Glasgow Kelvin College

Item 15
For Noting

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 13 September 2023

Scottish Funding Council College Performance Indicators 2021-22

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

This report brings to the attention of Committee members the attached Scottish Funding Council report on Performance Indicators across Scotland's Colleges in 2021-22.

2. SFC College Performance Indicators 2021-22

On 31st May, 2023 the SFC published the attached statistical publication on Performance Indicators across Scotland's Colleges in 2021-22.

This report provides an overview of national trends in student attainment levels. The report highlights the impact of the Covid-19 pandemic on 2021-22 attainment levels, with an increase in withdrawal rates at both Further and Higher Education levels.

The publication of the figures and the release of a technical analysis allows the College to compare its student outcome rates to national averages and other Colleges. The table below provides a comparison to national averages and highlights the most significant disparity being for our full-time provision, with both our Further and Higher Education courses 7 percentage points below the national average.

2018-19 Success Rates:	Scotland	Glasgow Kelvin College	Variance
Full-time Further Education	59.00%	51.90%	-7.10%
Part-time Further Education*	76.30%	73.20%	-3.10%
Full-time Higher Education	62.50%	55.50%	-7.00%
Part-time Higher Education*	78.80%	78.40%	-0.40%

*Calculated from SFC technical annex

The national figures will be used by College curriculum teams as part of quality evaluation and enhancement activity.

3. Impact on Students

The SFC report highlights the negative impact of the Covid-19 pandemic on student success rates.

4. Resource Implications

There are no resource implications arising directly from this report.

5. Risk and Assurance

This report provides assurance that the College is monitoring national performance data and using this to inform its own quality evaluation and enhancement activity.

6. Equality

There are no equality implications arising directly from this report.

7. Data Protection

There are no data protection implications arising directly from this report.

8. Environmental and Sustainability

There are no environmental and sustainability implications arising directly from this report.

9. Recommendations

Members are recommended to:

i. note the contents of the report.

10. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement.

Glasgow Kelvin College
RA
04/09/2023

Appendix 1

College Performance Indicators 2021-22

SFC STATISTICS

REFERENCE: SFC/ST/04/2023

ISSUE DATE: 31/05/2023

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

College Performance Indicators 2021-22

Issue Date: 31 May 2023

Reference: SFC/ST/04/2023

Summary: Overview of college performance indicators from 2008-09 to 2021-22.

FAO: Principals and Chairs of Scotland's colleges, students, parents, guardians and the general public.

Further Information:

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The UK Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

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Impact of the Coronavirus Pandemic

1. The ongoing COVID pandemic and the requirement for public health control measures continued into 2021-22. The measures put in place to protect staff and students in 2021-22 and the emergence of the Omicron variant were more disruptive and severely limited colleges' ability to deliver learning and teaching activities and student support services.

2. The academic year was characterised by repeated interruptions to normal delivery. Socially distanced blended learning in August /September was then followed by added disruption through staff and student absences due to the emergence of the Omicron variant in December and January where some colleges had to close and learning, teaching and support services were, for periods, moved completely online. For many students this high level of disruption to learning throughout the academic year limited their ability to complete their course and qualification as planned.

3. Furthermore, numerous pandemic issues impacted students' ability to complete their qualification:

    - Students may have experienced a disrupted school experience due to the pandemic and were less academically and socially prepared for college.
    - Students may have been medically and emotionally affected by the pandemic either directly or via their families and/or dependants.
    - Students with childcare or caring responsibilities may have found it more difficult to complete their course as originally intended.
    - Some students on courses containing a practical element or a work placement in subjects such as engineering, construction, social care, and childcare, were unable to complete their course as intended and therefore had to 'defer' completing their course and qualification to the following academic year.
    - The entire student population was also affected by the 'softer' impacts of the pandemic on their education, such as losing access to peer support and in-person lecturer support.
    - While institutions continued to take steps to address digital poverty, supported by additional funding, not all students had readily available access to the necessary broadband and/or equipment to facilitate effective digital learning and assessment.

4. In 2021-22 the Scottish Qualifications Authority (SQA) National 5, Higher and Advanced Higher formal exams returned, the first since 2019, and these were supported by wide-ranging measures from SQA and the rest of the education system to mitigate the ongoing effects of the global pandemic.

5. Throughout 2021-22 colleges continued to be responsive to developing digital platforms for learning and innovative ways to engage with learners, together with a more hybrid approach to assessment arrangements across the sector.

Executive Summary

6. This report is an overview of college performance indicators from 2008-09 to 2021-22 with the main purpose to provide an overview of the latest year (2021-22) with contextual trends. The report provides a broad coverage of college teaching activity and presents an analysis of student outcomes for those students enrolled on courses leading to recognised qualifications.

7. The 2021-22 academic year (AY) was impacted by both the emerging cost-of-living crisis and the ongoing COVID-19 pandemic and the requirement for public health control measures that continued for much of 2021-22.

8. These unprecedented circumstances surrounding COVID continued to present colleges with challenges during 2021-22, notably the ability to deliver practical and work-based learning given ongoing, albeit less acute, restrictions; and the challenges of supporting a cohort of students who had experienced two years of disrupted schooling. The emergence of the Omicron variant in December and January led to a high volume of staff and student absences that in turn limited colleges' ability to deliver learning and teaching activities and student support services in-person.

9. Those challenges notwithstanding, colleges continued to work flexibly, creatively and with compassion to support students and staff as they navigated the gradual return to face-to-face teaching and in-person exams.

10. Although SFC has presented data for several years, full consideration should be given to these exceptional circumstances and direct comparisons between the years 2019-20 through 2021-22 and earlier years should not be made without due consideration of the context.

11. In 2020-21 12,552 students were unable to complete their studies due to the COVID-19 pandemic. However, because of colleges' efforts to re-engage those students, 37.1% (4,656) had returned by 2021-22. In 2021-22, a further 2,392 students deferred their studies into 2022-23. Work continues to re-engage those students who deferred in 2020-21 but did not return as well as those who deferred in 2021-22, although many may have entered employment given the more buoyant labour market.

12. Those 2,392 students who deferred in 2021-22 and are yet still to complete their course are not included in these performance indicators. Their outcomes will be reported in next year's report.

13. The key points from this report for students who have a final result are:

The known results for 42,923 full-time further education (FE) students enrolled on recognised qualifications in 2021-22 are as follows:

- Withdrawals were around 4pp higher than normal and impacted by the increased availability of low skilled jobs particularly in the hospitality and tourism sector and continued COVID measures that limited physical attendance and impacted the

student experience, particularly for practical and technical subjects such as care, construction, and hairdressing.

- As a consequence of the higher dropout rate as a result of the cost-of-living crisis and ongoing pandemic, successful completion rates were lower in 2021-22 at 59.0%, a 1.9 percentage point (pp) difference from 2020-21 and a 6.2pp difference from 2018-19 (pre-pandemic).
- A further 11.7% completed their course but did not gain the qualification they were aiming for. Some of those students may gain their award later.
- For large colleges[1] success rates ranged from 51.9% to 67.6% in 2021-22 and for small colleges success rates ranged from 58.7% up to 71.7%.

The known results for 29,631 full-time Higher Education (HE) students enrolled on recognised qualifications in 2021-22 are as follows:

- As a consequence of the higher dropout rate as a result of the cost-of-living crisis and ongoing pandemic, successful completion rates were lower in 2021-22 at 62.5%, a 9.1pp difference from 2020-21 and a 7.3pp difference from 2018-19 (pre-pandemic).
- A further 13.9% completed their course but did not achieve the qualification they were aiming for. Some of those students may gain their award later.
- Student withdrawals in 2021-22 increased from 2020-21 from 17.6% to 23.6% (6.0pp increase). The withdrawal rate for HE full-time students in 2021-22 is the highest seen across the reporting period and will have been adversely impacted by the emerging cost-of-living crisis and the ongoing pandemic.
- Full-time HE success rates ranged from 55.5% to 69.9% in 2021-22.

Course over 160 hours duration:

- Success rates for FE subject areas range from 51.6% for social subjects to 76.8% for construction courses.
- For HE subject areas the success rates range from 51.7% for hospitality and tourism to 90.3% for nautical courses.
- Male students are 6.6pp more likely to successfully complete their FE programmes than female students, while the situation is reversed for HE programmes with a 3.9pp difference.

[1] For the purposes of this publication the college categorisation of ‘large’ and ‘small’ is determined by the volume of credits delivered in the academic year. Colleges delivering above 25,000 credits are designated as ‘large’ and those below ‘small’. For individual college categorisation refer to the separate Technical Annex.

