



SFC Published Key Performance Indicators AY2021-2022 Report

Contents

Executive Summary.....	2
Figure 1 - Outcomes for full time students on our non-advanced courses (FE)	4
Figure 2 - Outcome totals for part time students on our non-advanced courses (FE)	5
Figure 3 - Outcome breakdown for part time students on our non-advanced courses (FE)	6
Figure 4 - Outcomes for full time students on our advanced courses (HE)	7
Figure 5 - Outcome totals for part time students on our advanced courses (HE)	8
Figure 6 - Outcome breakdown for part time students on our advanced courses (HE)	9
Figure 7 - Outcomes by Age Group on courses lasting 160 hours or more	10
Figure 8 - Outcomes and Enrolments by Subject Group for non-advanced students (FE)	11
Figure 9 - Outcomes and Enrolments by Subject Group for advanced students (HE)	12
Figure 10 - Outcomes by Level and Gender on advanced and non-advanced courses	13
Figure 11 - Outcomes and enrolments by Key Group for part time students	14
Figure 12 - Overall college performance.....	15
Figure 13 - Full-time permanent teaching staff with a teaching qualification	16
Additional information	17
Glossary	18

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 2021-22 against three nationally recognised KPIs:

- Completed Successful
- Partial Success
- 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 - 2019-20 and 2020-21.

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 suppressed.

Note: The academic year 2021-22 was impacted by the ongoing COVID pandemic, the requirement for continued public health control measures and the emerging cost of living crisis. These unprecedented circumstances continued to present colleges with challenges during 2021-22 therefore full consideration should be given to these exceptional circumstances and direct comparisons between 2019-20, 2020-21 and earlier years should not be made without due consideration of the context.

Figure 1 - Outcomes for full time students on our non-advanced courses (FE)

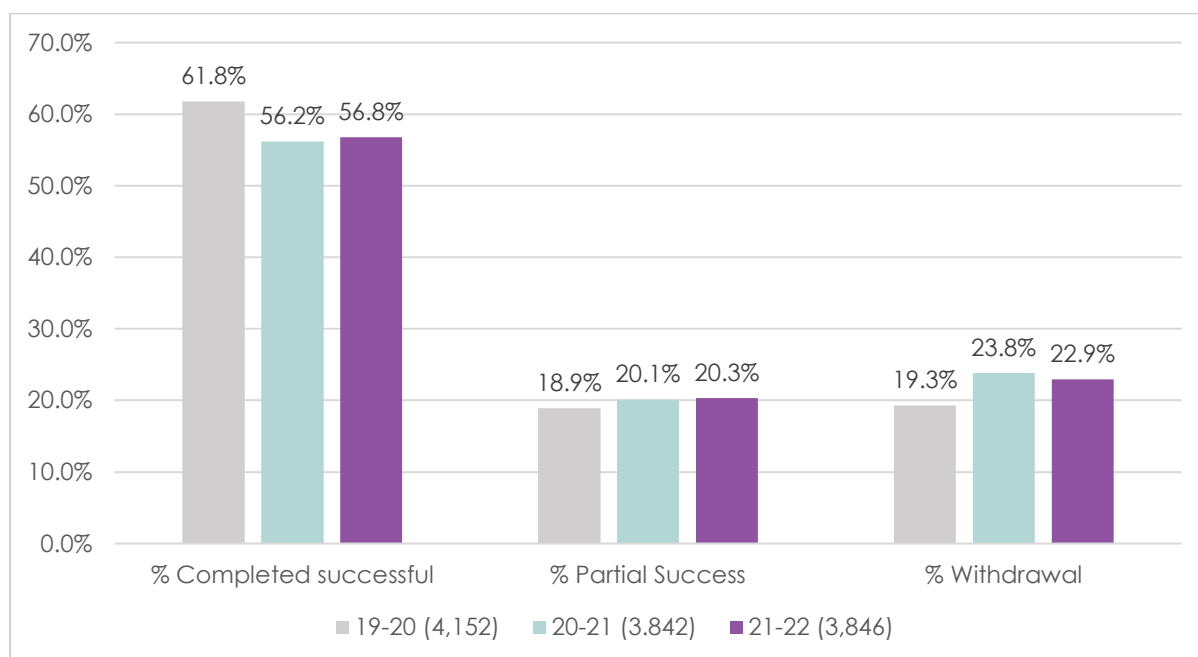


Figure 1 shows the key outcomes for our students studying on full-time non-advanced courses (defined by the number of hours study required to complete the course, over a three-year period).

The graph shows the percentage of students who completed their course successfully, the percentage that stayed at college until the end of the course but did not complete their group award, and those who withdrew from their course before the end of the academic year.

In Academic Year (AY) 2021-22 the number of students successfully completing their course successfully increased slightly from AY2020-21, however the level of attainment was still below the sector average of 59.0%, and still substantially lower than the rate of attainment in AY2019-20 and the preceding pre-COVID years.

In order to address this the College Leadership used the return-to-campus in AY22-23 to initiate a "focus on fundamentals" for all academic teams. All teams were instructed to review and reconsider Programme Delivery Guidelines, assessment schedules and our whole-college approach to student support to ensure that the student experience was optimal now that teaching could return to campus following easing of COVID restrictions.

Furthermore, Curriculum Management also initiated a programme of "Spotlight Reviews" to provide additional focus and support to those areas of the curriculum experiencing the lowest levels of attainment. The College acknowledges its goal to deliver successful outcomes, and will continue to seek to increase its achievement rate for non-advanced provision.

