

College Performance Indicators 2017-18



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Summary: Overview of college performance indicators from 2008-09 to 2017-18

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

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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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Executive Summary

1. This report is an overview of college performance indicators from 2008-09 to 2017-18 and 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.
2. The sector exceeded its student number target for 2017-18 and in doing so delivered 118,684 Full-Time Equivalent (FTE) SFC funded student places which is 2,415 FTE more than the 116,269 FTE target.
3. The key points from this report are:

The results for the 49,366 full-time **further education** (FE) students enrolled on recognised qualifications are as follows:

- 66.1% successfully completed their course which is 0.8 percentage points (PP) higher than 2016-17 and is the highest success rate over the 10 year period.
- In 2017-18, of the 26 colleges delivering full-time FE courses, 13 had improved success rates in comparison to the previous year, one college's success rate remained unchanged and 12 saw a decline in the proportion successfully completing their course.
- 4,678 additional full-time FE students successfully completed their course in 2017-18 in comparison to 2008-09.
- A further 8.8% completed their course in 2017-18. Although these students did not achieve the qualification they were aiming for by the end of the academic year, some may gain their award at a later time.
- The remaining 25.1% of full-time FE students withdrew from their course and are accounted for by 9.0% of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 16.1% between this point and the end of the course.
- For larger colleges success rates ranged from 59.1% to 75.4% in 2017-18 and for smaller colleges the success rates ranged from 52.1% up to 77.8%. Changes in success rates from 2016-17 to 2017-18 for colleges ranged from -25 PP for one very small college and -8 PP to +9 PP for other colleges.
- SFC's national aspiration for full-time FE success is that by AY 2019-20 the percentage of enrolled (full-time) students successfully achieving a recognised qualification should increase to 73.2%. In 2017-18 four colleges from 26 exceeded the AY 2019-20 success rate target percentage of 73.2% and on comparison the sector is currently sitting 7.1 PP below this target.

The results for the 33,809 full-time **higher education** (HE) students enrolled on recognised qualifications are as follows:

- 71.3% of full-time students successfully completed their course which is a 0.3 PP reduction on the previous year.
- Of the 15 colleges delivering full-time HE courses in 2017-18 six had improved pass rates in comparison to the previous year and nine saw a decline in the proportion successfully completing their course.
- As a result of increases in student numbers and improving success rates 6,679 additional full-time HE students successfully completed their course in 2017-18 in comparison to 2008-09.
- A further 10.3% completed their course in 2017-18, these students did not achieve the qualification they were aiming for by the end of the academic year but some may gain their award at a later time.
- The remaining 18.4% of full-time HE students are accounted for by 5.0% of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 13.3% between this point and the end of the course.
- Full-time HE success rates ranged from 66.1% to 76.2% in 2017-18. Changes in success rates from 2016-17 to 2017-18 for colleges ranged from -3 PP to +3 PP.
- SFC's national aspiration for full-time HE success is that by AY 2019-20 the percentage of enrolled (full-time) students successfully achieving a recognised qualification should increase to 74.4%. In 2017-18 two colleges from 15 exceeded the AY 2019-20 success rate target percentage of 74.4% and on comparison the sector is currently sitting 3.1 PP below this target.

Courses over 160 hours:

- Success rates for FE full and part-time subject areas range from 54.9% for science subjects to 82.5% for nautical courses.
 - For HE full and part-time courses success rates range from 64.5% for hospitality and tourism to 88.9% for nautical courses.
 - The success rate for under 18 has increased by 1.6 PP from 2016-17 whilst the success rate for those aged 41 and over has increased by 0.4 PP.
 - The withdrawal rates for male and female students on HE programmes are very similar at around 17%. However, for FE programmes females are 2.4% more likely to withdraw from their programme of study than male students.
4. Links to individual College PIs and a more detailed explanation on and examples of how we calculate PIs can be found in separate Technical Appendices to this document.

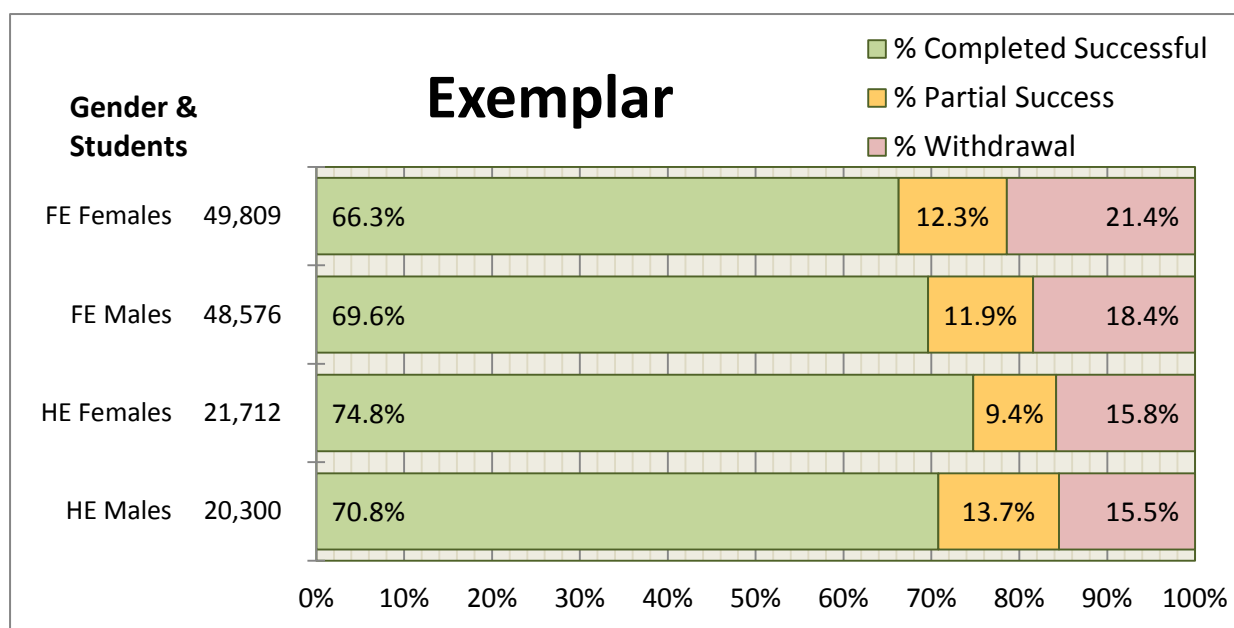
Introduction

5. SFC has published PIs on college teaching activity for the past 16 years although PIs are not available on a consistent basis for all years. Links to previous publications going back to 2008-09 are provided and can be found on our website at: [College Performance Indicators](#).
6. The purpose of the indicators is to inform stakeholders about the performance of the sector. The reported PIs allow for the evaluation of performance of students by level of course and hours of study both over time and against other similar colleges. The PIs can be used, for example, to monitor and compare performance of groups of specific interest, such as care experienced and disabled students, thereby supporting a wider improvement agenda within the sector. HE course qualifications are more likely to be standard across subjects and awards and results can be used more readily than FE courses for sector benchmarking.
7. Performance Indicators are available for colleges (further, tertiary, sixth-form) in other United Kingdom countries but due to the different cohort characteristics and performance indicator definitions these are not directly comparable with the Scottish college sector PIs.
8. The latest information available within the report is for academic year 2017-18. For full-time performance indicators results are shown over the period 2008-09 to 2017-18. For part-time courses results are shown from 2015-16 although earlier years are available from our website.
9. The Performance Indicators report provides a broad coverage of activity and includes, in addition to SFC funded student activity, Skills Development Scotland (SDS) employability fund and college based university 'Associate' status students.
10. The Scottish college landscape has fundamentally changed since 2010 with the phased creation of larger colleges operating on a regional basis through merger. This has led to a reduction in the number of colleges from 45 in August 2010 to the 26 colleges today.
11. Students have a wide variety of personal motivations for studying at college and study across an extensive range of programmes, from literacy and numeracy courses to engineering and agriculture, with awards ranging from courses not providing a recognised qualification to higher national certificates and diplomas or degrees in partnerships with universities.
12. Our method of presentation and breakdown of PIs by subject groups, duration of study, age groups and gender gives a comprehensive view of sector-wide provision and performance, enabling an informed comparison over time.

