North East Scotland College

Key Performance Indicators

AY2020-21

Contents

Executive Summary

The College's Strategic Plan states North East Scotland College's intentions and aspirations for a period of three academic years – 2021 to 2023.

The Plan defines the College's Vision as:

North East Scotland College (NESCol) will, through the delivery of high quality education and training:

- drive and support innovation and economic prosperity,
- raise aspiration,
- create success, and
- promote diversity, fairness and opportunity for all providing individuals, businesses and communities in the North East of Scotland with 21st century skills.

The College recognises that in order to achieve the above Vision, the quality of its provision and the success of its students is of crucial importance. During the lifetime of its Strategic Plan, the College will strengthen its commitment to achieving excellence by continually evaluating and improving its curriculum offer and services.

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 (KPIs).

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 2020-21 against three nationally recognised KPIs:

- Completed Successful
- Partial Success
- Early Withdrawal

(An explanation of each of the above indicators is provided in the Glossary on page 19)

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 - 2018-19 and 2019-20.

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. A number of the indicators on the following pages provide sector averages for comparison purposes.

*Please note all totals below 50 are supressed.

Note: The 2020-21 AY was impacted by the ongoing COVID pandemic. Full consideration should be given to these exceptional circumstances and direct comparisons between 2019-20 and 2020-21 and earlier years should not be made without due consideration of the context.

The following highlights a number of NESCol's outcomes for Academic Year 2020-21:

71.2% OF LEARNERS ON FULL-TIME HE PROGRAMMES ACHIEVED THEIR AWARD **71.2%**

THE SUCCESS RATE FOR LEARNERS ON PART-TIME HE PROGRAMMES IS 83.2%

FEMALE 75.4%   MALE 69.8%

FEMALE SUCCESS RATES WERE HIGHER IN HIGHER EDUCATION PROGRAMMES

THE HIGHEST SUCCESS RATES FOR FE PROGRAMMES LONGER THAN 160 HOURS WERE ACHIEVED IN EDUCATION & TRAINING **LANGUAGES & ESOL** & ENGINEERING WITH OVER **74%** ACHIEVING THEIR AWARDS

FEMALE 61%   MALE 62.1%

MALE SUCCESS RATES WERE HIGHER IN FURTHER EDUCATION

66.3% OF STUDENTS AGED BETWEEN **18-20 YEARS** ACHIEVED THEIR AWARD

71.3% OF STUDENTS AGED BETWEEN **25-40 YEARS** ACHIEVED THEIR AWARD

THE HIGHEST SUCCESS RATE FOR HE PROGRAMMES WAS ACHIEVED IN **PERFORMING ARTS** WITH **80.3%** ACHIEVING THEIR AWARDS

THE SUCCESS RATE FOR LEARNERS SPONSORED BY THEIR EMPLOYERS IS HIGH AT 86%

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

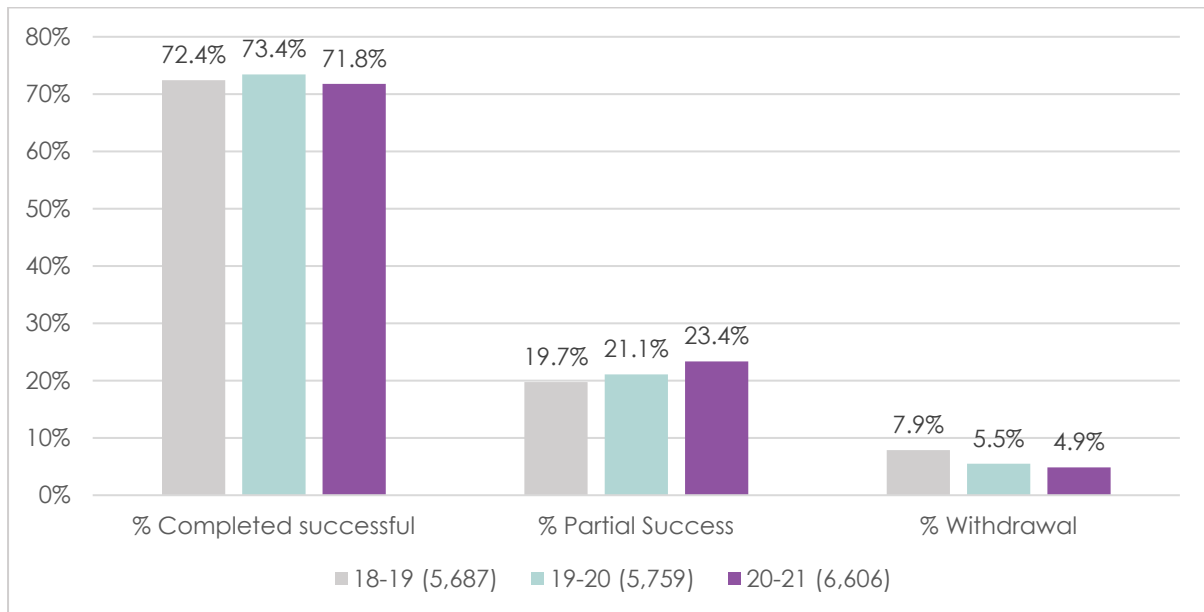This chart provides a 3 year comparison to show the outcomes for our students studying on full time non advanced courses, categorised by the number of hours study required to complete the course. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

The achievement on our non-advanced courses has decreased by 5.1% in comparison to the previous Academic Year. The 56.7% success rate for 2020-21 is also 4.6% below the sector average of 61.3%.