Figure 2 - Outcome totals for part time students on our non-advanced courses (FE)

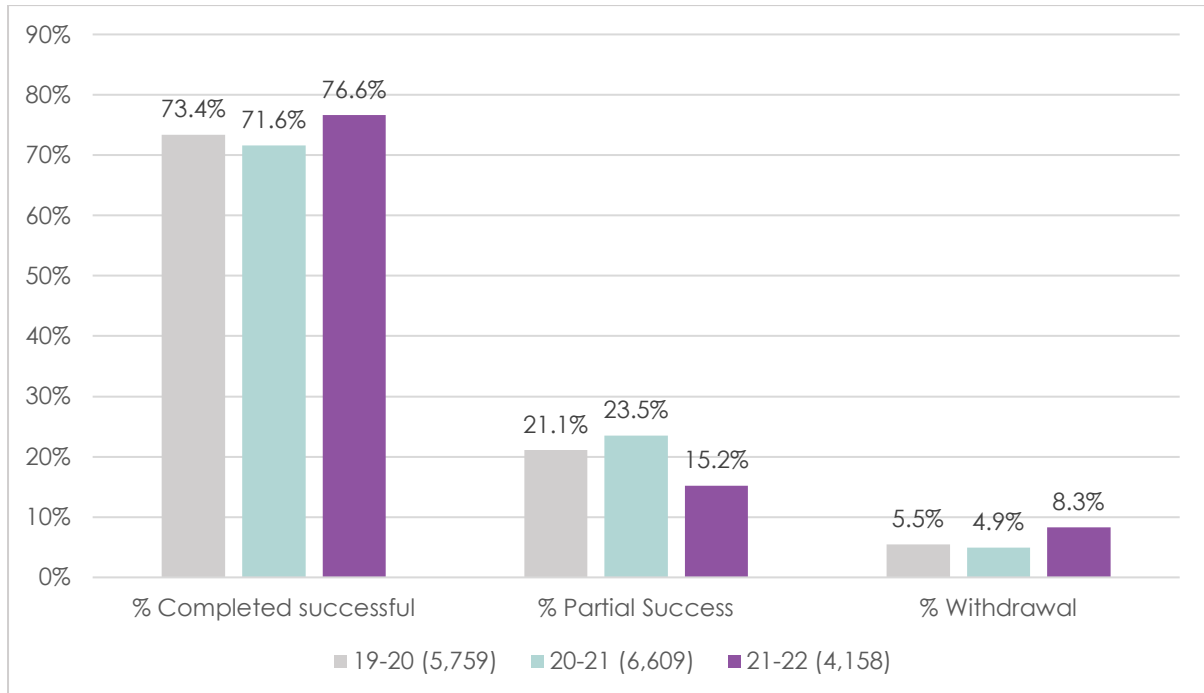


Figure 2 shows the key outcomes for our students studying on part-time non-advanced courses (defined by the number of hours study required to complete the course, over a three-year period).

The achievement on our part-time non-advanced courses has increased by 5.0% in comparison to the previous Academic Year. The 76.6% success rate for 2021-22 is also 0.3 % above the sector average of 76.3%.

The College will continue to identify actions to address areas where improvement is required to ensure that it continues to deliver outcomes for all part-time students that are in line with or exceed the sector average.

Figure 3 - Outcome breakdown for part time students on our non-advanced courses (FE)

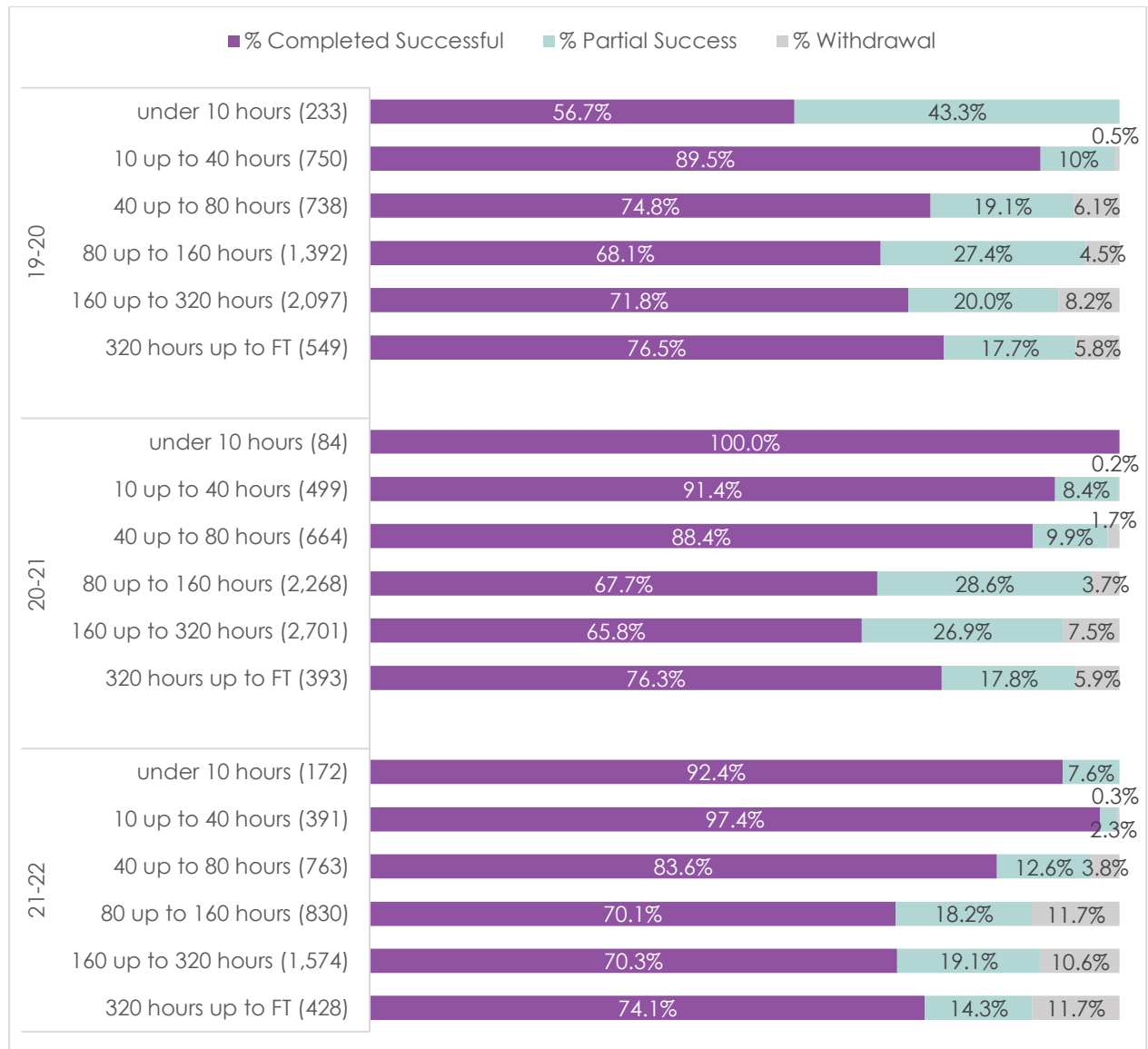


Figure 3 provides a comparison of part-time course performance over a three-year period, categorised by the number of hours study required to complete the course.