Deferrals from academic year 2020-21

14. The COVID pandemic has been an unprecedented situation for everyone, but especially for those in education. Learning benefits from momentum which is something which has been very difficult to maintain over the last three years for the reasons outlined above. In addition, many COVID measures prevented the undertaking of the practical elements which form part of many college courses.

15. The 2020-21 session was disrupted almost entirely by the COVID pandemic. As in the previous year, deferral was the only option for some students and by the end of the academic session 12,522 individuals had deferred from at least one of their enrolments. As we did with deferrals from 2019-20, we tracked the progress of these students, and we know 4,656 of these students have so far returned to college for further study. We do not show the deferred cohort separately in our main charts, but our analysis shows that just over 80% completed successfully which is a higher success rate than for other students.

16. This leaves 7,866 students (43% full-time and 57% part-time) who have not yet returned who we will monitor through to the end of this year and work with the colleges to re-engage as necessary. Every endeavour will be made to track student destinations, and where necessary, ensure learners are supported back into and through the college sector to meet their educational potential.

17. A reporting issue identified at Dundee and Angus College in 2022 led to the inclusion of an additional 522 student outcomes that had previously been omitted from the 2020-21 report. In addition, adjustments to the 2020-21 outcomes were made to reflect deferral updates to student outcomes. As a result of both these adjustments, the sector level success rates for full-time FE previously reported for 2020-21 have been lowered by 0.4pp to 60.9% and for full-time HE results by 0.5pp to 71.6%. For part-time qualifications sector level success rates were lowered by 0.1pp to 76.2% for FE and by 0.4pp to 80.9% for HE.

The known results for **42,923 FULL-TIME FURTHER EDUCATION (FE) STUDENTS** enrolled on recognised qualifications in 2021-22 are as follows:

59.0% Successfully completed their course

11.7% Completed their course but did not gain the qualification they were aiming for. Some of those students may gain their award at a later time.

29.3% Withdrew from their course and are accounted for by:
10.1% of students withdrawing before the funding qualifying date*
19.2% between this point and the end of the course.

The known results for **29,631 FULL-TIME HIGHER EDUCATION (HE) STUDENTS** enrolled on recognised qualifications in 2021-22 are as follows:

62.5% Successfully completed their course

13.9% Completed their course but did not gain the qualification they were aiming for. Some of those students may gain their award at a later time.

23.6% Withdrew from their course and are accounted for by:
6.8% of students withdrawing before the funding qualifying date*
16.8% between this point and the end of the course.

MALE STUDENTS are **6.6pp**** more likely to successfully complete their **FE PROGRAMMES** than female students while the situation is **REVERSED FOR HE PROGRAMMES** with a **3.9pp**** difference.

In 2021-22, out of 3,677 full-time permanent teaching staff, **3,175 HELD A RECOGNISED TEACHING QUALIFICATION** (86.3%).

This shows a **2.5pp**** decrease in the proportion of teaching staff with a recognised qualification over the reported three academic years.

*Colleges are not funded for these students
** Percentage Point

Key Performance Indicators charts

Outcomes for FE student enrolments on recognised qualifications

18. Figure 1 provides an overview of enrolments and success rates on full-time[2] recognised FE programmes from 2008-09 to 2021-22. The figures allow comparisons over a longer timeframe to reduce the risk of basing an assessment of performance on a snapshot of a single year when performance may vary over time. However, for the reasons outlined above, it is difficult to compare the three most recent years with previous years given the impact of the COVID-19 pandemic and the cost-of-living crisis.

19. In recent years the number of full-time FE enrolments has declined overall as the number of young people in the Scottish population has fallen over this period. Over the six-year period 2016-17 to 2021-22 the number of student enrolments reduced by 7,163[3]. In 2021-22 there were 578 more FT FE students enrolled on recognised programmes however 508 have been excluded from our PIs as they have been unable to complete their studies yet because of the pandemic. More school pupils enrolled directly on FT HE courses because of improved school achievement rates.

20. The decline in full-time FE enrolments is also likely to have been driven by the reprioritisation of college activity to be more responsive to the need of learners, employers, and the economy, announced by Scottish Government in October 2017. This changed the focus to move away from full-time provision for 16-24s to provide more opportunities for part-time learners, learners over the age of 24 and those returning to learning for upskilling and re-skilling. In 2021-22 because of the on-going pandemic restrictions more school pupils opted to stay on at school and more school pupils had secured university places because of the increase in SQA Higher grades.

21. Figure 1 below shows that the withdrawal rate in 2021-22 increased from 2020-21 from 27.3% to 29.3% (2.0pp increase). Withdrawal rates were around 4pp lower than normal in 2019-20 as the pandemic led to fewer withdrawals as lockdown restrictions limited alternative destinations. In 2021-22 overall withdrawals were around 4pp higher than normal driven by early withdrawal that were on average 3pp higher and impacted by the increased availability of low skilled jobs and continued protective measures that limited physical attendance and impacted the student experience, particularly for practical and technical subjects such as care, construction, and hairdressing.

22. Evidence from colleges suggests that the increase in early withdrawals in 2021-22 was a reflection of the on-going pandemic restrictions and with some specific reasons being:

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[2] FE full-time programmes of study contain greater than or equal to 600 nominal learning hours.

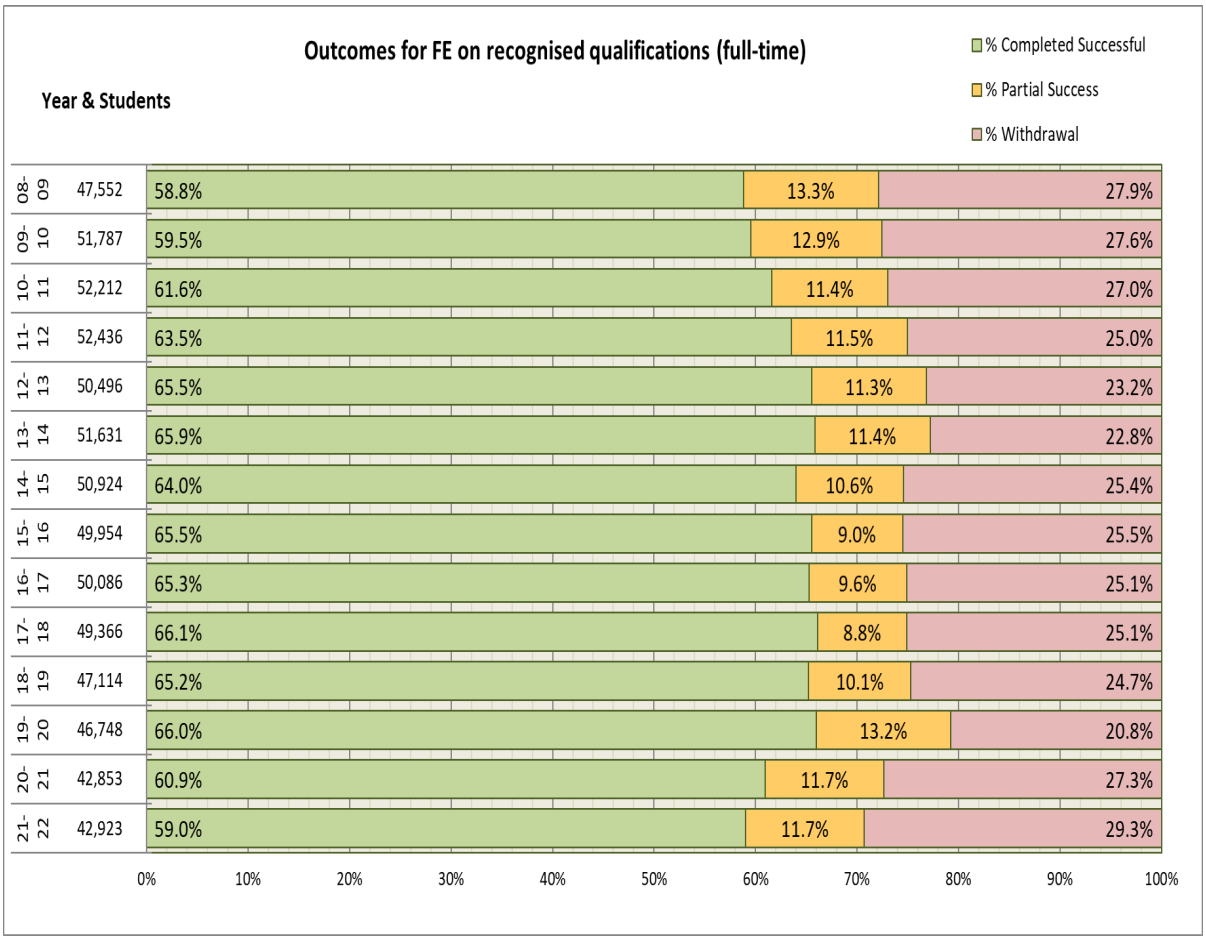
[3] The numbers in the College Statistics 2021-22 publication differ from the enrolment figures above because of methodology and coverage for example, the College Performance Indicators include students not meeting the funding qualifying date but these are excluded from the College Statistics publication.

issues with mental health and wellbeing, fatigue with the blended learning model, uncertainty around assessment methodologies, lack of time in-person for practical activities, reduction in work placement opportunities, childcare, caring and other commitments, the lack of opportunity to interact in-person with peers and lecturers and financial pressures.