The College will identify actions to address areas where improvement is required to ensure that it delivers an excellent learning experience, leading to successful outcomes for all students. The College acknowledges its goal to deliver successful outcomes, and will continue to seek to increase its achievement rate for non-advanced provision.

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

The achievement on our part time non advanced courses has decreased by 1.6% in comparison to the previous Academic Year. The 71.8% success rate for 2020-21 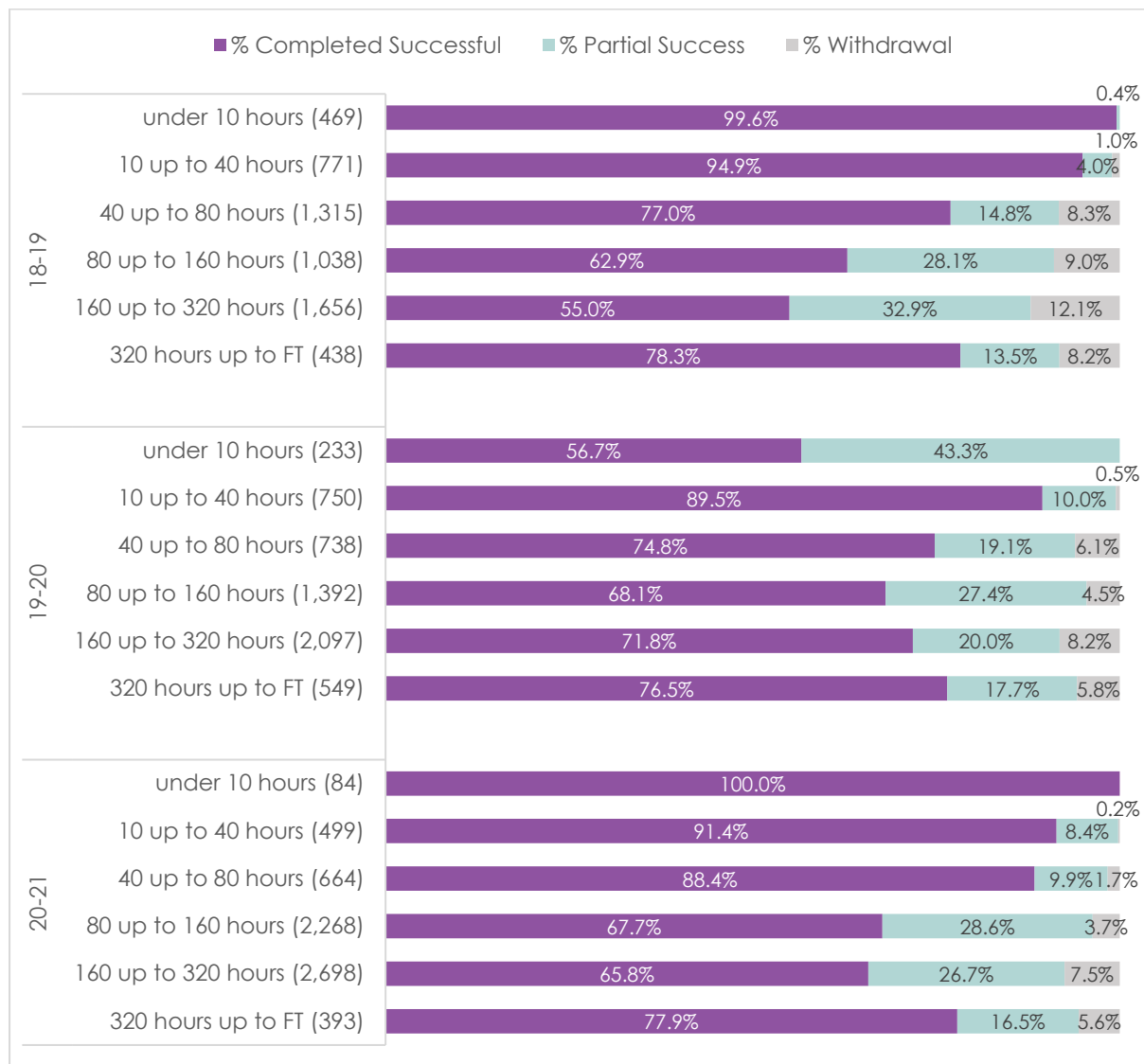is also 4.5% below the sector average of 76.3%. The College will identify actions to address areas where improvement is required to ensure that it delivers an excellent learning experience, leading to successful outcomes for all part-time students.

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

This chart provides a 3 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 10 hours have excellent levels of success at 100% and are 7.3% above the sector average of 92.7%. Courses of 320 hours up to full time are 4.8% more successful than the sector average, and courses of 40 to 80 hours are 4.5% more successful than the sector average.

