



Key Performance Indicators

AY2019-20

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Executive Summary

The College has produced this publication to inform potential applicants, its students, the communities it serves, and its key stakeholders about its performance in relation to students completing their courses and gaining their qualification.

The following pages provide detail of the College's performance in Academic Year 2019-20 against three nationally recognised Key Performance Indicators (KPIs):

- Completed Successful
- Partial Success
- Early Withdrawal

(An explanation of each of the above indicators is provided in the Glossary on page 20)

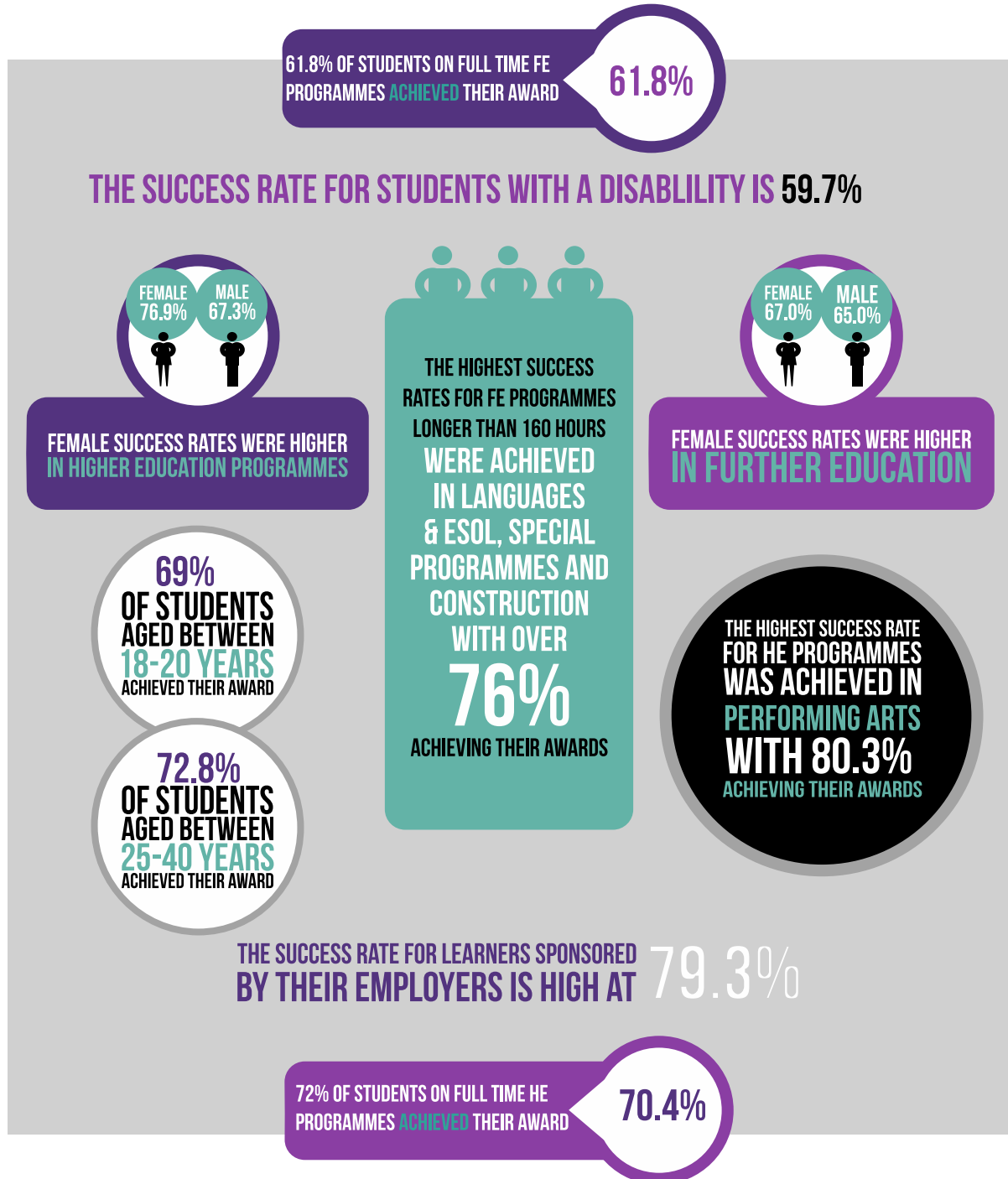
Information has been provided against a number of key categories including, level of course (Further Education (FE), Higher Education (HE)), mode of delivery (Full-time, Part-time), subject area, and student characteristics such as age, disability, and gender. Unless stated otherwise, the information provided relates to NESCol courses of 160 hours or more. For some KPIs, comparative information has been provided for the previous two Academic Years - 2017-18 and 2018-19.

The Scottish Funding Council (SFC) publishes information on the performance of all Scottish colleges on its [website](#). NESCol recognises the importance of benchmarking its performance in comparison to others in the college sector to help inform quality improvement and to seek and share good practice approaches.

