



**KEY
PERFORMANCE
INDICATORS
2018-2019**

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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 - AY2018-19 to AY2020-21.

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 is currently in the second year (AY2019-20) of its three-year journey towards excellence. This document will be published on an annual basis to enable the College to analyse and benchmark its performance as it moves towards 2021.

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 2018-19 against three nationally recognised KPIs:

1. Completed Successful
2. Partial Success
3. Early Withdrawal

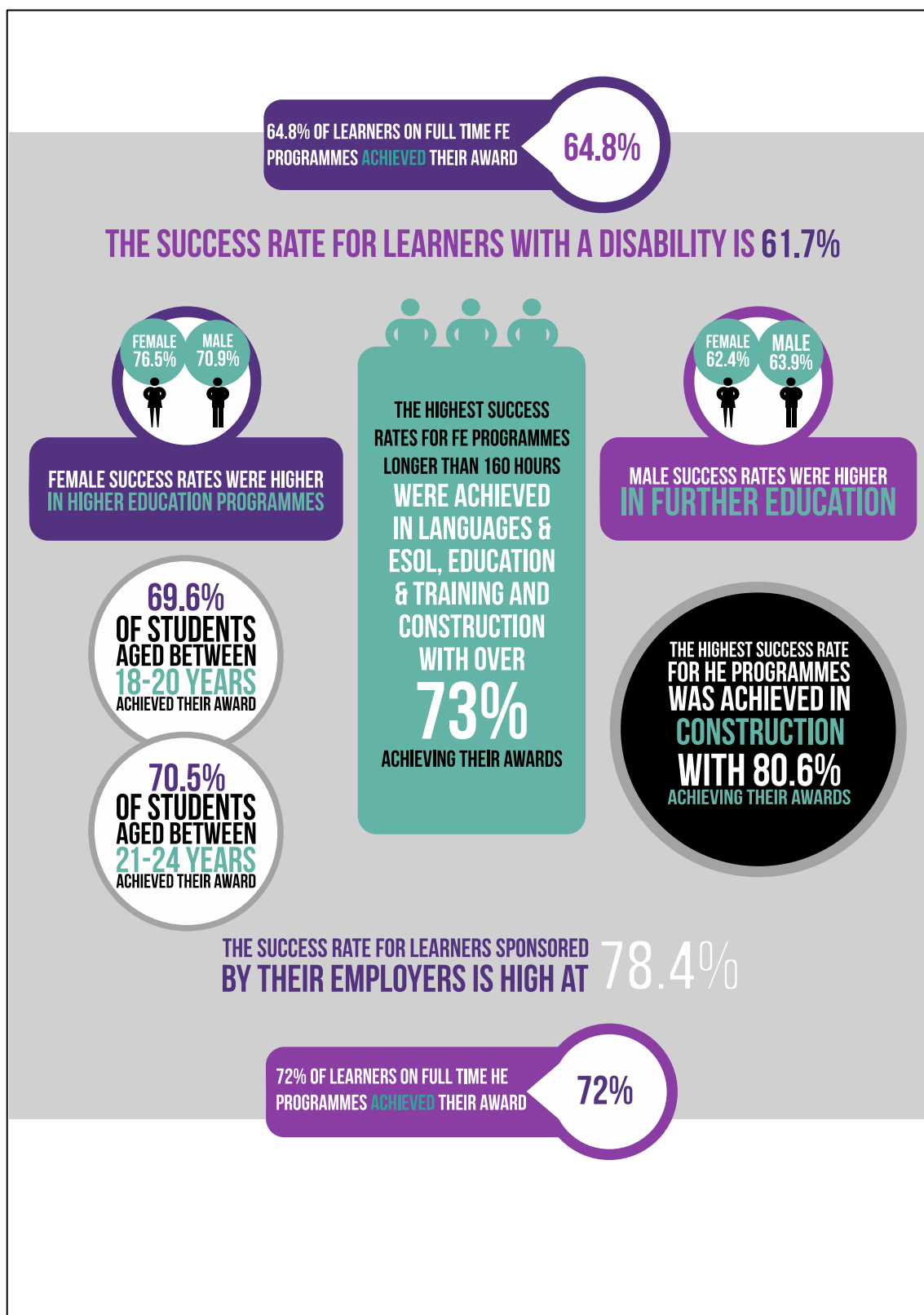
(An explanation of each of the above indicators is provided in the Glossary on page 20.)

Information has been provided against a number of key categories including, level of course (Further Education (FE), Higher Education (HE)), mode of delivery (Full-time, Part-time), subject area, and student characteristics such as age, disability, and gender. Unless stated otherwise, the information provided relates to NESCol courses of 160 hours or more. For some KPIs, comparative information has been provided for the previous two Academic Years - 2016-17 and 2017-18.