Our lowest performing courses are 160 up to 320 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)
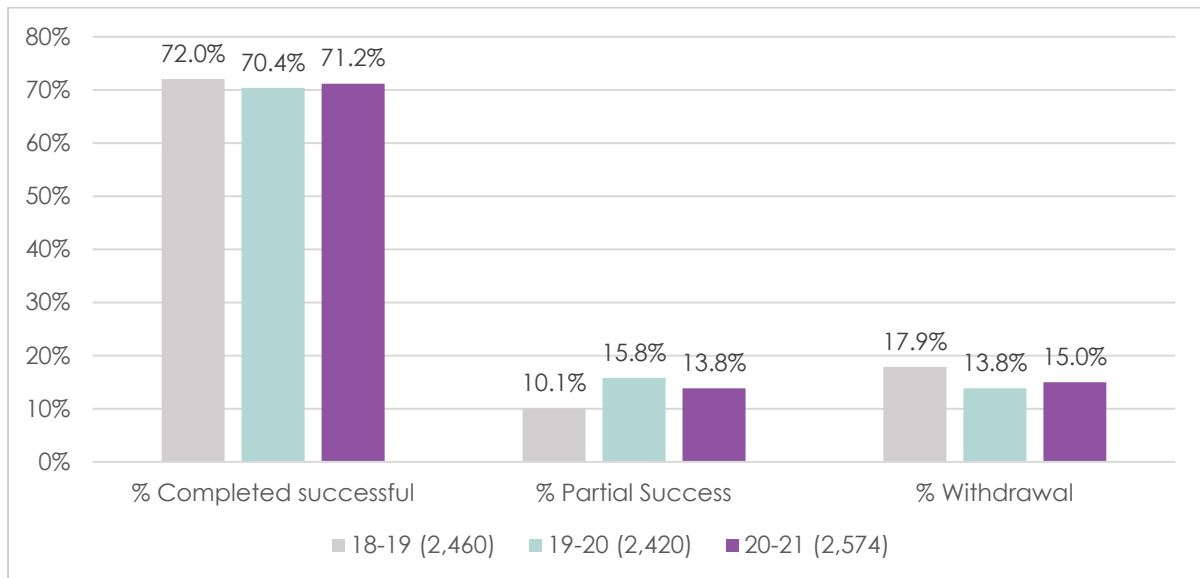
This chart provides a 3 year comparison to show the outcomes for our students on recognised full time advanced courses. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

The 71.2% achievement on our advanced courses delivered in 2020-21 saw a 0.8% increase in comparison to the previous Academic Year. Despite the increase, the College's achievement rate is slightly below the sector average of 72.1%. The College acknowledges its goal to deliver successful outcomes for all students, and will continue to seek to increase its achievement rate year on year.

Outcome totals for part time students on our advanced courses (HE)
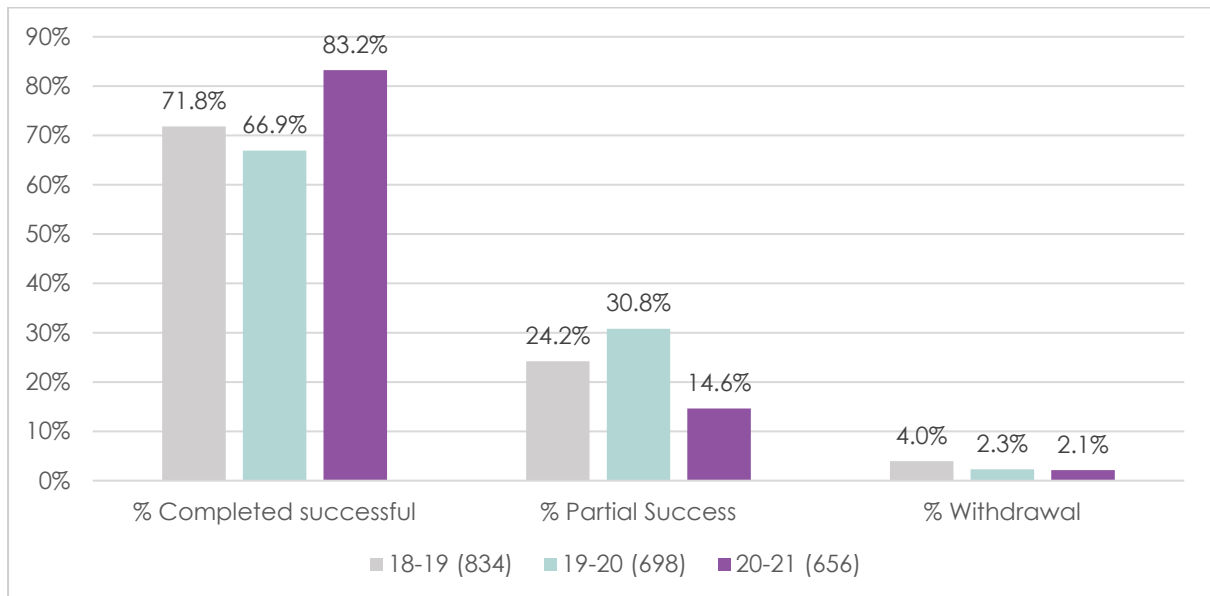
The achievement on our part time advanced courses has increased by a significant 16.3% in comparison to the previous Academic Year. The 83.2% success rate for 2020-21 is also 1.9% above the sector average of 81.3%.