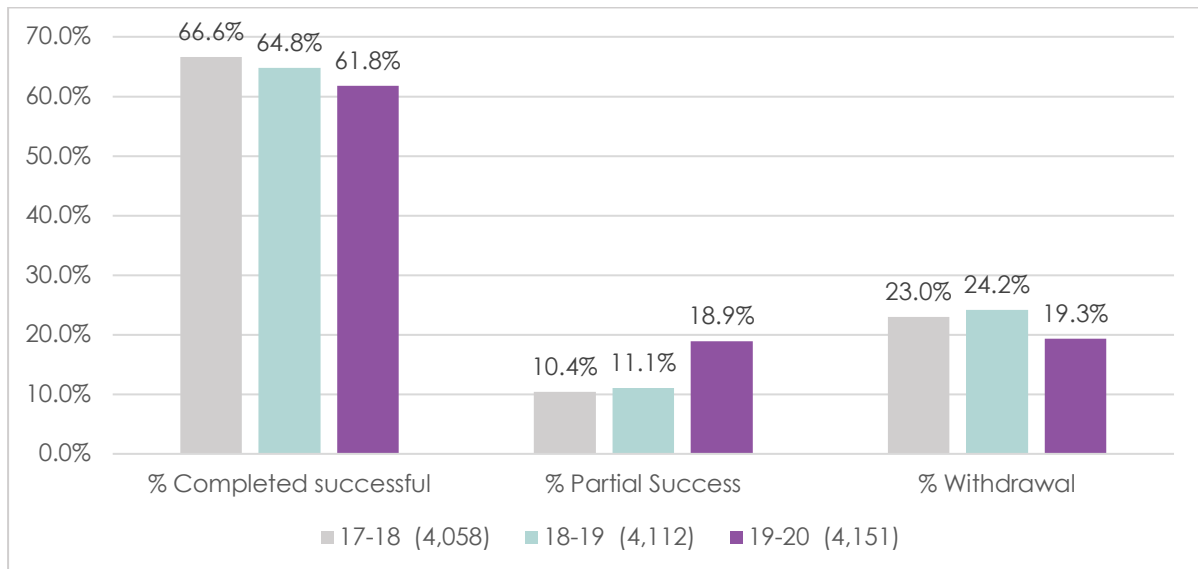
It should be noted that some of the Academic Year 2019-20 KPIs outlined in this report were impacted by the Covid-19 pandemic. No sector comparisons have been included in this report.

Robust quality improvement processes are embedded across the College, including regular review of the courses offered to ensure that they remain relevant to both students and employers. A key aspect of this review is consideration of a number of Key Performance Indicators contained within this report.

The following highlights a number of NESCol's outcomes for Academic Year 2019-20:



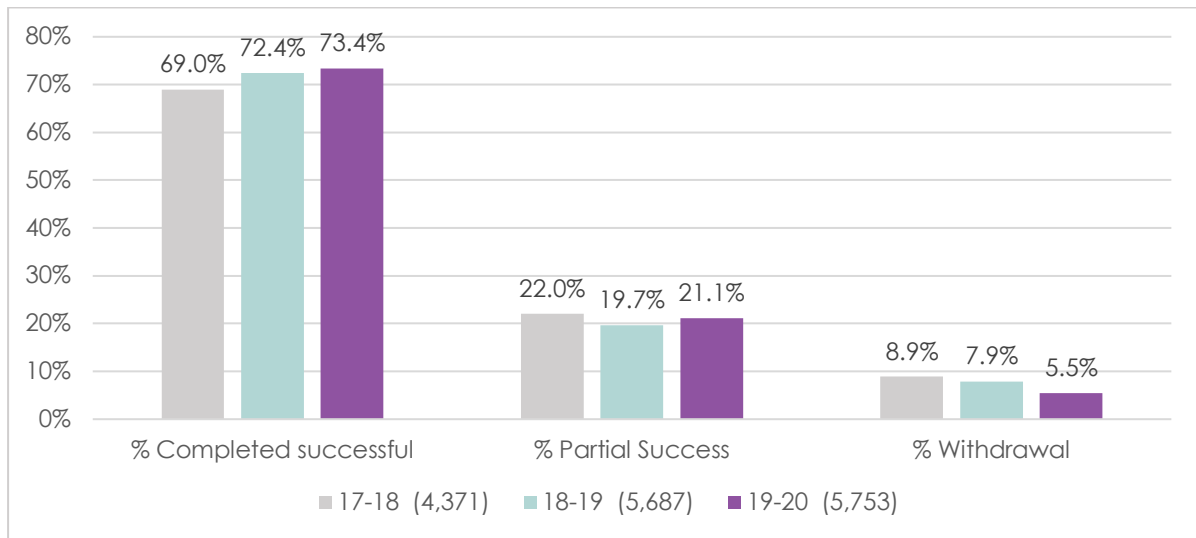
Outcomes for full time students on our non-advanced courses (FE)



This chart provides a three year comparison to show the outcomes for our students studying on full time non advanced courses, categorised by the number of hours study required to complete the course. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