23. In 2021-22, 70.7% of students on full-time programmes completed their course, with 59.0% achieving full success and 11.7% completed achieving partial success.

24. FE full-time success rates for large colleges ranged from 51.9% to 67.6% in 2021-22 and for small colleges the success rates ranged from 58.7% up to 71.7%.

Figure 1: Outcomes for FE student enrolments on full-time recognised qualifications



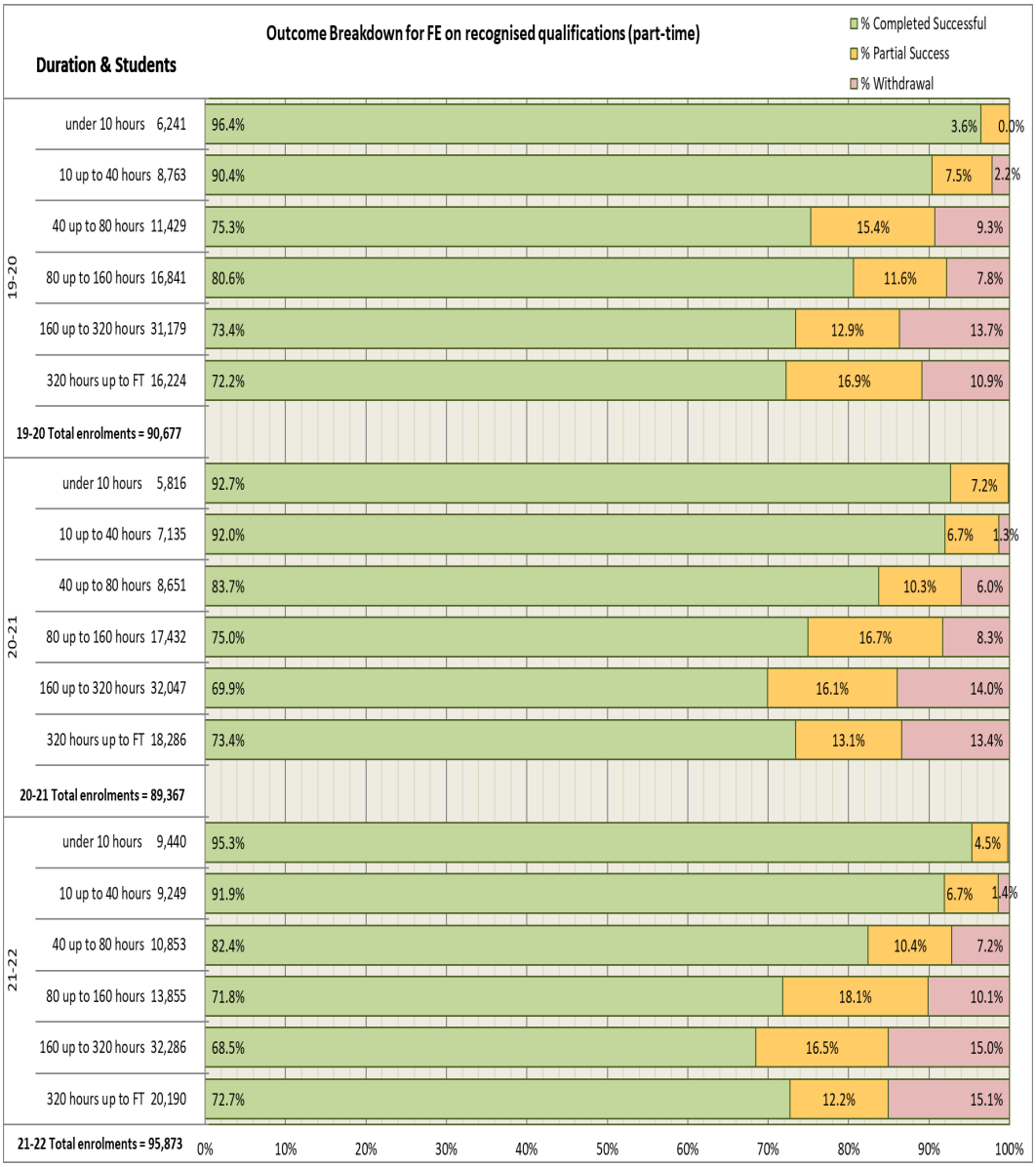
25. When comparing the FE full-time success rates with the 2018-19 pre-pandemic year, 23 colleges show a decrease of between 0.4pp and 14.0pp, whilst three colleges show an improvement in success rates of between 0.1pp and 4.1pp. Note: large percentage point deviation should be treated with caution as small student populations often produce large percentage point changes.

26. We provide on our website, alongside the publication, a separate Excel PI Tool which provides an overview of individual college data together with multi-college regional and national data.

27. Figure 2 below presents the part-time FE course breakdown by hour category. This shows that the total number of FE students on part-time programmes of study has increased in 2021-22 and by 7.2% (6,506) from the previous year, reflecting the continued need for re-training, up-skilling, and re-skilling to equip people for new employment opportunities as the economy began to recover. Colleges responded by making available relevant short courses to enable people to get quickly back into employment and this policy decision will most likely have had influence on the increased part-time FE activity.

28. The results show that students who enrolled on shorter programmes are more likely to complete their studies. Intuitively this would be in line with our expectations, for example a student attending a course lasting for a week offers less opportunity for withdrawing before the end date than a course requiring attendance three afternoons per week over 36 weeks.

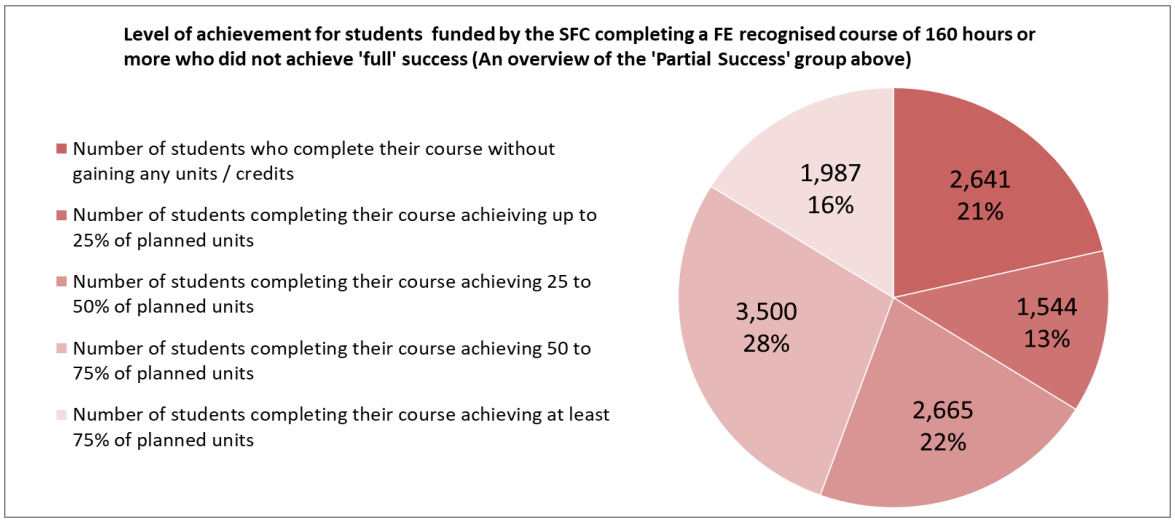
Figure 2: Outcomes for FE student enrolments on part-time recognised qualifications



Students completing their FE course who did not achieve "full" success

29. Figure 3 below provides more detailed information for the students enrolled on FE programmes in 2021-22 who completed without "full" success (this includes both full-time FE and part-time students enrolled on programmes lasting for at least 160 hours).