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

Legend: ■ % Completed Successful ■ % Partial Success ■ % Withdrawal

18-19
Category	% Completed Successful	% Partial Success	% Withdrawal
10 up to 40 hours (05)	100.0%		
40 up to 80 hours (253)	75.9%	20.9%	3.2%
80 up to 160 hours (200)	46.5%	53.0%	0.5%
160 up to 320 hours (218)	87.6%	6.4%	6.0%
320 hours up to FT (158)	74.7%	18.4%	7.0%

19-20
Category	% Completed Successful	% Partial Success	% Withdrawal
10 up to 40 hours (10)	100.0%		
40 up to 80 hours (189)	81.0%	17.5%	1.6%
80 up to 160 hours (181)	26.0%	72.9%	1.1%
160 up to 320 hours (222)	83.8%	13.1%	3.2%
320 hours up to FT (96)	74.0%	21.9%	4.2%

20-21
Category	% Completed Successful	% Partial Success	% Withdrawal
10 up to 40 hours (01)	100.0%		
40 up to 80 hours (170)	78.2%	17.1%	4.7%
80 up to 160 hours (190)	88.9%	11.1%	
160 up to 320 hours (153)	90.2%	8.5%	1.3%
320 hours up to FT (142)	73.9%	23.2%	2.8%

This chart provides a 3 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.

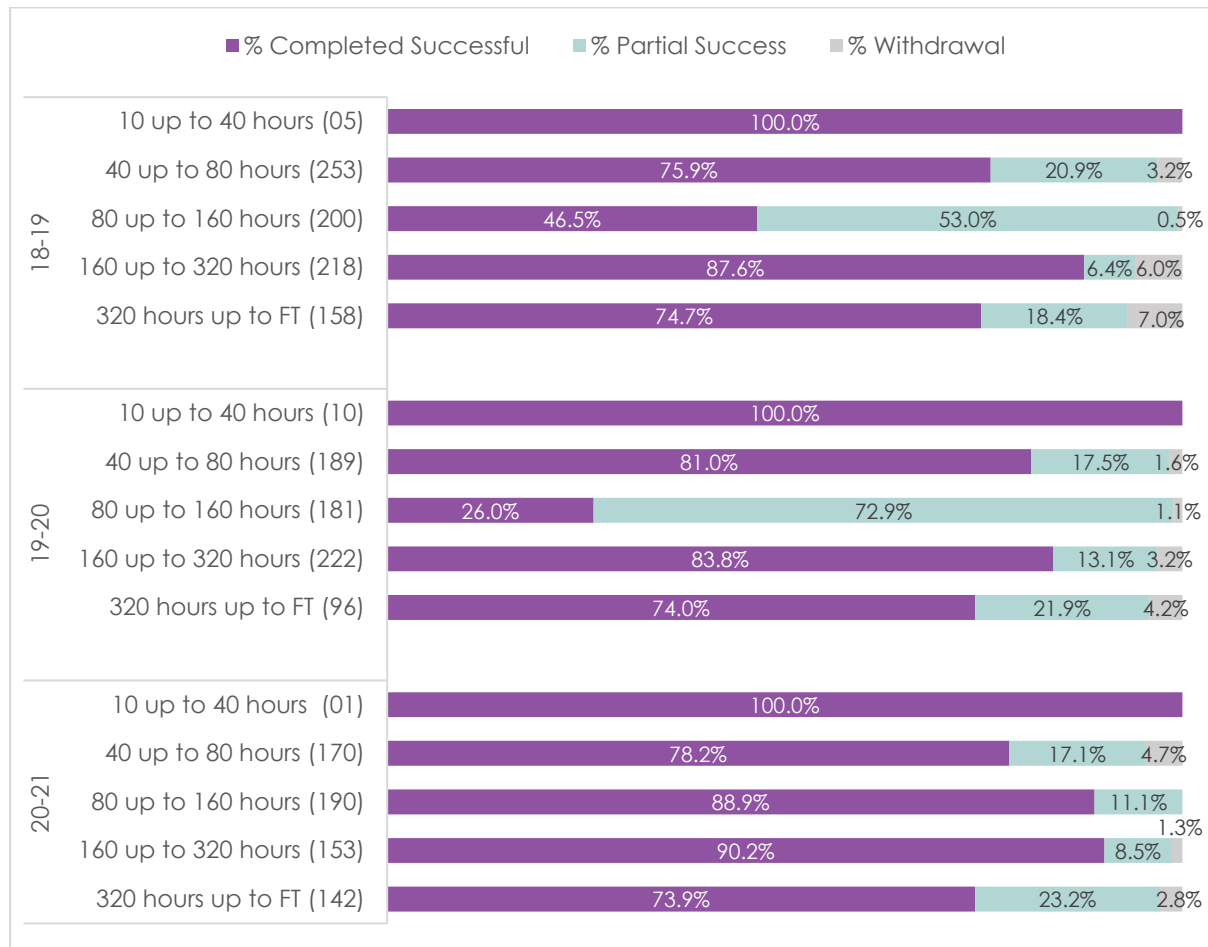Courses of less than 160 up to 320 hours have excellent levels of success at 90.2% and are 11.2% above the sector average of 79%. Courses of 80 up to 160 hours at 88.9% are 7.6% more successful than the sector average of 81.3%.

Most notably the success of courses 80 up to 160 hours have increased by 62.9% in comparison to the previous Academic Year.