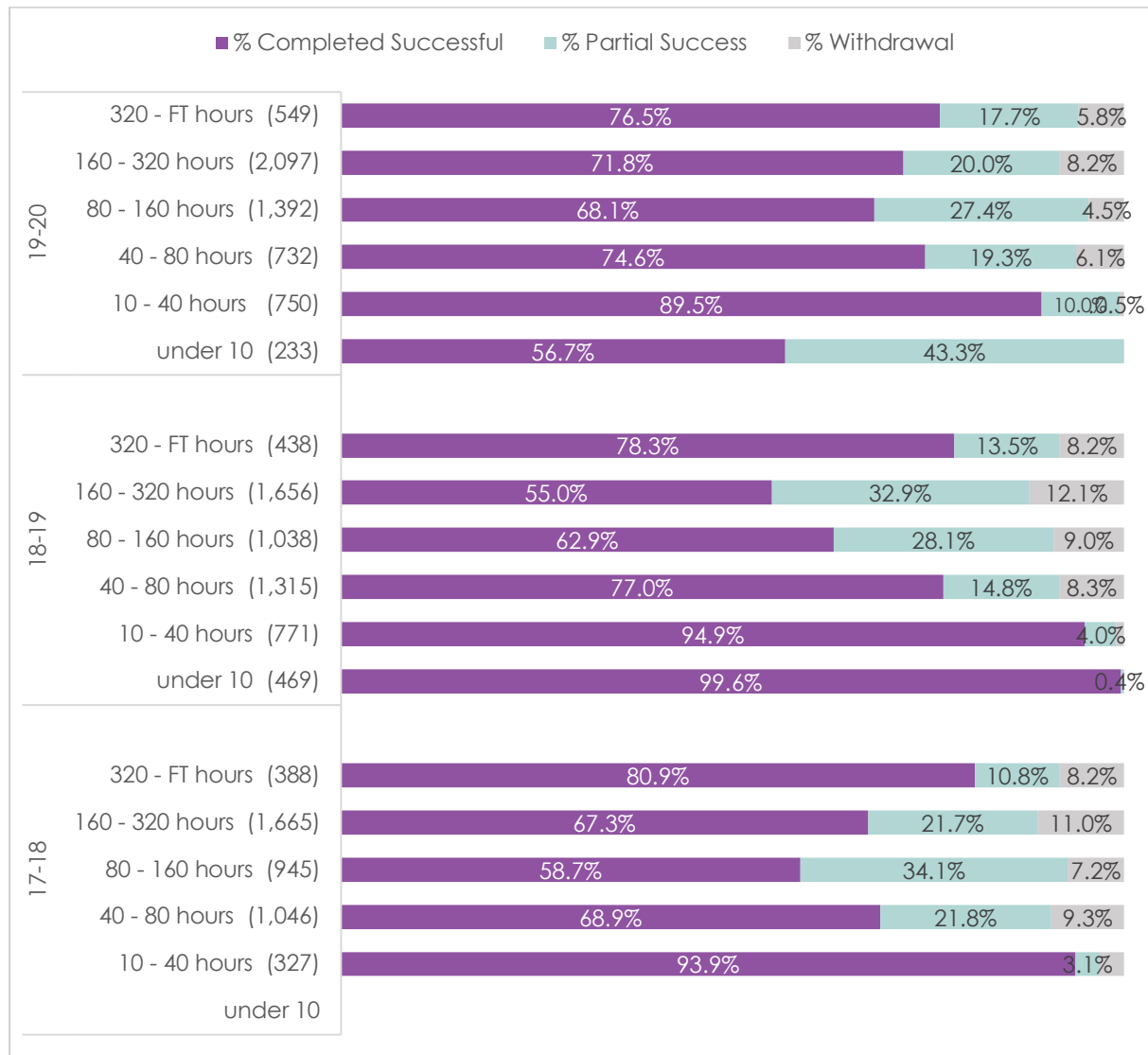
The achievement on our non-advanced courses has decreased by 3% in comparison to the previous Academic Year. The College however recognises that while achievement rates for many students and programmes are very good, the identification of actions to address areas where improvement is required is essential to ensure that it delivers an excellent learning experience, leading to successful outcomes for all learners.

Outcome totals for part time students on our non-advanced courses (FE)



The achievement on our part time non advanced courses has increased by 1% in comparison to the previous Academic Year.

Outcome breakdown for part time students on our non-advanced courses (FE)

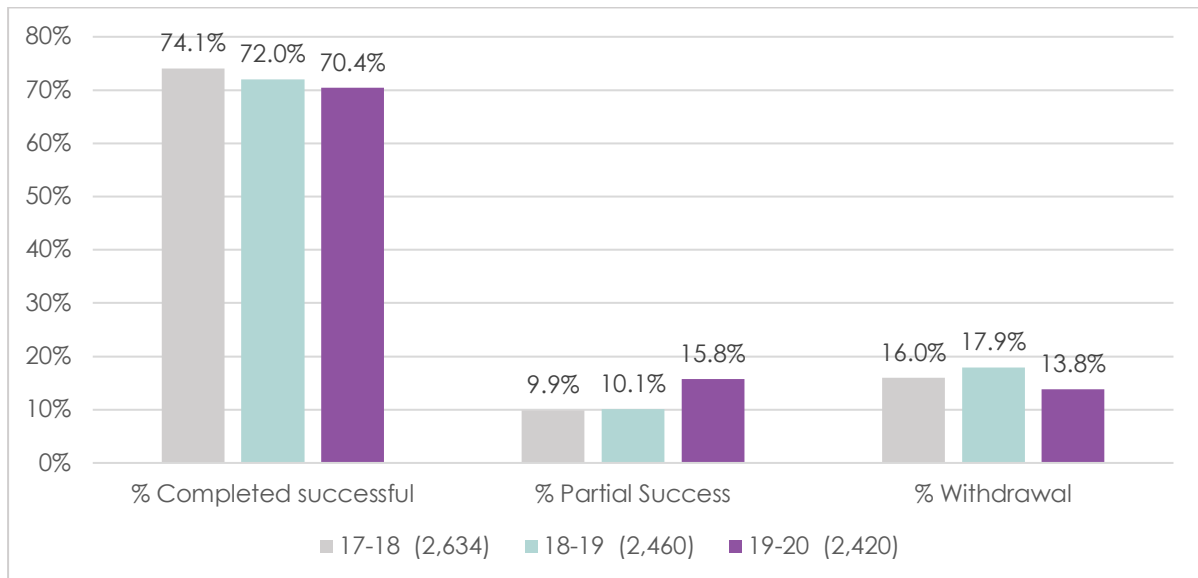


This chart provides a three year comparison to show the outcomes for our students studying on part time non advanced courses, categorised by the number of hours study required to complete the course. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

Courses of less than 40 hours have excellent levels of success at 89.5% and our courses of 160 up to 320 hours achieved a significant 16.8% increase in comparison to the previous year.