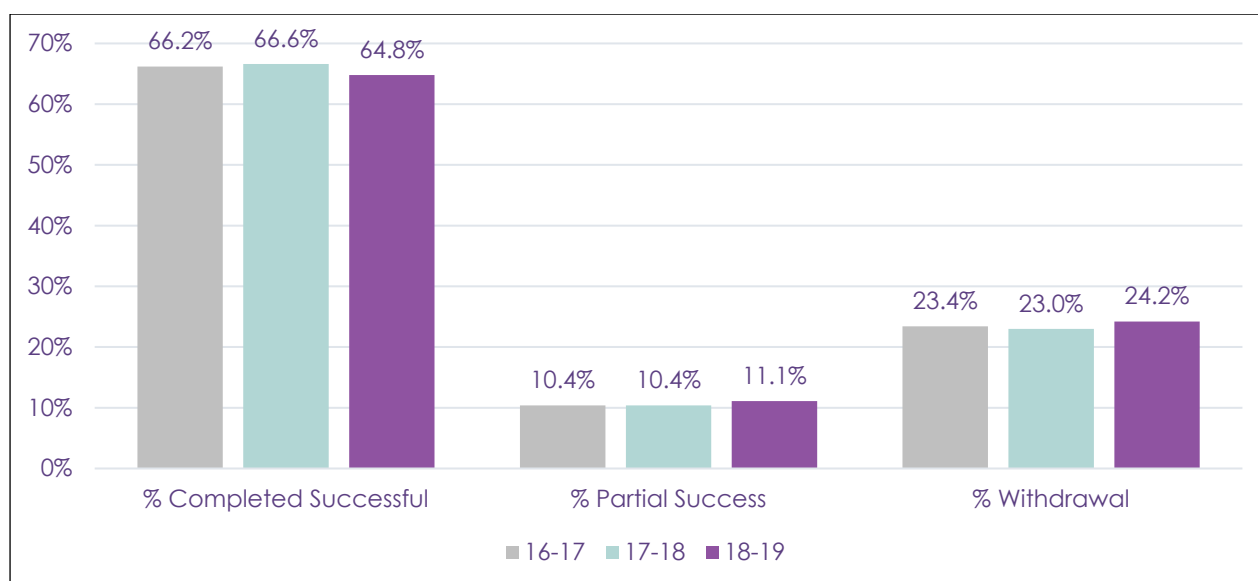
The Scottish Funding Council (SFC) publishes information on the performance of all Scottish colleges on its [website](#). NESCol recognises the importance of benchmarking its performance in comparison to others in the college sector to help inform quality improvement, and to seek and share good practice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

* Please note all totals below 50 are suppressed.

The following highlights a number of NESCol's outcomes for Academic Year 2018-19:



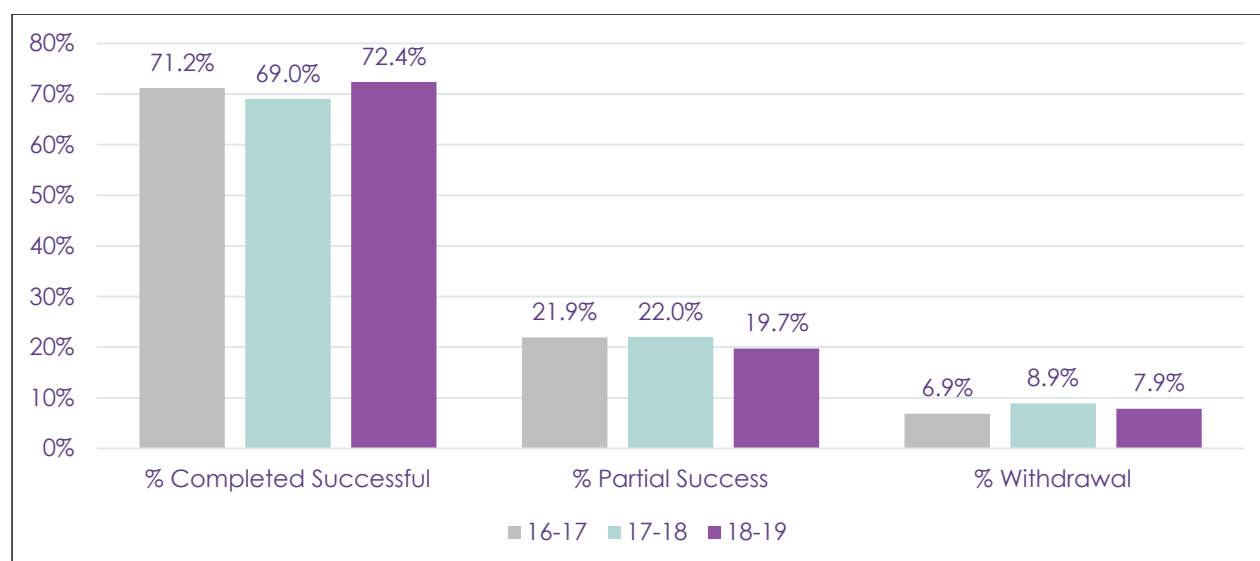
Outcomes for full time students on our non advanced courses (FE)



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

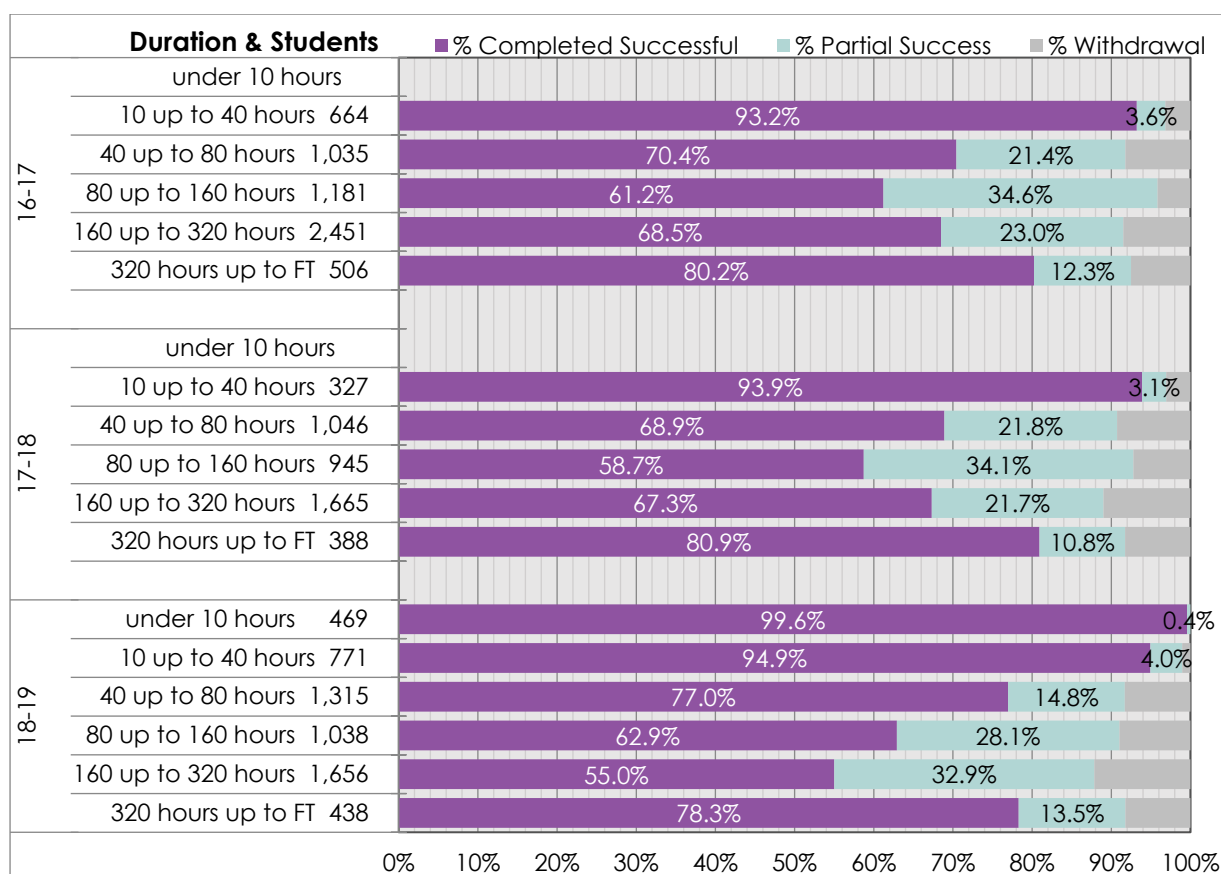
The achievement on our non advanced courses has decreased by 1.8% in comparison to the previous Academic Year. The 64.8% success rate for 2018-19 is slightly below the sector average of 65.2%. The College however recognises that while achievement rates for many students and programmes are very good, the identification of actions to address areas where improvement is required is essential to ensure that it delivers an excellent learning experience, leading to successful outcomes for all learners.