Courses of 10 up to 40 hours have very high levels of success at 97.4% and are 5.5% above the sector average of 91.9%. Courses of 320 hours up to full time are 1.4% more successful than the sector average, and courses of 40 to 80 hours are 1.2% more successful than the sector average of 82.4%.

Our lowest performing courses fall within the 160 up to 320 hours category and although these are still 1.8% above the sector average, we will continue to review and evaluate their delivery as part of our internal quality process to ensure ongoing improvement and the identification of good practice.

Figure 4 - Outcomes for full time students on our advanced courses (HE)

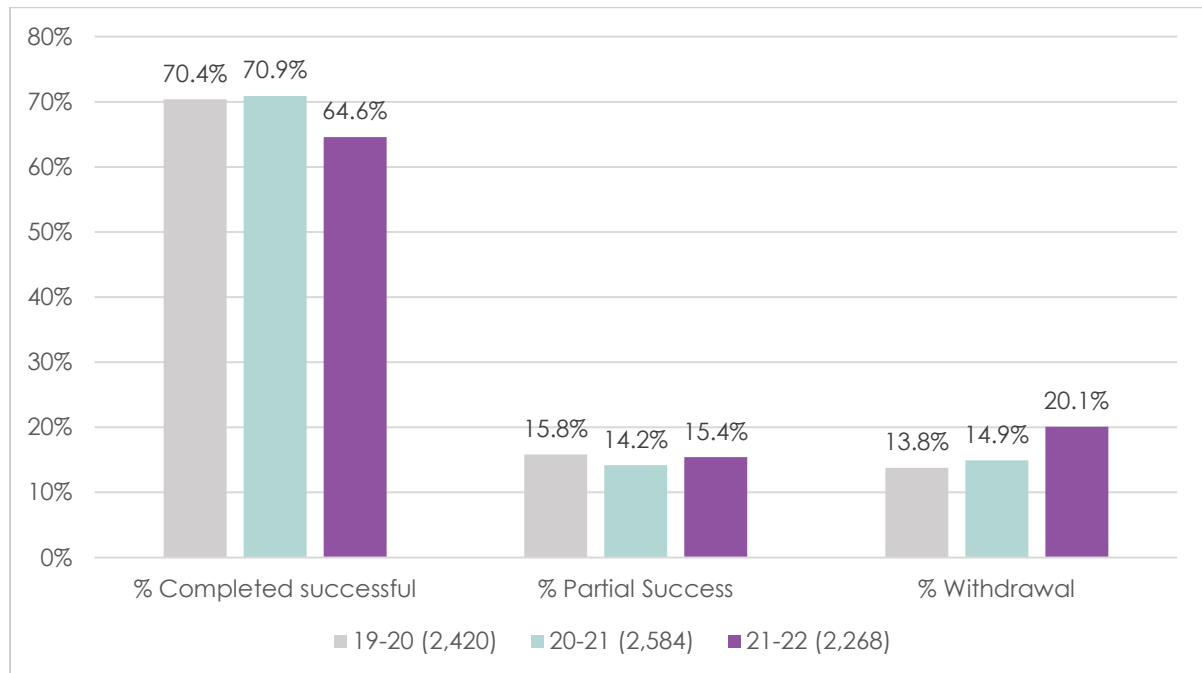


Figure 4 outlines the key outcomes for our students studying on full-time advanced courses (defined by the number of hours study required to complete the course, over a three-year period).

The graph shows the percentage of students who completed their course successfully, the percentage that stayed at college until the end of the course but did not complete their group award, and those who withdrew from their course before the end of the academic year.

After two years of consistent performance during the COVID pandemic AY2021-22 saw attainment across our full-time advanced course decline by 6.3% from the previous year. This was attributed to the prolonged exposure to COVID mitigations that many advanced students had been exposed to at college over a period of two years, and as a result of the growing cost of living crises that necessitated many students to leave college to take up work. Despite the decrease, the College's achievement rate remained 2.1% above the sector average of 62.5%.

The same action taken to address the decline in full-time non-advance attainment, namely the "focus on fundamentals" and the introduction of the Spotlight Reviews was also used to address the decline in advanced course performance and we anticipate an improvement across all KPIs in AY2022-23.

Figure 5 - Outcome totals for part time students on our advanced courses (HE)