13. The PIs are based on student records submitted via the Further Education Statistics (FES) system. This is an automated data capture and record system which encompasses built-in iterative quality checks to ensure the data is correct and credible. Only when the data has passed will SFC permit the data to be used for PI purposes. In addition to our checks, every college Principal must also sign off the data as a true and accurate record for their college.
14. As an additional reassurance of consistency and quality, SFC has a contract with Education Scotland (previously HMIE) to perform external quality reviews of college performance. Education Scotland reports are available on [Education Scotland's website](#).
15. Our analytical team also conducts data quality visits to ensure the student records submitted by colleges are accurate and comparable across the sector.
16. Each of the charts in this publication contains three percentage figures: the first describes the percentage of students who successfully completed the course year; the second is the percentage that completed the course year irrespective of their result; and the third is the percentage of students that withdrew from the course. These values have been calculated as a percentage of all enrolments.
17. For the purpose of improving data quality, this publication now excludes, in the majority of charts presented, students with fewer than 160 hours of study which ensures that the PIs are focused less on short duration, recreational courses and more on longer, more vocational courses which are more likely to be assessed and accredited.
18. When viewing individual college level PI data, where the number of enrolments is less than 50 in a category the data has been suppressed and is not shown. This avoids spurious statistical accuracy in the published success rates and reduces the risk of incorrect conclusions being drawn from success rates based on small numbers.
19. Links to individual College PIs and a more detailed explanation on and examples of how we calculate PIs can be found in a separate Technical Appendix to this publication.
20. It is our aim to strive for continuing improvement and enhanced usability of this document. We welcome feedback from readers on matters of content and presentation.

How our performance indicators are presented

21. After consultation with the Statistical Advisory Group for Further Education Statistics¹ (SAGE) the presentation of the performance indicators has been updated.
22. The main changes are the combining of Early Withdrawal and Further Withdrawal into a single Withdrawal percentage; while the distribution of PIs are now more clearly represented with all proportions stacked and labelled to show the full cohort². The new layout as exemplified provides clarity and allows accessible observation of success, partial success and withdrawal for comparison.



23. The bar to the left (green) shows the percentage of students who have completed their course year successfully. This includes students who have progressed to a later year for multi-year courses.
24. Colleges must choose one of 13 student outcome options from our FES 2 guidance notes [Code List J](#) that best describes the student result. The following student outcomes for nationally recognised programmes are considered to have completed successfully:
 - Completed programme / course, student assessed and successful.

¹ SAGE is SFC's college and stakeholder advisory group on performance indicators

² Chart proportions in this publication are rounded to one decimal place so total percentage may not always add up to 100%

- Student has progressed to next year and has achieved 70% of the credits undertaken.
 - Student has achieved 70% of the credits undertaken but has chosen not to progress onto the next year.
 - Student completed first year of a Higher National Diploma (HND) but has chosen to leave with a Higher National Certificate (HNC).
 - Student is on an interim year of a multi-year VQ programme and is on track and is still participating in the college programme.
25. The middle bar (orange) shows the percentage of students who have completed their course year but are not considered to be fully successful. For example, the student may have failed to achieve one or more units required for the course. The following two student outcomes are considered to have completed (with partial success):
- Completed programme / course, student assessed but not successful.
 - Student has progressed to next year but did not gain 70% of the credits undertaken.
26. The combination of these two bars shows the total percentage to have completed the course. For example, the FE Females bars shows that 66.3% of students completed successfully and a further 12.3% irrespective of the result. Therefore 78.6% completed the course in total.
27. The bar to the right (pink) represents those students who withdrew from their course after enrolment and for FE Females this shows that 21.4% of students withdrew from their course during the academic year.
28. The number of students enrolled on these courses is shown for each academic year to the left of the bar chart.
29. The Technical Annex A shows the breakdown of enrolments for nationally recognised programmes for further education and higher education full and part-time courses across each of the 13 possible student outcomes.

Key Performance Indicators charts

Outcomes for FE student enrolments on recognised qualifications

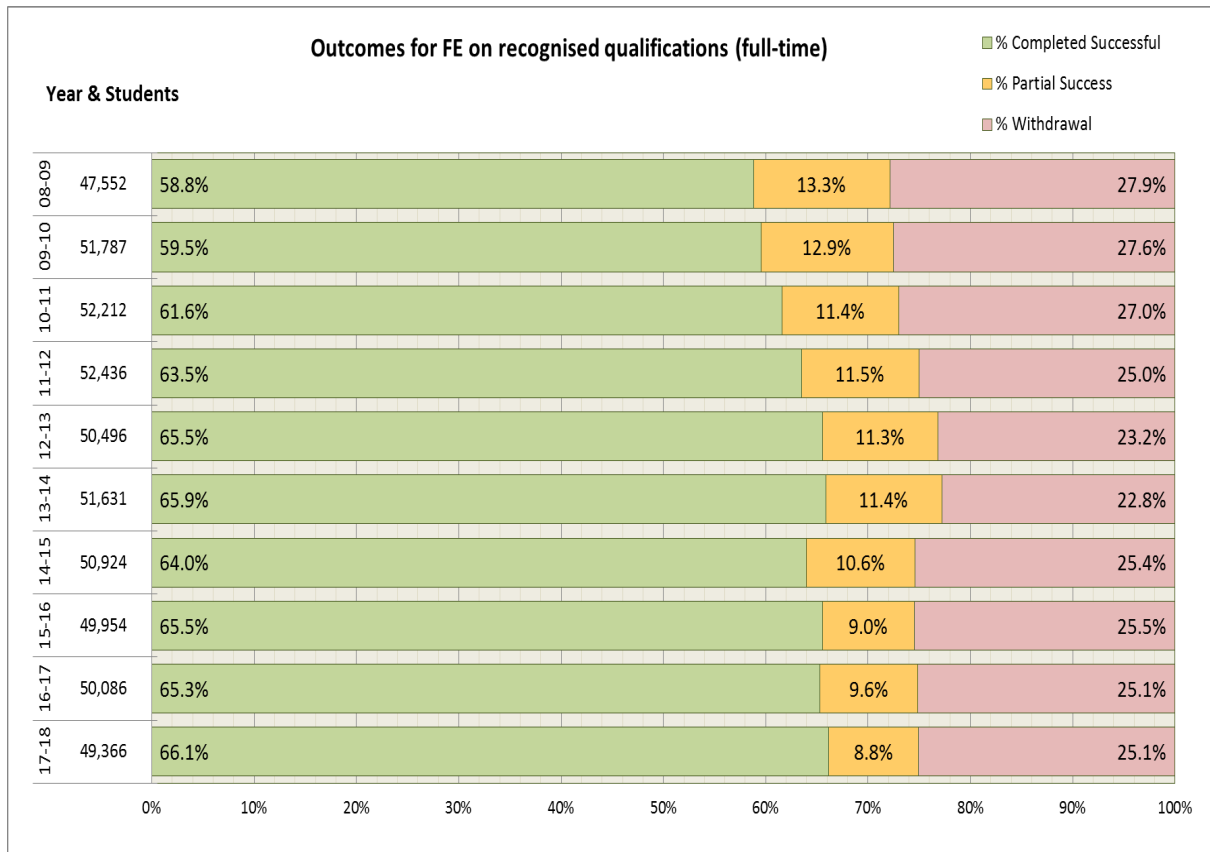
30. Figure 1 provides an overview of enrolments and success rates on full-time³ recognised FE programmes from 2008-09 to 2017-18. The figures allow comparisons over a longer timeframe to reduce the risk of basing an assessment of performance on a snapshot of a single year when performance may vary over time.
31. In recent years the trend is for the number of full-time FE enrolments to show an overall decline. Over a four year period 2014-15 to 2017-18 the number of student enrolments has reduced by 1,558⁴.
32. In 2017-18, 66.1% of students on full-time programmes completed successfully whilst a further 8.8% completed irrespective of their final result. In total 74.9% of students completed their course.
33. Focusing on the completed successful rate, Figure 1 shows that in 2008-09, 58.8% of students completed successfully. This rose steadily year on year to peak in 2013-14 at 65.9%. Over the past four years the movement has been changeable however, the percentage of successfully completing students in 2017-18 at 66.1% is the highest success rate over the 10 year period.
34. Over the 10 years from 2008-09 this represents a 7.3% increase in the success rate and represents an extra 4,678 students who have successfully completed compared to 27,972 in 2008-09, an increase of 16.7%.
35. SFC's national aspiration for full-time FE success is that by AY 2019-20 the percentage of enrolled (full-time) students successfully achieving a recognised qualification on the SCQF should increase to 73.2%. In 2017-18 four colleges from 26 exceeded the AY 2019-20 success rate target percentage of 73.2% and on comparison the sector is currently sitting -7.1 PP below this target.
36. We want greater ambition and parity between FE and HE success and aspire to achieve 75% in both by AY 2020-21.
37. FE full-time success rates for individual colleges ranged from 59.1% to 75.4% in 2017-18 and for smaller colleges the success rates ranged from 52.1% up to 77.8%.

