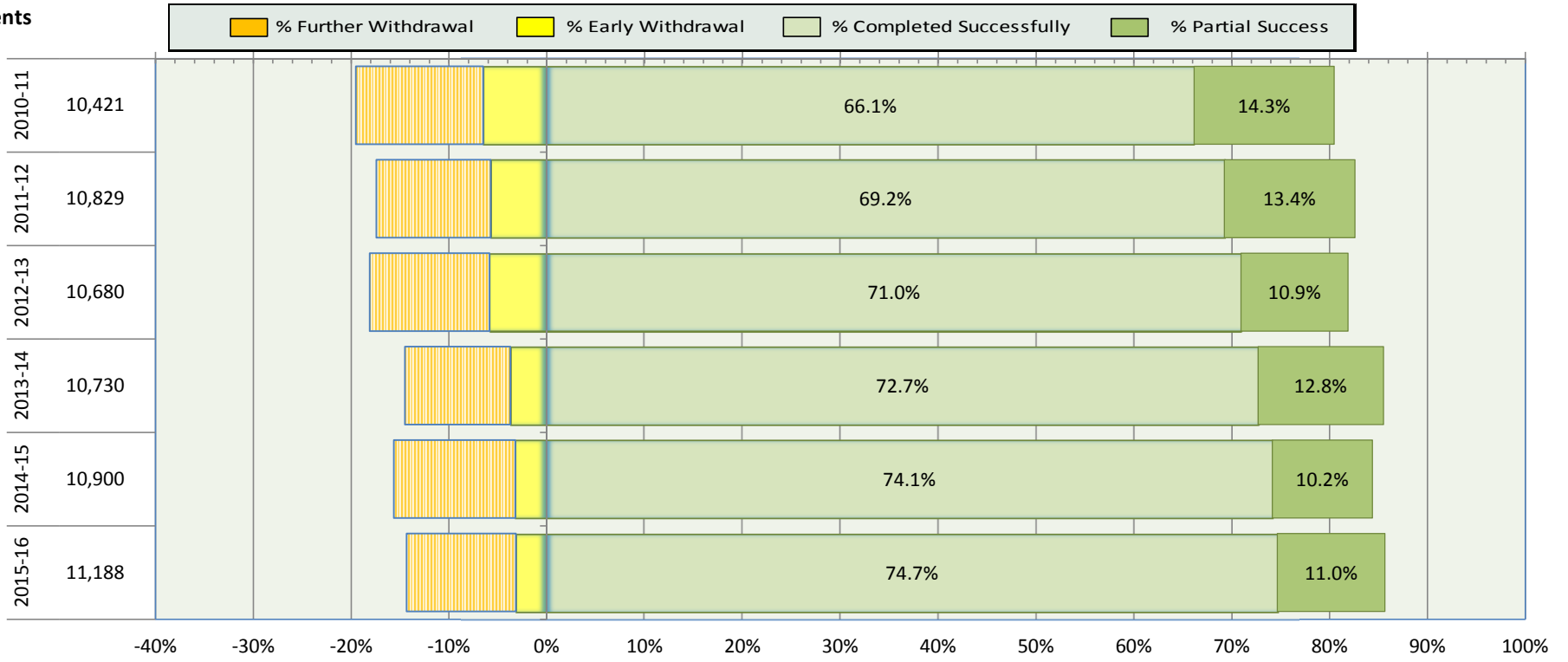
## **7. Financial and Regional Outcome Agreement Implications**

- 7.1.** Failure to deliver academic performance targets as agreed within a Regional Outcome Agreements could be used to adjust funding. However, this report provides evidence that the Glasgow Region performed effectively in 2015-16.