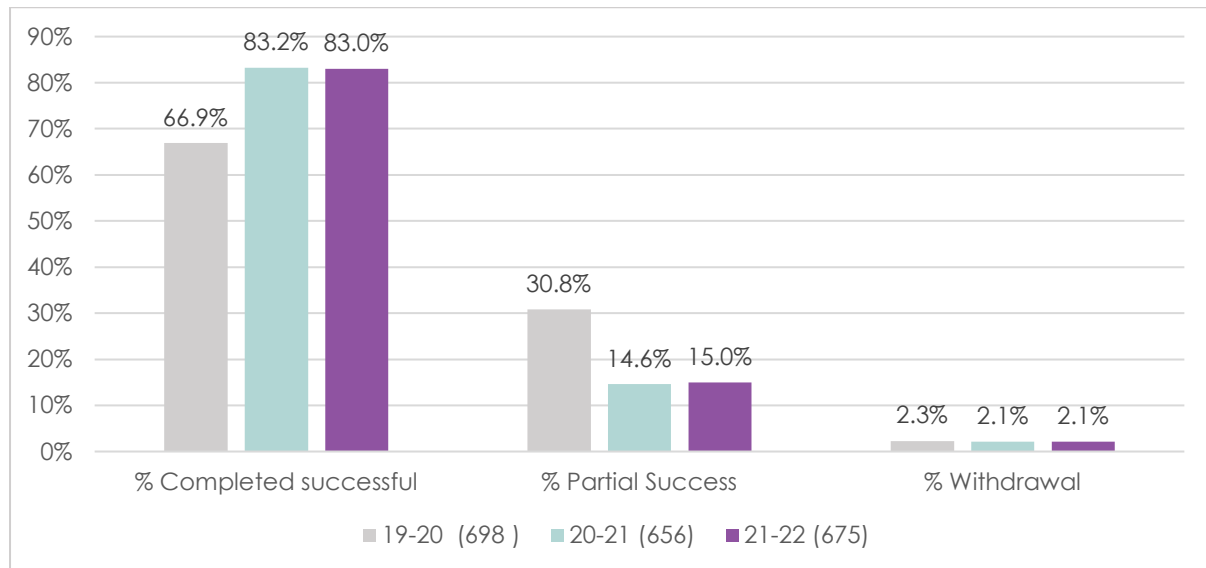


Figure 5 provides a three-year comparison that illustrates the attainment for our students on part-time advanced courses. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

The achievement on our part-time advanced courses has fractionally decreased in comparison to the previous Academic Year. The 83.0% success rate for 2021-22 is however 4.2% above the sector average of 78.8%.

We will continue to review and evaluate the delivery of these programmes as part of our internal quality process to ensure continuous improvement and the identification of good practice.

Figure 6 - Outcome breakdown for part time students on our advanced courses (HE)

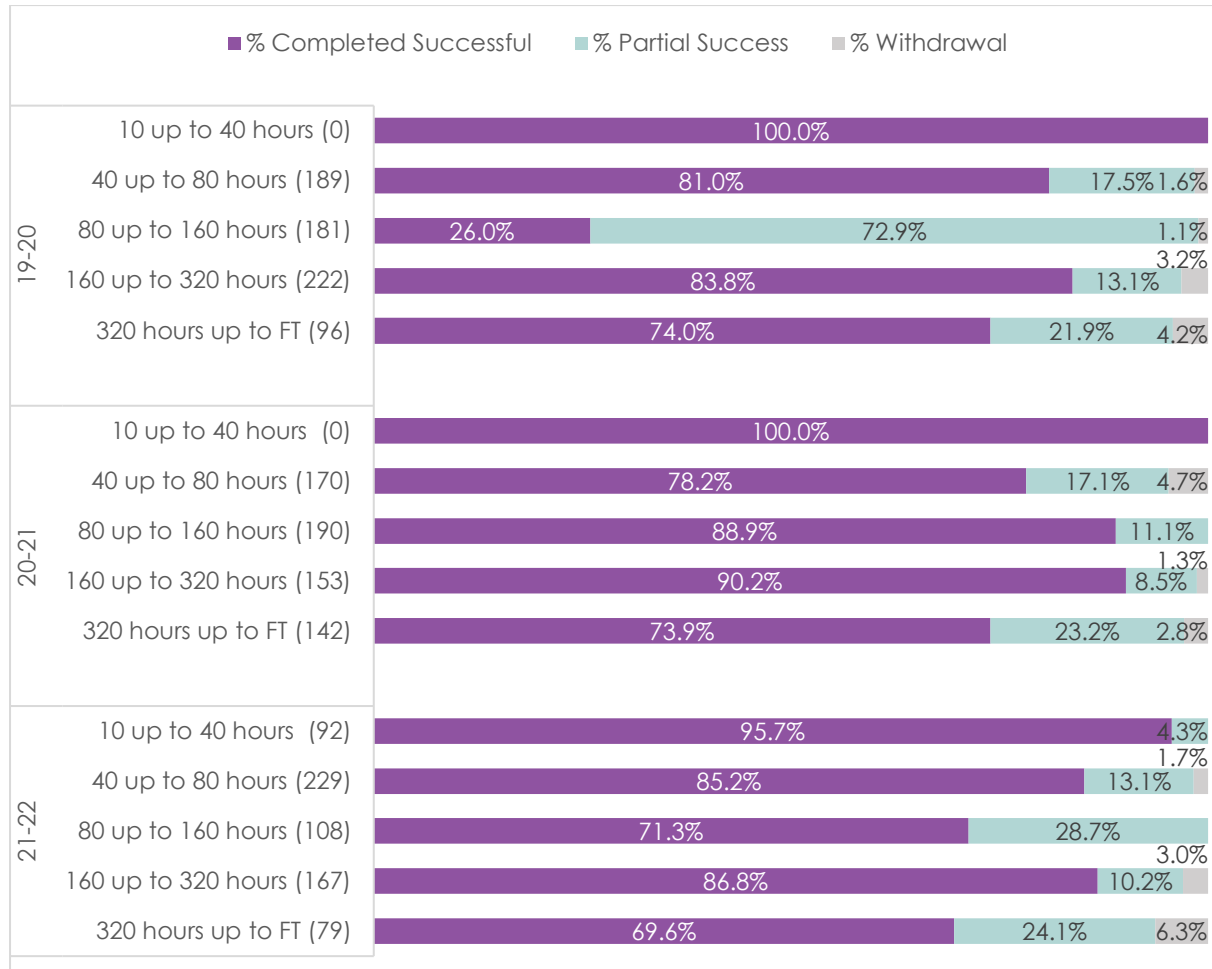


Figure 6 provides a comparison of part-time course performance over a three-year period categorised, by the number of hours study required to complete the course.

Courses of 160 up to 320 hours have high levels of success at 86.8% and are 11.0% above the sector average of 75.8%. Courses of 40 up to 80 hours at 85.2% are 2.6% more successful than the sector average of 82.6%.

Our lowest performing courses are those delivered over 320 hours up to FT. With an attainment rate of 69.6%, these programmes have decreased by 4.3% in comparison to the previous year and are now 10.1% below the sector average. The College has initiated steps to identify where improvement is required to ensure that it delivers an excellent learning experience, leading to successful outcomes for all students.

