

Performance & Resources Committee Meeting

Date of Meeting	Wednesday 31 March 2021
Paper Title	Glasgow College Statistics 2019-20
Agenda Item	23
Paper Number	PRC4-Q
Responsible Officer	Jim Godfrey, Finance and Resources Director
Status	Disclosable
Action	For Noting

1. Report Purpose

1.1. To enable the Committee to consider the Glasgow College Statistics 2019-20.

2. Recommendations

2.1. The Committee is asked to **note** the Glasgow College Statistics 2019-20.

3. Background

3.1. At the end of January 2021, the Scottish Funding Council published the national performance indicators for the college sector (this is the subject of a separate report provided for this meeting). The report below provides additional information in respect of the colleges in Glasgow.

4. Core Credits

4.1. The total credits delivered by the Glasgow colleges in 2019-20 was 370,769 against a target of 368,592 (2,177 credits or 0.6% above target). City of Glasgow College and Glasgow Clyde College exceeded their respective targets with Glasgow Kelvin College being fractionally below their individual target.

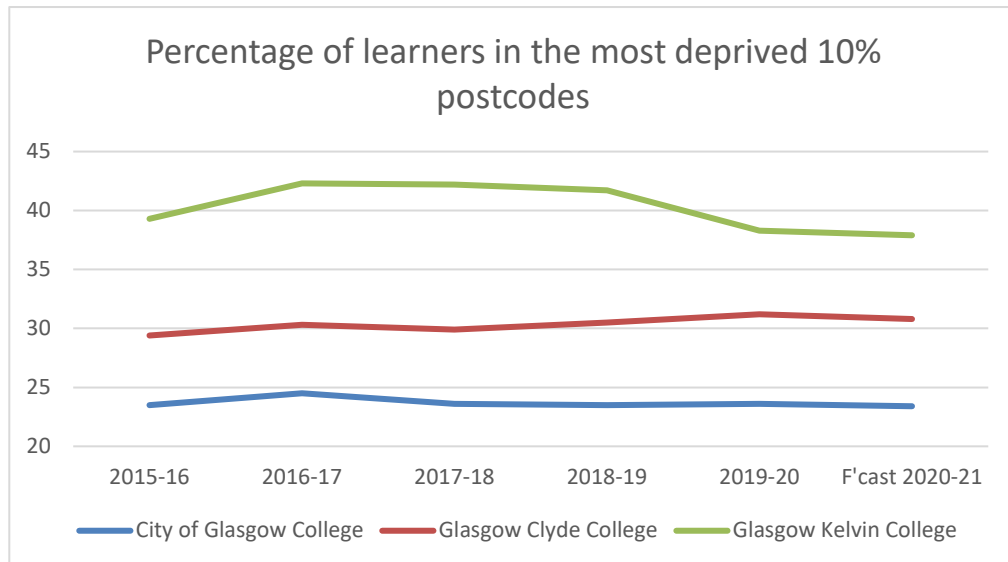
5. ESF Credits

5.1. The total ESF credits delivered in 2019-20 was 19,118 compared to a target of 17,268 (1,850 or 10.7% above target). All three colleges exceeded the target – City of Glasgow College by 11%, Glasgow Clyde College by 12% and Glasgow Kelvin College by 5%. The excess of activity above target provides a degree of leeway in respect of a future ESF audit (and therefore mitigates the risk of clawback).

6. Credits to Learners in the most deprived 10% postcode areas

6.1. The level of credits delivered to learners living in SIMD 10 postcodes has reduced to 113,434 (29.1% of all credits in 2019-20). This follows a pattern of small annual reductions since a high of 117,713 (30.2% of credits) in 2016-17.