Our lowest performing courses are under 10 hours and the College will, as part of its quality review process, explore these areas further to identify required improvement actions.

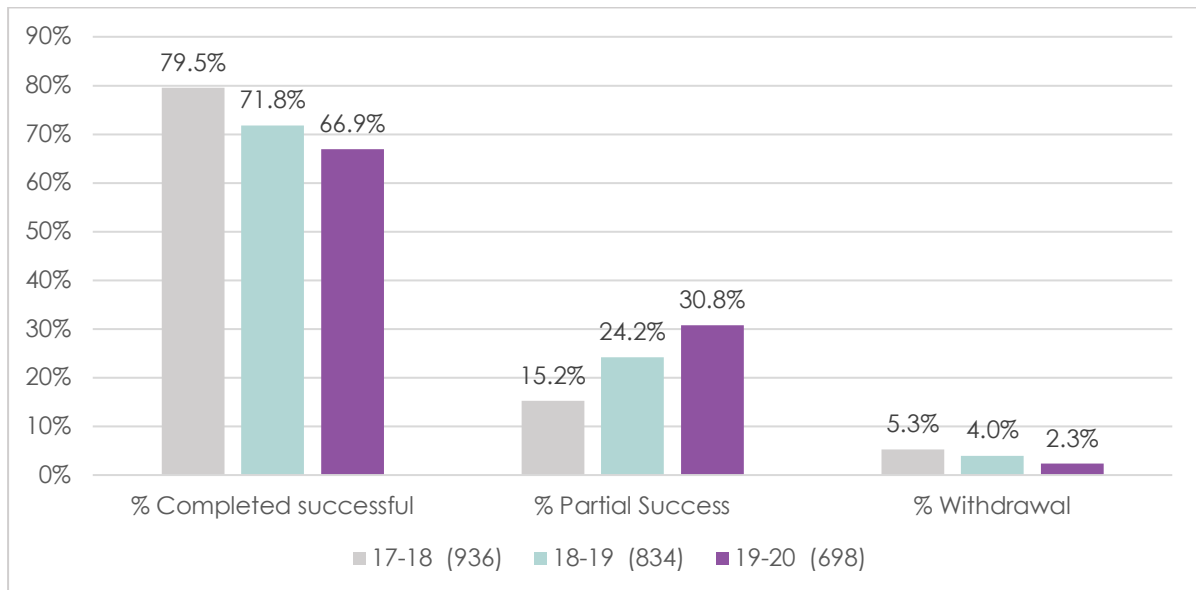
Outcomes for full time students on our advanced courses (HE)



This chart provides a three year comparison to show the outcomes for our students on recognised full time advanced courses. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

The 70.4% achievement on our advanced courses delivered in 2019-20 saw a 1.6% decrease in comparison to the previous Academic Year. The College acknowledges its goal to deliver successful outcomes for all learners, and will continue to seek to increase its achievement rate year on year.

Outcome totals for part time students on our advanced courses (HE)



The achievement on our part time advanced courses has decreased by 4.9% in comparison to the previous Academic Year. The part time advanced success rate will, as part of its quality review process, explore these areas further to identify required improvement actions.

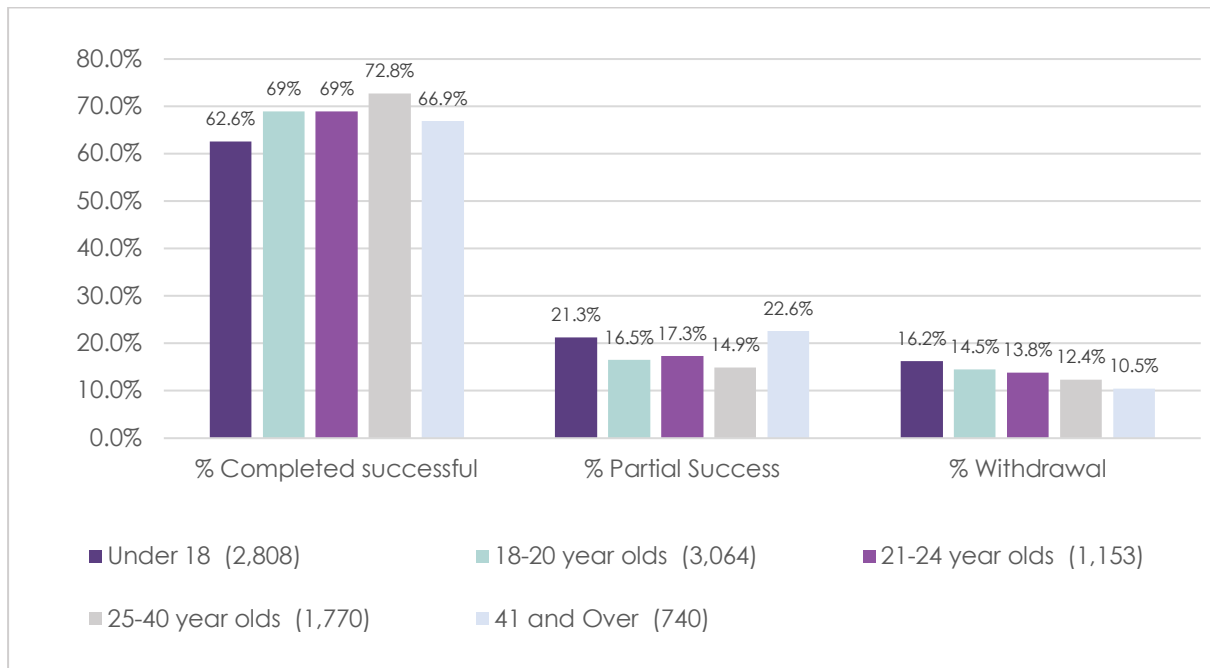
Outcome breakdown for part time students on our advanced courses (HE)