Figure 7 - Outcomes by Age Group on courses lasting 160 hours or more

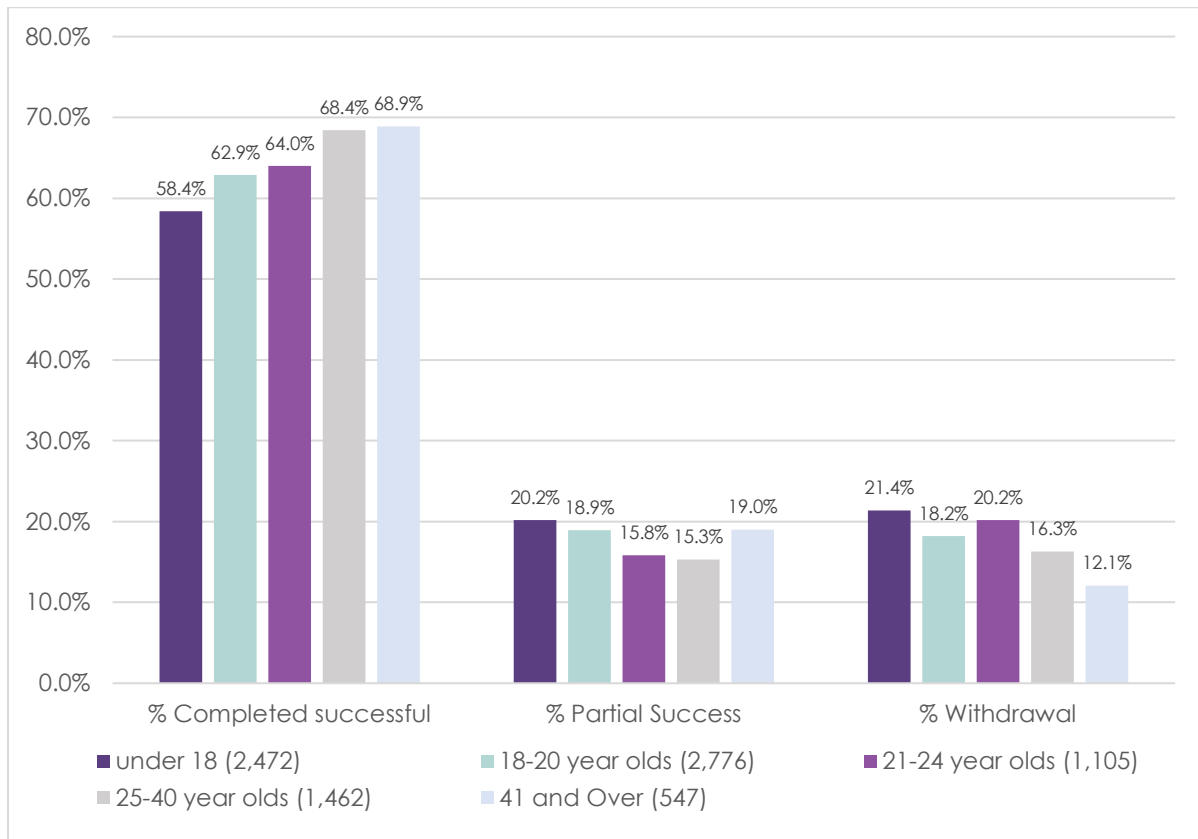
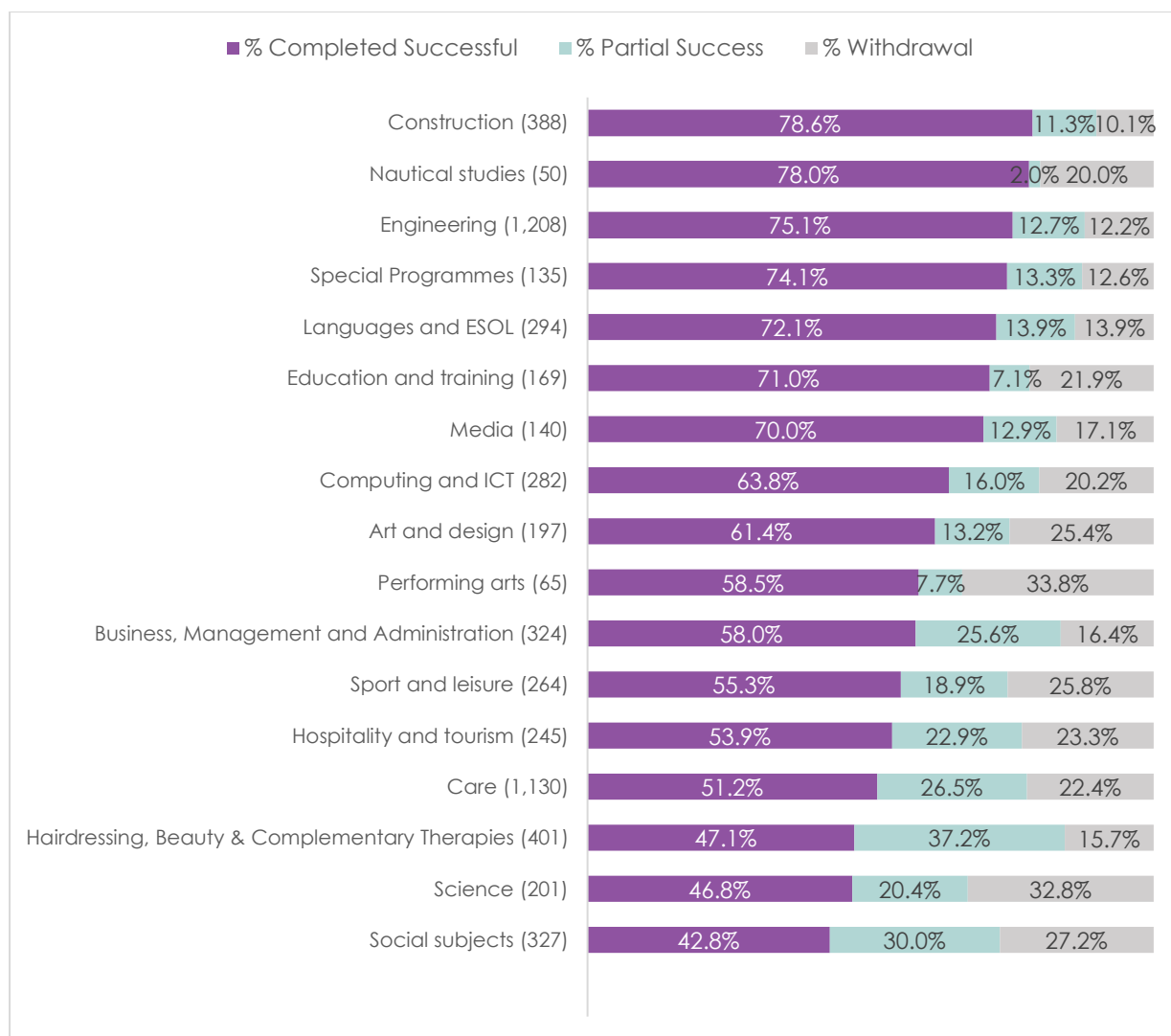