- 6.2.** However, we also know that the proportion of Glasgow residents living in an SIMD 10 postcode has also been reducing. For example, 32% of Glasgow residents lived in an SIMD 10 postcode in 2016 but this had reduced to 30% in 2020.
- 6.3.** It is worth noting that the pattern across the three colleges is not uniform. The following graph shows the proportion of credits to learners in the most deprived 10% postcode areas:



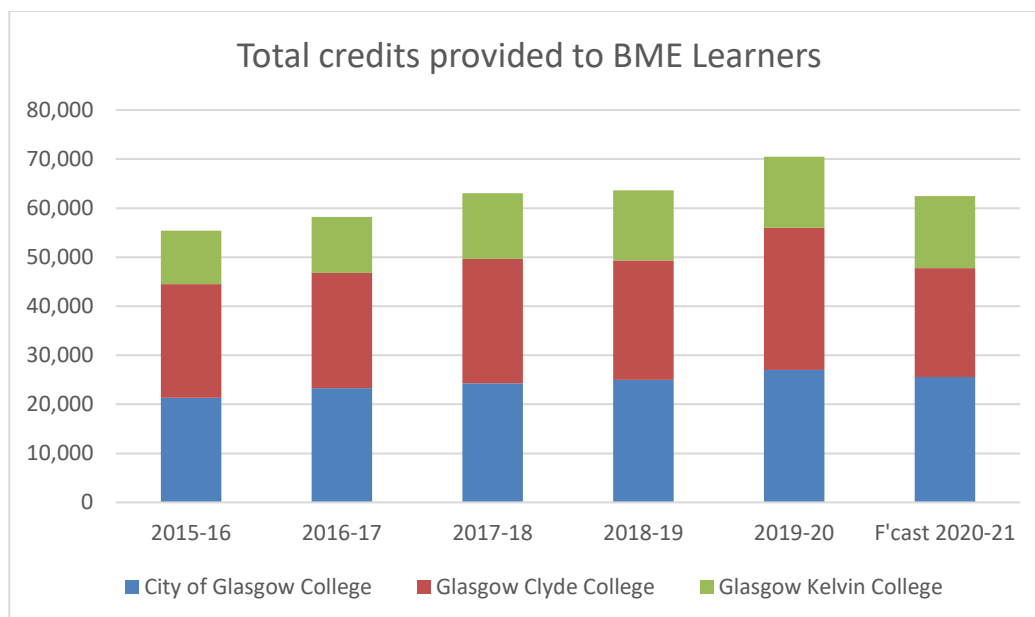
- 6.4.** Over the period, the difference between Glasgow Kelvin College and Glasgow Clyde College has closed from 10 percentage points to 7.

7. Credits by Gender

- 7.1.** The pattern has been fairly consistent over the period with an average of 51.8% male and 48% female learners in the Glasgow college region. The gender balance follows a similar pattern in City of Glasgow College and Glasgow Kelvin College. However, the volume of credits provided to female learners is around 10% higher than for male learners in Glasgow Clyde College.

8. Credits by Ethnicity

- 8.1.** The volume of credits provided to black, minority and ethnic (BME) learners has increased significantly over the last five years. The volume of activity increased across all three colleges (up to 2019-20) with the largest percentage increase at Glasgow Kelvin College. However, when the forecast for 2020-21 is added it indicates a marked reduction this year.
- 8.2.** The following graph shows the pattern across the three colleges:



9. Credits by Age

- 9.1.** In 2015-16, 27.8% of credits (in the Glasgow college region) were delivered to learners aged 25 and over. The pattern was fairly even across all three colleges in the region (City of Glasgow College – 26.6%, Glasgow Clyde College - 27.0% and Glasgow Kelvin College 31.2%).
- 9.2.** Over the last 5 years there has been minimal change in the age profile within City of Glasgow College. However, there has been a change within the other two colleges with an increase in the level of activity to learners aged 25 and over. The proportion of activity is now 34.0% at Glasgow Clyde College and 37.6% at Glasgow Kelvin College. This increase has been matched by a reduction in activity for learners aged between 16 and 19 within both colleges.

