



# **SFC Published Key Performance Indicators AY 2022-2023 Report**

**North East Scotland College**

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## 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 is about to embark on the creation of a new college strategic plan, which will define and shape the direction that NESCol will take over the next five years and beyond.

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 2022-23 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 18)

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 - 2020-21 and 2021-22.

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.

Where the number of enrolments is less than 23 in a category the data has been suppressed and reduces the risk of incorrect conclusions being drawn from pass rates based on small numbers. This is a change to previous year's suppression level of 50 and meets the SFC's recently adopted policy for rounding and suppression thresholds that is based on HESA methodology.

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

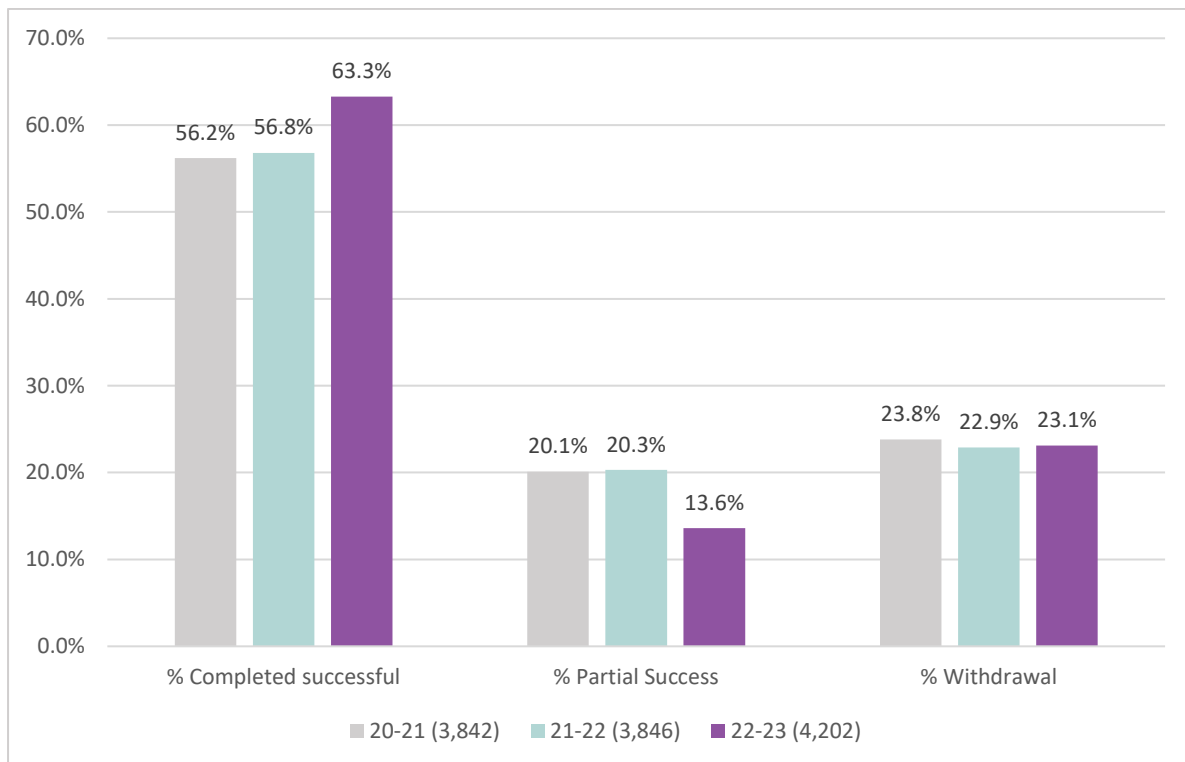


Figure 1 shows the key outcomes for our students studying on full-time non-advanced courses (defined by the number of hours study required to complete the course, over a three-year period).

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) 2022-23, the number of students successfully completing their course increased by 6.5% from AY 2021-22, and the level of attainment almost aligned with the 63.6% sector average.

The College Leadership initiated a programme of “Spotlight Reviews” to provide additional focus and support to those areas of the curriculum experiencing the lowest levels of attainment. Working holistically with both curriculum and support services has led to the improvement in outcomes for our full-time FE students.