Outcomes by Age Group on courses lasting 160 hours or more
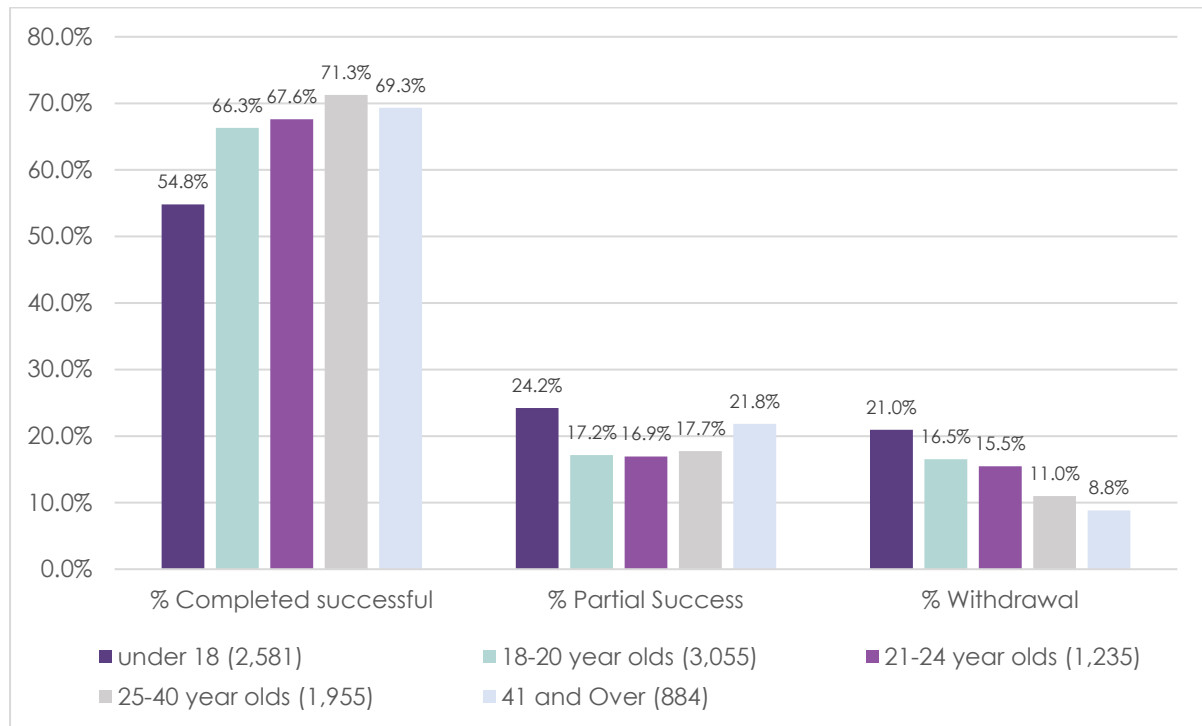
This chart provides a comparison to show the outcomes for our students over 5 determined age sets. Students in the age group of 25-40 year olds were the highest achieving age group at 71.3%. There was a 16.5% difference between the lowest and highest percentage of student success across all age groups.

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

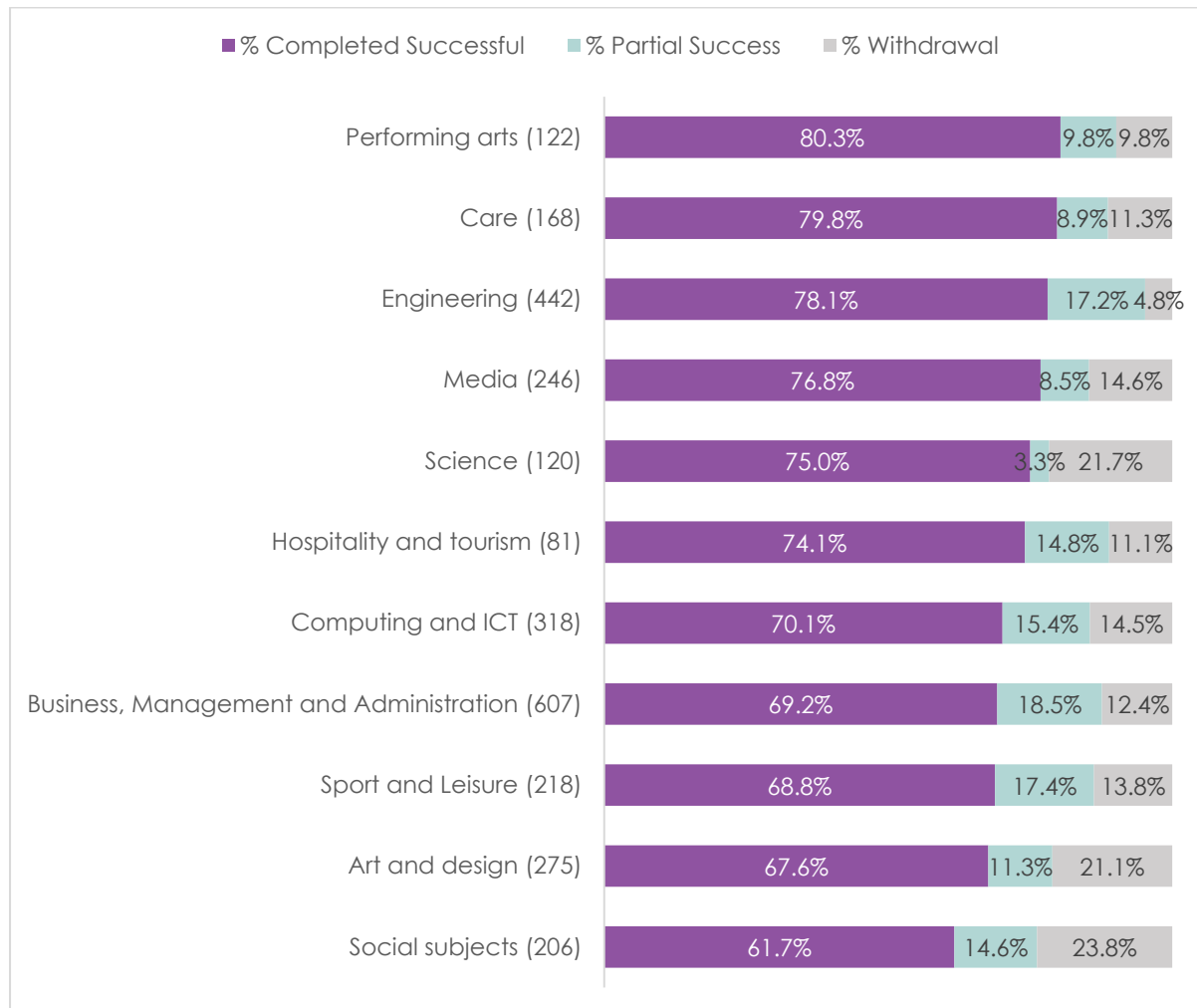| Subject Group	% Completed Successful	% Partial Success	% Withdrawal
Education and training (142)	80.3%	7.7%	12.0%
Languages and ESOL (287)	76.0%	10.8%	13.2%
Engineering (1,375)	74.1%	14.6%	11.3%
Nautical studies (76)	73.7%	5.3%	21.1%
Construction (321)	66.7%	17.4%	15.9%
Special Programmes (113)	66.4%	26.5%	7.1%
Performing arts (68)	64.7%	11.8%	23.5%
Media (168)	61.3%	16.1%	22.6%
Art and design (199)	61.3%	17.1%	21.6%
Care (1,730)	58.0%	27.7%	14.3%
Science (238)	55.9%	24.8%	19.3%
Hairdressing, Beauty & Complementary Therapies (404)	54.2%	21.8%	24.0%
Business, Management and Administration (576)	53.3%	34.2%	12.5%
Social subjects (343)	52.8%	19.2%	28.0%
Hospitality and tourism (242)	50.0%	28.5%	21.5%
Sport and Leisure (223)	49.8%	18.8%	31.4%
Computing and ICT (309)	48.9%	29.1%	22.0%