Figure 3: Level of achievement for students completing an FE course of 160 hours or more who did not achieve 'full' success



30. There are 12,337 students enrolled on FE programmes in 2021-22 who completed without "full" success. This is a subset of numbers from Figure 1 (full-time) and Figure 2 (part-time) and excludes students below 160 hours and those who were not funded by SFC that are included in the earlier charts. It shows that 16% (1,987) of these students gained at least 75% of the units on their programme and 44% (5,487) passed over 50% of the units attempted. At the other end of the scale 21% (2,641) of these students failed to achieve any of the units for which they enrolled.

31. The percentage of students who failed to achieve any units for which they enrolled in 2021-22 decreased by 4pp from the 25% in session 2020-21.

32. Our previous investigations on partial success (zero-unit achievement), covering both FE and HE students, revealed several underlying factors relevant to the increase in partial success – and more specifically for students who completed their course without gaining any units. Colleges should pay particular attention to:

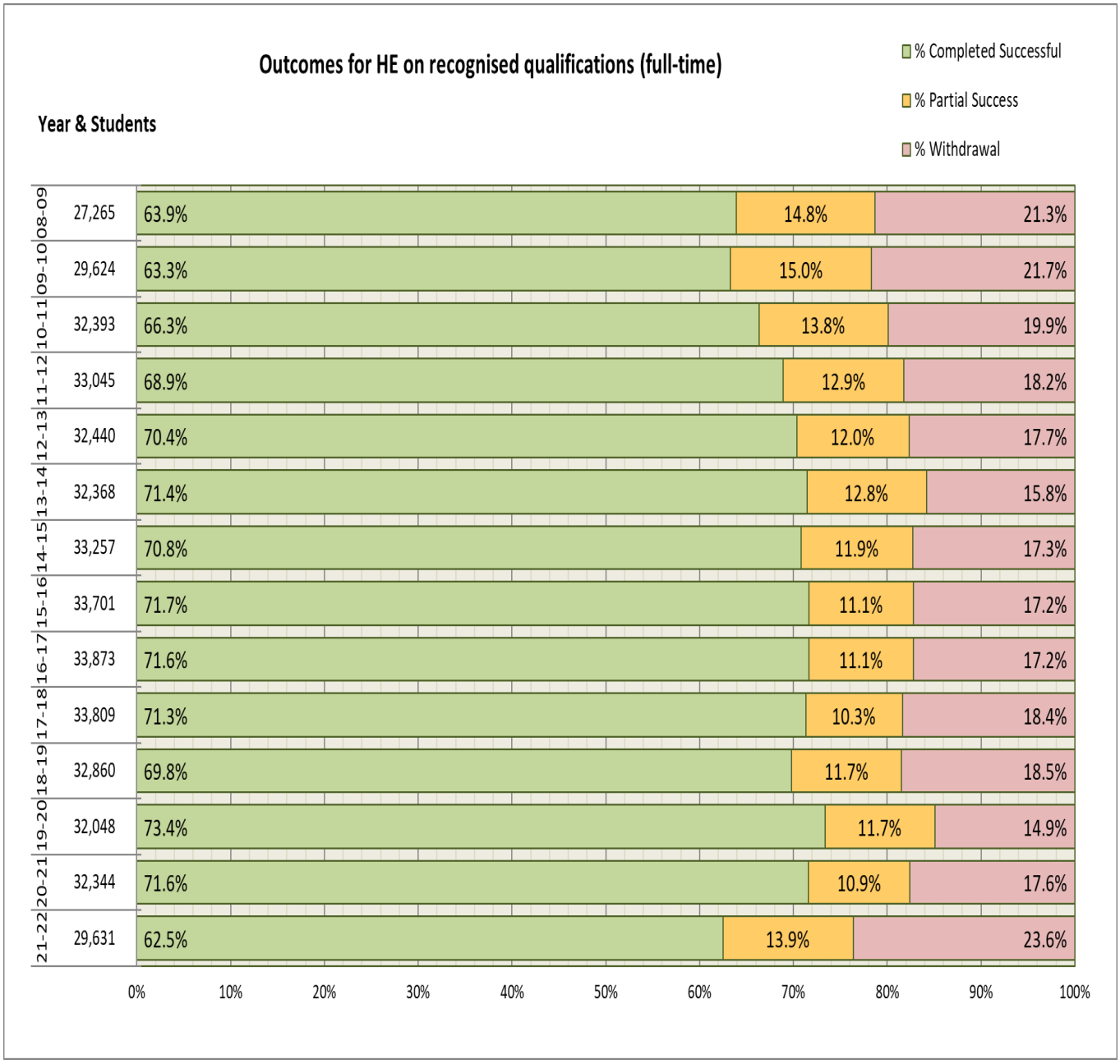
- Inconsistencies in how vocational work-based qualifications are structured and reported.
- School/college link programmes and a reluctance of schools to withdraw schools pupils that have poor attendance and attainment.
- Students left on course who were not in attendance and therefore should have been formally withdrawn.

- Students with health issues who had sporadic attendance, were, however, supported to stay on course but unfortunately failed to achieve any units.

Outcomes for HE student enrolments on recognised qualifications

33. Figure 4 below gives an overview of success rates for full-time[4] recognised programmes at HE level for academic sessions 2008-09 to 2021-22.

Figure 4: Outcomes for HE student enrolments on full-time recognised qualifications



[4] HE full-time programmes of study contain greater than or equal to 480 nominal learning hours.

34. The number of HE full-time student enrolments on recognised qualifications decreased by around 2,700 in 2021-22 but excludes around 400 students deferring into 2022-23.

35. For HE full-time students 62.5% successfully completed their course which is a 7.3 pp decrease on 2018-19 (pre-pandemic levels).

36. All colleges show a decrease in the HE full-time success rate in 2021-22 of between 0.7pp and 12.5pp when comparing with the 2018-19 pre-pandemic year.

37. The success rates for HE programmes tend to be higher than FE programmes over the course year and this is reflected above with 62.5% of students on full-time HE programmes completing successfully and a total of 76.4% completing irrespective of their final result, compared with 59.0% and 70.7% for FE programmes. It should be noted that full-time HE programmes are more likely than FE courses to last longer than a year in duration. As a result, this one year snapshot does not fully reflect the likely percentage of students who achieve the qualification for which they enrol.

38. The success rate for full-time HE students at 62.5% in 2021-22, is down by 9.1pp on 2020-21, and is the lowest success rate over a 14 year period from 2008-09. Note: The results for 2019-2020, 2020-21 and 2021-22 are not directly comparable to each other or to previous years due to alterations to exam and assessment arrangements and differing restrictions to learning due to the COVID pandemic across the three academic years.