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

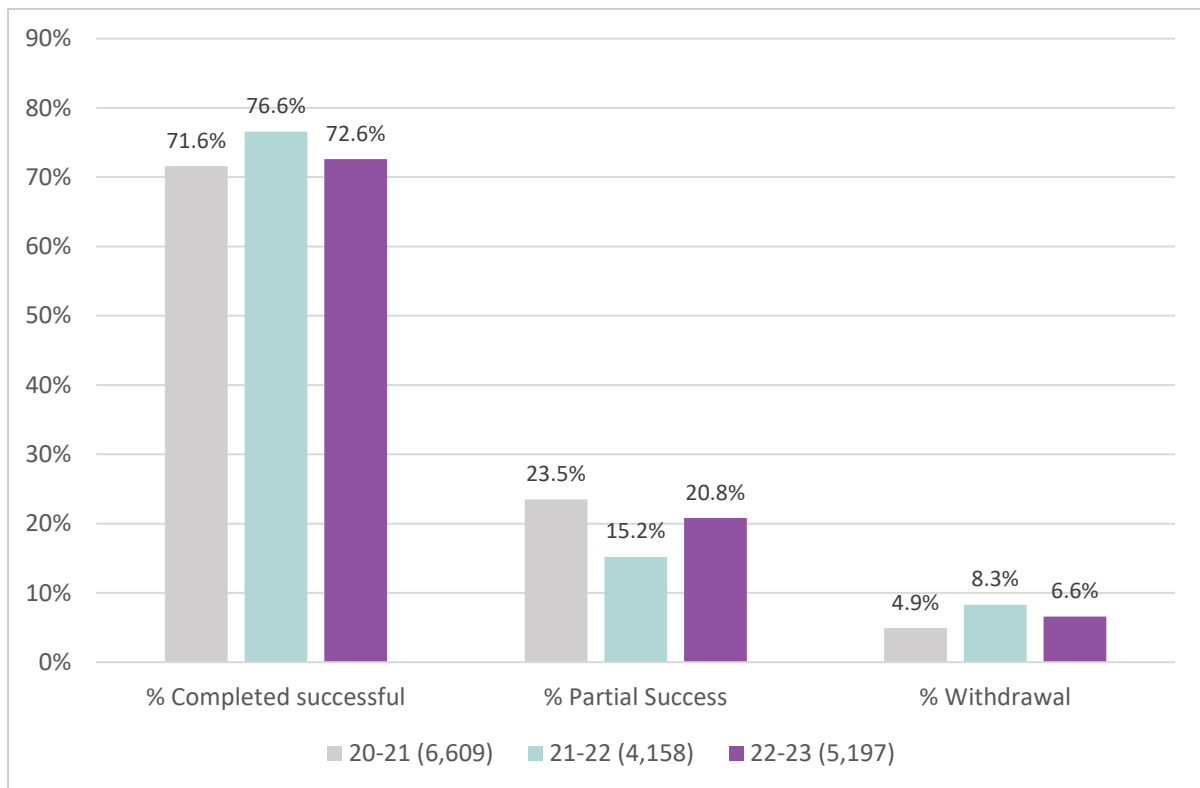


Figure 2 shows the key outcomes for our students studying on part-time non-advanced courses (defined by the number of hours study required to complete the course), over a three-year period.

The achievement on our part-time non-advanced courses has decreased by 4.0% in comparison to the previous Academic Year.

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)**

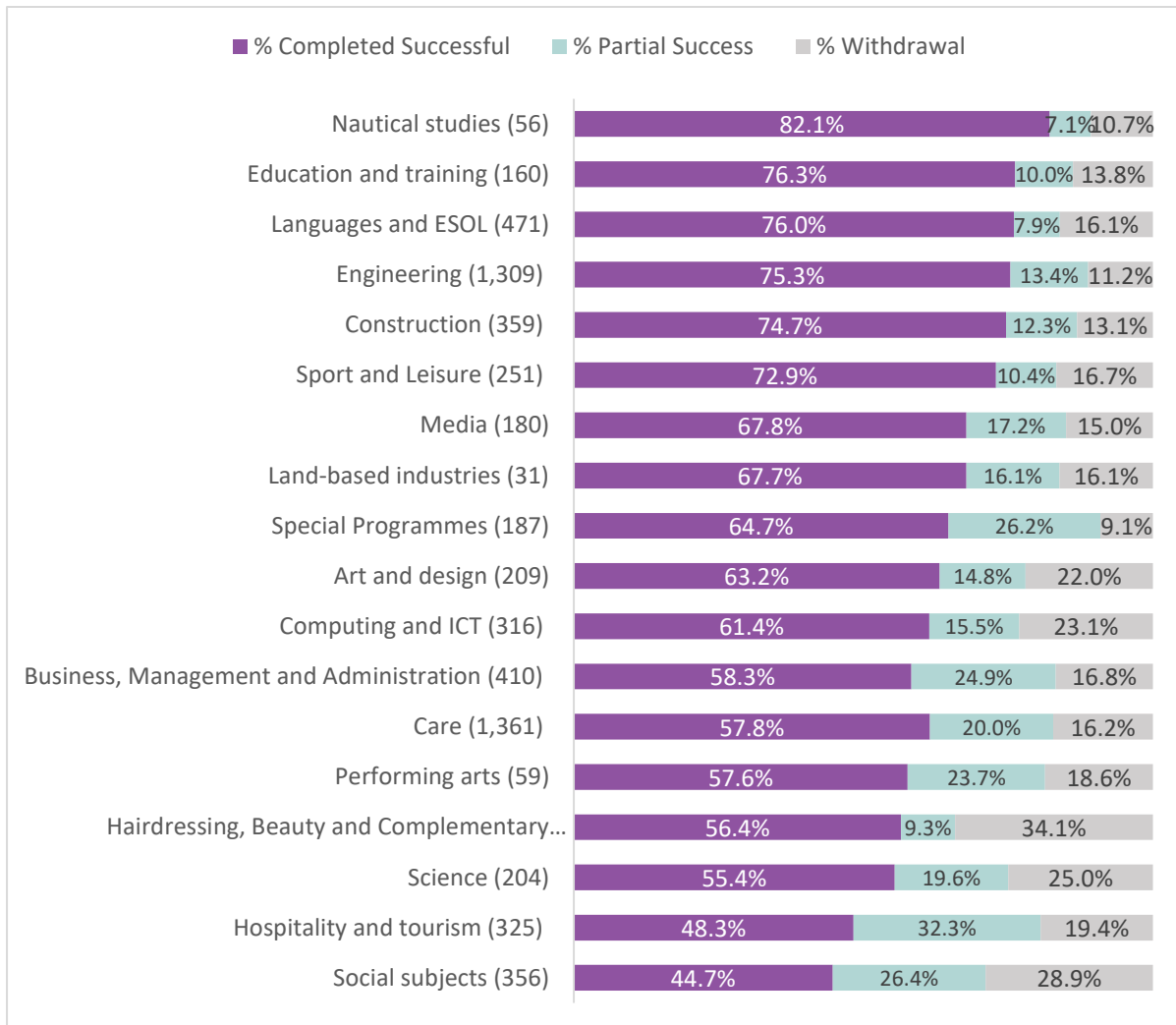


Figure 3 provides a comparison of part-time course performance over a three-year period, categorised by the number of hours study required to complete the course.

Courses of under 10 hours and 10 up to 40 hours have very high levels of success at 100% and 95.2% and are 4.9% and 2.1% above the sector average of 95.1% and 93.1%. Our 40 up to 80 hours, although 3.2% below the sector average, are still high performing.

Our lowest performing courses fall within the 80 up to 160 hours. We will continue to review and evaluate delivery as part of our internal quality process to ensure ongoing improvements are identified.