³ FE full-time programmes of study contain greater than or equal to 600 nominal learning hours

⁴ The numbers in the College Statistics 2017-18 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.

38. An increase in the FE full-time success rate in 2017-18 is not consistent across all colleges. Twelve colleges show a decrease in success rates of between 0.4 PP and 25.3 PP, whilst 13 colleges show an improvement in success rate of between 0.4 PP and 8.9 PP. One college success rate remained static.

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



39. Figure 1 also shows that the withdrawal rate has reduced over the period from 27.9% to 25.1% (a 2.8 PP improvement). However, over the last four years this figure has been comparatively stable and shows that just over a quarter of students drop out of their college course.

40. A further breakdown on the 25.1% of student withdrawals shows 9.0% of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 16.1% between this point and the end of the course.

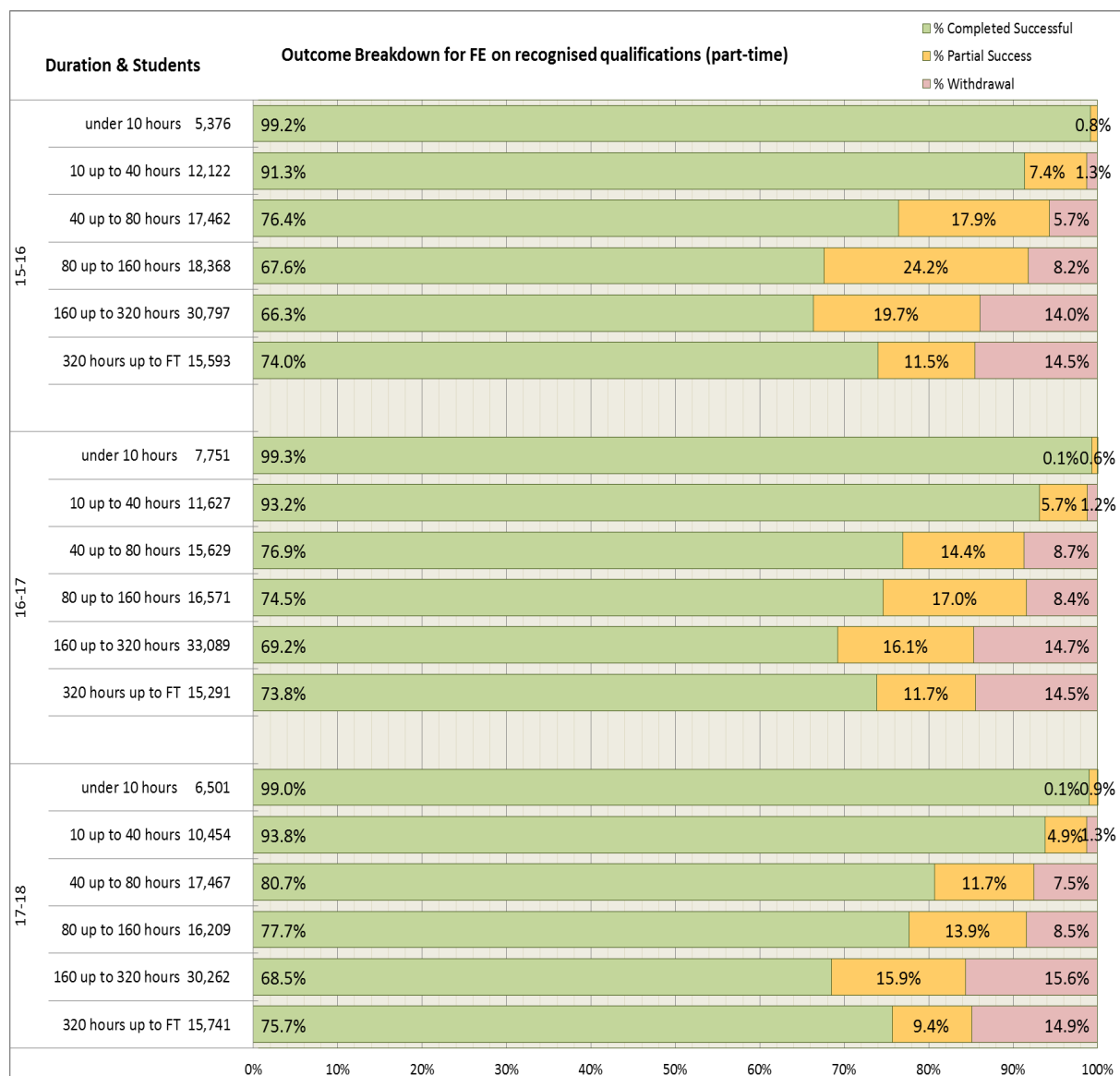
41. Colleges often report that students withdraw from their course early to take up employment opportunities as they arise. These opportunities are more likely to occur with a buoyant job market and the employment level in Scotland in 2018 remained close to record high levels. These conditions may see higher withdrawal rates leading to a reduction in the percentage of students successfully completing their studies. The resilience observed in the labour market during the past three years, with employment and unemployment rates

close to their long run averages, has been evident in the first half of 2018 also. Latest data for June – August 2018 shows the unemployment rate in Scotland (3.9%)⁵ has fallen over the past year to slightly below the UK rate (4.0%) and remains close to its record low rate of 3.8% in 2017.

42. 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 across the three year period has decreased, by just over 3% (3,084).
43. The results do show that students enrolled on shorter programmes are more likely to complete their studies irrespective of the result. Intuitively this would be in line with our expectations, for example a student attending a course lasting for two hours over one study visit offers less opportunity for withdrawing before the end date than a course requiring attendance three afternoons per week over 36 weeks.

⁵ <https://www.gov.scot/publications/state-economy/pages/8/>

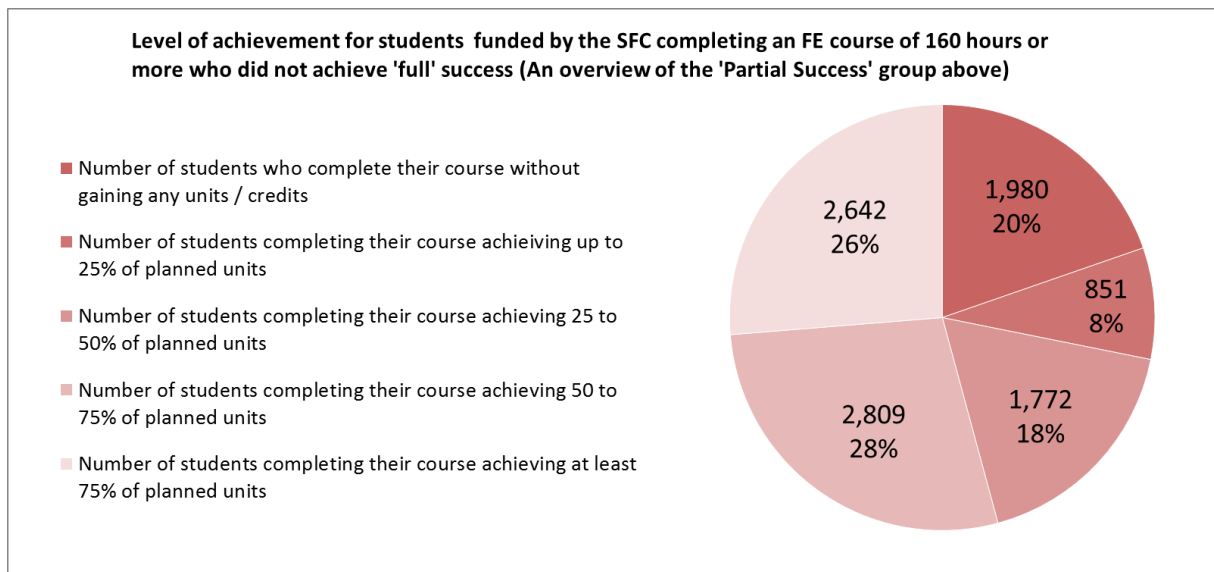
Figure 2: Outcomes for FE student enrolments on part-time recognised qualifications



Students completing their FE course who did not achieve “full” success

44. Figure 3 below provides more detailed information for the students enrolled on FE programmes in 2017-18 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