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



The achievement on our part time non advanced courses has increased by 3.4% in comparison to the previous Academic Year.

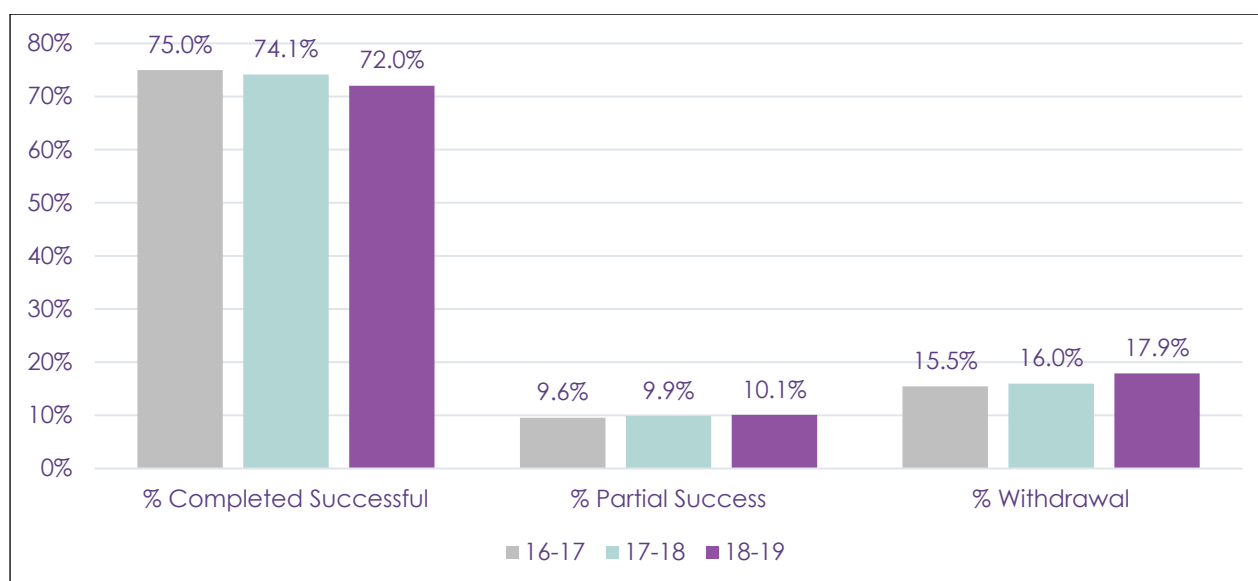
Outcome breakdown for part time students on our non advanced courses (FE)



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

Courses of less than 40 hours have excellent levels of success at 99.6% and are 6% above the sector average of 93.6%. Courses of 320 hours up to full time are 1.7% more successful than the sector average. In three of the above categories NESCol is below the sector average. The College will, as part of its quality review process, explore these areas further to identify required improvement actions.

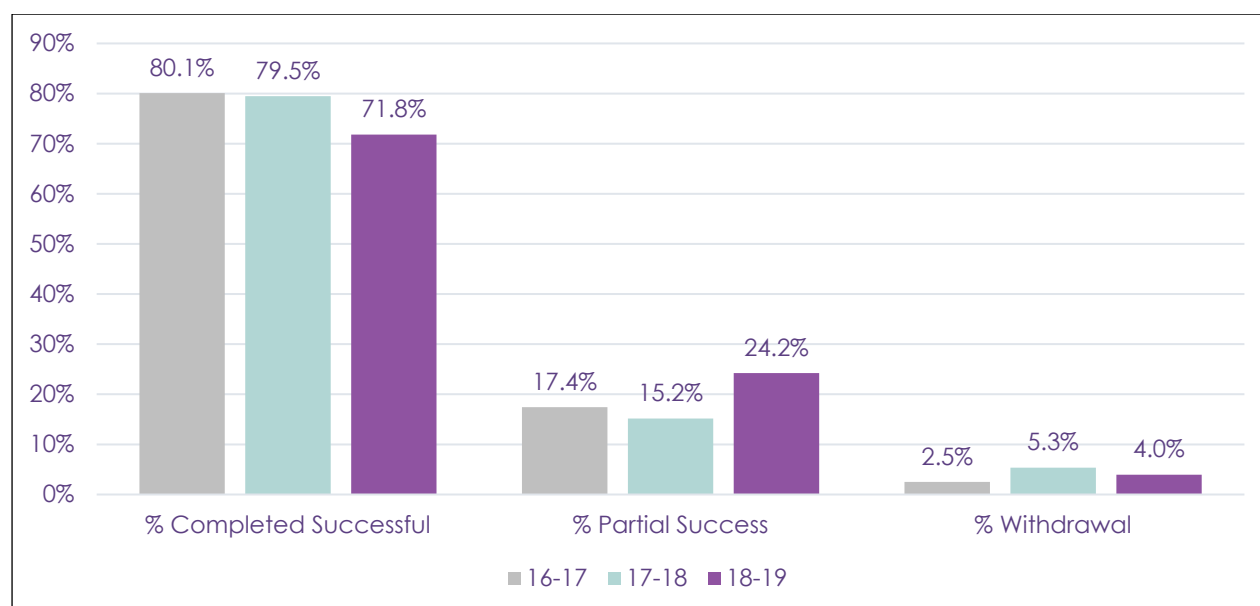
Outcomes for full time students on our advanced courses (HE)