This chart provides a three year comparison to show the outcomes for our students studying on part time advanced courses, categorised by the number of hours study required to complete the course. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

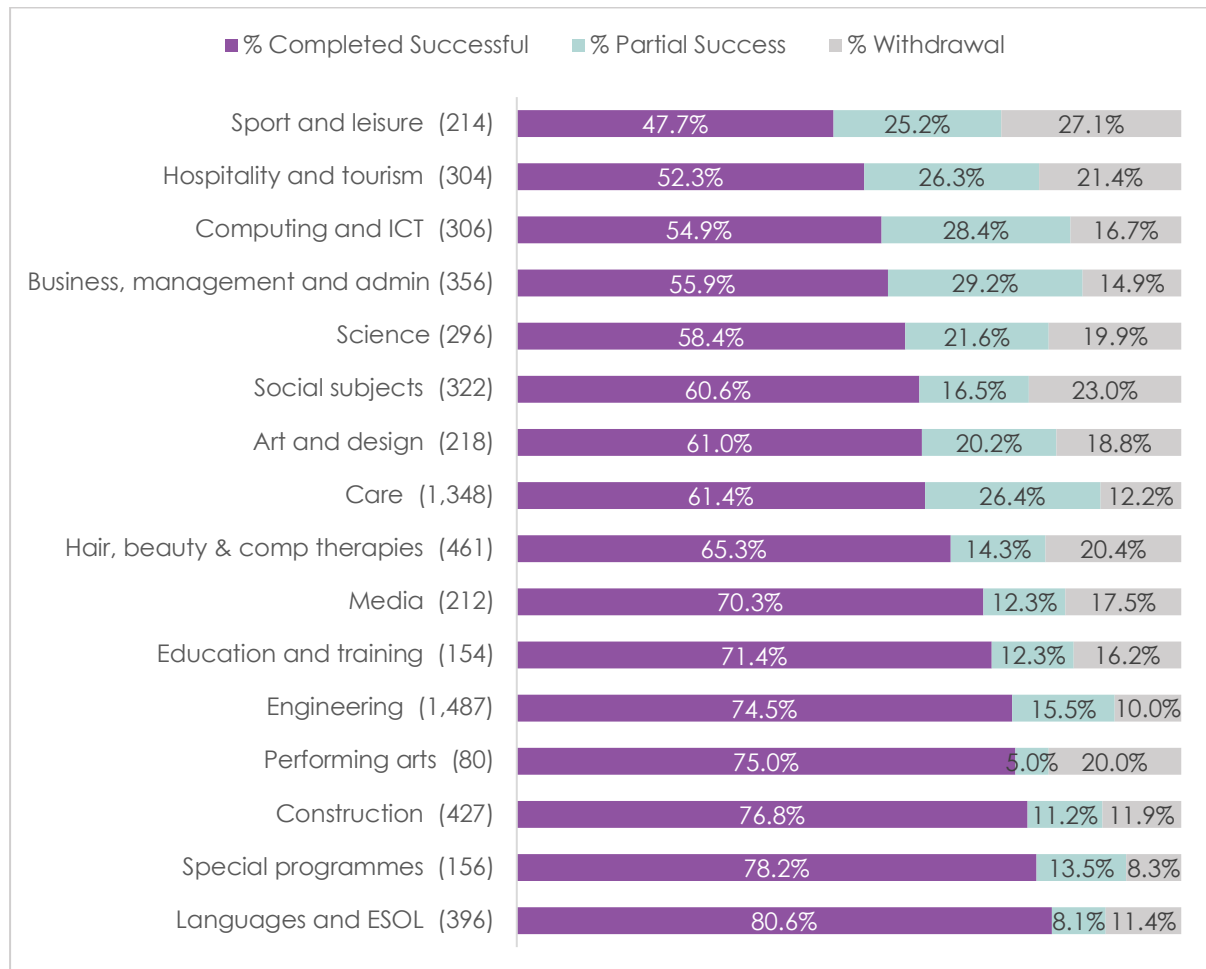
Our lowest performing courses in Academic Year 2019-20 are courses on 80 - 160 hours. The College will, as part of its quality review process, explore these areas further to identify required improvement actions.