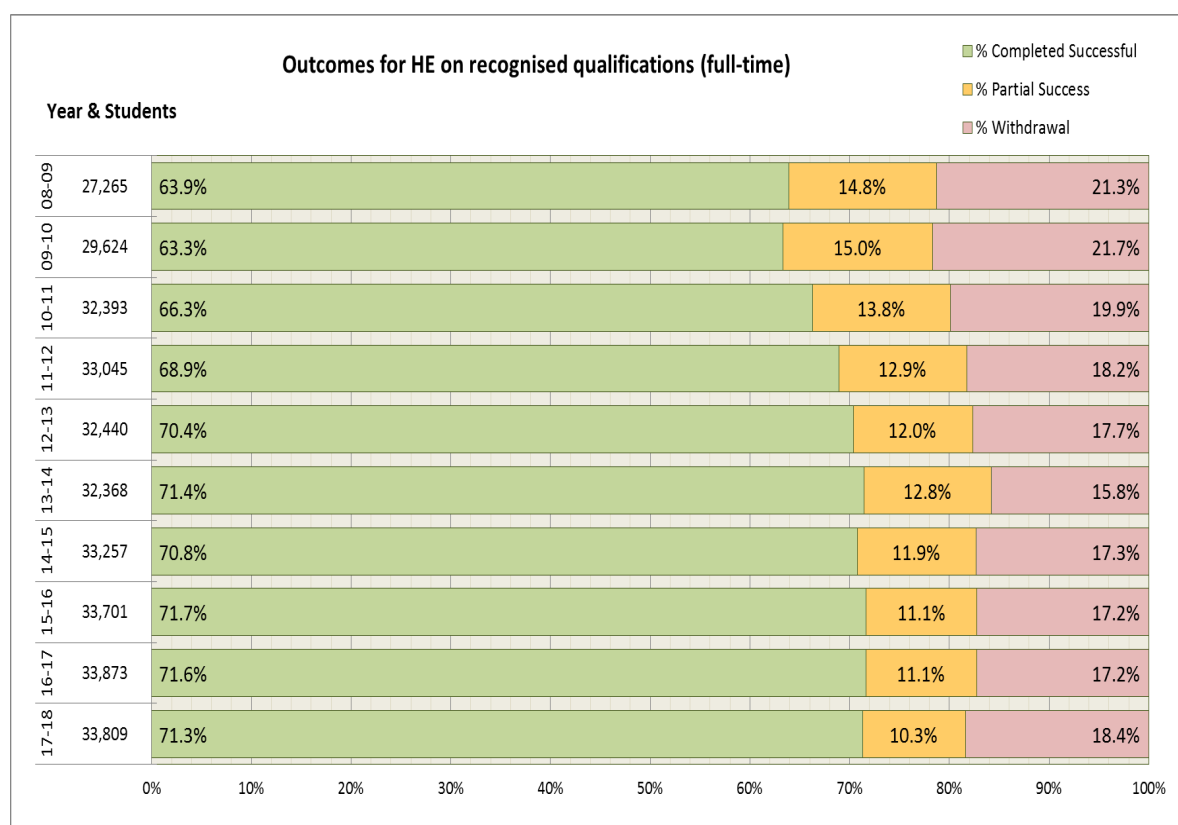
45. There are 10,054 students enrolled on FE programmes in 2017-18 who completed without “full” success (as shown in the previous charts). This number excludes students with fewer than 160 hours of study and students who were not funded by SFC. It shows that 26% (2,642) of these students gained at least 75% of the units on their programme and 54% (5,451) of those students who completed their course year but were not fully successful managed to pass over 50% of the units attempted. At the other end of the scale 20% (1,980) of these students failed to achieve any of the units for which they enrolled.
46. The percentage of students who failed to achieve any units for which they enrolled in 2017-18 reduced by 1 PP from the 21% in session 2016-17. This continues the trend for a reduction in the number of students who completed their course without achieving any units and an increase in the number of students who completed their course year but managed to pass over 50% of the units attempted.
47. Our previous investigations on partial success (zero unit achievement), covering both FE and HE students, revealed a number of underlying factors that colleges should pay particular attention to and that were relevant to the increase in partial success and more specifically for students who completed their course without gaining any units. These being:
- 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

48. Figure 4 below gives an overview of success rates for full-time⁶ recognised programmes at HE level for academic sessions 2008-09 to 2017-18.

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



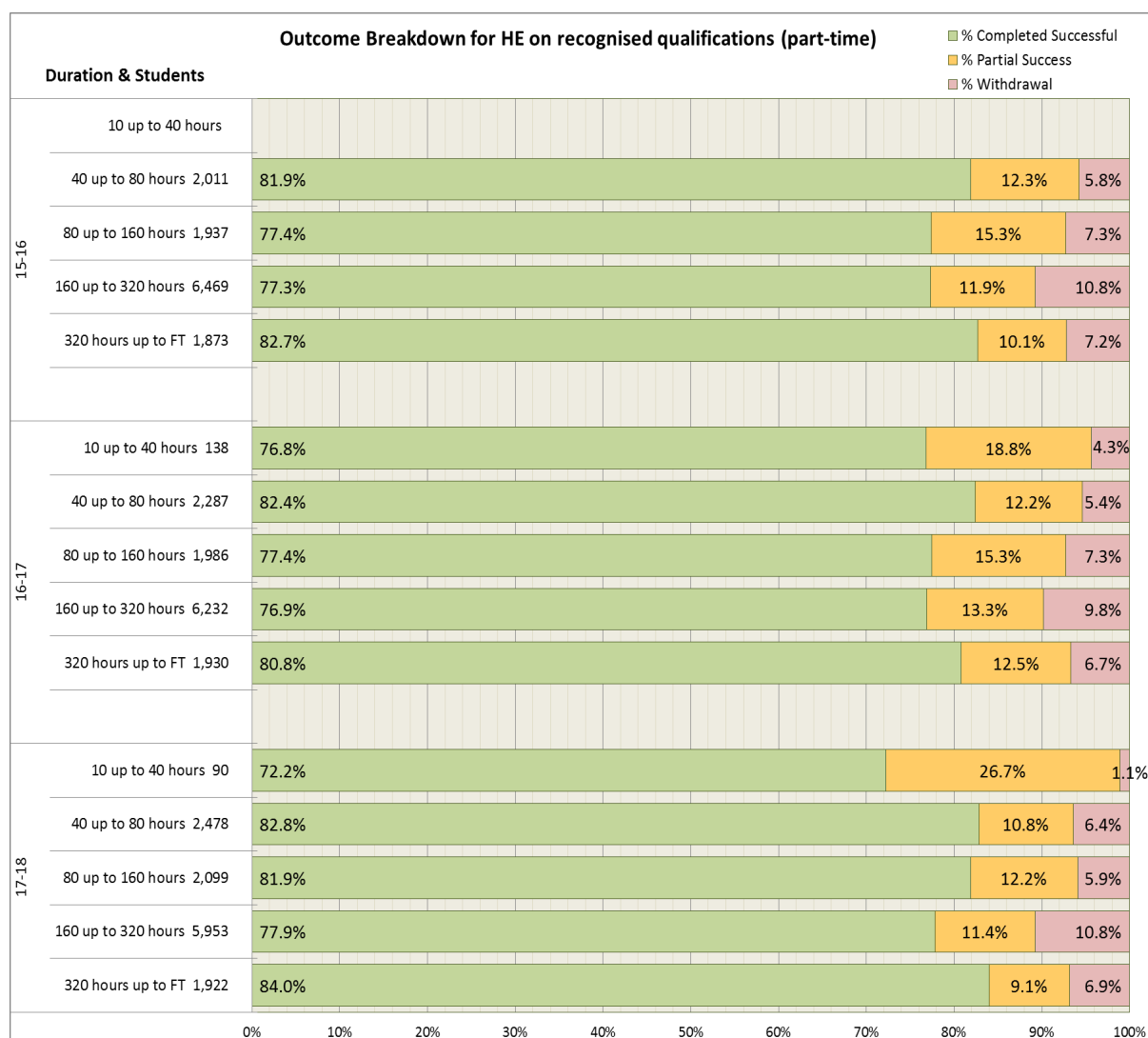
49. The success rates for HE programmes tend to be higher than FE programmes over the course year and this is reflected above with 71.3% of students on full-time programmes completing successfully and a total of 81.6% completing irrespective of their final result, compared with the values of 66.1% and 74.9% for FE programmes.