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

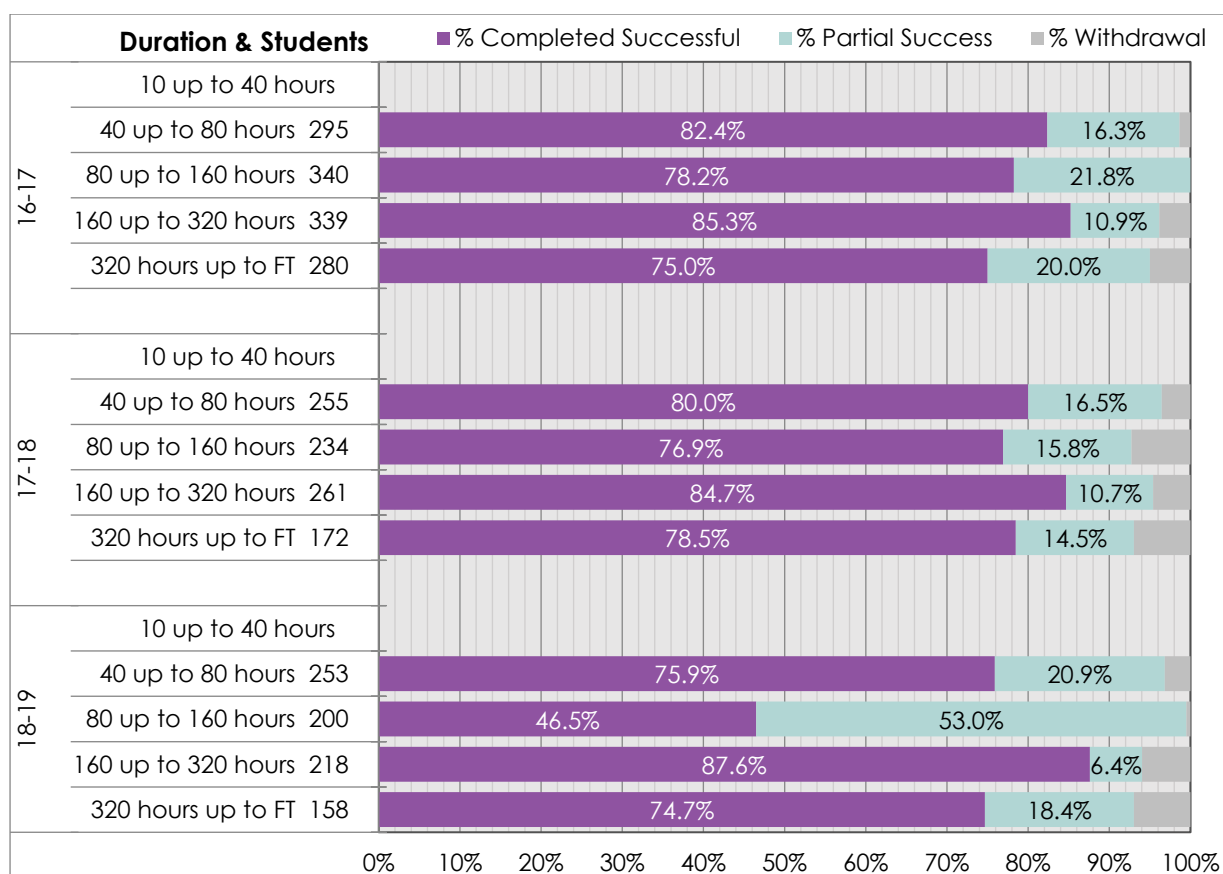
The 72.0% achievement on our advanced courses delivered in 2018-19 saw a 2.1% decrease in comparison to the previous Academic Year. Despite the slight decrease, the College's achievement rate is 2.2% above the sector average of 69.8%. The College acknowledges its goal to deliver successful outcomes for all learners, and will continue to seek to increase its achievement rate year on year.

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



The achievement on our part time advanced courses has decreased by 7.7% in comparison to the previous Academic Year.