Four of our non-advanced subject areas achieved success rates above 70%, with Education and Training achieving the highest at 80.3%. Out of the 17 subject areas presented, we performed in line with or higher than the sector average for 3 subject groups. The College acknowledges its goal to deliver successful outcomes for all students, and will continue to seek to increase its achievement rate for the lower performing courses year on year.

The following subject group data total is below 50 therefore supressed:

- Land-based Industries (27)

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

Legend: ■ % Completed Successful ■ % Partial Success ■ % Withdrawal

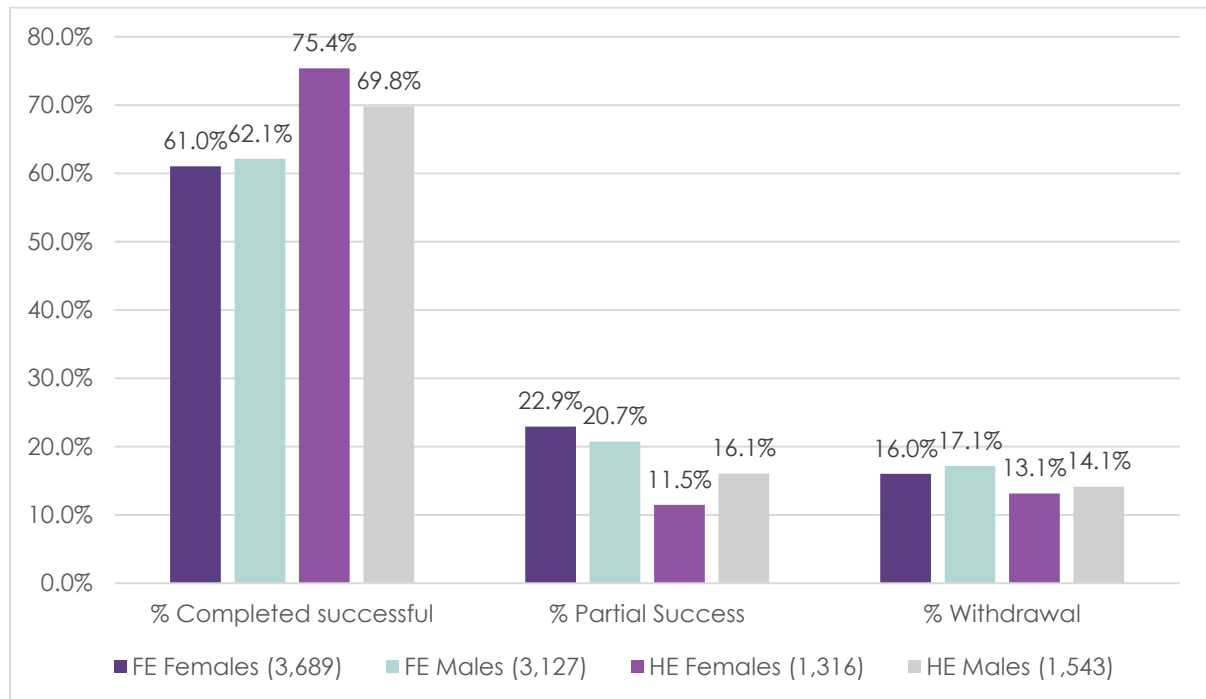| Subject Group	% Completed Successful	% Partial Success	% Withdrawal
Performing arts (122)	80.3%	9.8%	9.8%
Care (168)	79.8%	8.9%	11.3%
Engineering (442)	78.1%	17.2%	4.8%
Media (246)	76.8%	8.5%	14.6%
Science (120)	75.0%	3.3%	21.7%
Hospitality and tourism (81)	74.1%	14.8%	11.1%
Computing and ICT (318)	70.1%	15.4%	14.5%
Business, Management and Administration (607)	69.2%	18.5%	12.4%
Sport and Leisure (218)	68.8%	17.4%	13.8%
Art and design (275)	67.6%	11.3%	21.1%
Social subjects (206)	61.7%	14.6%	23.8%