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

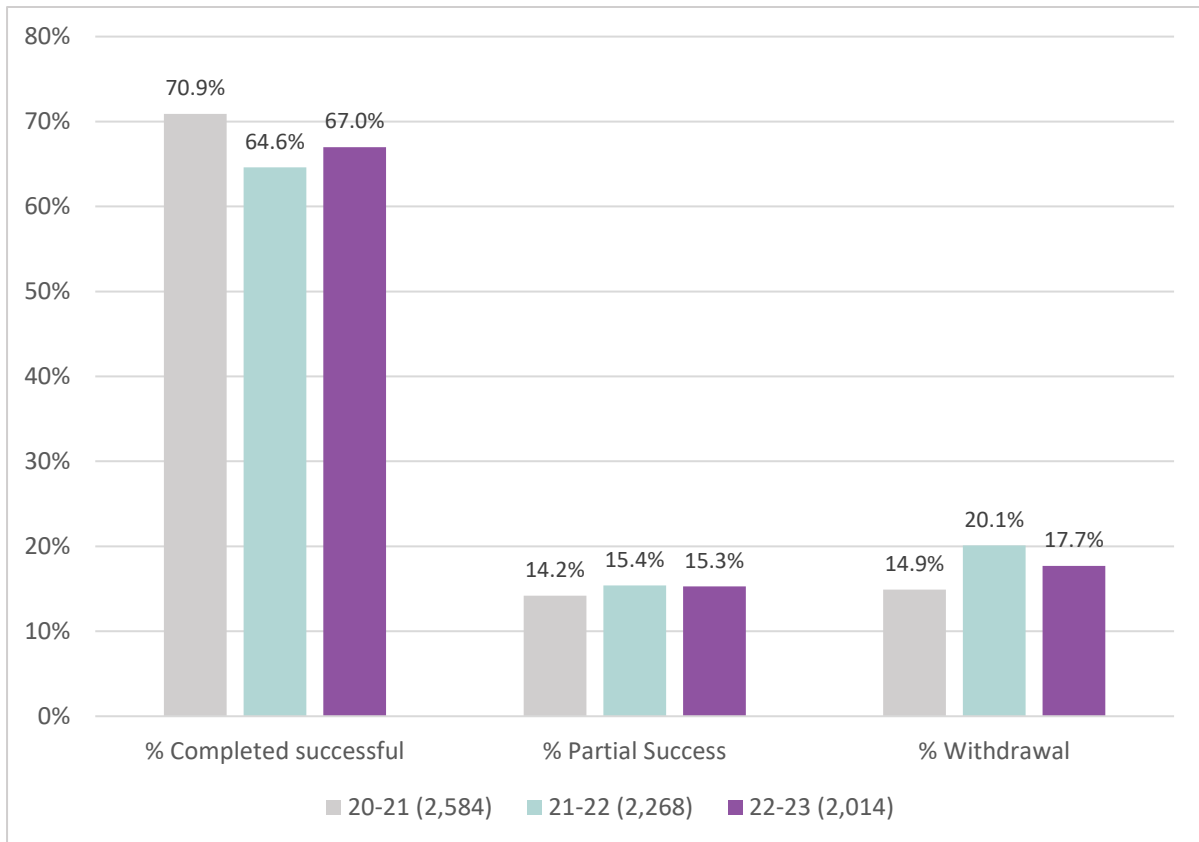


Figure 4 outlines the key outcomes for our students studying on full-time advanced courses (defined by the number of hours study required to complete the course), over a three-year period.

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.

In Academic Year 2022-23, the number of students successfully completing their course increased by 2.4% in comparison to AY 2021-22, and the level of attainment is 1.5% above the sector average of 65.5%.

As with the full-time FE outcomes, the introduction of the Spotlight Reviews was also implemented to target any poor performing courses, which has influenced the improvement in outcomes and teams are continuing to work on ongoing actions through team enhancement plans.



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

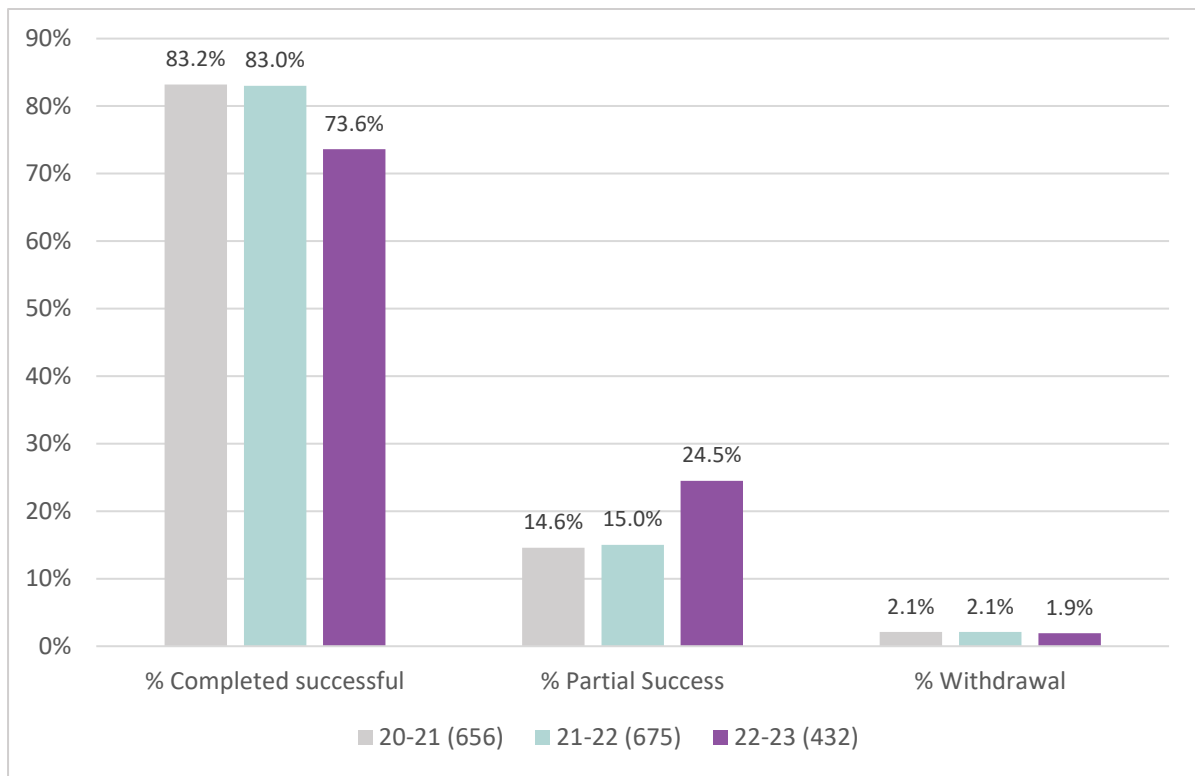


Figure 5 provides a three-year comparison that illustrates the attainment for our students on part-time advanced courses. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

The achievement on our part-time advanced courses has decreased by 9.4% in comparison to the previous Academic Year.