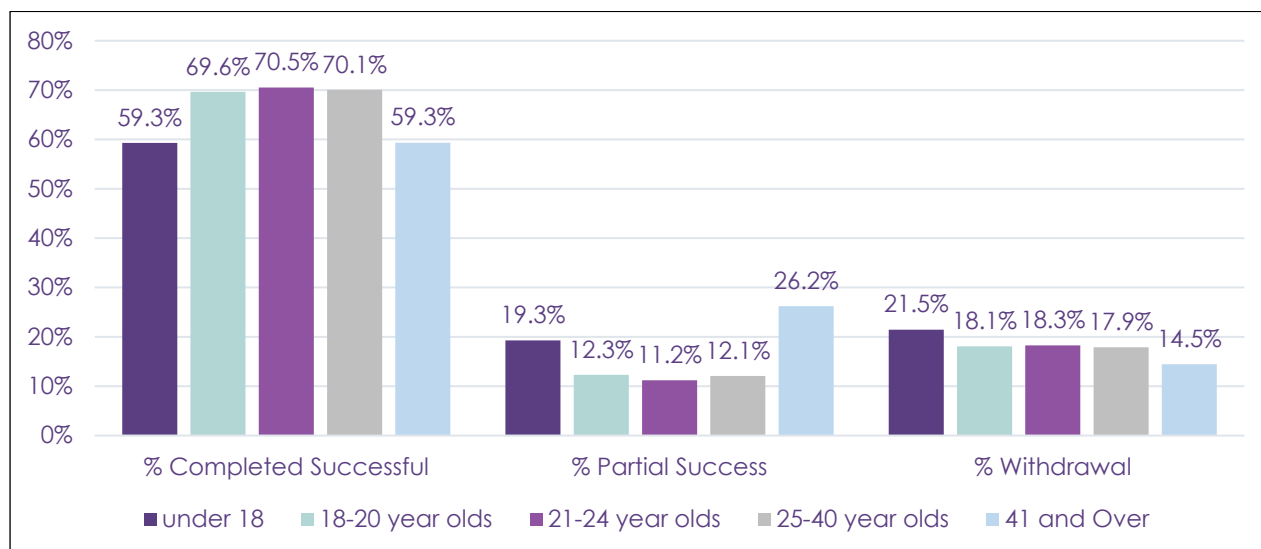
Outcome breakdown for part time students on our advanced courses (HE)



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

The College is below the sector average in three of the categories. The lowest pass rate was for those studying 80 up to 160 hours.

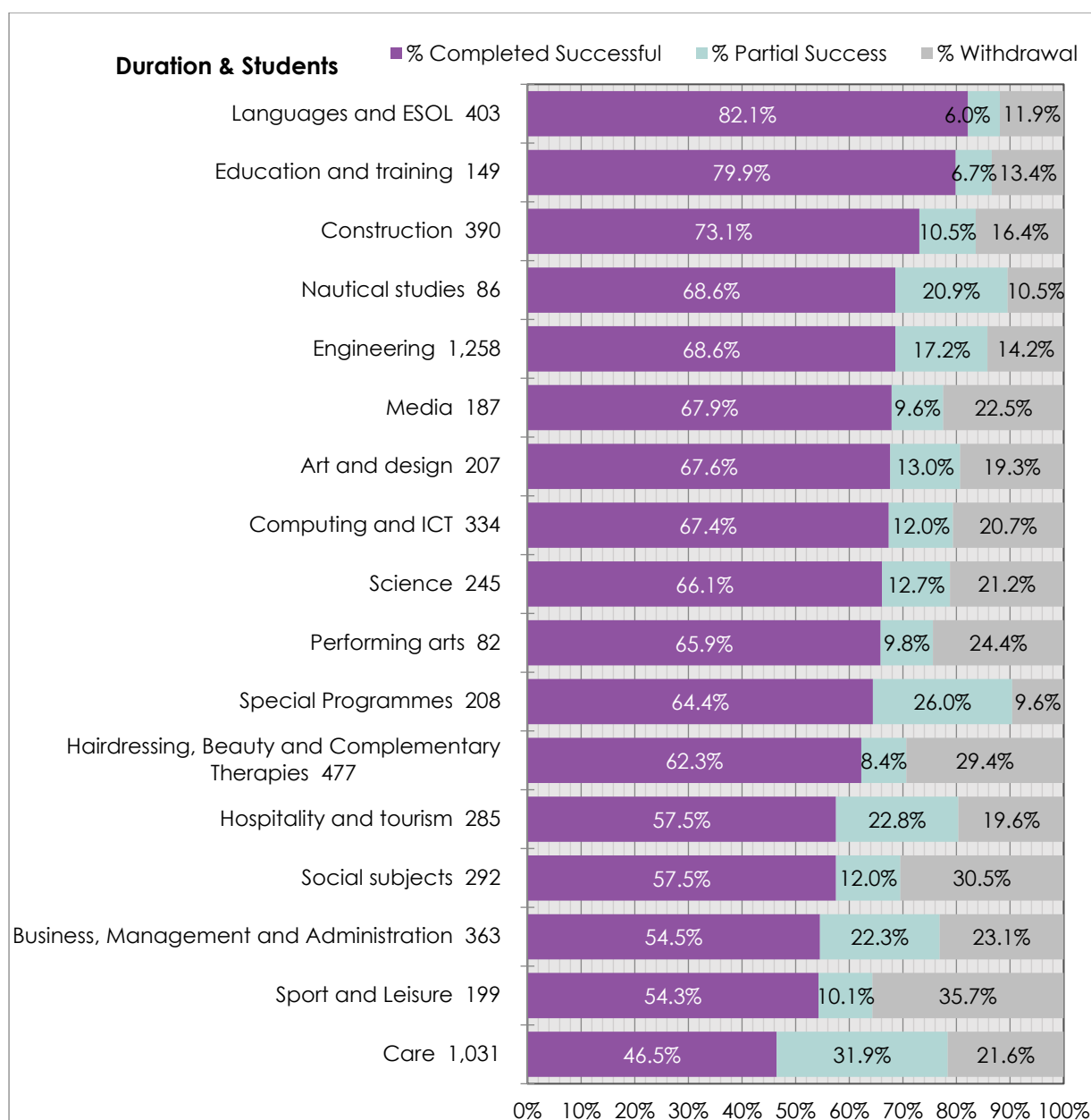
Outcome by Age Group on courses lasting 160 hours or more



This chart provides a comparison to show the outcomes for our students over five determined age sets. Students in the age group of 21-24 year olds were the highest achieving age group at 70.5%, and the 25-40 age group marginally less at 70.1%. There was only an 11.2% difference between the lowest and highest percentage of student success across all age groups.