Figure 7 shows the outcomes for our students in AY2021-22 over five determined age sets. Students in the age group of 41 and over were the highest achieving age group at 68.9%, closely followed by the 25 to 40 year old age group at 68.4%. There was a 10.5% difference between the lowest and highest percentage of student success across all age groups.

Although our under 18 age group achievement is not optimal at 58.4%, it is still 0.5% higher than the sector average.

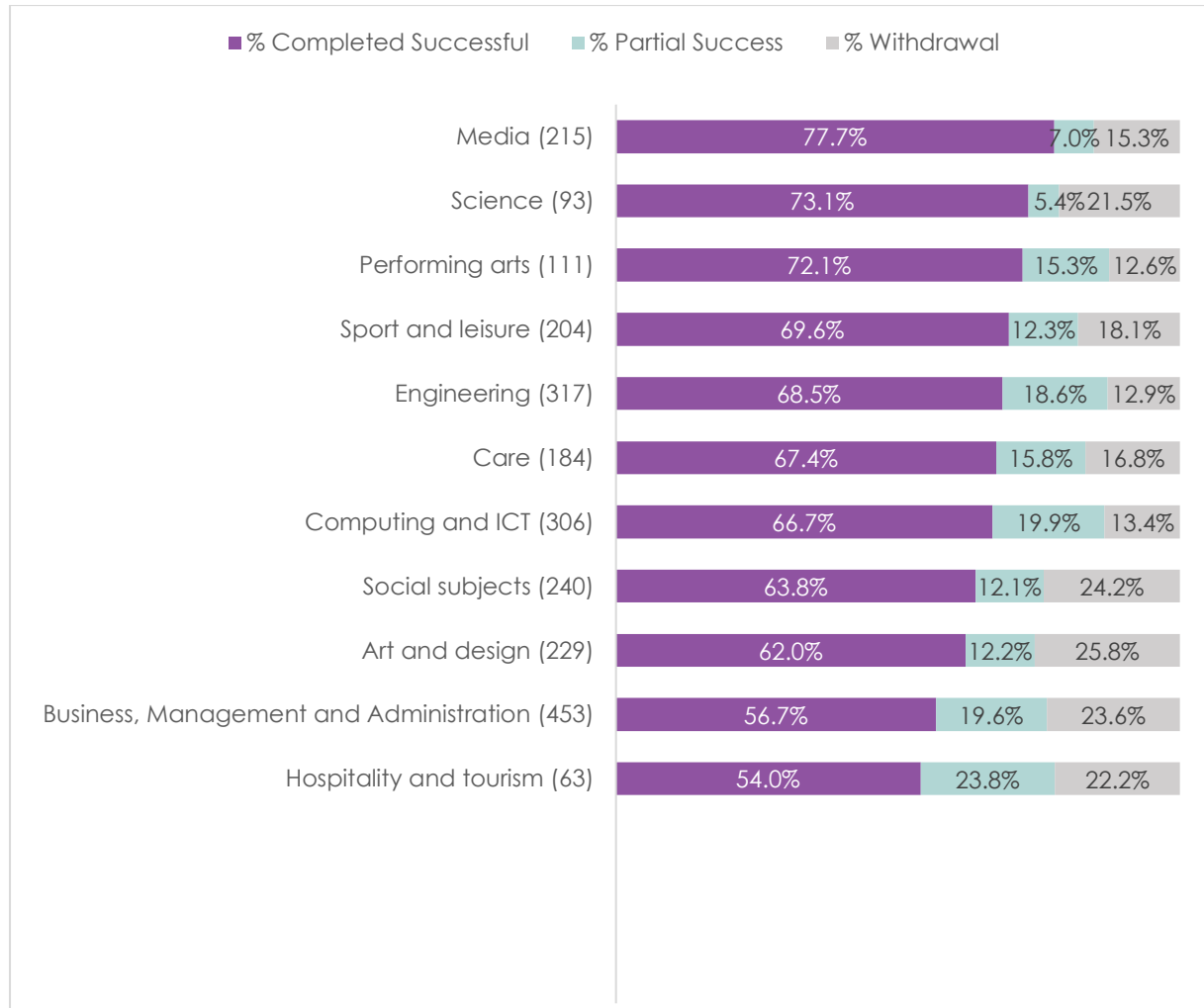
Figure 8 - Outcomes and Enrolments by Subject Group for non-advanced students (FE)



Seven of our non-advanced subject groups achieved success rates of 70% or above, with Construction achieving the highest at 78.6%, which is 1.8% higher than the sector average.

Of the 17 subject areas presented, we performed higher than the sector average for eight subject groups, construction, nautical studies; engineering; special programmes; education and training; media; computing and ICT and business management and administration.

Figure 9 - Outcomes and Enrolments by Subject Group for advanced students (HE)



Three of our advanced subject groups achieved success rates above 70%, with Media achieving the highest at 77.7%, 9% above the sector average. Of the 11 subject groups presented, eight achieved outcomes above the sector average. Specifically; media, science, sport and leisure, engineering, care, computing and ICT, social subjects and hospitality and leisure.

The advanced subject groups achieved positive outcomes with only three out of the 11 subject groups presented below the sector average.

