College Performance Indicator Data - February 2017

1.0   Introduction

1.1   The Scottish Funding Council produce an annual report on performance across the college sector including overall data on attainment and retention and information by individual college, which is published by each college on their website. This paper updates the Learning and Teaching Committee on the most recent published data on College Performance Indicators for 2015-2016. The full report was published on 24th January 2017 and is available at:

http://www.sfc.ac.uk/communications/Statisticalpublications/2017/SFCST012017.aspx

1.2   **Sector Wide results**
       The sector exceeded its student number target for 2015-16 and in doing so delivered 117,204 Full Time Equivalent (FTE) student places which is 935 FTE more than the 116,269 FTE target. The PI report summarises the results for those students enrolled on courses leading to recognised qualifications.

1.3   The sector results for the 49,954 **full time further education** students enrolled on recognised qualifications are as follows:
       - 4,758 additional full time FE students successfully completed their course in 2015-16 in comparison to 2008-09.
       - 65.5% successfully completed their course. This is 1.5% higher than 2014-15.
       - A further 9.0% completed their course in 2015-16, these students did not achieve the qualification they were aiming for by the end of the academic year but some may gain their award at a later time.
       - The remaining 25.5% of full-time FE students are accounted for by 9.0% of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 16.5% between this point and the end of the course.
       - 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%.

1.4   The results for the 33,701 **full time higher education** students enrolled on recognised qualifications are as follows:
       - Success rates increased by 8.3% between 2008-09 and 2015-16 and as a result of these increasing success rates alone 2,797 additional students successfully completed their course in 2015-16.

- As a result of increases in student numbers and improving success rates 6,888 additional full time HE students successfully completed their course in 2015-16 in comparison to 2008-09.
- 72.2% of full-time students successfully completed their course which is a 0.9 percentage point increase on the previous year.
- A further 10.6% completed their course in 2015-16, these students did not achieve the qualification they were aiming for by the end of the academic year but some may gain their award at a later time.
- The remaining 17.2% of full-time HE students are accounted for by 4.6% of students withdrawing before the funding qualifying date and a further 12.6% between this point and the end of the course.
- As stated above the sector success rate changed by +0.9%, however 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%1.

2.0   Glasgow Clyde College results

2.1   **Table 1** outlines the overall attainment for Glasgow Clyde College in terms of comparison with the sector as a whole and benchmarked against other colleges for 2015-16 and 2014-15. **Table 2** highlights withdrawal figures. Assistant Principals, Heads of Curriculum and Senior Lecturers have been supplied with a course by course breakdown and results have been posted on the Staff Intranet to enable detailed discussion by teams as part of the self-evaluation process.

2.2   **FE Attainment**
FTFE attainment has remained at the same level (64.2%) but sits just below the sector figure (65.5%). PTFE results have dropped slightly (68.6%) and sit significantly below the sector figure (74.3%). FE performance remains one of the college's key priorities and continued work is taking place at curriculum level to improve results. A number of factors may contribute to PT FE results in particul and caution should be used when benchmarking data.

2.3   **HE Attainment**
FTHE attainment is level with the sector (72.2%) but has dropped slightly in 2015-16. This is a similar scenario with PTHE (78.5%) which is down on the previous year. Performance in HE programmes is a priority and we have clear aims to push this above sector levels.

2.4 **FE Withdrawal**

Table 2 shows that approximately 25% of Full Time FE students are lost to early or overall withdrawal by the end of the programme. Although on a par with the sector improving retention is a critical factor in driving up attainment and something the college needs to improve upon.

2.5 **HE Withdrawal**

Although Full Time HE withdrawal levels (17%) are similar to the sector it is an area where the college continues to focus on improving.
FE and HE retention is critical, both for funding purposes and to help drive up attainment. The college will aim to increase levels across all categories above sector levels and beyond.

2.6 Comprehensive self-evaluation is undertaken at College, Faculty, School and Team level to ensure that areas of strength and risk are highlighted and that necessary actions are recorded and monitored. It is important that all team members are involved in analysis, are aware of areas to be addressed and understand and accept the role they will play in actions which are agreed. Heads of Curriculum are now tasked with summarising the key actions across their curriculum areas and this feeds into SMT.