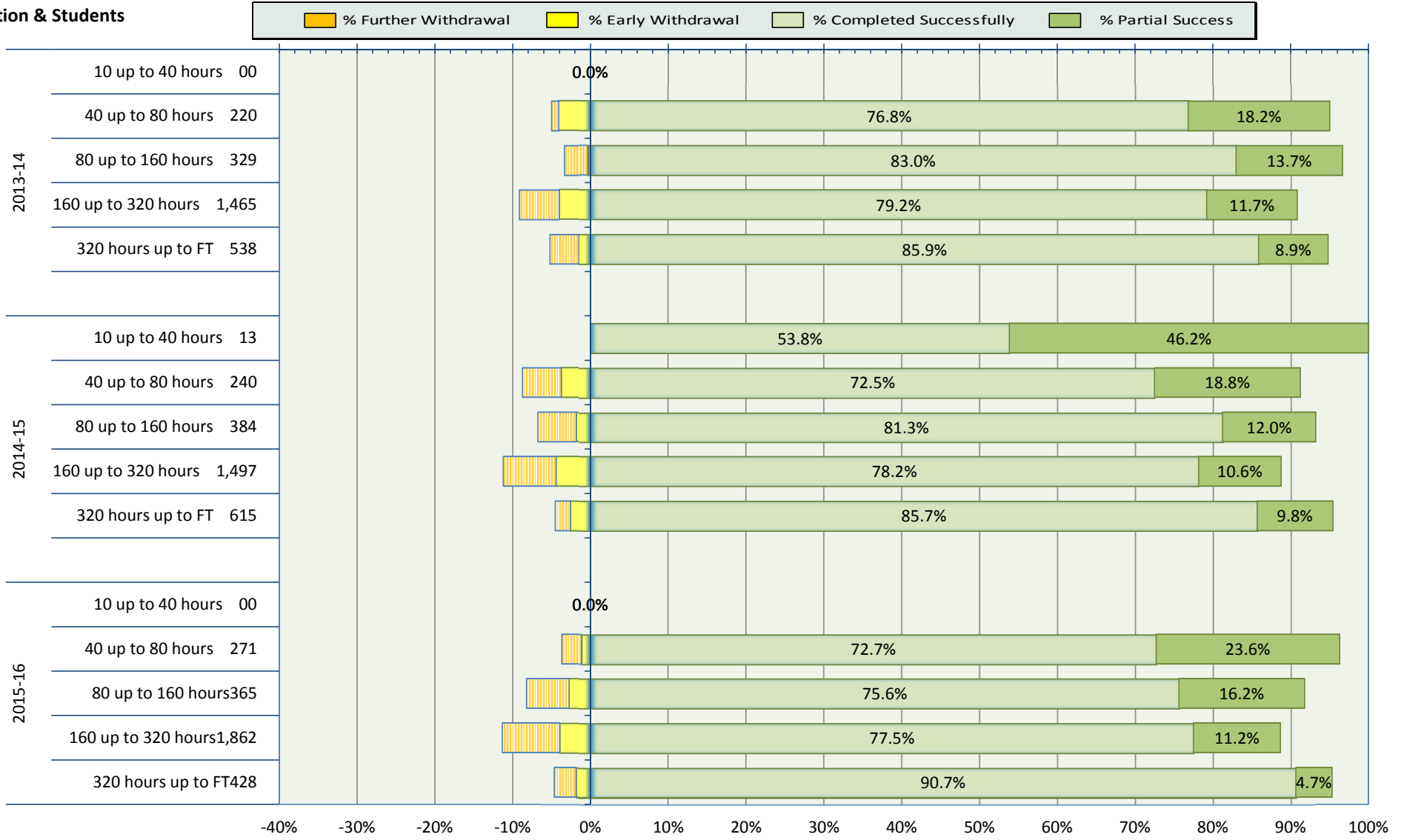
### Outcomes for Higher Education student enrolments on full time recognised qualifications

Year & Students



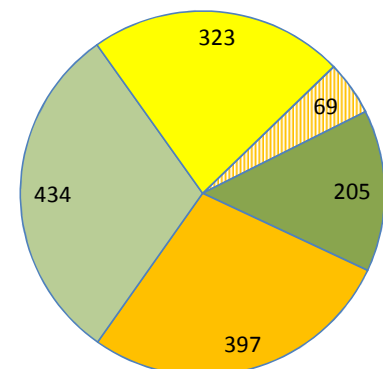
### Outcomes for Higher Education student enrolments on part time recognised qualifications