Seven of our advanced subject areas achieved success rates above 70%, with Performing Arts achieving the highest at 80.3%. Of the 11 subject areas presented, 7 achieved outcomes above the sector average.

The following subject groups' data total is below 50 therefore supressed:
- Construction (30)
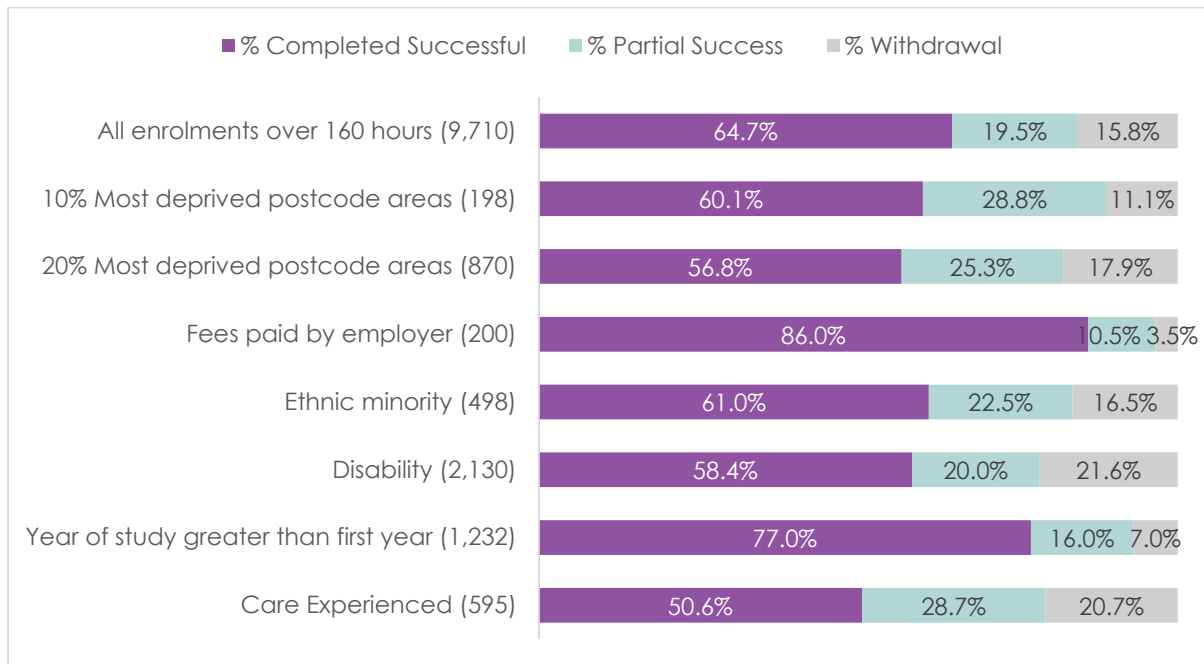- Hairdressing, Beauty and Complementary Therapies (15)
- Nautical Studies (21)

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

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

	% Completed successful	% Partial Success	% Withdrawal
FE Females (3,689)	61.0%	22.9%	16.0%
FE Males (3,127)	62.1%	20.7%	17.1%
HE Females (1,316)	75.4%	11.5%	13.1%
HE Males (1,543)	69.8%	16.1%	14.1%

Further education achievement for our male students is 62.1%, which is 1.1% higher than their female counterparts but 4.8% below the sector average. For higher education, the success rate for our female students is 5.6% higher than their male counterparts but 0.7% below the sector average.

The College has in place an Equality Mainstreaming and Outcomes report. The report and accompanying appendices outlines the progress the College is making towards meeting the Public Sector Equality Duty (PSED) and how the College is mainstreaming this duty to ensure that everyone who learns or works at NESCol receives the best possible experience. Appendix 10 provides reference to Biological Sex Representation and Success.

Outcomes and enrolments by Key Group for part time students

Legend: ■ % Completed Successful ■ % Partial Success ■ % Withdrawal

Group	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours (9,710)	64.7%	19.5%	15.8%
10% Most deprived postcode areas (198)	60.1%	28.8%	11.1%
20% Most deprived postcode areas (870)	56.8%	25.3%	17.9%
Fees paid by employer (200)	86.0%	10.5%	3.5%
Ethnic minority (498)	61.0%	22.5%	16.5%
Disability (2,130)	58.4%	20.0%	21.6%
Year of study greater than first year (1,232)	77.0%	16.0%	7.0%
Care Experienced (595)	50.6%	28.7%	20.7%

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 their fees paid by employers has increased by 6.7% compared to the previous Academic Year and the achievement of our Care Experienced students saw a 0.9% increase in comparison to the previous year.