39. HE full-time success rates for individual colleges ranged from 55.5% to 69.9% in 2021-22.

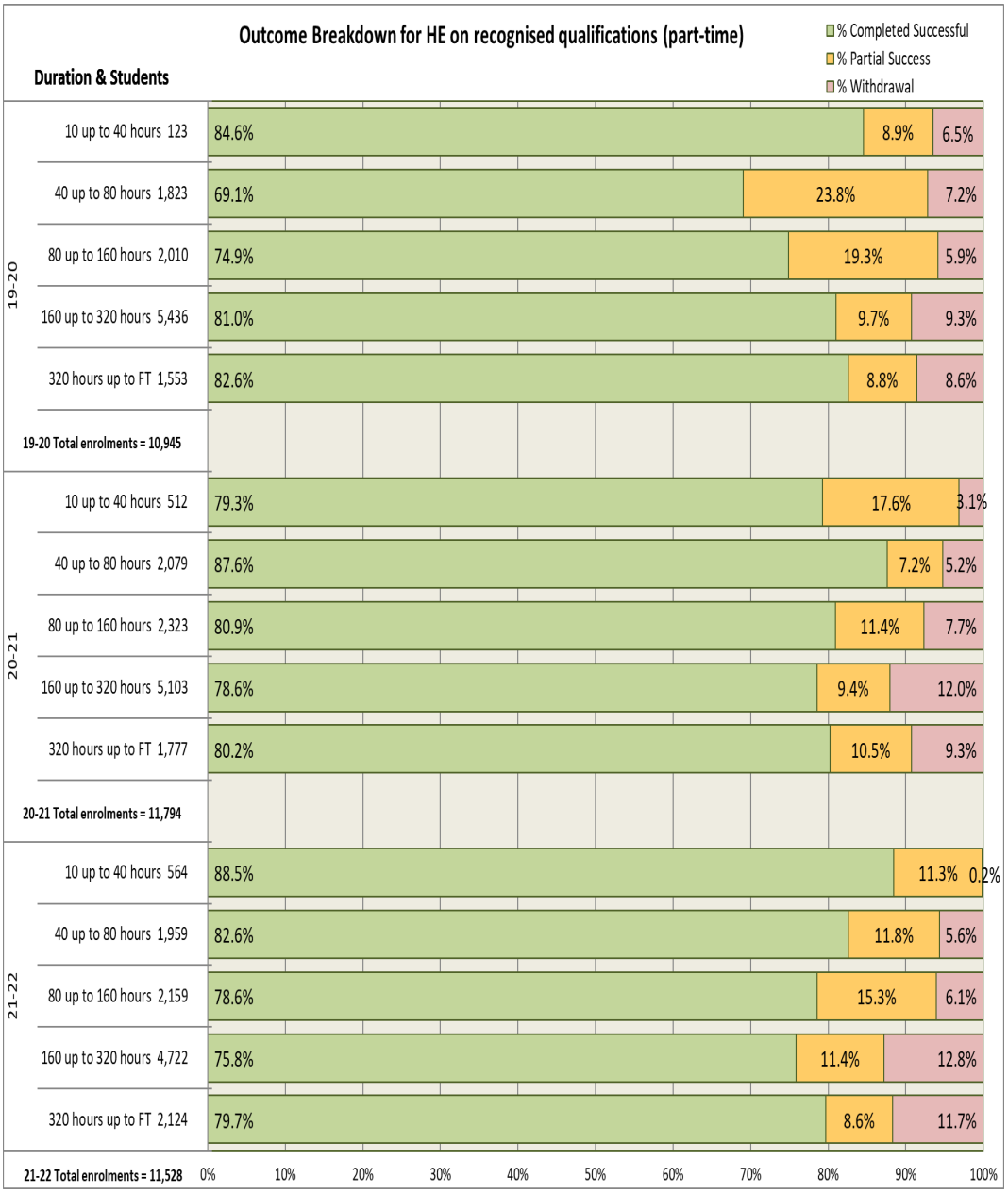
40. Figure 4 also shows that the withdrawal rate in 2021-22 increased from 2020-21 from 17.6% to 23.6% (6.0pp increase) and is greater than seen for FE full-time (+2.0pp). The withdrawal rate for HE full-time students in 2021-22 is the highest seen across the reporting period and like FE full-time this will have been adversely impacted by both the cost-of-living crisis and the ongoing pandemic.

41. Figure 5 below presents the part-time HE courses breakdown by hour category. This shows that the total number of HE students on part-time programmes of study has reduced in 2021-22 from the previous year by 2.3% (266) but is 5.3% (583) higher than in 2019-20.

42. HE students normally have higher success rates than FE students however, when we look at the shorter duration programmes (under 160 hours) FE students tend to perform better.

43. For HE part-time category courses over 160 hours, the focus of the PIs, the success rate has reduced in both categories over the previous year, 2.8pp for courses of 160 up to 320 hours and 0.5pp for courses 320 hours up to FT.

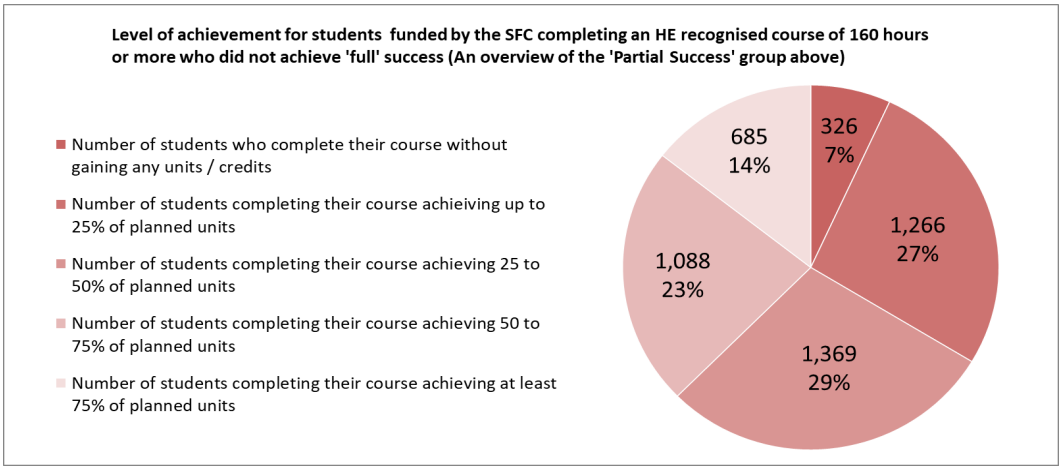
Figure 5: Outcomes for HE student enrolments on part-time recognised qualifications



Students completing their HE course who did not achieve "full" success

44. Figure 6 shows that there are 4,734 students enrolled on HE programmes in 2021-22 who completed without "full" success. This is a subset of numbers from Figure 4 (full-time) and Figure 5 (part-time) and excludes students below 160 hours and those who were not funded by SFC that are included in the earlier charts. It shows that 37% (1,773) of these students achieved at least 50% of the units they enrolled on, while 14% (685) of these students achieved at least 75% of the units on their programme. At the other end of the scale 7% (326) of the students failed to gain any of the units for which they enrolled a similar proportion to that seen in the previous year.

Figure 6: Level of achievement for students completing an HE course of 160 hours or more who did not achieve 'full' success



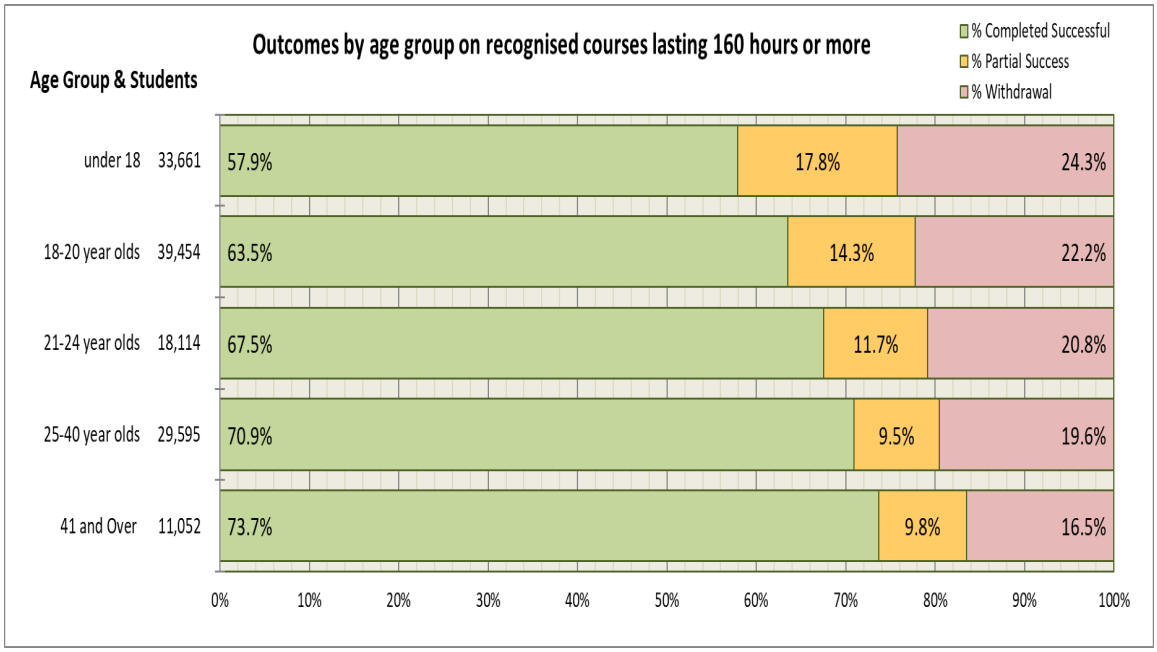
Outcomes by age group (combined FE and HE courses)

45. Figure 7 below shows that students in the younger age groups are less likely to complete successfully than those in the older age groups: for example, 57.9% of those under 18 compared to 73.7% of those aged over 40 complete successfully and similarly, 75.7% and 83.5% completing students when including those with partial success.

46. Younger students are more likely to enrol on full-time programmes which have a lower pass rate in comparison to part-time programmes and this may partly explain the lower pass rates for younger students.