Figure 10 - Outcomes by Level and Gender on advanced and non-advanced courses

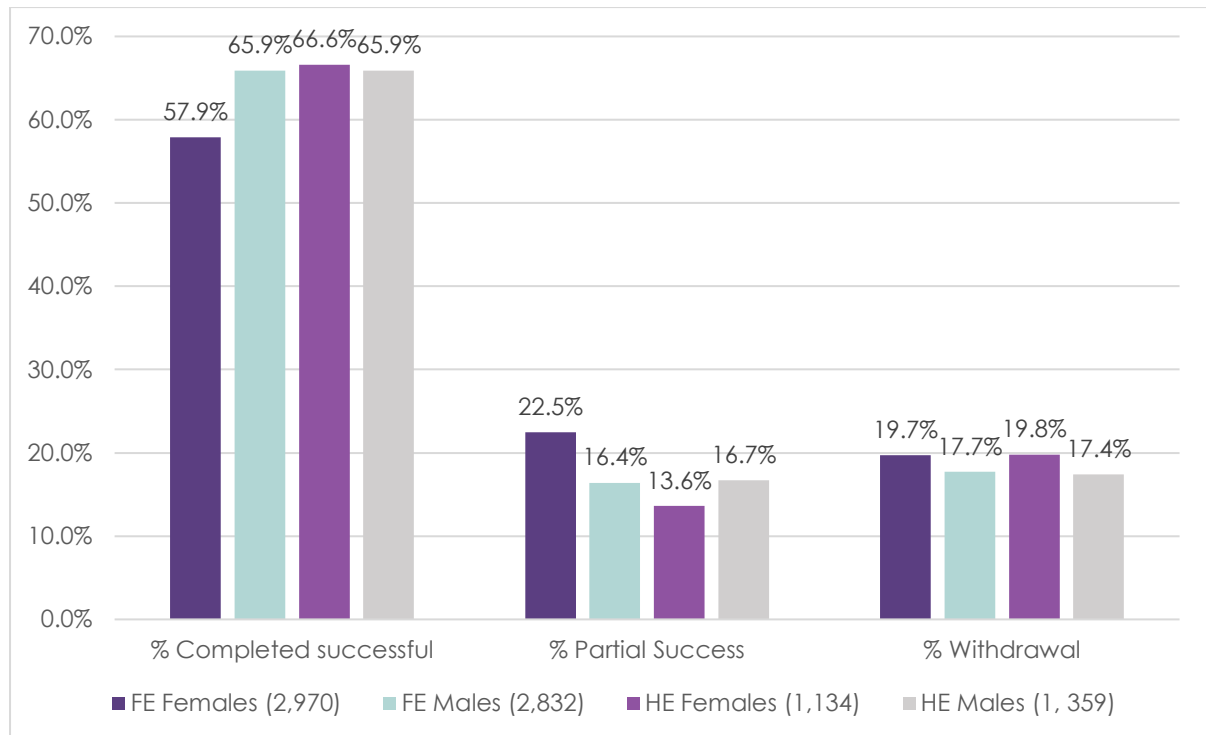


Figure 10 shows the achievement non-advanced (FE) male students is 65.9%, which is 8.0% higher than their female counterparts but 2.6% below the sector average. For our advanced provision (HE) the success rate for our male and female students is more comparable, 66.6% for females, 0.4% above the sector average and 65.9% for males, 2.8% above the sector average.

The outcome gap between males and females on non-advanced courses has significantly increased in comparison to the previous year, where the achievement for male students was only 1.1% higher than their female counterparts. This change is being reviewed as part of the ongoing self-evaluation process and via the work led on by the Equalities committee.

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.