50. 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.

⁶ HE full-time programmes of study contain greater than or equal to 480 nominal learning hours

51. Rates of success for full-time HE students have clearly improved over the previous eight years rising from 63.9% in 2008-09 to 71.3% in 2017-18 (+7.4 PP).
52. The combined effect of an improved success rate and a larger population means that an extra 6,679 students have successfully completed in 2017-18, in comparison to 2008-09 (+38.3%).
53. The number of HE full-time student enrolments has grown by 24.0% (6,544) over the ten year period.
54. SFC's national aspiration for full-time HE success is that by AY 2019-20 the percentage of enrolled (full-time) students successfully achieving a recognised qualification on the SCQF should increase to 74.4%. In 2017-18 two colleges from 15 exceeded the AY 2019-20 success rate target percentage of 74.4% and on comparison the sector is currently sitting -3.1 PP below this target.
55. We want greater ambition and parity between FE and HE success and aspire to achieve 75% in both by AY 2020-21.
56. HE full-time success rates for individual colleges with over 50 student enrolments ranged from 66.1% to 76.2% in 2017-18. Changes in success rates from 2016-17 to 2017-18 ranged from -3.1 PP to +2.9 PP.
57. A decrease in the HE full-time success rate in 2017-18 is not consistent across all colleges. Nine colleges show a decrease in success rate of between 0.4 PP and 3.1 PP, whilst six colleges show an improvement in success rate of between 0.1 PP and 2.9 PP.
58. Figure 5 below presents the part-time HE course breakdown by hour category. This shows the total number of HE students on part-time programmes of study across the three year period have increased, by just under 2 PP (208).

Figure 5: Outcomes for HE student enrolments on part-time recognised qualifications⁷

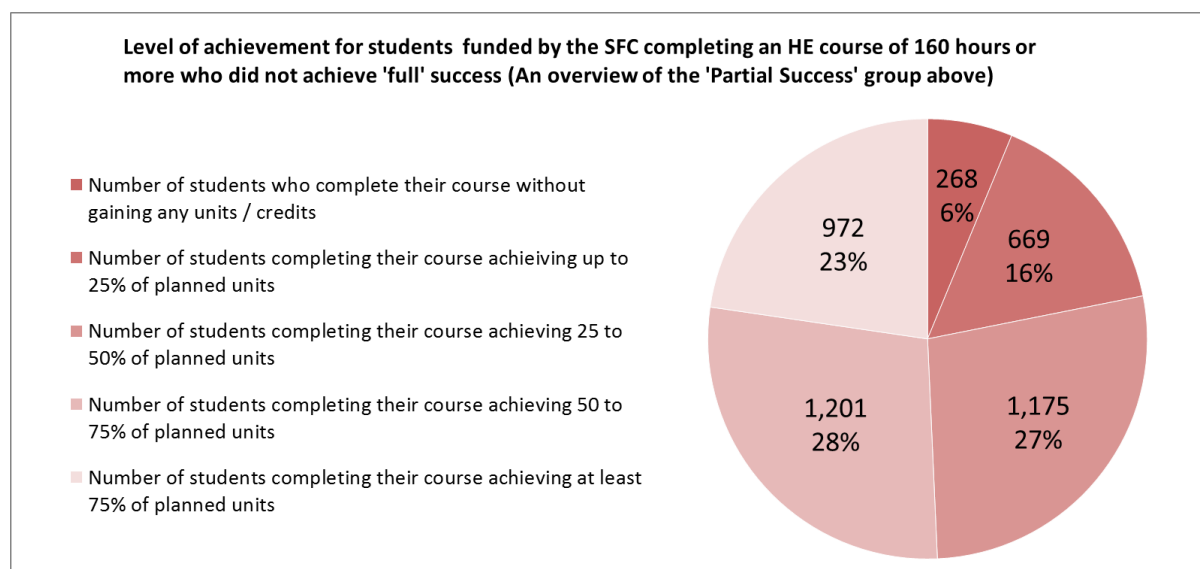


Students completing their HE course who did not achieve “full” success

59. Figure 6 shows that there are 4,285 students enrolled on HE programmes in 2017-18 who completed without “full” success. This number excludes students with fewer than 160 hours of study and students not funded by SFC. It shows that 51% (2,173) of these students achieved at least 50% of the units they enrolled on, while 23% (972) of these students achieved at least 75% of the units on their programme. At the other end of the scale 6% (268) of the students failed to gain any of the units for which they enrolled.

⁷ Note that there is no HE part-time activity of less than 10 hours duration

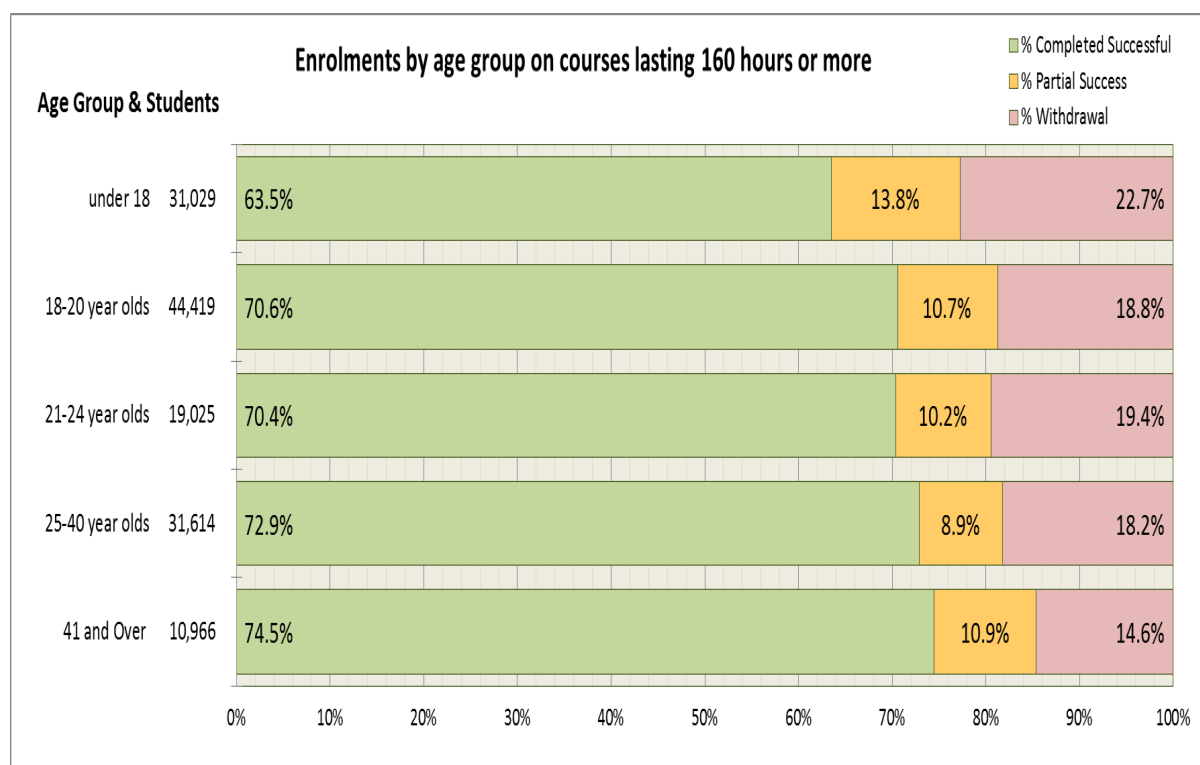
Figure 6: Level of achievement for students completing an HE course of 160 hours or more who did not achieve 'full' success



Outcomes by age group (combined FE and HE courses)

60. 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 63.5% of those under 18 compared to 74.5% of those aged over 41 complete successfully, and similarly, 77.3% and 85.4% when including those with partial success.
61. The under 18 success rate is 2.6 PP less than the sector FE full-time success rate and the withdrawal rate is higher than the other student age groups. Previously in the last few years there had been a year on year decline in the success rates for those students aged under 18. However, in 2017-18 the success rate has increased by 1.6 PP from 2016-17 whilst the success rate for those aged 41 and over has increased by 0.4 PP.
62. 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.
63. 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: Enrolments by age group for recognised courses lasting 160 hours or more