Overall college performance
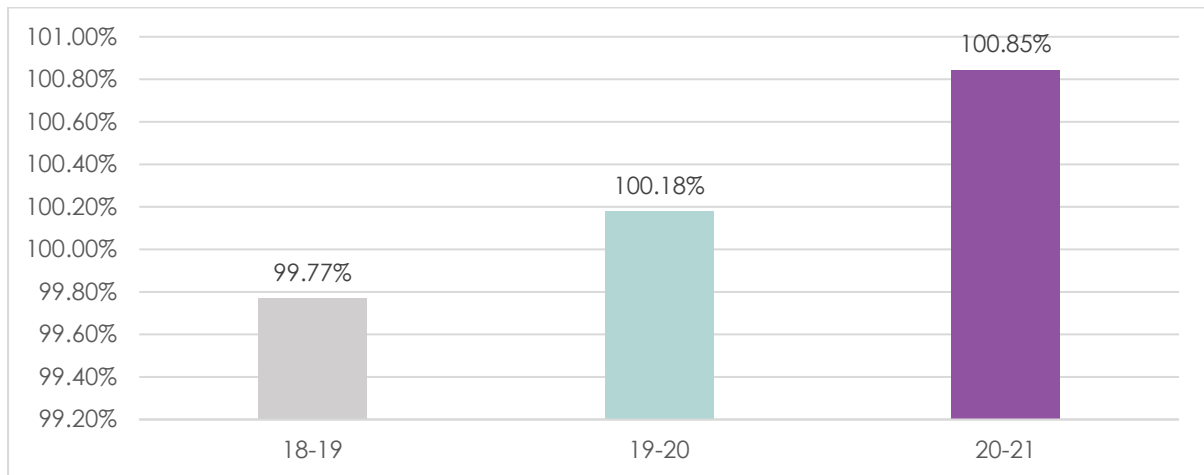
The Scottish Funding Council's annual grant to the college sector allows courses to be provided free to eligible students. In return, the SFC expects colleges to provide an agreed level of activity. This activity is measured in Credits, with each Credit equating to 40 hours of study. In 2020-21 NESCol delivered 133,121 Credits against a target of 132,005, this equates to 100.85%.

The College manages its activity through curriculum planning and review, and during 2020-21 improved the robustness of its monitoring and forecasting of its activity.

Full-time permanent teaching staff with a teaching qualification
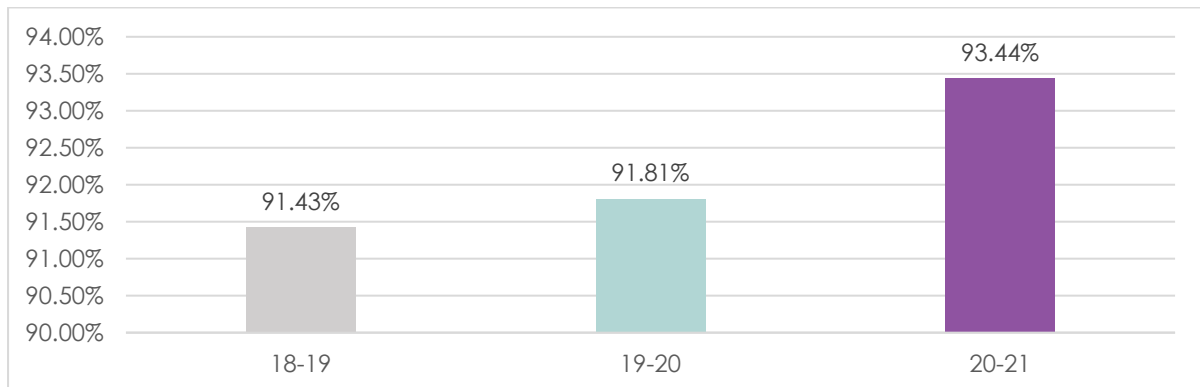
The College has maintained a consistently high level of permanent teaching staff with a teaching qualification over the last 3 years, 224 out of 245 in AY2018-19; 213 out of 232 in AY2019-20 and 242 out of 259 in AY2020-21.

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 2021-2023

The Strategic Plan for the College identifies the strategic direction of the College for the coming 3 years, and provides context and rationale. The Plan is the corporate planning statement of the College's Regional 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, Environmental & Social Sustainability, Estates, Finance, Information Technology, Learning & Teaching, Marketing & Communications and People Strategy.

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 students, employers and community.

College Sector Performance Indicators 2020-21

Further information on the performance of all Scottish Colleges in 2020-21 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 (FE)	Non-school based education below SVQ level 4, SCQF level 7, i.e. below HNC level, non-advanced post school education.
HE	Higher Education (HE)	Education at SVQ level 4 or above, SCQF level 7 or above, for example HNC, HND, degree, postgraduate degree.
KPI	Key Performance Indictor (KPI)	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 (SFC)	The national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges and universities and higher education institutions.
	Subject Group	Categories used by Education Scotland and the SFC 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.