47. Figure 7 allows for a more informed comparison of college activity but should nevertheless take account of the specific environment in which each college operates.

Figure 7: Outcomes by age group for recognised courses lasting 160 hours or more



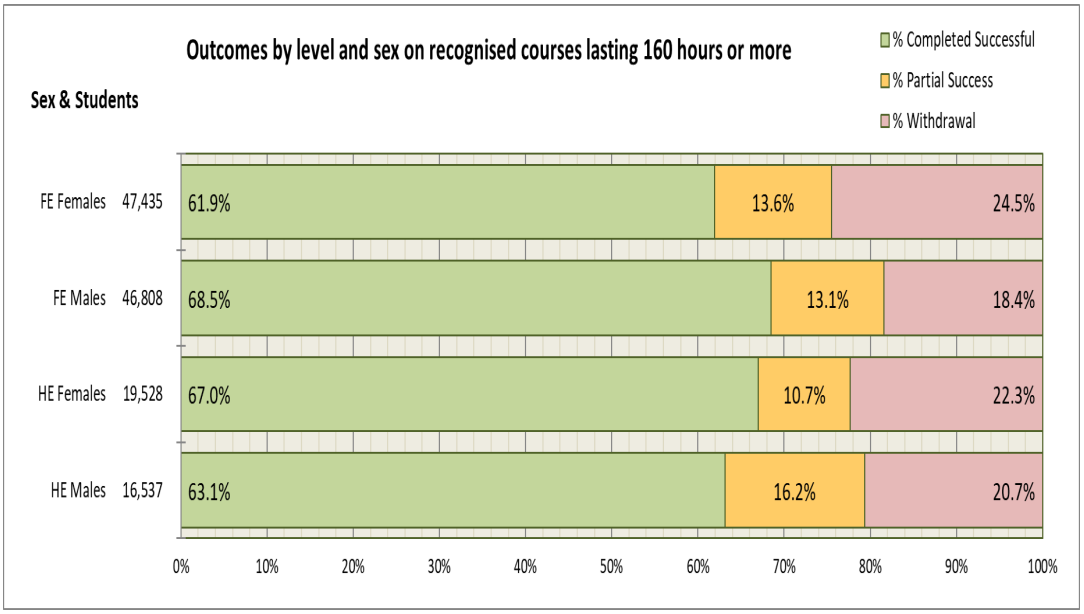
Outcomes by sex and level (combined FE and HE courses)

48. Figure 8[5] below shows that in 2021-22 just over 72% of enrolments relate to students studying FE level programmes. The subjects and modes of study are associated with different pass rates and the 'mix' of these may differ across genders and individual colleges.

49. This suggests that male students are 6.6pp more likely to successfully complete their FE programmes than female students, while the situation is reversed for, HE programmes with a 3.9pp difference.

50. The withdrawal rates for male and female students in 2021-22 show that females are around 6pp more likely to withdraw over males on FE programmes and around 2pp more likely to withdraw on HE programmes.

Figure 8: Outcomes by level and sex on recognised courses lasting 160 hours or more



Outcomes by subject groupings on FE courses

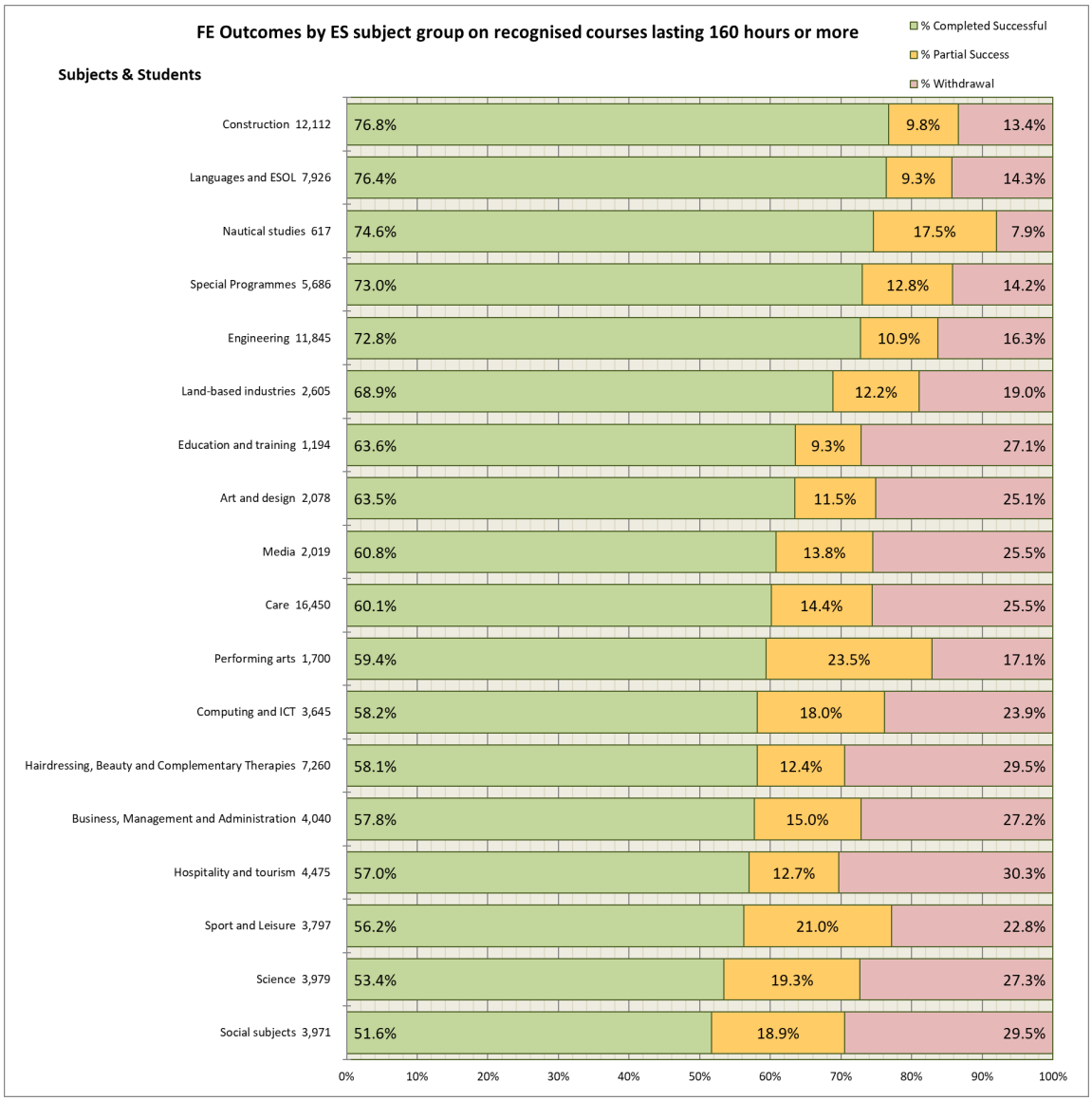
51. The subject groupings are based on the subject classification for the course aggregated into areas considered similar by Education Scotland (ES). A subject mapping can be found in a separate technical annex. There are two charts, one for FE level programmes and one for HE level programmes. Colleges offer a very wide ranging portfolio of courses and subject areas of study to potential students.

52. Figure 9 below for FE programmes clearly shows that some subjects have lower success rates than others. Social Subjects for example, show a success rate of just under 52% whilst Construction stands at just under 77%. Programmes such as Highers are also more likely to fall into the Social Subjects, where these pass rates can be influenced by

[5] The sex data excludes those identifying as 'other' or chose 'prefer not to say'.

changing priorities amongst students, for example, initially enrolling for a number of Highers but possibly dropping one or more as this may be sufficient to gain entry to a higher level college or university course. The student outcomes (success, withdrawal, and deferral) on certain subject areas will have been impacted to a greater or lesser extent, by the pandemic depending on the need for students to undertake more practical and in-person learning activities as part of their course for example in the subject groups, land-based industries, hospitality and tourism, and care.