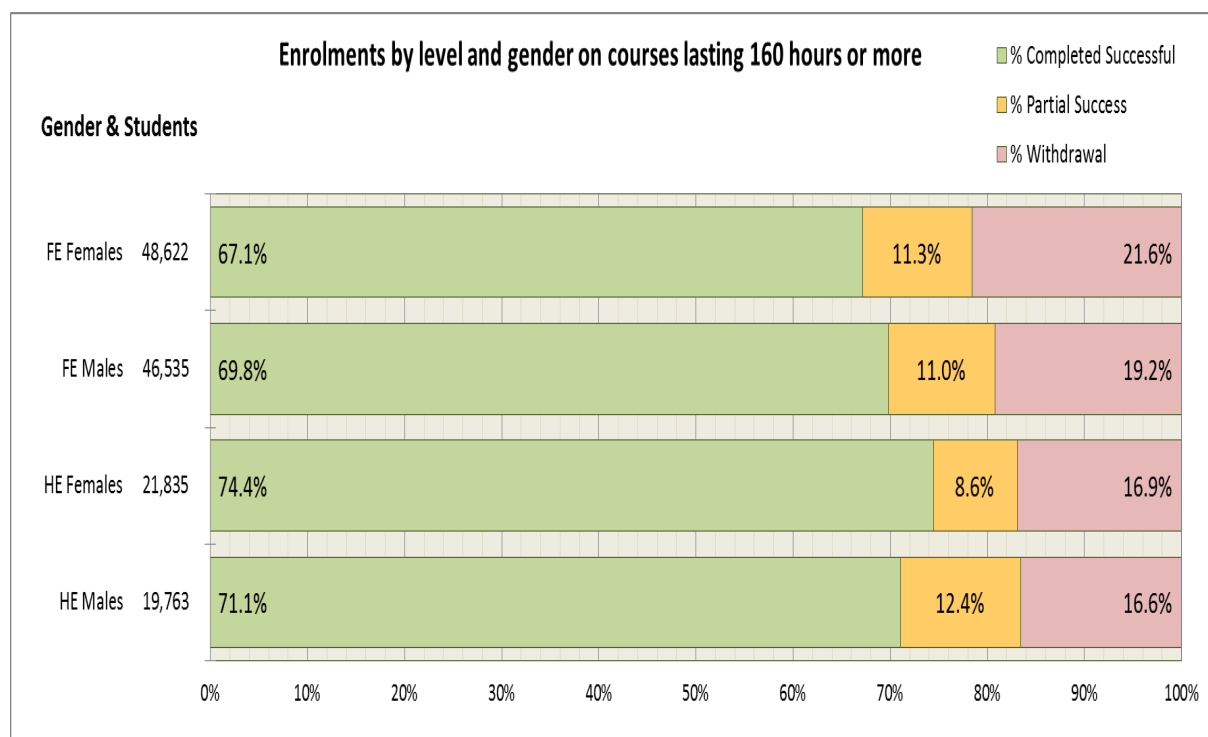


Outcomes by gender and level (combined FE and HE courses)

64. Figure 8⁸ below shows that in 2017-18 more than two thirds of enrolments relate to students studying FE level programmes. The success rates are different across these groups and provide a more rounded picture of college performance. The subjects and modes of study are associated with different pass rates and the 'mix' of these may differ across genders and individual colleges.
65. This suggests that male students are 2.7% more likely to successfully complete their FE programmes than female students, while the situation is reversed for HE programmes with a 3.3% difference. The difference in success rate between male and female for both FE and HE has narrowed compared to 2016-17 when it was 3.3% and 4.0% respectively.
66. The withdrawal rates for male and female students on HE programmes are very similar at around 17%. However, for FE programmes females are 2.4% more likely to withdraw from their programme of study than male students.

⁸ The gender data excludes those identifying as 'other' or chose 'prefer not to say'.

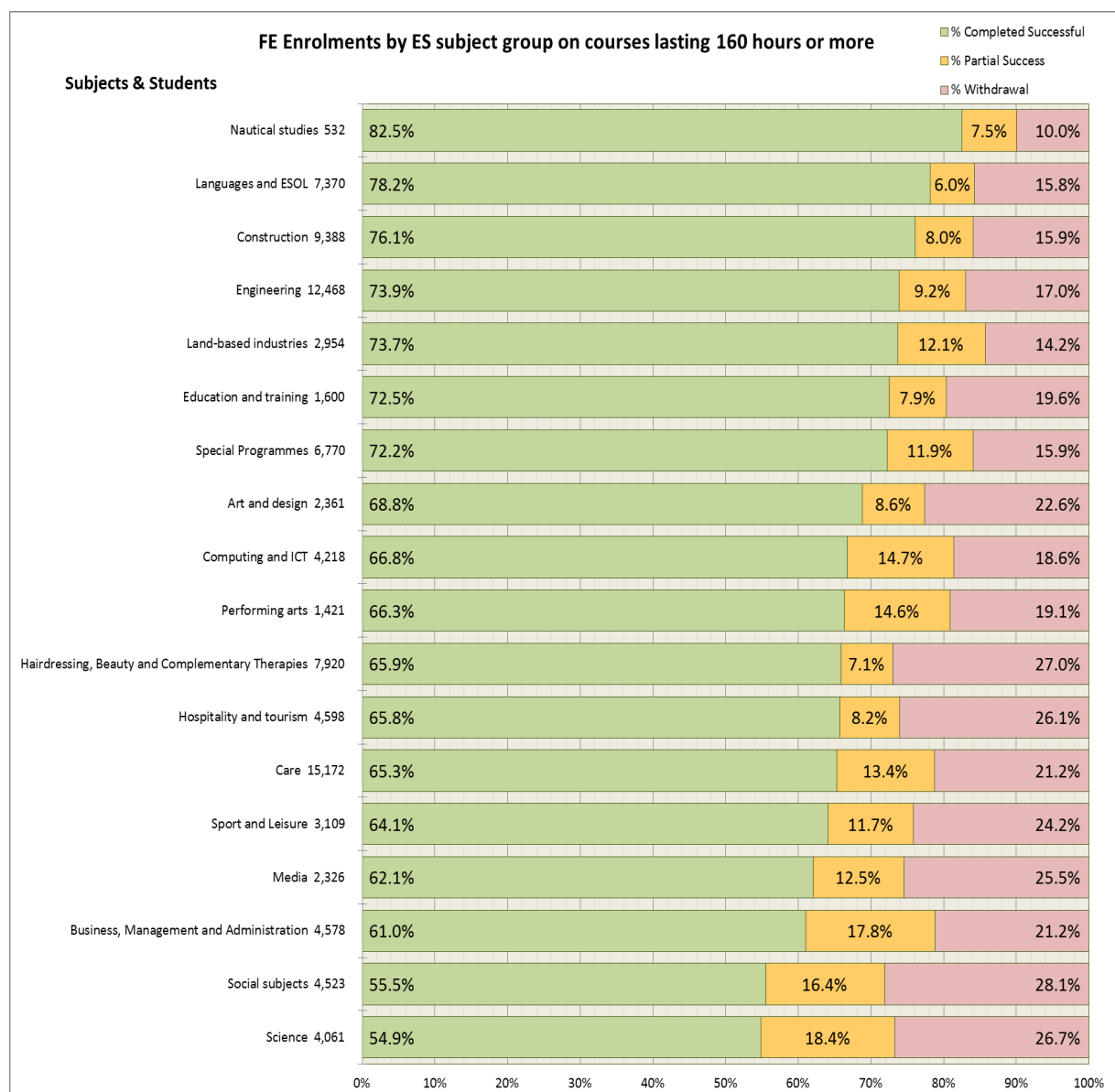
Figure 8: Enrolments by level and gender on recognised courses lasting 160 hours or more



Outcomes by subject groupings on FE courses

67. 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 appendix. 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.
68. Figure 9 below for FE programmes clearly shows that some subjects have lower success rates than others. Social subjects and Science, for example, shows a success rate of under 56% whilst Construction stands at just over 76%. Programmes such as Highers are also more likely to fall into the Social subjects and Science groups, where these pass rates can be influenced by changing priorities amongst students, for example, initially enrolling for four Highers but only completing two as this is sufficient to gain entry to university.
69. Success rates have fallen for 12 subject areas and increased for the remaining six when comparing between 2013-14 and 2017-18.