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)**

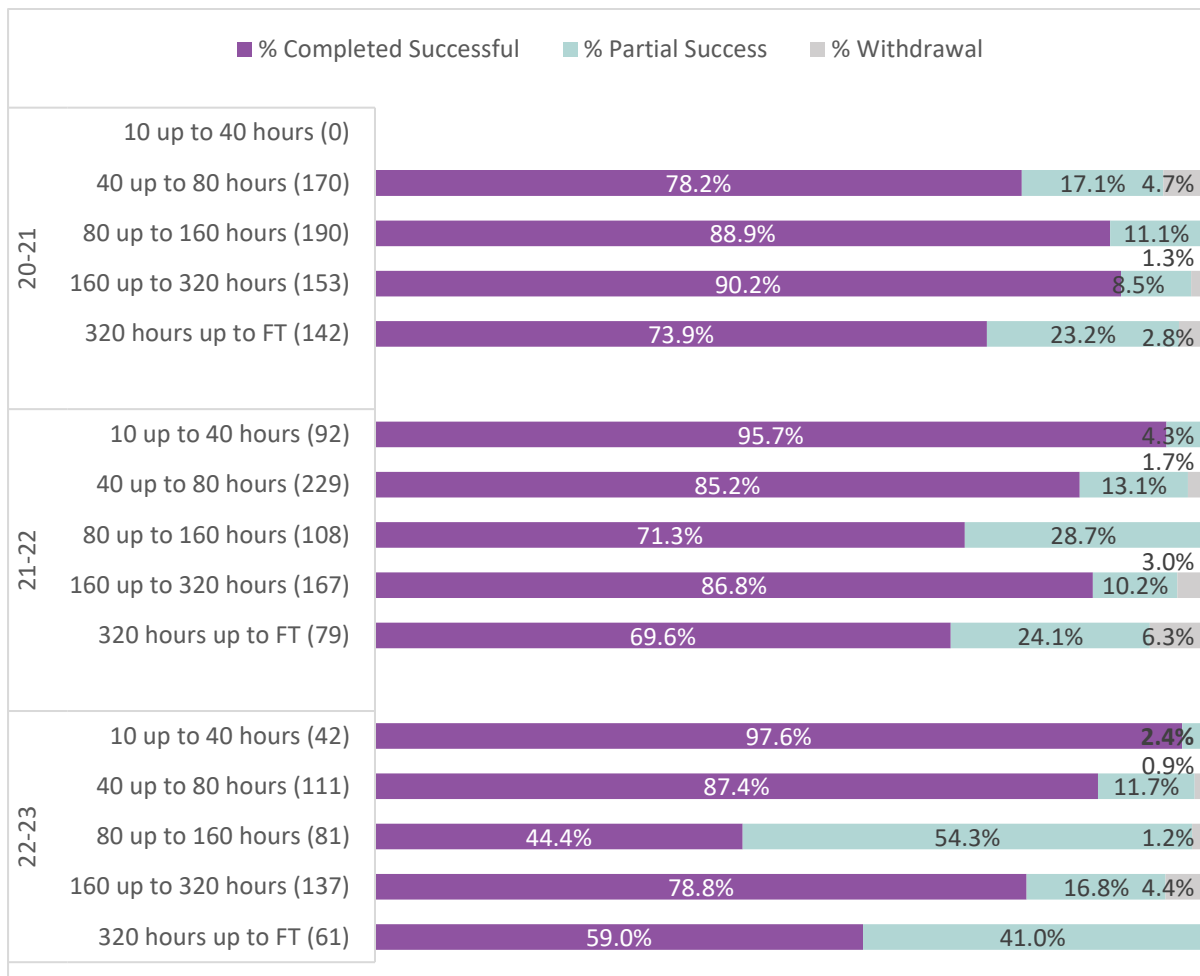


Figure 6 provides a comparison of part-time course performance over a three-year period categorised, by the number of hours study required to complete the course.

Courses of 10 up to 40 hours have a high level of success at 97.6% and 1.9% above the sector average. The 40 up to 80 hours also have a high level of success at 87.4% and 15.1% above the sector average of 72.3%. Courses of 160 up to 320 hours are 2.1% above the sector average of 76.7%.

The College will initiate 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**