The College produced varying success rates against the sector averages across all of the age sets. One category was marginally above the sector average: 18-20 category + 0.2%. The achievement of 21-24 year olds was in line with the sector average. Three categories were below the sector average: 25-40 year olds -2.6%, under 18 year olds -2.2% and 41 and over -13.4%. More analysis is required to identify any mitigating factors around the lower outcomes for the 41 and over age groups.

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

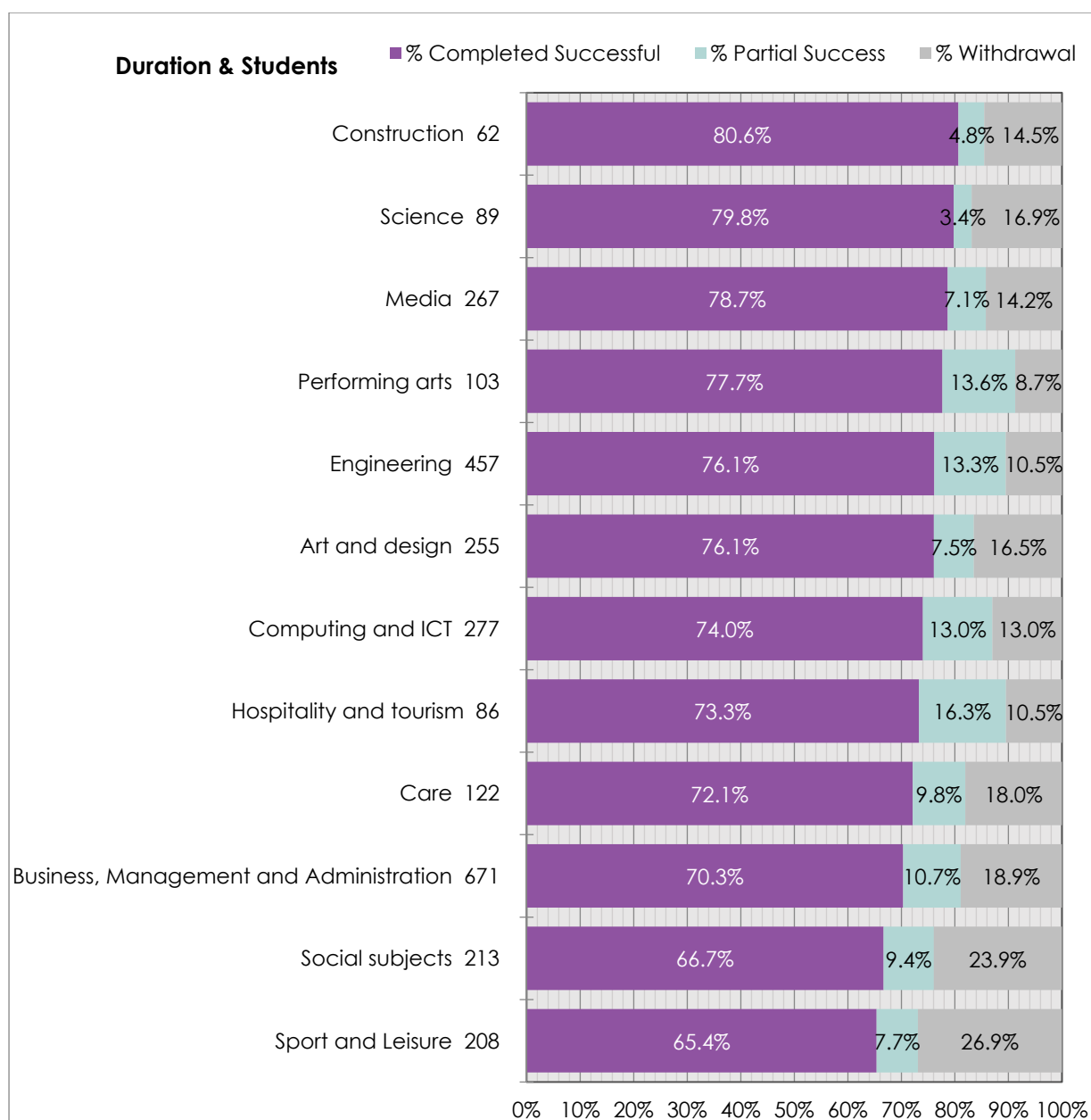


Three of our non advanced subject areas achieved success rates above 70% with Languages and ESOL achieving the highest at 82.1%. Out of the 17 subject areas presented, we performed significantly higher in five subject groups compared to sector averages. Ten of the subject areas presented were below the sector average.

Outcomes by Subject Group for our non advanced students			
Subject Group	Sector (Scotland)	North East Scotland College	Sector Comparison
Languages and ESOL	77.1%	82.1%	+5.0%
Education and Training	65.7%	79.9%	+14.2%
Media	61.5%	67.9%	+6.4%
Computing and ICT	64.9%	67.4%	+2.5%
Science	53.8%	66.1%	+12.3%
Performing Arts	64.0%	65.9%	+1.9%
Social Subjects	52.6%	57.5%	+4.9%

The College achieved excellent outcomes for four out of the seven subject groups where performance was significantly above the sector average. Education & Training and Science achieved between 12% and 14% above the sector average followed by Media, Languages & ESOL and Social Subjects.