Outcomes by Age Group on courses lasting 160 hours or more



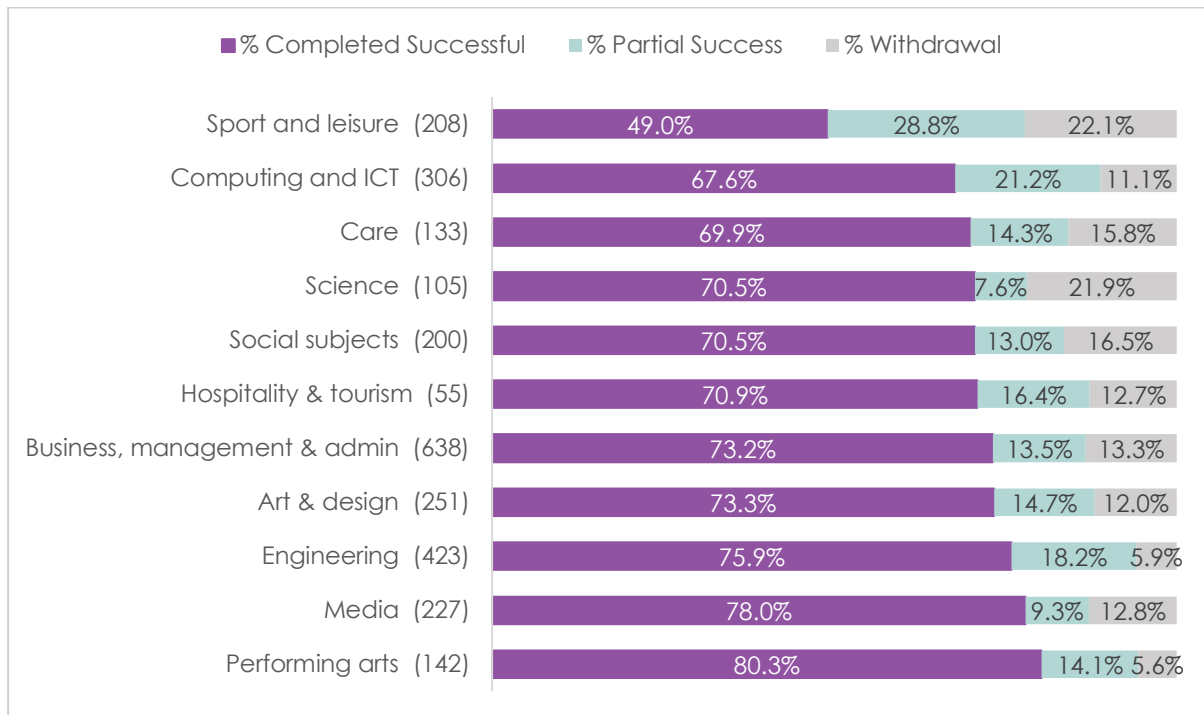
This chart provides a comparison to show the outcomes for our students over five determined age sets. Students in the age group of 25-40 year olds were the highest achieving age group at 72.8%. There was only a 10.2% difference between the lowest and highest percentage of student success across all age groups.

Outcomes and Enrolments by Subject Group for non-advanced students (FE)



Seven of our non-advanced subject areas achieved success rates above 70% with Languages and ESOL achieving the highest at 80.6%, closely followed by Special Programmes at 78.2%. The College acknowledges its goal to deliver successful outcomes for all learners, and will continue to seek to increase its achievement rate for the lower performing courses year on year.

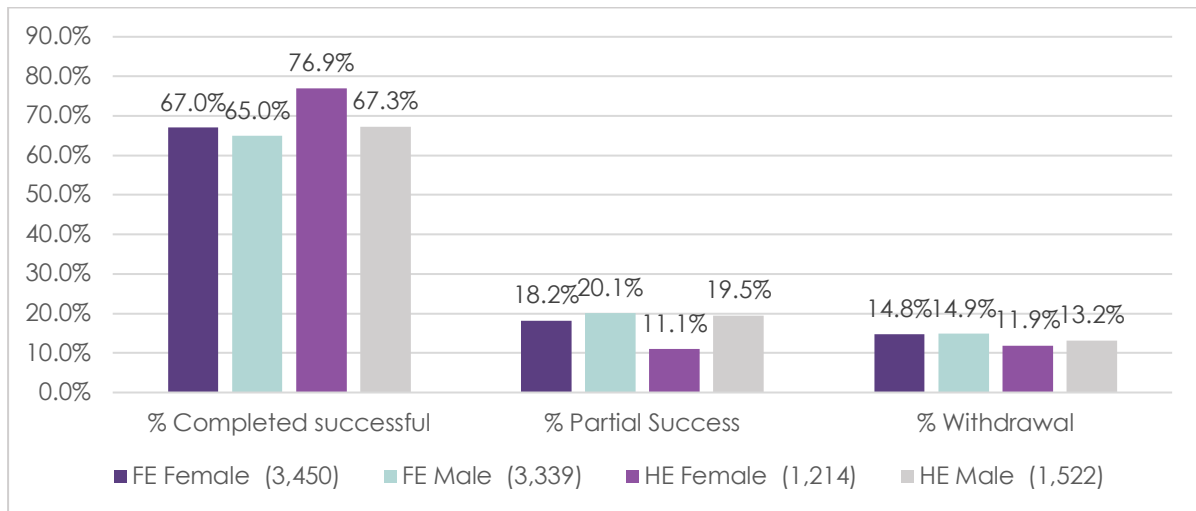
Outcomes and Enrolments by Subject Group for advanced students (HE)



Eight of our advanced subject areas achieved success rates above 70.0%, with Performing Arts achieving the highest at 80.3%, followed closely by Media at 78.0%. Sport and Leisure was the lowest performing subject area at 49.0%.

The College acknowledges its goal to deliver successful outcomes for all learners, and will continue to seek to increase its achievement rate year on year, particularly for lower performing subject areas.