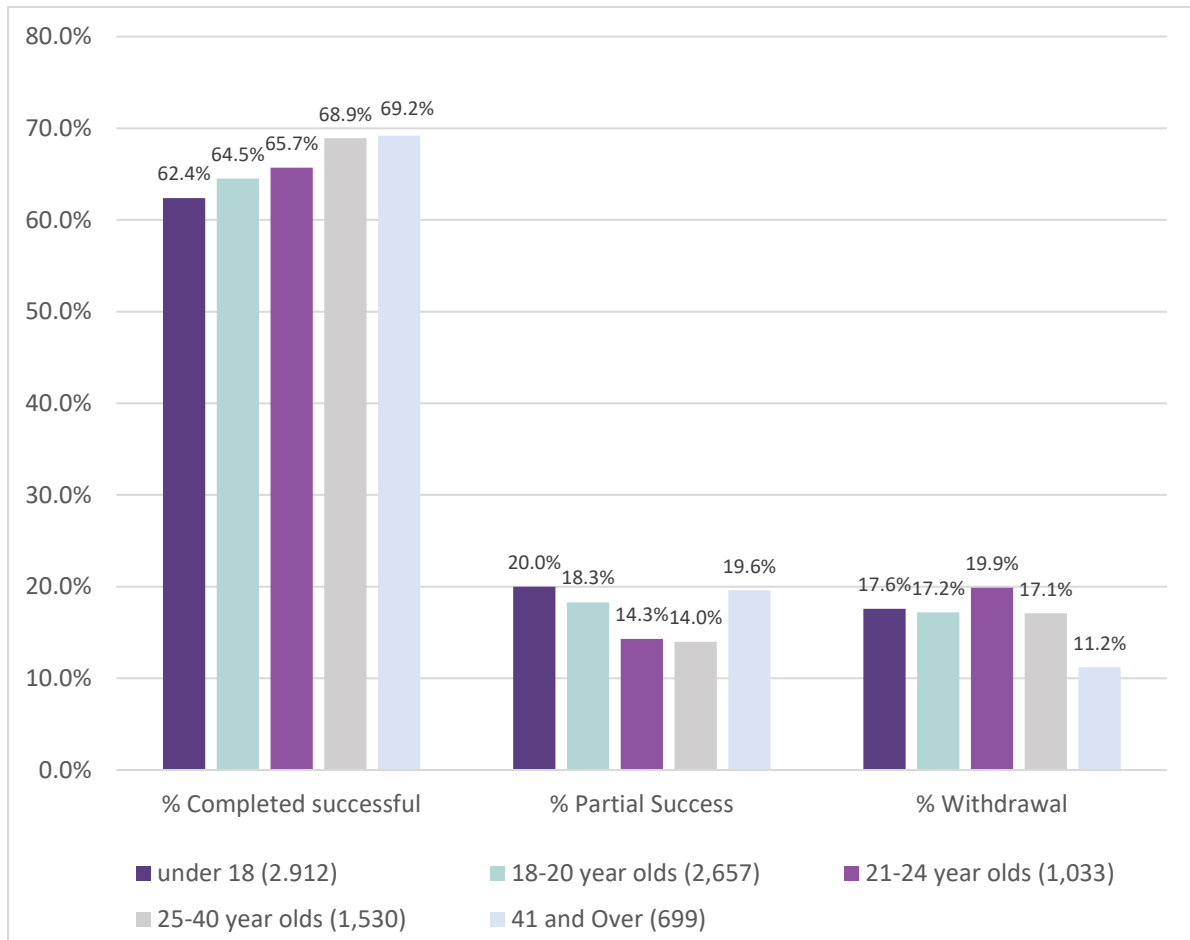
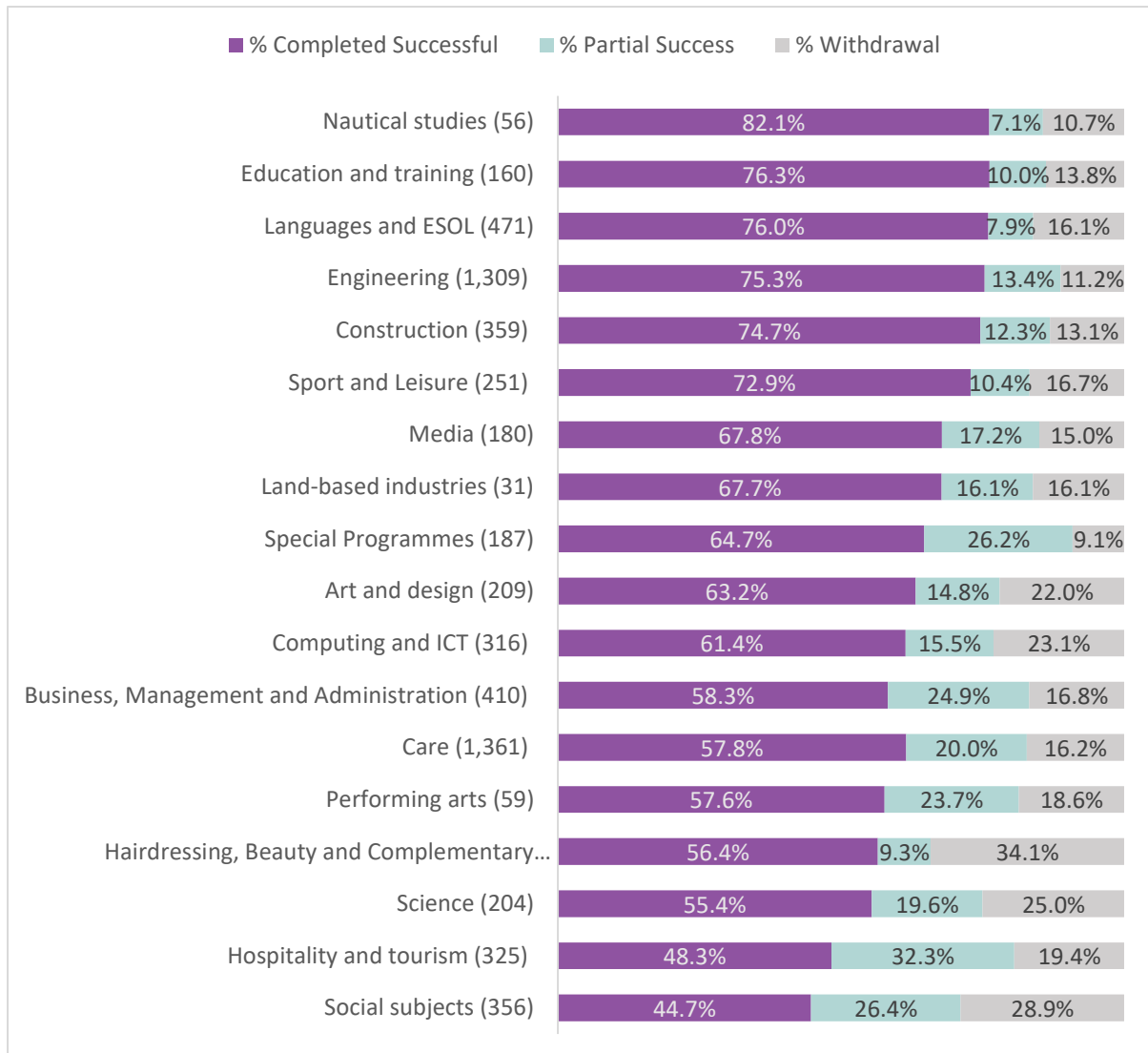


Figure 7 shows the outcomes for our students in AY 2022-23 over five determined age sets. Students in the age group of 41 and over were the highest achieving age group at 69.2%, closely followed by the 25 to 40 year old age group at 68.9%. There was a 6.8% difference between the lowest and highest percentage of student success across all age groups.