Duration & Students

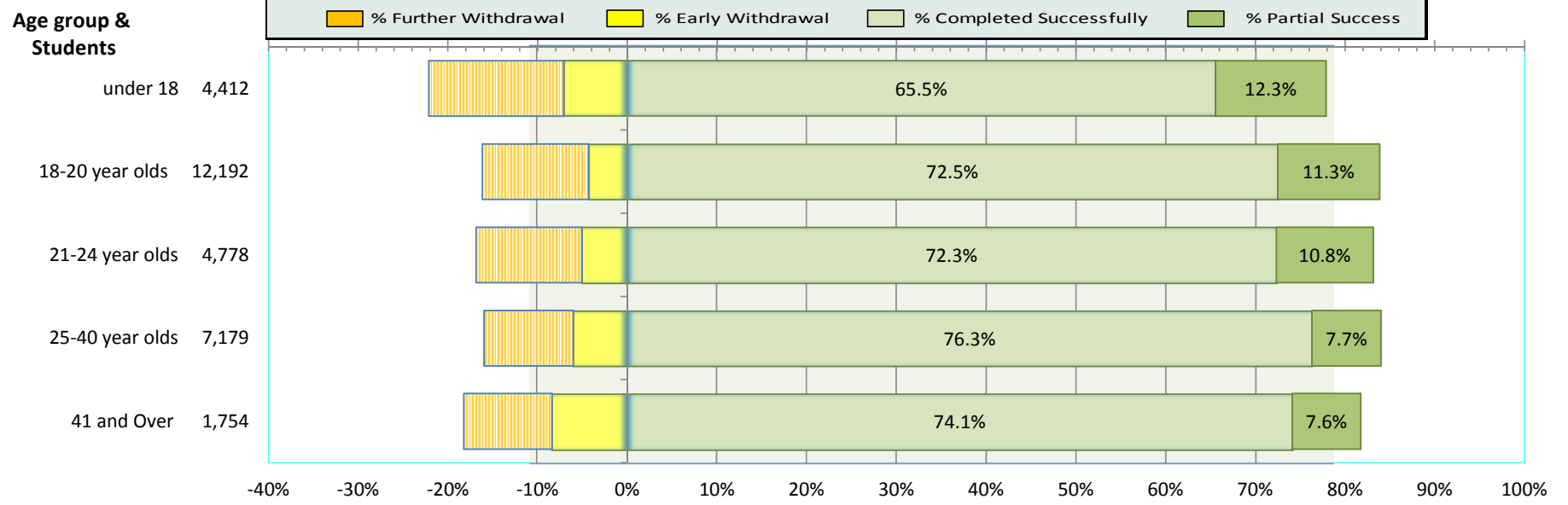


### Level of achievement for students completing an HE course of 160 hours or more who did not achieve 'full' success (An overview of the 'completed partial success' group above)

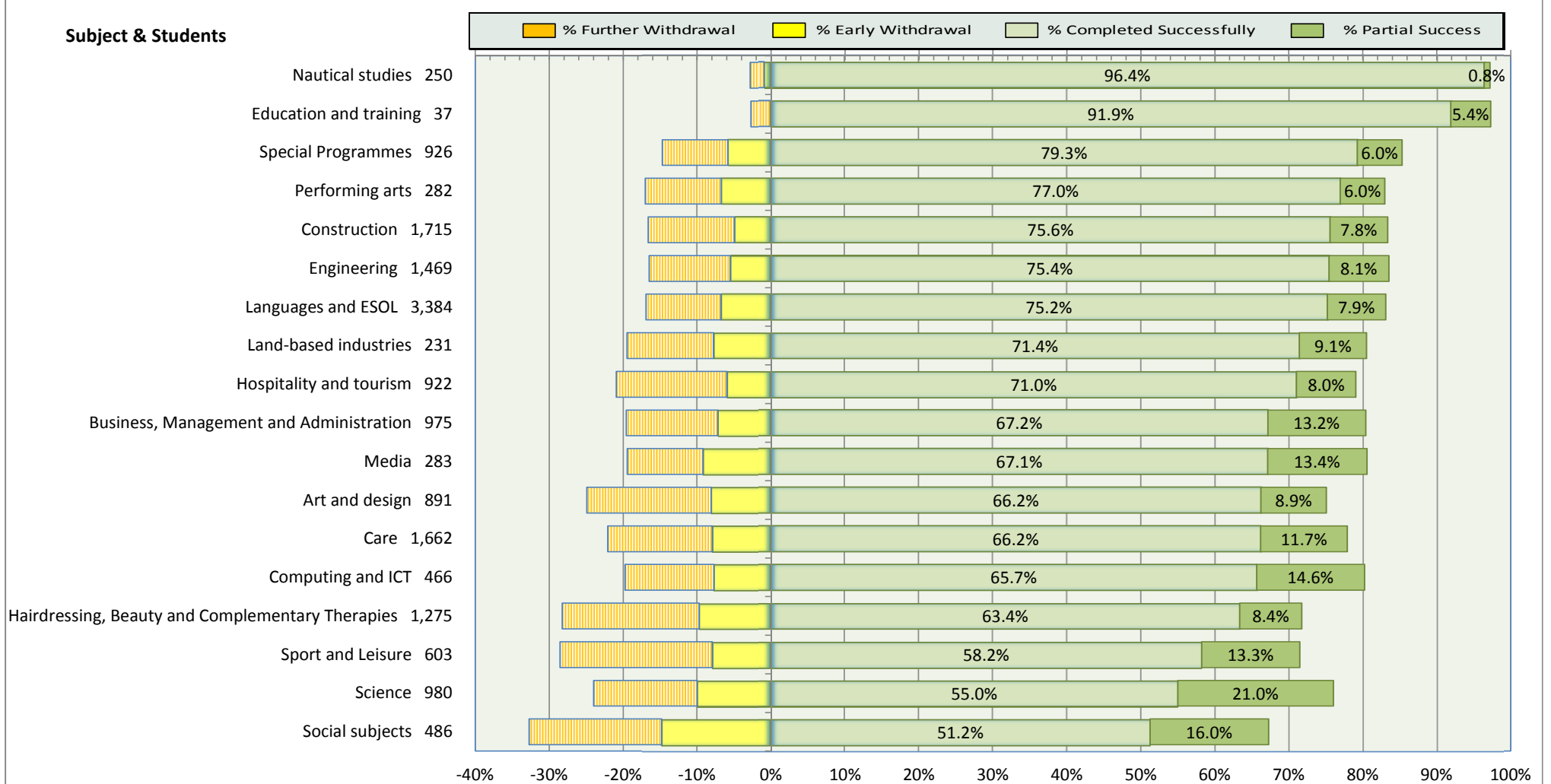
- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units