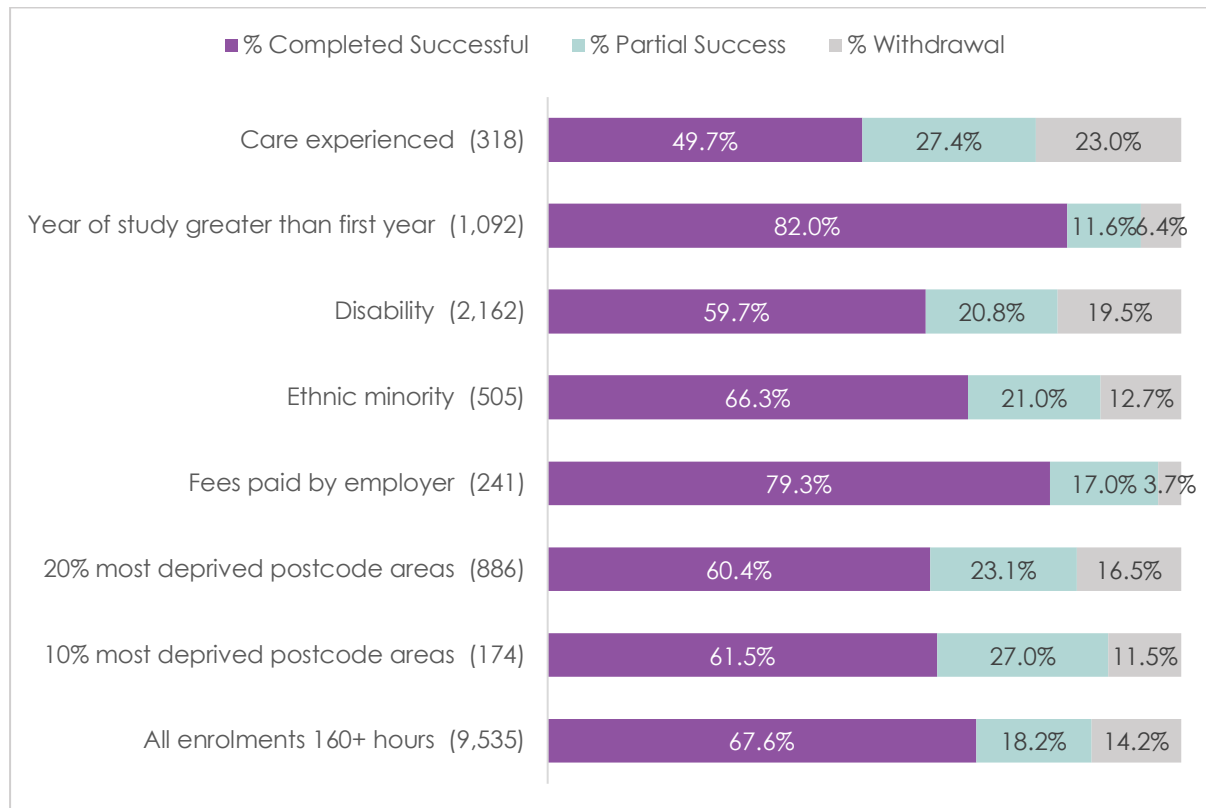
Outcomes by Level and Gender on advanced and non-advanced courses



Further education achievement for our female students is 67.0%, which is 2.0% higher than their male counterparts. For higher education, the success rate for our female students is 9.6% higher than their male counterparts.

The College is commitment to identifying and addressing where disparities exist between male and female students successfully completing their studies.

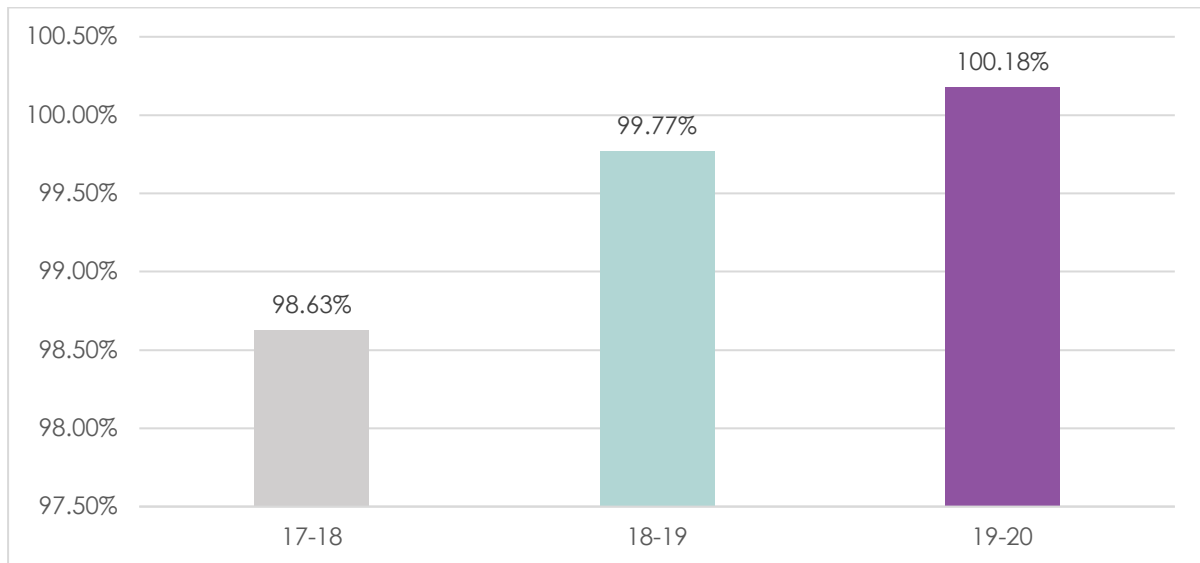
Outcomes and enrolments by Key Group for part time students



The chart above groups students into different categories depending on where they live, who has paid their fees, their ethnicity, whether they have declared a disability and whether they are at College for a second or subsequent year.