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

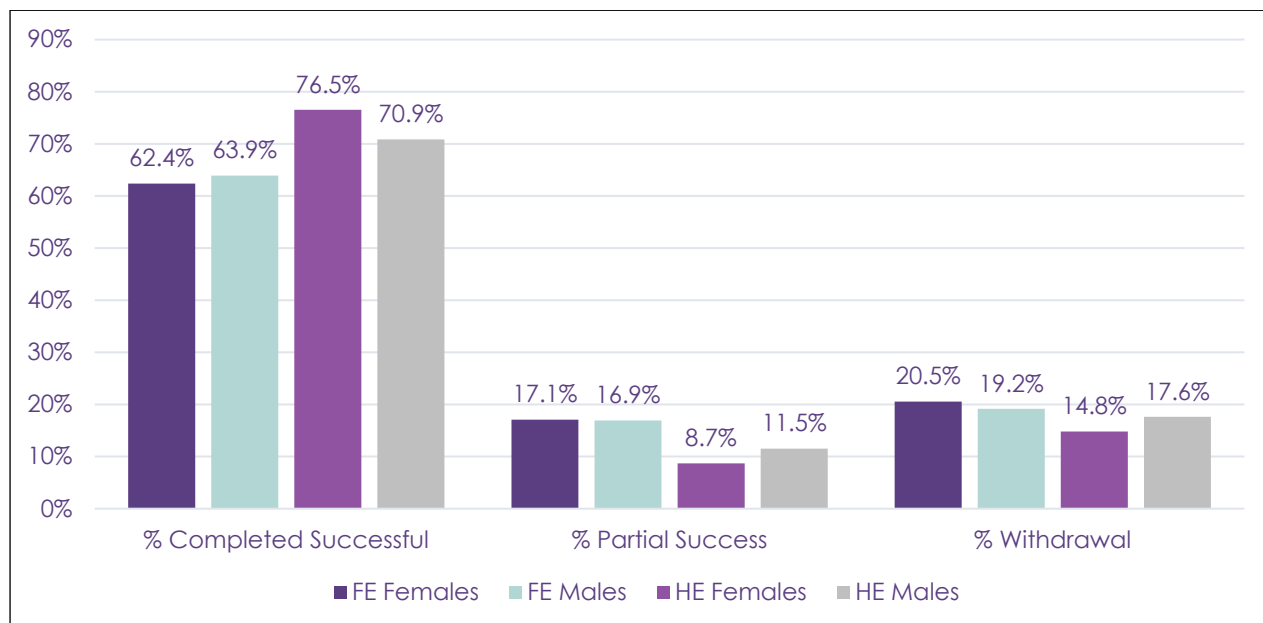


Ten of our advanced subject areas achieved success rates above 70%, with Construction achieving the highest at 80.6%, followed closely by Science at 79.8%. Eleven out of the 12 subject areas presented achieved outcomes above the sector average. Sport and Leisure was the only subject group below the sector average -5%. The following table provides further details.

Outcomes by Subject Group for our advanced students			
Subject Group	Sector (Scotland)	North East Scotland College	Sector Comparison
Construction	77.3%	80.6%	+3.3%
Science	68.7%	79.8%	+11.1%
Media	74.2%	78.7%	+4.5%
Performing Arts	77.2%	77.7%	+0.5%
Engineering	69.7%	76.1%	+6.4%
Art and Design	76.0%	76.1%	+0.1%
Computing and ICT	68.4%	74.0%	+5.6%
Hospitality and Tourism	65.4%	73.3%	+7.9%
Care	72.0%	72.1%	+0.1%
Business, Management and Administration	69.1%	70.3%	+1.2%
Social Subjects	64.5%	66.7%	+2.2%

The College achieved excellent outcomes for four out of the twelve subject groups where performance was significantly above the sector average. Science achieving 11.1% above, closely followed by Hospitality & Tourism, Engineering and Computing & ICT.

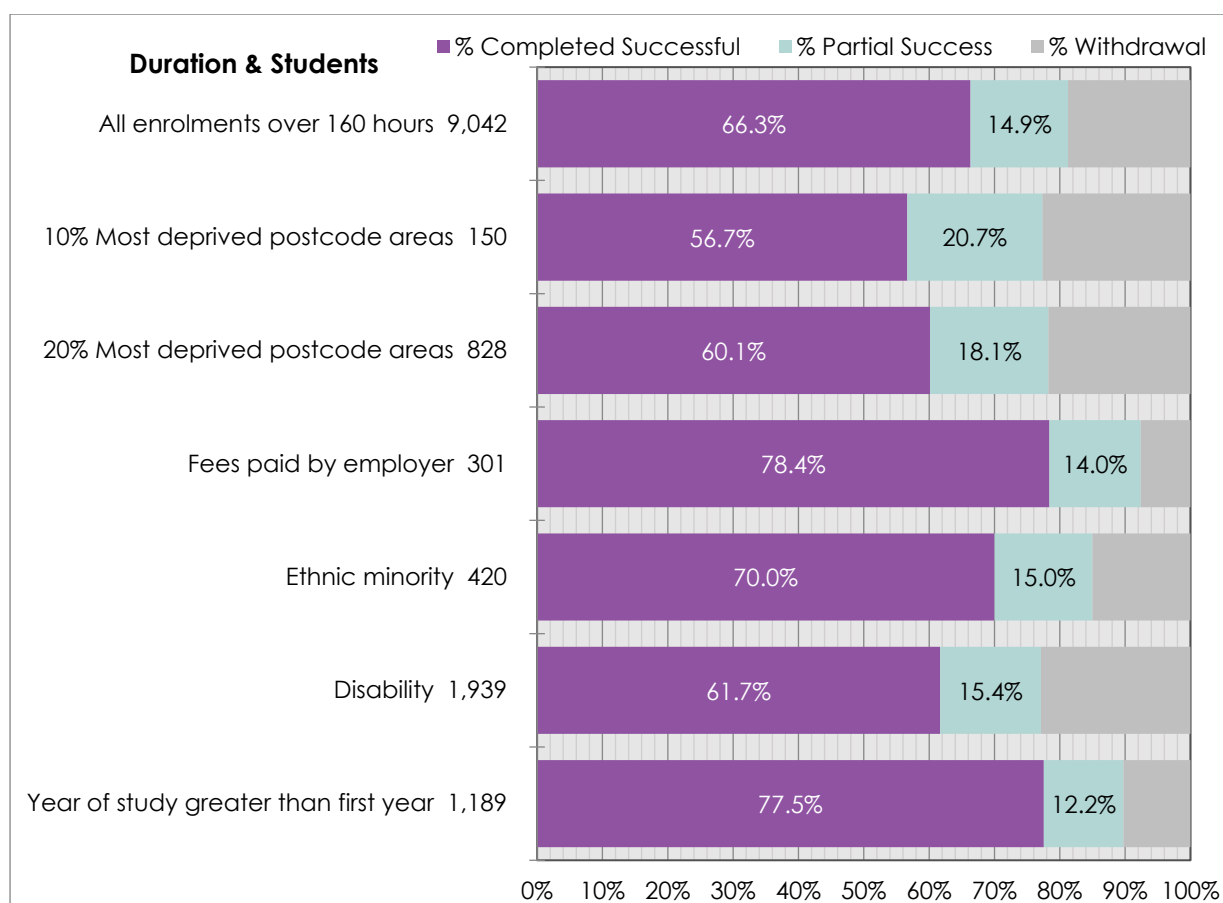
Outcomes by Level and Gender on our advanced and non advanced courses