The achievement for the under-18 age group has increased by 4% in comparison to the previous year and aligned with the sector average of 62.4%.

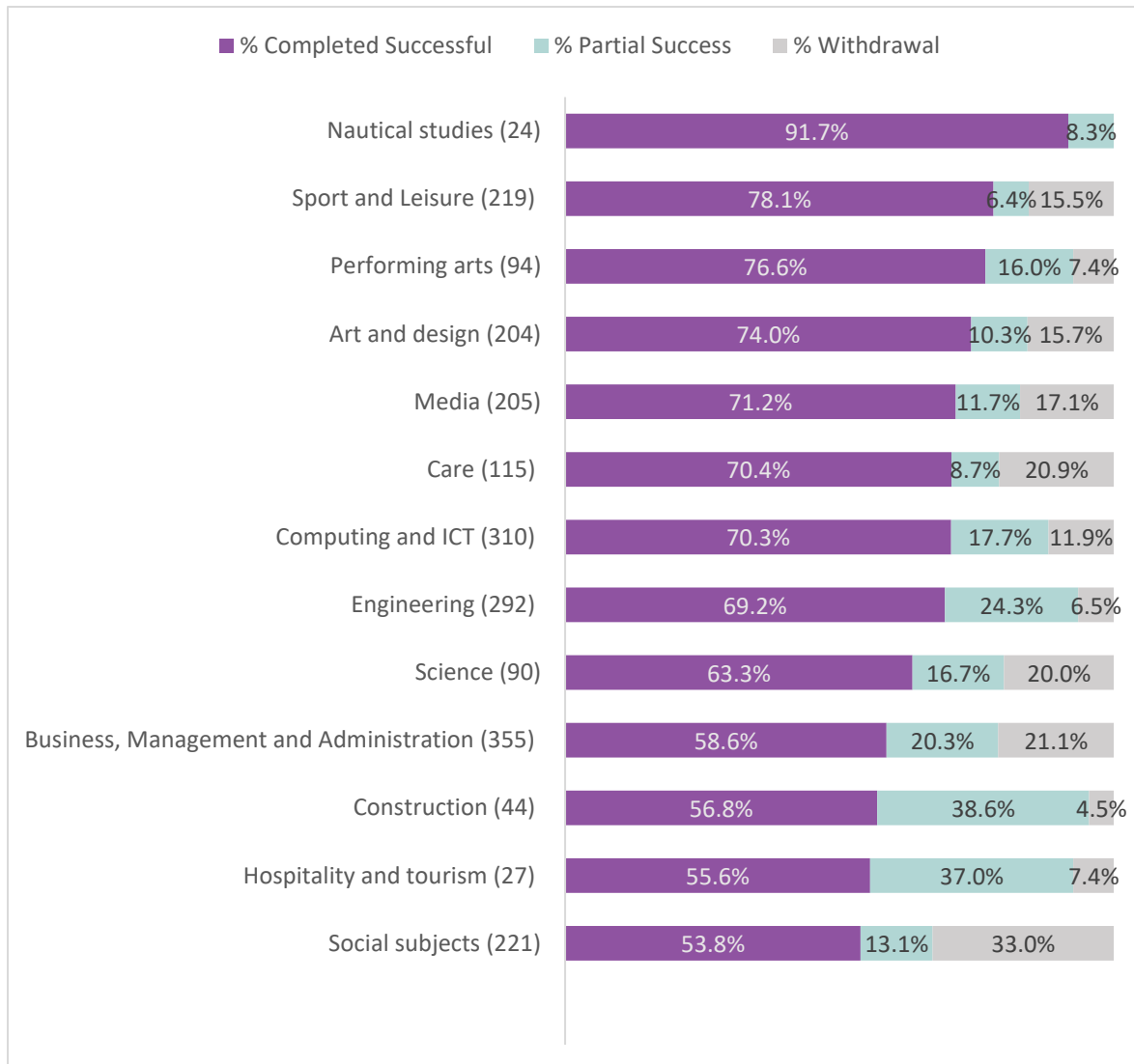
**Figure 8 - Outcomes and Enrolments by Subject Group for non-advanced students (FE)**



Six of our non-advanced subject groups achieved success rates of 70% or above, with Nautical Studies achieving the highest at 82.1%, which is 0.4% higher than the sector average.

Of the remaining 17 subject areas presented, we performed higher than the sector average for six subject groups, education and training; engineering; sport and leisure; media; computing and ICT and science.

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



Seven of our advanced subject groups achieved success rates above 70%, with nautical studies achieving the highest at 91.7%, which was also 13.1% above the sector average. This was followed by sport and leisure, performing arts and art and design as the highest performers.

Of the 13 subject groups presented, five achieved outcomes above the sector average, nautical studies; sport and leisure; care; computing and ICT and hospitality and tourism.