The success rates for students who have declared a disability is 59.7%, a 2.0% decrease compared to the previous Academic Year. The Care Experienced outcomes remain consistent with AY2017-18 however work needs to be done to improve outcomes for key groups.

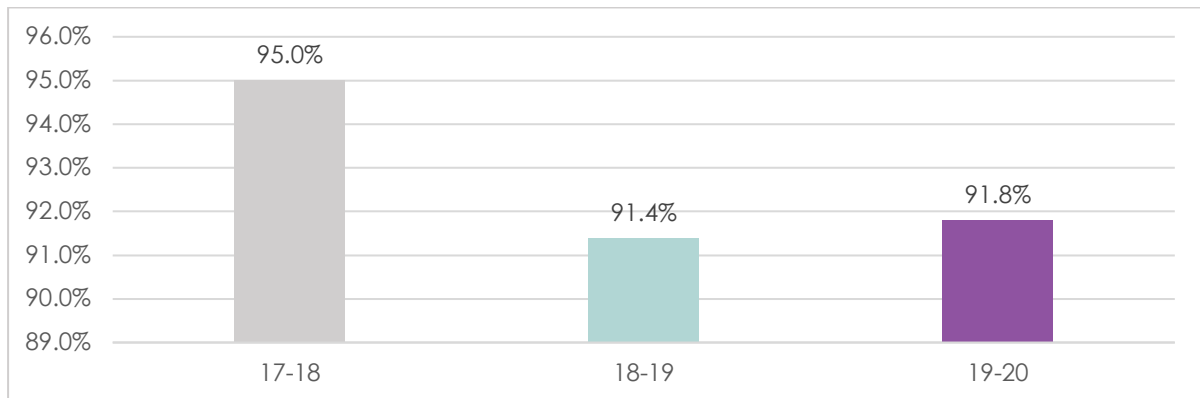
Overall college performance



The SFC's annual grant to the college sector allows courses to be provided free to eligible students. In return, the SFC expects colleges to provide an agreed level of activity. This activity is measured in Credits, with each Credit equating to 40 hours of study. In 2019-20 NESCol delivered 133,730 Credits against a target of 133,490, this equates to 100.18%.

The College manages its activity through curriculum planning and review, and during 2019-20 improved the robustness of its monitoring and forecasting of its activity.

Full-time permanent teaching staff with a teaching qualification



The College has maintained a consistently high level of permanent teaching staff with a teaching qualification over the last three years, 227 out of 239 in AY2017-28; 224 out of 245 in AY 2018-19 and 213 out of 232 in AY2019-20.

Additional information

The following publications provide additional information on the ambitions and performance of North East Scotland College, and the performance of all Scottish colleges.

NESCol Strategic Plan 2018-2021

The Strategic Plan for the College identifies the strategic direction of the College and provides context and rationale. The Plan is the corporate planning statement of the Board and establishes its strategic aims and objectives. To support the delivering of the Strategic Plan the College has established a number of Supporting Strategies - Business Development, Finance, Learning & Teaching, Marketing & Communications, People Services and an Access & Inclusion Plan.

NESCol Outcome Agreement

Outcome agreements were first introduced in AY2012–13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities. The document also provides evidence as to how the College meets the needs of its learners, employers and community.

NESCol Evaluative Report & Enhancement Plan

['How good is our college?'](#) provides a structure for evaluation and enhancement which colleges, with their stakeholders, use to identify what is working well and what needs to improve. It is designed to support collaborative evaluation internally and with external stakeholders who contribute to the learning experience.

The Framework is based on four high level principles:

- leadership and quality culture;
- delivery of learning and services to support learning;
- outcomes and impact; and
- capacity for improvement.

College Sector Performance Indicators 2019-20

Further information on the performance of all Scottish Colleges in 2019-20 has been published by the Scottish Funding Council (SFC). Comparative information provided covers areas such as student retention and achievement, staff qualifications, student satisfaction and outcomes of [Education Scotland](#) Reviews. Indicators are reported at sector and individual college level.

Glossary

Acronym	Term	Description
	Completed Successful (KPI)	A KPI which measure students' success –those who enrolled and achieved the full qualification.
	Credits	The SFC provides funding to colleges who undertake to deliver a specified volume of activity measured in credits (1 credit is equivalent to 40 hours of learning). Each college is set an annual Credits target by the SFC for each academic year.
ES	Education Scotland	A Scottish Government executive agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages.
FE	Further Education	Non-school based education below SVQ level 4, SCQF level 7, i.e. below HNC level, non-advanced post school education.
HE	Higher Education	Education at SVQ level 4 or above, SCQF level 7 or above, for example HNC, HND, degree, postgraduate degree.
KPI	Key Performance Indicator	A type of performance and quality improvement measurement. KPIs evaluate the success of an organisation of a particular activity in which it engages.
	Level	Indicates if the course is an FE or HE programme.
	Outcomes	Statements that describe significant and essential learning that students have achieved, and can reliably demonstrate at the end of a course.
	Partial Success (KPI)	A KPI which measure students' success – those who completed the course but did not gain all the units to gain the qualification. These students do however receive formal accreditation for the units completed successfully.
SFC	Scottish Funding Council	The national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's 25 colleges and 19 universities and higher education institutions.
	Subject Group	Categories used by Education Scotland to group courses from the same curriculum area.
	Withdrawal (KPI)	A KPI which measures those who withdrew from the course and did not gain any qualification.