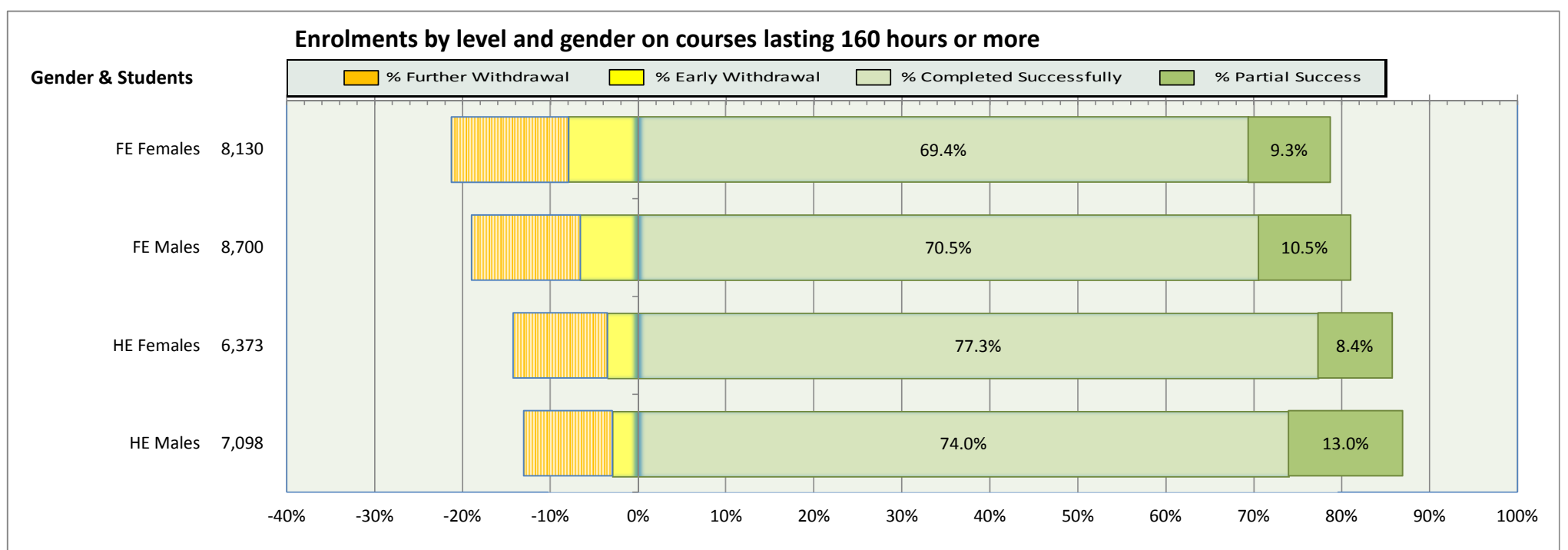
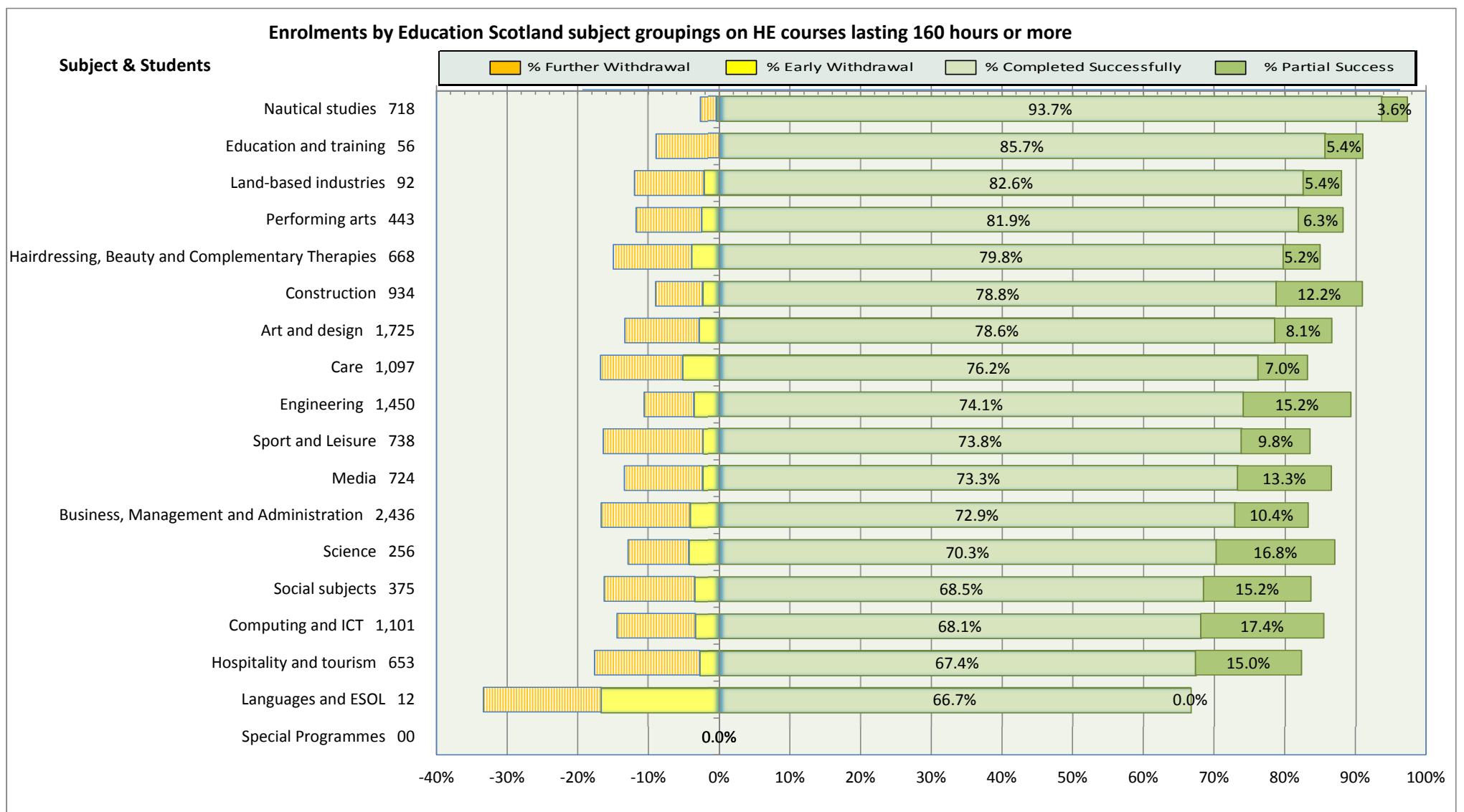


**Enrolments by age group for courses lasting 160 hours or more**



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







\*\* National comparator for all enrolments