3.0 **Improvement strategies**

A number of current and planned strategies will ensure that the college continues to place improved student outcomes as its key priority. These include:

- The establishment of a new Quality Standards Group with specific responsibility for the monitoring and improvement of attainment and retention across FE and HE provision
- Targeted external review by Education Scotland in selected curriculum areas including observation of learning and teaching
- Improved recruitment and admissions processes to ensure that students are entered for success at the appropriate programme level
- Enhanced support for induction and early retention – including targeted guidance based on risk of withdrawal
- Increased focus on blended learning approaches to enhance the learning and teaching experience

3.1 **Staff Development Programmes**

The college has successfully applied to the GC Education Foundation to fund programmes specifically aimed at improving learning and teaching practice for staff. These programmes are sector leading with a clear aim of improving student outcomes and include:

- Developing Learning and teaching programme – over 60 staff have engaged in this focusing on evidence based practice and implementing new strategies to support learners
- Professional Foundation for Lecturers – starting in 2017-18 this will support new and nearly new staff with no teaching qualifications to undertake a 12 week professional induction in teaching learning approaches and methodologies
- Development and Research Programme – supported directly by Education Scotland this proposal will create a team of Improvement Advisors working directly with curriculum teams in implementing and adopting successful retention and improvement strategies

4.0 **Conclusion**

The college places the improvement of student outcomes as its most important priority. The new Education Scotland Quality Framework provides a timely opportunity to analyse performance data more comprehensively and set stretching targets for improvement at team and programme level.

TABLE 1 - COLLEGE PI DATA

Attainment Results for 2015-16 and 2014-15

	FULL TIME FE			PART TIME FE			FULL TIME HE			PART TIME HE		
	2015-16	2014-15	13-14	2015-16	2014-15	13-14	2015-16	2014-15	13-14	2015-16	2014-15	13-14
	Outcome	Outcome		Outcome	Outcome		Outcome	Outcome		Outcome	Outcome	
Glasgow Clyde	**64.2**	**64**	**63.2**	**68.6**	**70.9**	**66.4**	**72.2**	**73**	**74.3**	**78.5**	**82.8**	**80.2**
Scotland	**65.5**	64	65.9	74.3	75.6	78.4	72.2	71	71.4	78.8	78.3	77.6
Glasgow Kelvin	66.9	64		82.5	82.9		73.3	70		75.8	72.7	
City of Glasgow	71.7	72		87	76.7		76.2	76		80.7	83.1	
West College Scotland	63.7	60		52.5	64.3		65.4	67		74.1	76.5	
Ayrshire	61.2	59		69.6	77.6		63.1	62		81.4	72.9	
New College Lanarkshire	58.7	62		71.2	76.6		66.8	66		69.6	75.7	
Newbattle	68.6	79					n/a	n/a				
NE Scotland	67.4	62					77.1	72				
SRUC	71.4	66					n/a	n/a				
South Lanarkshire	68.5	71					77.4	76				
UHI	69.4	68					n/a	n/a				
West Lothian	64.1	64					69.7	71				
Borders	66.6	69					76.5	75				
Dumfries and Galloway	60.8	64					71.2	71				
Dundee and Angus	72.9	74					76.6	72				
Edinburgh	65.2	60					73.6	74				
Fife	62	61					69.8	68				
Forth Valley	69.4	70					74.7	78				

Note: Part Time results are broken into various categories in relation to the length of the course. Colleges vary significantly in terms of the volume in each category
eg Kelvin have 1100 enrolments in PT courses under 40 hours with 100% attainment whilst we have only 14 enrolments.

TABLE 2 - COLLEGE PI DATA

Withdrawal Results for 2015-16 (and 14-15)

2015-16 Figures (14-15)	FULL TIME FE		PART TIME FE		FULL TIME HE		PART TIME HE	
	Early Withdrawal	Further Withdrawal	Early Withdrawal	Further Withdrawal	Early Withdrawal	Further Withdrawal	Early Withdrawal	Further Withdrawal
Glasgow Clyde	**9.3% (8.7%)**	**15.2% (14.3%)**	**7.7% (5.2%)**	**10.4% (9.5%)**	**4.8% (4.5%)**	**12.7% (11.6%)**	**3.7% (3.3%)**	**7.5% (2.2%)**
Scotland	9.0%	16.5%			4.6%	12.6%		
Glasgow Kelvin	10.1%	14.5%			4.5%	12.5%		
City of Glasgow	4.3%	15.3%			2.0%	10.1%		
West College Scotland	8.9%	17.0%			5.7%	16.0%		
Ayrshire	12.6%	15.8%			8.2%	14.3%		
New College Lanarkshire	14.0%	19.2%			7.6%	15.1%		