10. Credits to Care Experienced Learners

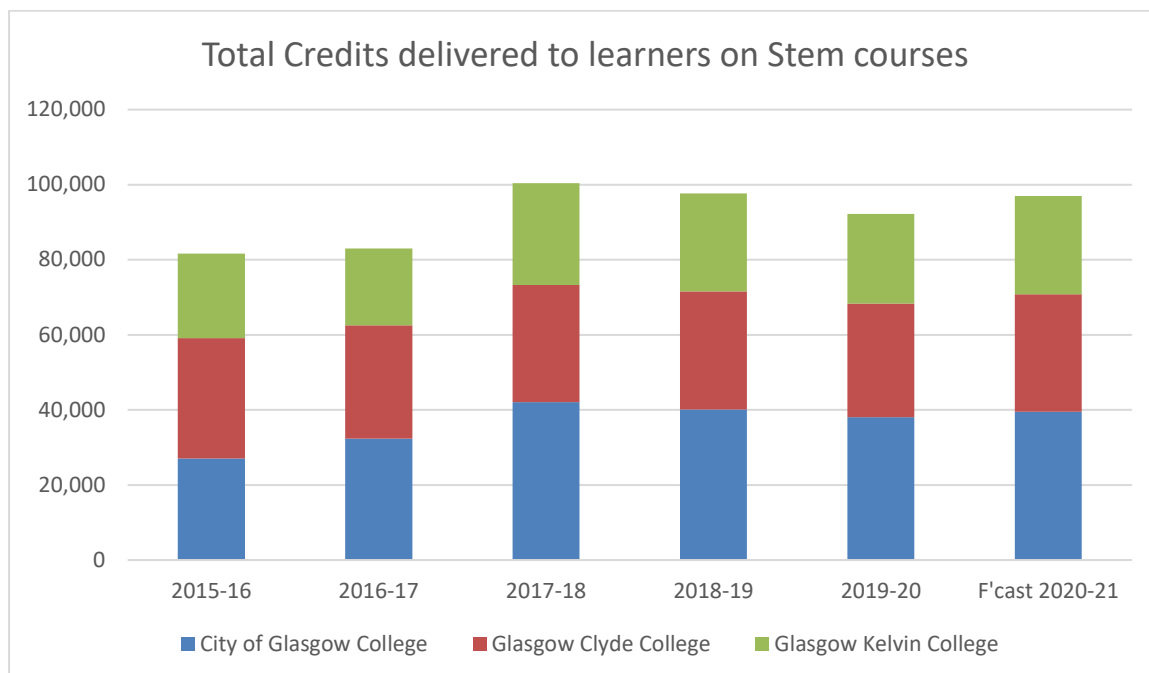
- 10.1.** In 2015-16, the volume of credits delivered to care experienced learners was 2,052 (0.5% of all credits). This increased significantly over the period to reach a level of 25,142 credits in 2019-20 (6.4% of all credits). This increase is likely to be due to a combination of factors including increased financial, and practical, support.
- 10.2.** The volume, and percentage, of credits delivered to care experienced learners in 2019-20, is shown in the table below:

Activity delivered to care experienced learners 2019-20	Volume of Credits	Percentage of Total Credit Activity
City of Glasgow College	7,900	4.3%
Glasgow Clyde College	7,758	6.1%
Glasgow Kelvin College	9,484	12.0%
Total	25,142	6.4%

10.3. One of the reasons for the higher level at Glasgow Kelvin College is that the college delivers additional short courses for care experienced learners. This is in addition to the support provided to care experienced learners on full-time college programmes.

11. Credits to Learners on Stem courses

11.1. The volume credits to learners on Stem courses initially increased from 2016-17. However, there has been a decline to 2019-20. The following graph shows the total amount of Stem activity and the breakdown by college:



11.2. The level of Stem activity delivered by Glasgow Clyde College has remained fairly constant over the period. However, the level of activity is lower in 2019-20 (30,265 credits) than it was in 2015-16 (32,006).

11.3. Stem activity increased significantly in both of the other two colleges between 2015-16 and 2017-18. Over this period, the level of Stem activity increased by 15,103 credits (55%) in City of Glasgow College and by 4,550 (20%) in Glasgow Kelvin College. In the following two years there has been a reduction in Stem activity in both colleges with Glasgow Kelvin College seeing a 12% reduction and City of Glasgow College a 9.6% reduction.

12. Risk Analysis

12.1. This report is intended to provide background information to support regional planning. As such it is intended to mitigate the risk that “Ineffective regional curriculum planning impacts regional, economic and social needs” (Risk 006)

13. Equalities Implications

13.1. The report contains information regarding performance by student characteristics (such as age and gender). This may be used to inform the future Strategic Plan.

14. Legal Implications

14.1. There are no specific legal implications associated with this report.

15. Financial Implications

15.1. There are no financial implications associated with this report.

16. Strategic Plan Implications

16.1. The information available from the published performance indicators is used to inform the future Strategic Plan and Regional Outcome Agreement.