Figure 9: Outcomes by Education Scotland subject groupings on FE courses lasting 160 hours or more

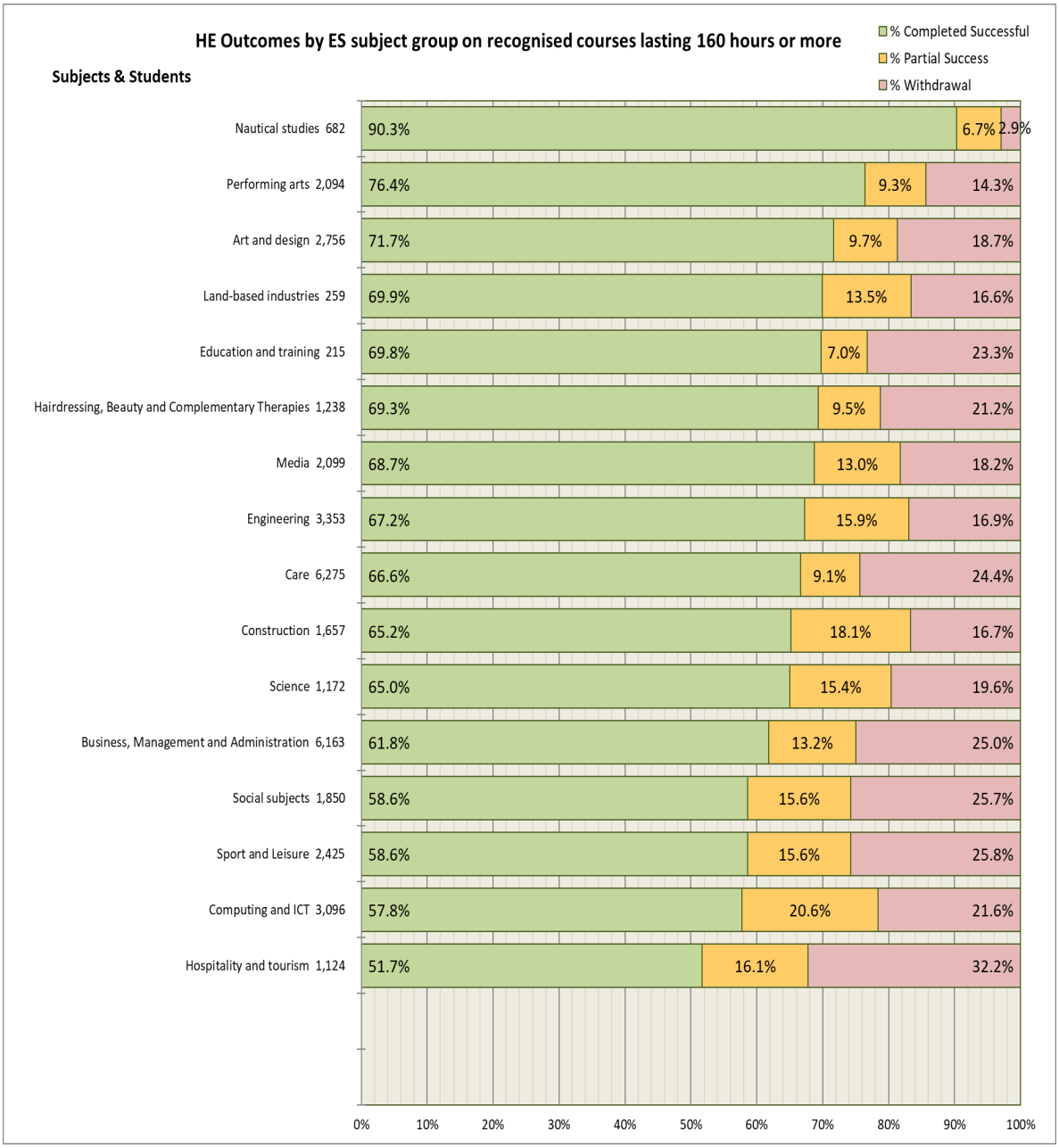


Outcomes by subject groupings on HE courses

53. Figure 10 below shows that similar issues exist for HE programmes with some subjects being more likely to be made up of students studying on day release from their employer, in which case the student may have extra motivation to do well. Similarly, some of these courses will have a greater mix of full-time programmes or students from

younger age groups. SFC has performed some analysis of the outcomes of students and has found that Nautical Studies has a much higher proportion of students who have their fees paid by their employers. This appears to have a bearing on their relatively high success rates. As with FE courses the student outcomes (success, withdrawal, and deferral) on certain subject areas will have been impacted to a greater or lesser extent by the pandemic, depending on the need for students to undertake more practical and in-person learning activities as part of their course for example in the subject groups, sport and leisure, hair and beauty, and care. Others have been impacted by the cost-of-living crisis and a more buoyant job market in some sectors like hospitality and tourism.

Figure 10: Outcomes by Education Scotland subject groupings on HE courses lasting 160 hours or more



Outcomes by key groups (combined FE and HE courses)

54. Figure 11 below highlights groups of interest to various stakeholders and helps identify factors that may affect the success rates for an individual college. For example, a college with a high proportion of students on day release from their employer or supported by their employer in some other way is likely to have a high success rate for these students and this may be enough to affect overall success rates.

55. Success rates on 160 hours plus courses for students from the 10% and 20% most deprived postcode areas[6] although similar, 60.1% and 60.8% respectively, fall below the comparator figure of 65.2% for all enrolments over 160 hours (FE and HE combined).

56. The overall sector figure indicates that those students from an ethnic minority (BME) background outperform the "all enrolments" comparator group.

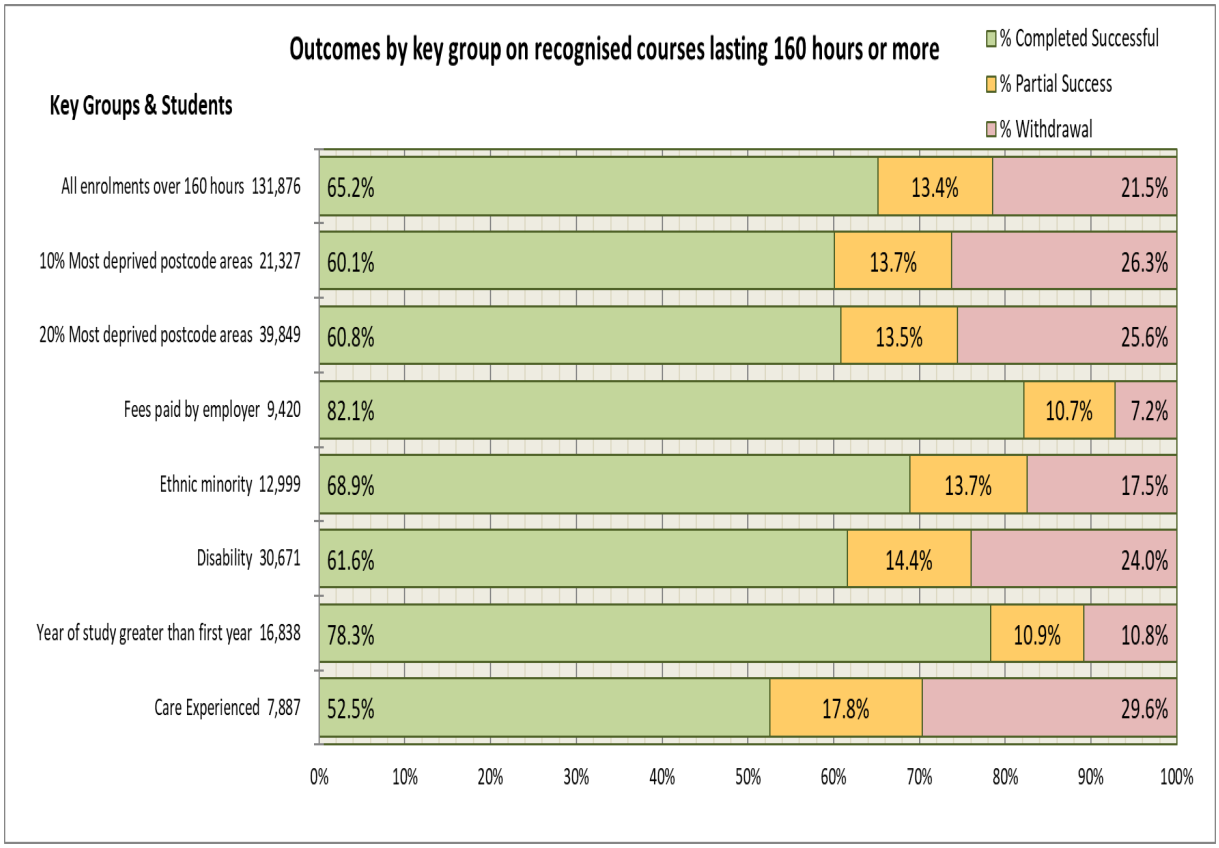
57. There is a national ambition 'to increase the number of care-experienced learners enrolling and successfully completing at college'. This key group is reported below, and it clearly shows from the overall sector figures that they are more likely to withdraw from their course and less likely to complete successfully than any of the other reported key interest groups.