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

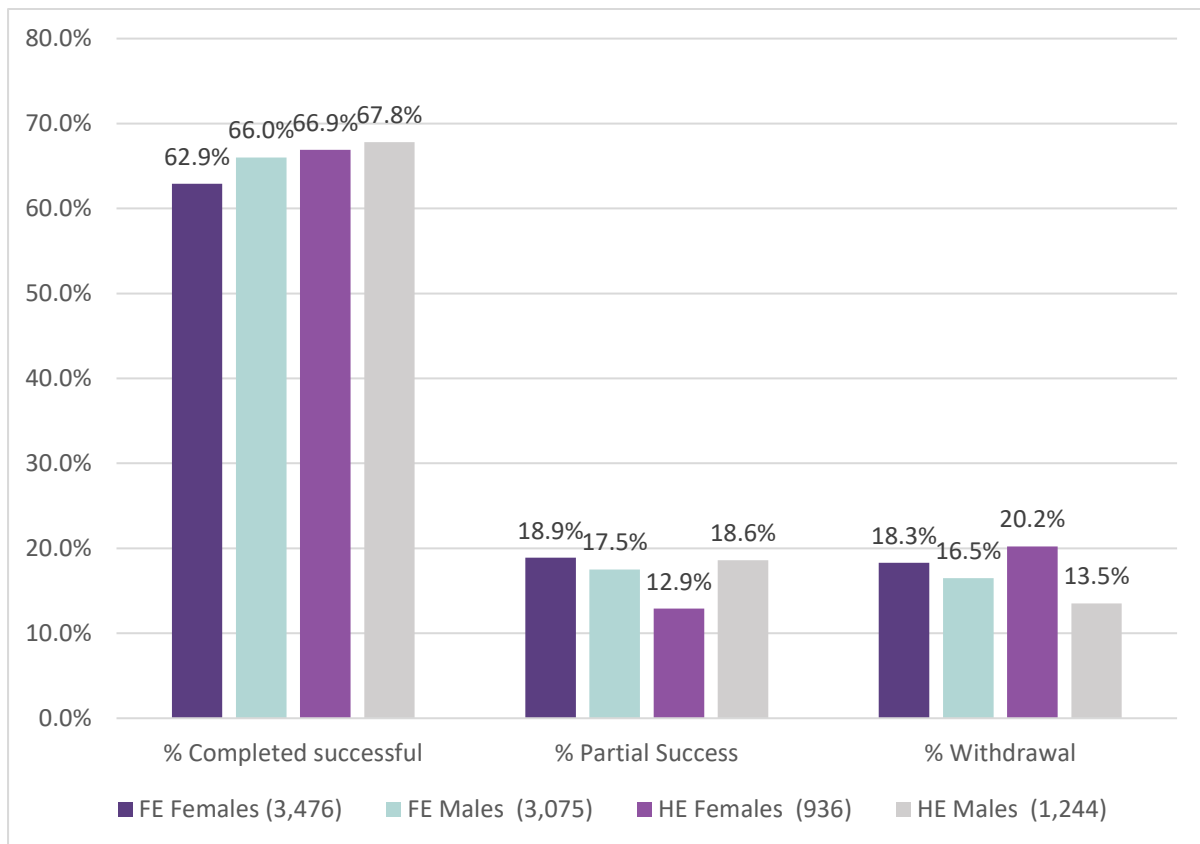


Figure 10 shows the achievement for our advanced (HE) male students is 67.8%, which is 0.9% higher than their female counterparts are and 1.5% above the sector average. For our non-advanced provision (FE), the success rate for our male students is 3.1% higher than the 62.9% success for the non-advanced females.

The outcome gap between males and females on non-advanced courses has decreased in AY 2022-23 in comparison to the previous year, where the achievement for male students was 8.0% higher.