Figure 11 - Outcomes and enrolments by Key Group for part time students

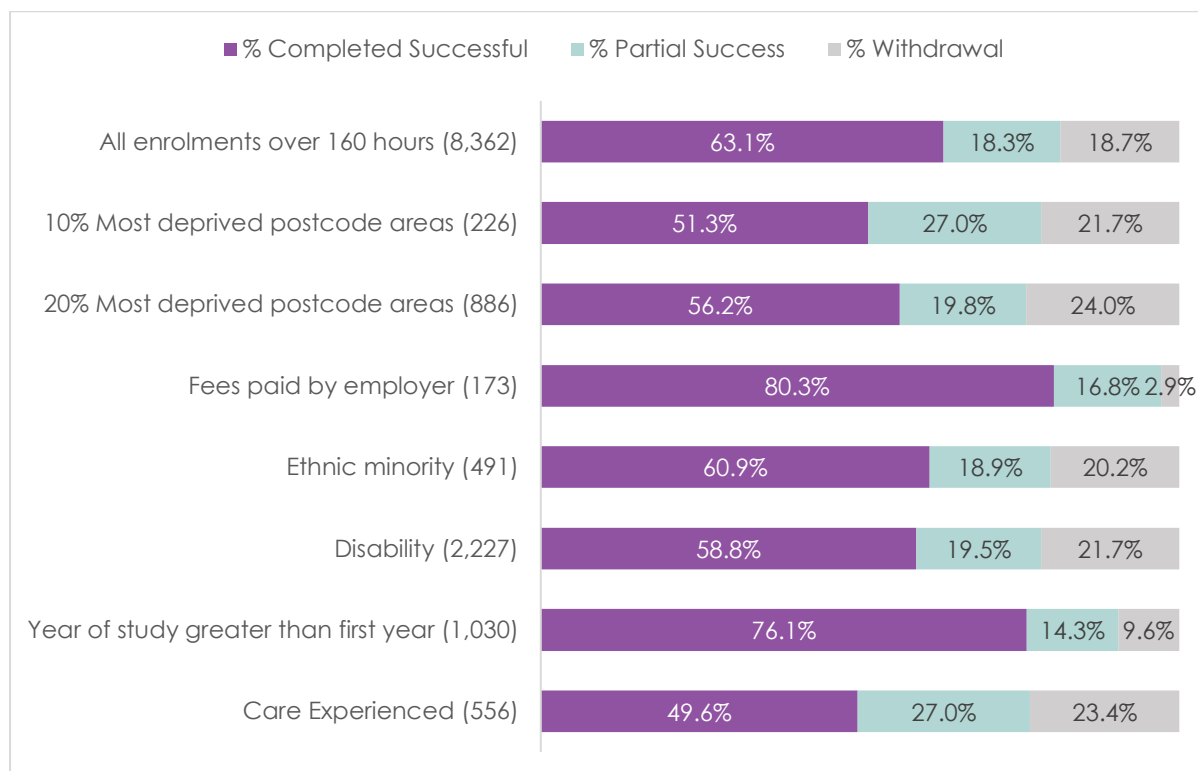
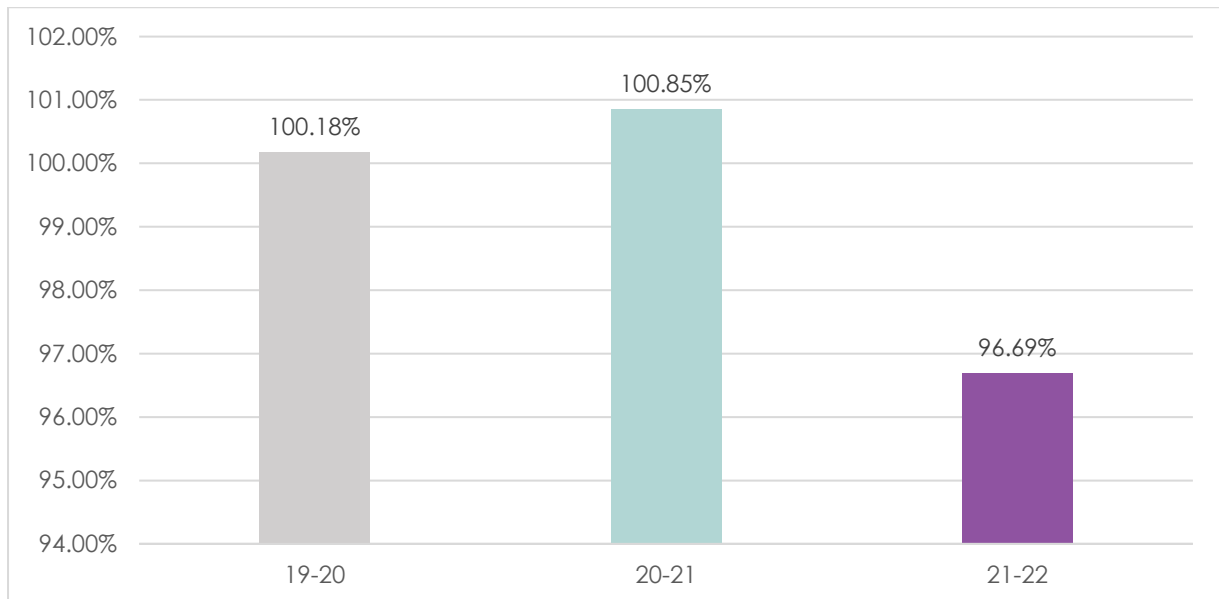


Figure 11 shows the performance in AY2021-22 of key category groups that align with the measures outlined in our Regional Outcome Agreement.

The success rates for students who have their fees paid by employers, although decreased by 5.7% in comparison to the previous Academic Year, is still high at 80.3%. Seven out of the eight key groups decreased in outcomes in comparison to the previous year, enrolments over 160 hours 1.6%, 10% most deprived postcode areas 8.8%; 20% most deprived postcode areas 0.6%; fees paid by employer 5.7%; ethnic minority 0.1%; year of study greater 0.9% and care experienced 1%. The Disability key group achieved a 0.4% increase in comparison to the previous Academic year.

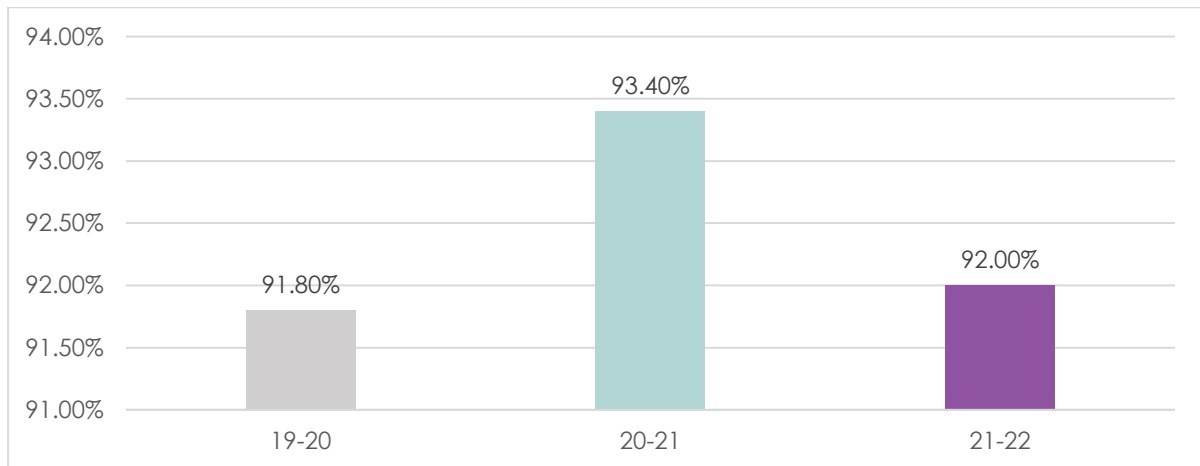
Figure 12 - Overall college performance



The Scottish Funding Council's annual grant to the college sector allows courses to be provided free to eligible students. In return, the Funding Council expects colleges to provide an agreed level of activity. This activity is measured in Credits, with each Credit equating to 40 hours of study.

The College manages its activity through curriculum planning and review. In AY2021-22 NESCol delivered 131,758 Credits against a target of 136,270, this equates to 96.69%.

Figure 13 - 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, 213 out of 232 in AY2019-20, 242 out of 259 in AY2020-21 and 240 out of 261 in AY2021-22.

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 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 communities.

College Sector Performance Indicators 2021-22

Further information on the performance of all Scottish Colleges in AY2021-22 has been published by the Scottish Funding Council (SFC). Comparative information provided covers areas such as student retention and achievement, staff qualifications and student satisfaction. 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 Indicator (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.