58. In 2021-22, there is an increase in care-experienced students of 4.6% (346) from the previous year. This includes 3,516 assessed care-experienced students, who received a higher rate of bursary. Care-experienced students are less likely to complete successfully and more likely to withdraw when compared to the other reported key interest groups.

59. The higher reporting rate for care-experienced students seen in 2021-22 includes self-disclosed students and those students formally evidenced as care-experienced and in receipt of the care experience bursary. We continue to work with the sector to improve the quality of reporting for this key group of students.

[6] Scottish Index of Multiple Deprivation 2020: the Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation, combining in a single index seven different domains (aspects) of deprivation.

Figure 11: Outcomes for student enrolments by key groups on courses lasting 160 hours or more



Performance against activity targets

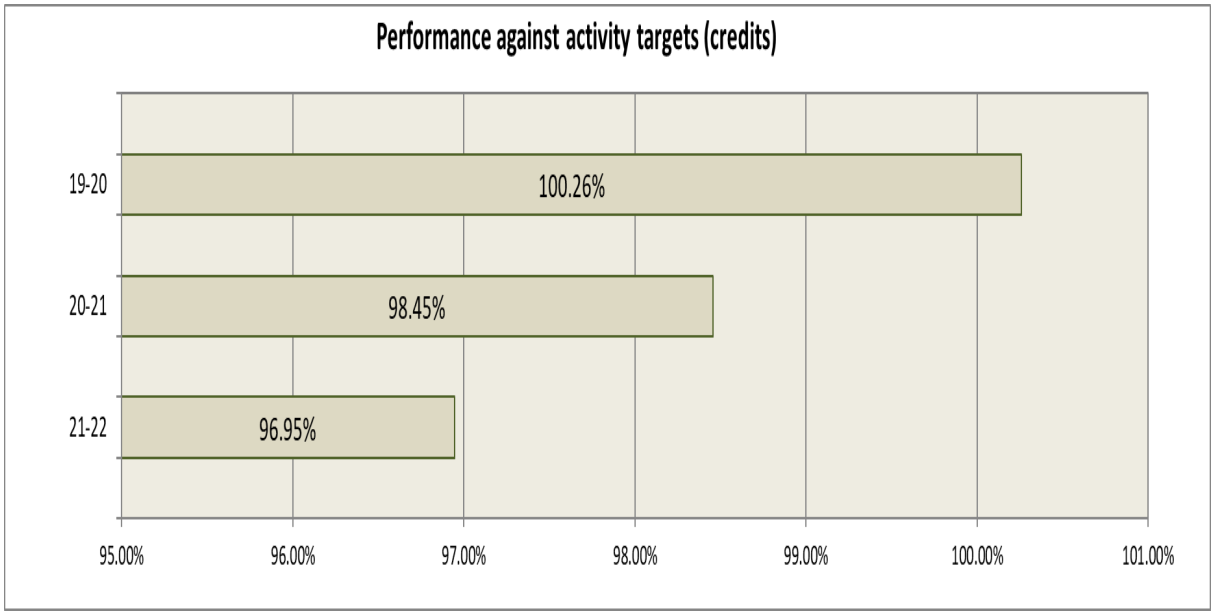
60. Colleges receive funding from SFC to deliver a target number of hours of learning (credits). For 2021-22 we consider the core target to be 1,716,408 credits which includes mainstream courses plus Foundation Apprenticeships (FAs). Overall, the sector delivered 99.1% of these places with much of the slight shortfall attributed to the FA courses. This was partly because of COVID safeguarding protections in place that made it harder for school pupils to attend college.

61. In addition, colleges received funding to deliver additional places for European Social Fund (ESF), Young Person's Guarantee (YPG), National Transition Training Fund (NTTF) and were funded to deliver additional places for students impacted by the pandemic.

62. The combined total credits of all the above is 1,821,835 and the sector was 3.1% below that total as shown in Figure 12 below.

63. The total number of funded FTE places delivered by colleges in 2021-22 is therefore 129,175 which included the places above plus courses not funded by SFC such as overseas students or full cost recovery courses delivered for local businesses.

Figure 12: Performance against activity targets (credits)

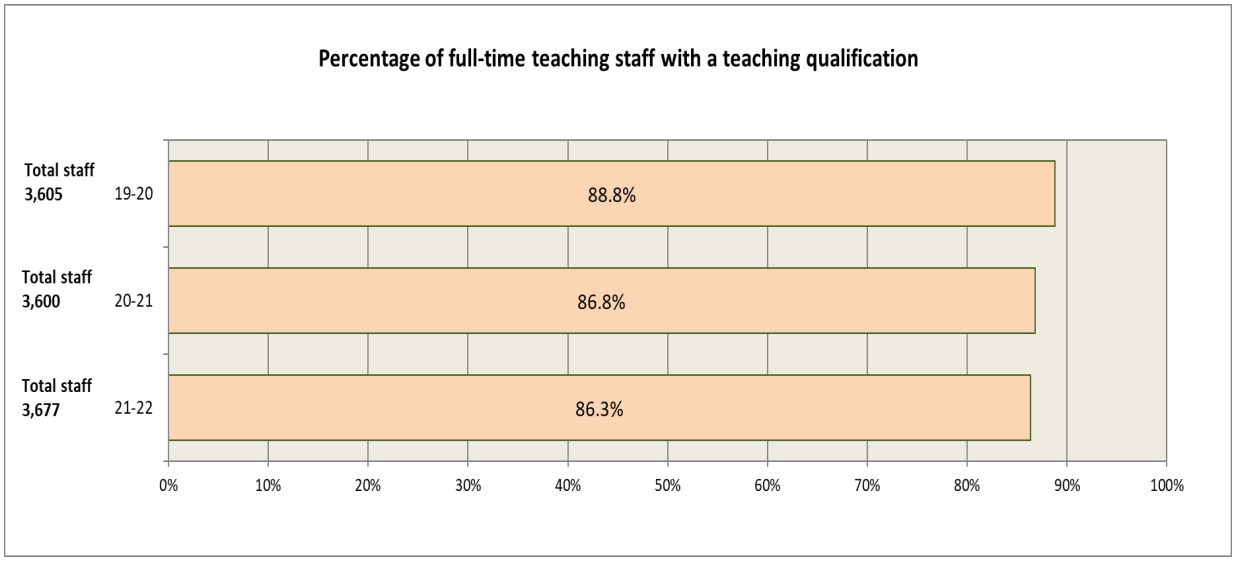


Qualified full-time teaching staff

64. Figure 13 below measures the percentage of full-time teaching staff with a teaching qualification recognised by the General Teaching Council for Scotland. This information is collected as part of the annual college staffing return.

65. In 2021-22, out of 3,677 full-time permanent teaching staff, 3,175 held a recognised teaching qualification (86.3%). This shows a 2.5pp decrease in the proportion of teaching staff with a recognised qualification over the reported three academic years.

Figure 13: Percentage of full-time teaching staff with a recognised teaching qualification



Further information

66. The performance indicators are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.

67. In order to bring the performance indicators to the widest possible audience the PIs are also hosted by each college on their own website together with any contextual college statement.

68. Colleges will use the annual PI data on attainment and retention to inform assessment of performance as part of the College Quality Arrangements[7]. These revised arrangements integrate evaluation and reporting on Outcome Agreements with reporting on the quality of provision and services.

69. Student numbers may differ across SFC's publications as the reports are prepared for different purposes. For example, this PI report excludes students who begin courses in January and finish in December of the same year, as results will not be available for these students until the course ends. However, activity related to these students will be included in another SFC publication, the College Statistics 2021-22.

70. SFC additionally publishes outcomes from the annual Student Satisfaction and Engagement Survey 2021-22. About 32,000 college students responded to the 2021-21 survey which is the sixth such survey to be carried out by SFC. Over time, the annual Student Satisfaction and Engagement Survey will provide a consistent basis for Scotland's college regions to demonstrate the impact they have and the improvements they are making within their outcome agreements.

71. The 2021-22 College Student Satisfaction and Engagement Survey shows that 92.7% of full-time students studying on further education courses were satisfied with their college experience. That figure climbs to 93.9% for part-time students. For college students on higher education courses 85.7% of respondents said they were satisfied with the figure rising to 89.4% for
part-time students.

[7] The Scottish Funding Council with Education Scotland introduced new arrangements for assuring and improving the quality of provision delivered by Scotland's colleges commencing in AY 2016-17.