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



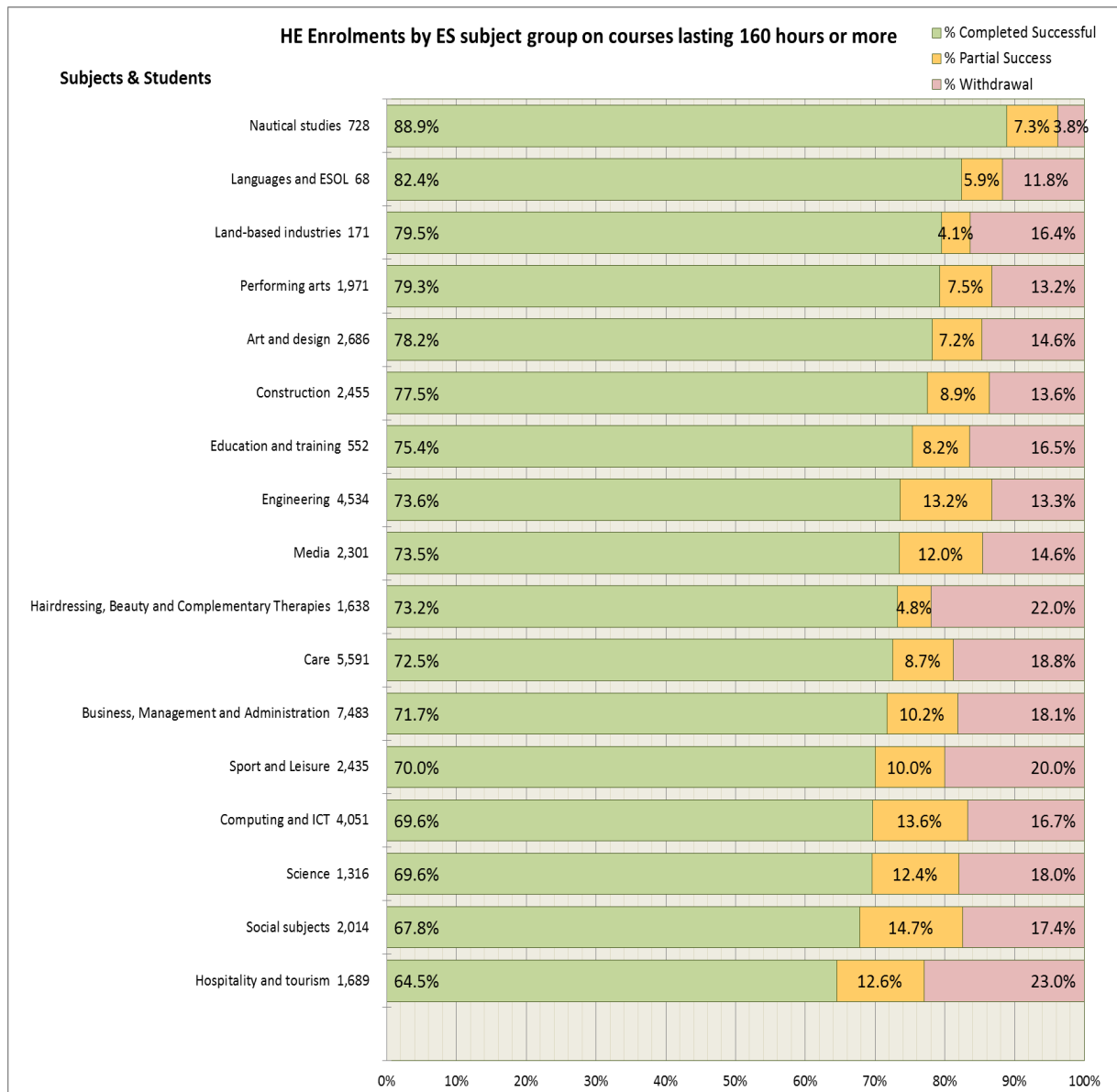
Outcomes by subject groupings on HE courses

70. 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, Engineering and Construction subjects have 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.

71. Since the final phase of college mergers was completed in 2013-14 success rates

have fallen for nine subject areas and increased for the remaining nine when comparing between 2013-14 and 2017-18.

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



Outcomes by key groups (combined FE and HE courses)

72. 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.

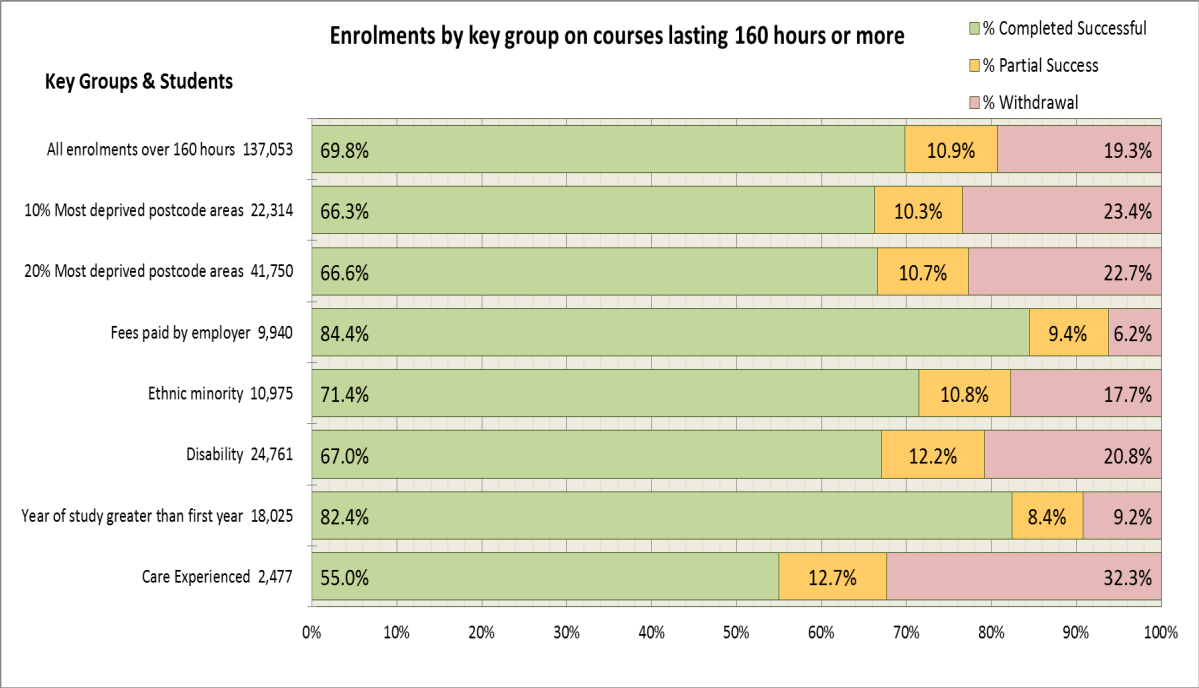
73. Success rates on 160 hours plus courses for students from the 10% and 20%

most deprived postcode areas⁹ although very similar, 66.3% and 66.6% respectively, fall below the comparator figure of 69.8% for all enrolments over 160 hours (FE and HE combined).

74. The overall sector figure indicates that those students from an ethnic minority (BME) background outperform the “all enrolments” comparator group and those with a disability underperform against the comparator group and have a similar success to those from the 10% and 20% most deprived postcode areas.

75. 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 successfully complete than any of the other reported key interest groups.

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

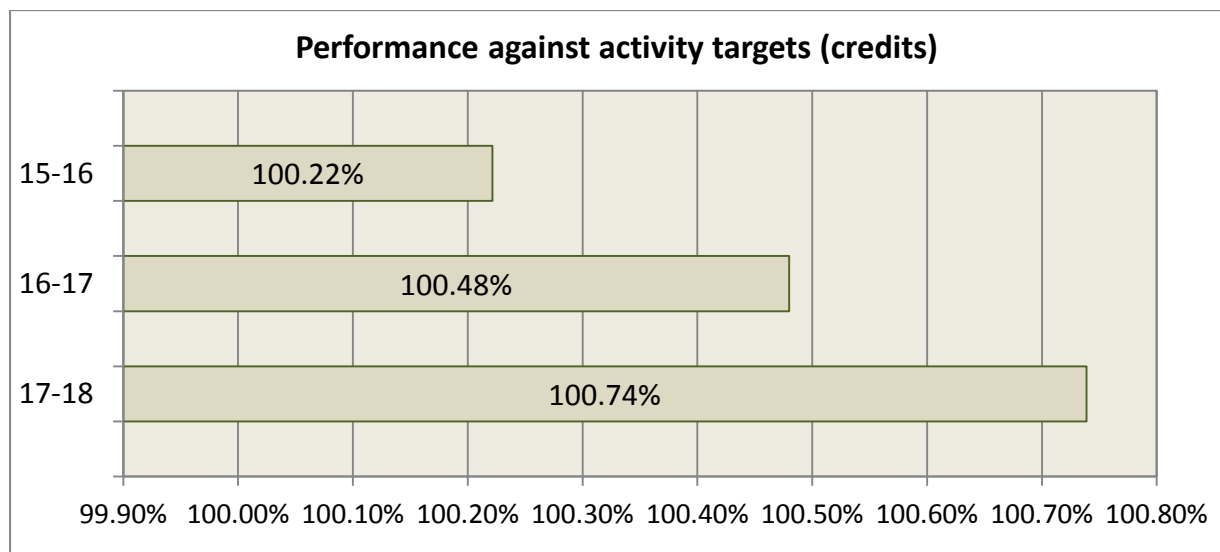


⁹ Scottish Index of Multiple Deprivation 2016: the Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation, combining in a single index seven different domains (aspects) of deprivation.