Further education achievement for our male students is 63.9%, which is 1.5% higher than their female counterparts but 5.5% below the sector average. For higher education, the success rate for our female students is 5.6% higher than their male counterparts and 3.5% above the sector average. Our achievement for our male students on higher education courses, although 5.6% below their female counterparts, is 1.3% above the sector average.

The College has in place a Gender Action Plan Action Plan which details the College's commitment to identifying and addressing where disparities exist between male and female students successfully completing their studies.

Outcomes and enrolments by Key Group for our part time students

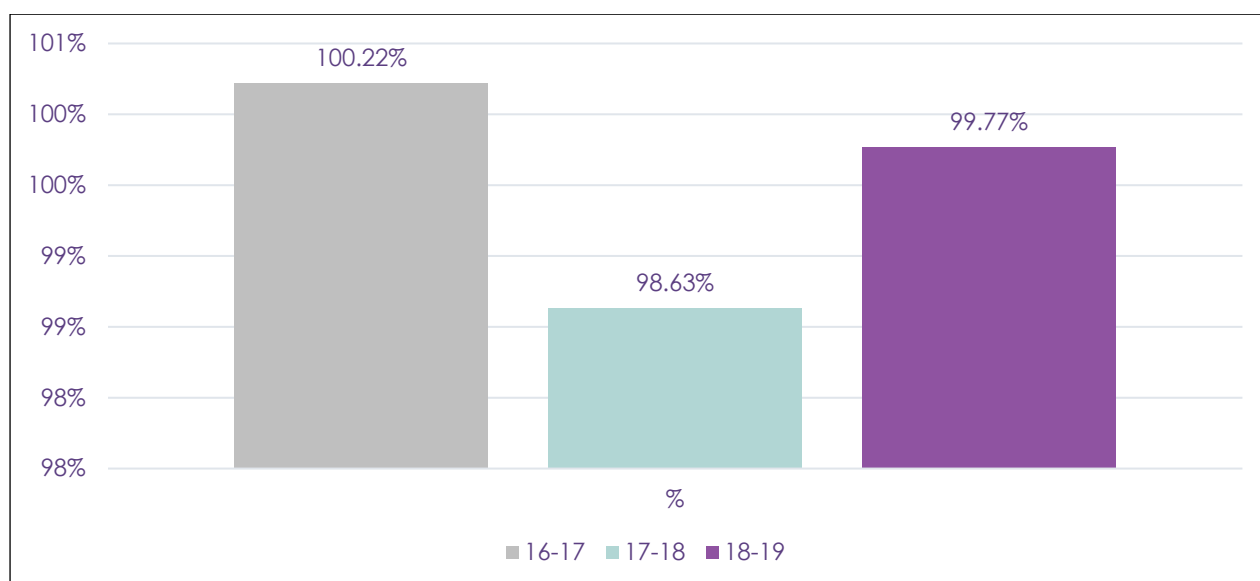


The chart above groups students into different categories depending on where they live, who has paid their fees, their ethnicity, whether they have declared a disability and whether they are at College for a second or subsequent year. The success rates for students who have declared a disability is 61.7%, a 4.6% decrease compared to the previous Academic Year.

The College is below the sector average achievement in six of the categories, and in line with the sector average in the ethnic minority category.

Outcomes for our Care Experienced students are not presented in this publication due to the small number of presenting students(40).

Overall College Performance



The SFC's annual grant to the college sector allows courses to be provided free to eligible students. In return, the SFC expects colleges to provide an agreed level of activity. This activity is measured in Credits, with each Credit equating to 40 hours of study. In 2018-19 NESCol delivered 132, 224 Credits against a target of 132, 529, this equates to 99.77%.

The College manages its activity through curriculum planning and review, and during 2018-19 improved the robustness of its monitoring and forecasting of its activity. In 2018-19 NESCol was one of five colleges who did not achieve their Credits target. It should however be noted that the Scotland average for this measure was 100.34%, with the majority of colleges delivering between 100 and 101% of their Credit target. At the time of writing, the College has identified a number of actions to be taken forward to ensure that the College delivers 100% of its Credits target in Academic Year 2019-20.

Additional Information

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

NESCol Strategic Plan 2018-2021

The Strategic Plan for the College identifies the strategic direction of the College for the coming 3 years, and provides context and rationale. The Plan is the corporate planning statement of the Board and establishes its strategic aims and objectives. To support the delivering of the Strategic Plan the College has established a number of Supporting Strategies - Access & Inclusion, Business Development, Finance, Information Technology, Learning & Teaching, Marketing & Communications, 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 learners, employers and community.

NESCol Evaluative Report & Enhancement Plan

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

The Framework is based on four high level principles:

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

Under the Framework, the College is required to produce an annual Evaluative Report & Enhancement Plan.

College Sector Performance Indicators 2018-19

Further information on the performance of all Scottish Colleges in 2018-19 has been published by the Scottish Funding Council (SFC). Comparative information provided covers areas such as student retention and achievement, staff qualifications, student satisfaction and outcomes of Education Scotland Reviews. Indicators are reported at sector and individual college level.

Glossary

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