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**

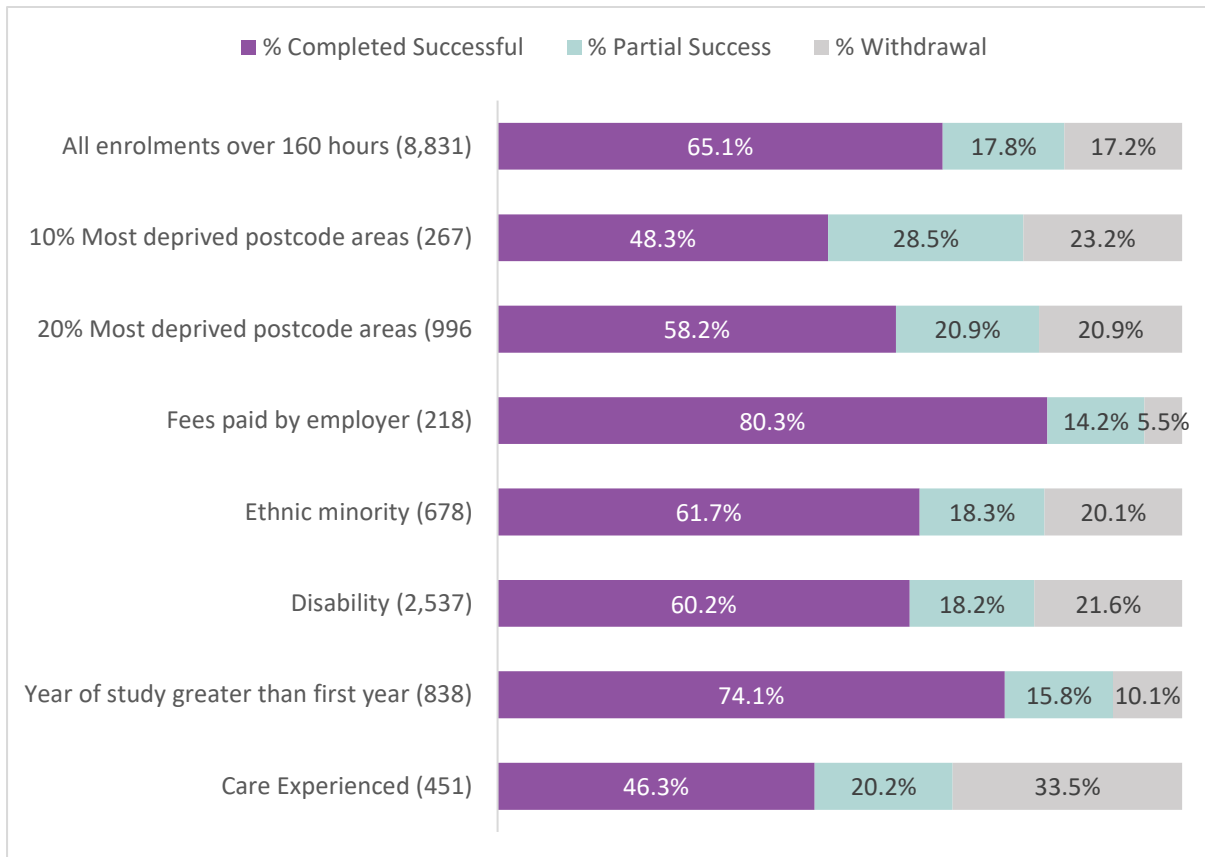


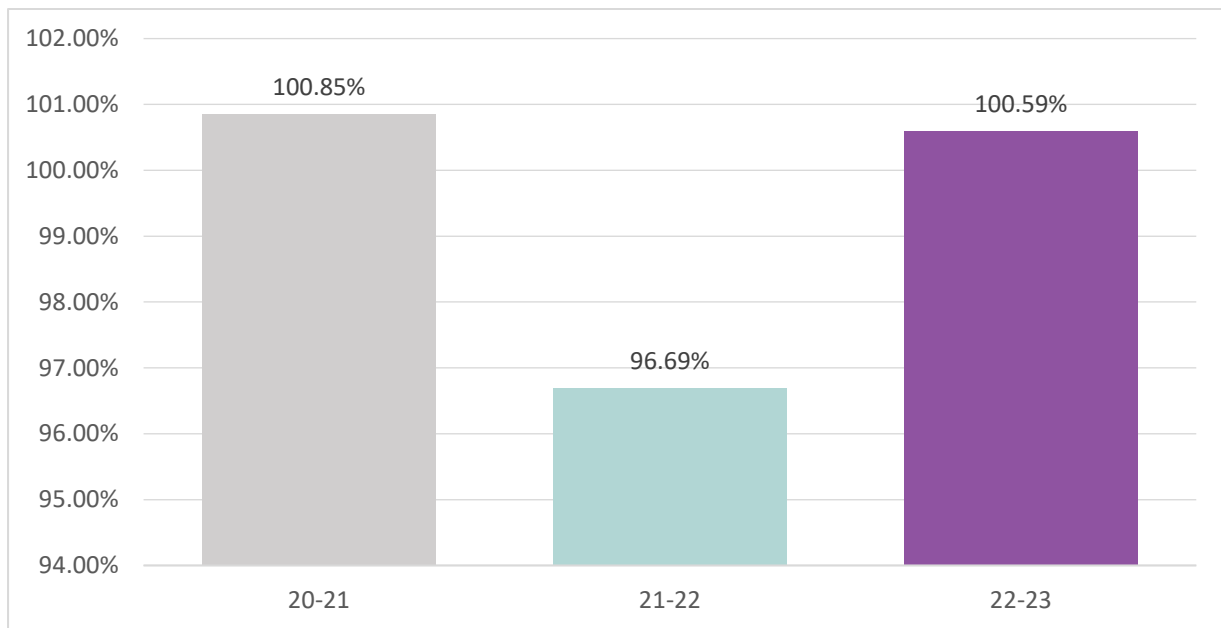
Figure 11 shows the performance in AY 2022-23 of key category groups that align with the measures outlined in our Regional Outcome Agreement.

The high success rates for students who have their fees paid by employers remains consistent with the previous year at 80.3%.

Four out of the eight key groups improved their outcomes in comparison to the previous year, all enrolments over 160 hours by 2.0%, 20% most deprived postcode areas by 2.0%; ethnic minority by 0.8% and disability by 1.4%.

Work is ongoing with teams through Spotlight Review and the internal quality process to examine this further. In addition, through the Equalities and Wellbeing Committee, data is being scrutinised to review and evaluate how to improve student outcomes.

**Figure 12 - Overall college performance**



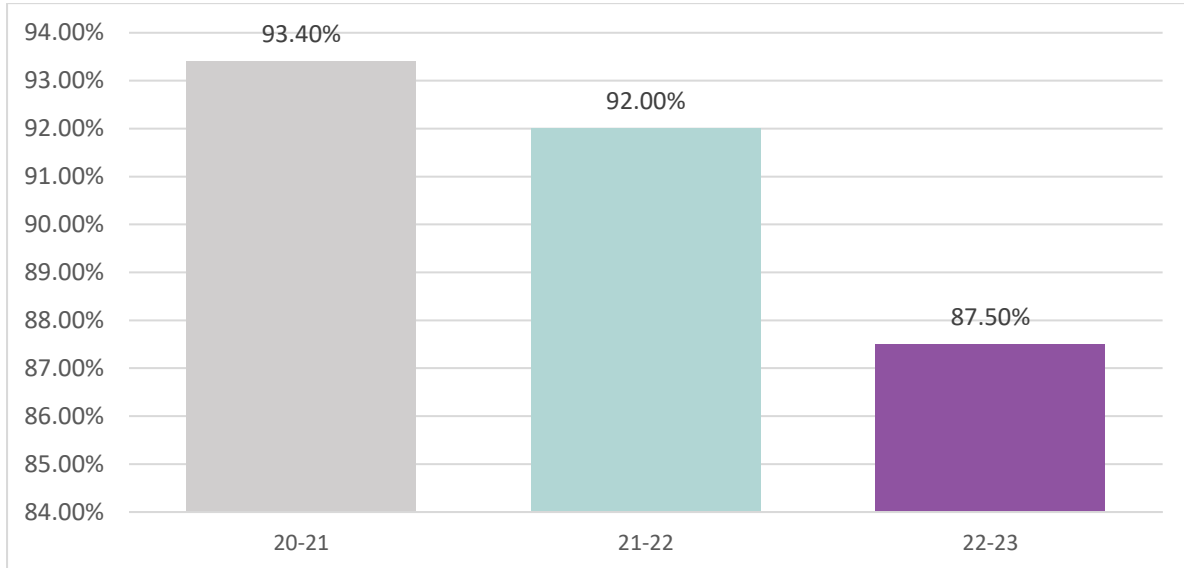
The Scottish Funding Council's annual grant to the college sector allows courses to be provided free to eligible students. In return, the Funding Council expects colleges to provide an agreed level of activity. This activity is measured in Credits, with each Credit equating to 40 hours of study.

The College manages its activity through a process administered by the curriculum planning team and overseen by the College Executive team. In AY 2022-23 NESCol delivered 129,565 Credits against a target of 128,812, this equates to 100.59%.

The sector target was reduced by 10%, from the previous year. While the College was still in recovery from the impact of the COVID-19 pandemic, applications from school leavers rose and there was an increase in confidence from employers. A strong late start programme, promoted by partners, provided good opportunities for winter leavers and career changers.



**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, 242 out of 259 in AY 2020-21, 240 out of 261 in AY 2021-22 and 239 out of 273 in AY 2022-23.

## **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. The College is about to embark on the creation of a new college strategic plan, which will define and shape the direction that NESCol will take over the next five years and beyond.

### NESCol Regional 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 2022-23

Further information on the performance of all Scottish Colleges in AY 2022-23 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 measures 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 that 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 that measures those who withdrew from the course and did not gain any qualification.