Performance against activity targets

76. Colleges receive funding from SFC to deliver a target number of hours of learning (credits). These can be related to college places and at the sector level we expect colleges to deliver 116,269 FTE places (1 FTE = 15 Credits). Colleges exceeded the 116,269 places target by 2,415 FTE in 2017-18.
77. Colleges delivered in addition to the above an extra 4,174 FTE places through two SFC match-funded European Social Fund (ESF) programmes: 'Developing Scotland's Workforce' and the 'Youth Employment Initiative'.
78. The total number of funded FTE places delivered by colleges in 2017-18 is therefore 122,193.
79. Separately to the FTE targets above individual colleges are expected to deliver a minimum number of credits (1 credit equates to 40 notional hours of learning) and the sector exceeded the 2017-18 target of 1,765,438 credits, including for the ESF programmes, by 0.74% (1,778,481 credits), as outlined in Figure 12 below.

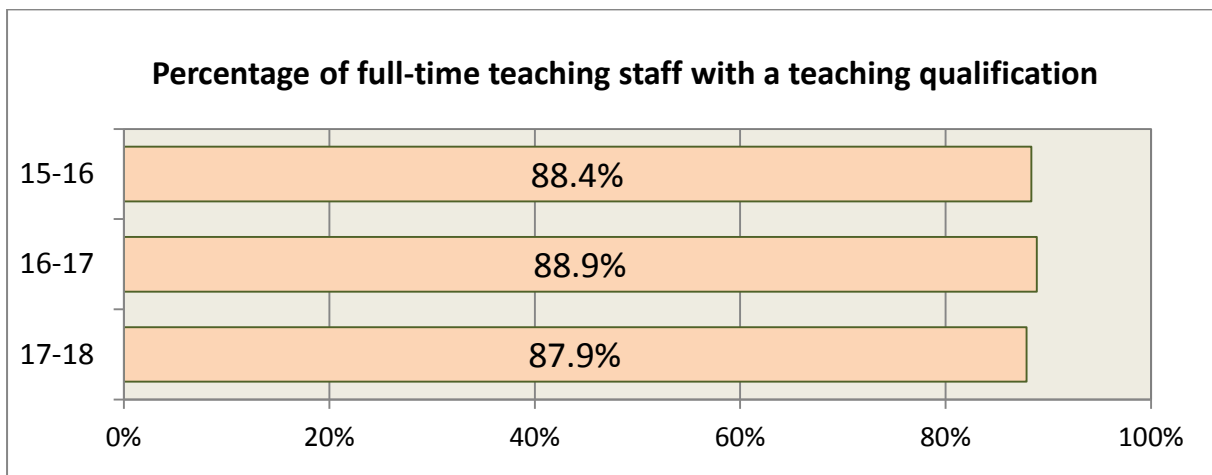
Figure 12: Performance against activity targets (credits)



Qualified full-time teaching staff

80. 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.
81. In 2017-18, out of 3,653 full-time permanent teaching staff, 3,210 held a recognised teaching qualification (87.9%). This shows a 0.5 PP 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

82. The performance indicators are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.
83. In order to bring the performance indicators to the widest possible audience we provide on our website, alongside the publication, a separate Excel PI Tool where individual college data is presented, thereby raising the profile of the figures and making them more useable. The PIs are also hosted by each college on their own website together with any contextual college statement.
84. Colleges will use the annual PI data on attainment and retention to inform assessment of performance as part of the new [Quality Arrangements in colleges](#)¹⁰. These revised arrangements integrate evaluation and reporting on [Outcome Agreements](#) with reporting on the quality of provision and services.
85. 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 report for academic year 2017-18](#)
86. Additional information regarding student enrolments and courses is available via our interactive database. The [Infact database](#), available on our website, allows for more detailed analysis of provision within Scotland's colleges. Please note that figures on the database may differ from those presented here. The database includes figures for all students regardless of who provides the funding.

¹⁰ 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.

Annex A: Technical Addendums

87. The PIs are based on student records submitted by colleges via the Further Education Statistics (FES) system. There are almost 300,000 student records in our FES system (in any academic year) and we are constantly working to improve the underlying data quality.
88. The FES returns include the course / exam result for each student funded by SFC and SDS employability fund activity delivered by colleges. [Code List J](#) from our 2017-18 FES 2 guidance outlines the 13 different options to record the outcome for the student on a recognised qualification for the academic year period. This includes options for student withdrawals, transfers, success and failures and continuation to the next stage of the course.

Student Outcome	Enrolments			
	Full time		Part time	
	HE	FE	HE	FE
Transferred to another programme course within the college	8	66	4	114
Withdrawn from programme/course and commenced employment	960	1,941	61	679
Withdrawn from programme/course and now studying in an HEI	46	41	5	62
Withdrawn from programme/course and destination unknown	5,164	10,227	977	8,638
Withdrawn from programme/course and now studying elsewhere (not HEI)	34	106	10	409
Completed programme/course, student assessed but not successful	3,358	4,289	1,118	10,633
Student has progressed to next year but did not gain 70% of the assessed credits undertaken	131	46	281	546
Completed programme/course, student not assessed (student on a recognised qualification but outcome recorded as not assessed)	0	20	10	311
Completed programme/course, student assessed and successful	17,358	30,127	7,634	66,376
Student has progressed to next year and has achieved 70% of the assessed credits undertaken	5,588	1,694	2,142	4,185
Student has achieved 70% of the assessed credits undertaken but has chosen not to progress onto the next year	421	102	120	253
Student is on an interim year of a multi-year VQ programme and is on track and is still participating in the college programme	17	707	181	4,436
Student completed first year of an HND but has chosen to leave with an HNC	724	0	0	0
Totals	33,809	49,366	12,543	96,642

89. We collect a student record for each funded individual. SFC working with the college sector continues to improve protective characteristics data collection; disclosure; coverage; and quality.
90. Colleges submit their returns via our FES Online web tool which performs around 150 separate validations on each record. These validations are updated on an annual basis based on feedback from our statistical advisory and performance indicator groups.

91. As well as performing data validation, our FES Online system provides colleges with management reports which include performance indicators. These reports include the published Performance Indicators for the college which we ask the college to confirm as accurate.
92. Other reports include performance indicators for each course run by the college which enables colleges to evaluate the national PI values by confirming those at course level which are more closely managed by the relevant course teams. Colleges are able to submit files to FES Online as part of an iterative process until they are happy with their data quality and performance indicators. This enables course teams to examine the management reports and update the student records appropriately until they are happy that the results reflect the success rates for their course.
93. SFC recently worked with our statistical advisory groups and with the College Development Network to develop an updated set of [College Performance Indicators Guidance notes for 2017-18](#) to help ensure student results are coded consistently across the sector.
94. In addition to our FES and current PI guidance notes SFC also provides the performance indicator and student outcome datasets to Education Scotland for use within their college reviews. This helps ensure the accuracy of our data and provides a richer context in which the results can be reviewed. The Education Scotland reports on college inspection can be found on the [Education Scotland website](#).
95. SFC conducted college data development visits and quality checks before the 2017-18 performance indicators were finalised. These visits and checks ensure the data quality of the 2017-18 student records to ensure our performance indicators continue to be based on accurate data.
96. SFC allocated £416 million in teaching and fee waiver grant to colleges to deliver learning activity and an additional £107 million to provide financial student support in 2017-18. This excludes additional funding for strategic projects and £20 million for ESF activity. As a result colleges undergo a significant audit of their student records to ensure these funds are being spent in line with guidance. These audits include checking that student withdrawals are being properly managed and recorded and that the correct credits are being claimed for students. Our PIs are based on these same records and therefore the robust audit process helps ensure the accuracy of our student records.