

CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Student Performance 2016-17	Purpose: For Approval <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/>
Prepared by: H Anderson	Date: 5 October 2017
Purpose: To inform the Committee of the College's performance against our targets and against the sector average.	
Linked to Strategic Goal 2: Deliver successful outcomes for all our learners.	
Executive Summary: The Courses for Concern and Celebration 2016-17 Report provides detail on the top performing courses and lowest performing courses. A summary of success factors have been identified for the top performing courses and detailed action plans monitored on a 6 weekly basis have been agreed for the lowest 10 performing courses. The KPI Analysis Report for 2016-17 provides detail of learner success rates in comparison to the sector average and our own targets. This report is also embedded within the College Self-evaluation Report for 2016-17 and the actions included within the Enhancement Plan 2017-18.	
Recommendation:	
Previous Committee Approvals:	
For publication <input checked="" type="checkbox"/>	For publication with redactions <input type="checkbox"/> Not for publication <input type="checkbox"/>

COURSES FOR CONCERN AND CELEBRATION REPORT 2016-17

INTRODUCTION

This report considers the learning success rates for academic year 2016-17. The report highlights those courses with very high success levels and those courses with a learner success rate of below 60%. During the self-evaluation process, the Faculties and Business Development Unit teams have established specific actions to address low performance indicators for their subject areas.

The table below outlines the actual Learner Success levels for Further Education (FE) and Higher Education (HE) over the past 3 years. The trend for Full Time FE (FTFE) has reduced at a slower rate of decline and although Full Time HE (FTHE) improved last year, there has been a decline in learner success for FTHE in academic year 2016-17. The Scottish Funding Council has altered the category for SVQ's this year and some courses have moved from FE provision to HE provision which has reduced the FE success by 0.5%. The courses that have moved are apprenticeship courses with high success rates.

	2014-15	2015-16	2016-17
FTFE	69.2	66.5	65.6
FTHE	75.1	76.5	70.9
PTFE	80.7	79.3	83.6
PTHE	79.2	74.3	79.2

TOP 10 FULL TIME PERFORMING COURSES

There are several courses with an achievement rate of 100% and the 10 top performing courses are all above 88% learner success. The course details are shown in Appendix A. The Principal held an event to acknowledge this achievement and carried out a workshop activity to enable staff to share their thoughts on the factors that had made their course a success. These success factors are summarised in Appendix B and will be shared further with all teams.

FULL TIME COURSES FOR CONCERN BELOW 60%

The full time courses with Learner Success below 60% are shown in Appendix C. The main areas of concern are Sport and lower level Beauty Therapy courses.

The college experienced a specific issue within sport programmes which has impacted significantly on both FE and HE Learner Success. The college has taken action to resolve this issue including temporarily discontinuing the Level 6 Football course and re-focusing our Interval Verification to ensure standards are being met.

The Beauty Therapy staff will closely monitor attendance and progress to ensure interventions are put in place as soon as possible.

10 LOWEST PERFORMING FULL TIME COURSES

The 10 lowest performing full time courses were also identified and individual meetings held between the Principal, VP Curriculum & Student Services, Head of Faculty and Programme Leader for the subject area, to establish detailed action plans for each of the courses. The 10 lowest performing courses are shown in Appendix D.

Progress will be monitored on a regular basis to ensure the actions identified are leading to a higher success rate. A Learner Success target of 70% has been set for each of these courses.

At the time the list of courses was created, the HND Coaching and Developing Sport FT1 – Performance was on this list because one result was outstanding due to the student receiving an extension to submit assessments. This student has now achieved the course and the learner success rate increased from 46% to 54%.

ACTION PLANS FOR FULL TIME COURSES

The action plans are specific to the programme area but common actions are:

- a) Closer tracking of student progress using online tool
- b) Identifying learner support needs as early as possible and providing support accordingly
- c) Identify early those not attending or progressing to ensure the Achievement Coach can intervene as quickly as possible
- d) Review learning and teaching approaches to ensure the methods used are suited to the group
- e) Utilise digital technology where appropriate to enable students to support and extend their learning
- f) Amend Curriculum content and design following feedback from students and employers

WITHDRAWAL REASONS

The table below is a summary of the reasons for further withdrawal (after 1st November) for the past 3 years:

	2014-15	2015-16	2016-17
Course Completed Unsuccessfully	101	88	114
Entering Employment	48	79	94
Transferring to another Borders College Course	1	5	7
Dissatisfied with college course	3	3	19
Personal/Domestic	80	81	78
Finance Related	5	2	7
Withdrawn by college for poor attendance	53	48	59
Withdrawn by college for poor achievement			11
Unknown	11	13	4
Leaving Current Employer	2		
Deceased	1	1	
Returning to school	1	1	3
Transferring to another college or university	1	1	6
	307	322	402

There has been an overall increase of 80 students leaving before the end of their course or not completing successfully. This has contributed to a lower Learner Success rate for full time students. There were 15 more leaving for employment and 16 more than last year indicated they were dissatisfied with the course. The Student Advice staff carried out follow-up phone calls to establish in more detail the reasons students had withdrawn and the students were more honest about their reasons for leaving the course compared to other years when only the course tutor completed the reason for withdrawal.

The actions identified earlier will reduce the withdrawal rate and ensure that programmes are adapted following learner feedback.

In addition, the data indicates the need to address those leaving for personal or domestic reasons. The Learning Support Team are now fully functioning and the new role of Achievement Coach will provide targeted support to those most at risk of not completing their course.

MOST IMPROVED PART TIME COURSES

The area that improved the most was HE delivery between 40 – 80 hours per annum. The table shown in Appendix E has 100% learner success for the Pre-birth to 3 years course and the apprentices on SVQ III Electrical Installation.

PART TIME COURSES FOR CONCERN

The part time courses who have a learner success below 60% are shown in Appendix F. From this list, 13 of the courses are part of the Schools Academy programme and a workshop was held in August to establish actions to improve these performance indicators. The staff identified actions for the schools, college and for themselves as lecturer.

ACTION PLANS FOR PART TIME COURSES

The School actions will be shared at the region wide School Co-ordinators meeting in November where all 9 secondary schools send a representative.

School Actions:

- a) Early notification of events at school that impact on attendance
- b) Follow up attendance issues and notify college of action taken
- c) Highlight any pastoral issues to the college when appropriate
- d) Inform college if a pupil leaves the school
- e) Consider appropriateness of pupil for school academy in terms of commitment and ability

College and Lecturer Actions:

- a) Ensure clear course detail is provided
- b) Amend delivery model so pupils complete prior to Easter break

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- c) Provide teaching material on Moodle
- d) Identify and request information on any additional learning support needs

Other part time courses:

- a) Work with employers to ensure they are committed to the programme and will support their employees e.g. not withdrawing them prior to end of course
- b) Devise a SCQF Level 6 award for childcare to ensure candidates have the ability to complete the higher HE level awards

APPENDIX A – 10 full time courses with the highest learner success

Fac	Course title	Total Enrolled	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
CEL	NC Gamekeeping – FT	<u>14</u>	<u>0</u>	0%	<u>0</u>	0%	<u>0</u>	0%	<u>14</u>	100%
CAF	Project Search – FT	<u>8</u>	<u>0</u>	0%	<u>0</u>	0%	<u>0</u>	0%	<u>8</u>	100%
CEL	SVQ 1 Landscaping – FT	<u>7</u>	<u>0</u>	0%	<u>0</u>	0%	<u>0</u>	0%	<u>7</u>	100%
CEL	SVQ II Amenity Horticulture - FT	<u>6</u>	<u>0</u>	0%	<u>0</u>	0%	<u>0</u>	0%	<u>6</u>	100%
CAF	Access to Nursing/Higher Health/Higher Social Care - FT	<u>27</u>	<u>0</u>	0%	<u>2</u>	7%	<u>0</u>	0%	<u>25</u>	93%
CEL	HNC Electrical Engineering - FT	<u>12</u>	<u>0</u>	0%	<u>1</u>	8%	<u>0</u>	0%	<u>11</u>	92%
CAF	HNC Early Education and Childcare - FT	<u>23</u>	<u>0</u>	0%	<u>1</u>	4%	<u>1</u>	4%	<u>21</u>	91%
CAF	Skills for Learning and Work - FT2	<u>10</u>	<u>0</u>	0%	<u>1</u>	10%	<u>0</u>	0%	<u>9</u>	90%
CEL	SVQ Horse Care - Level 1 - FT	<u>9</u>	<u>0</u>	0%	<u>0</u>	0%	<u>1</u>	11%	<u>8</u>	89%
CIS	HND Visual Communications (Graphic Design) - YR2 FT	<u>8</u>	<u>0</u>	0%	<u>1</u>	13%	<u>0</u>	0%	<u>7</u>	88%

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APPENDIX B – Success Factors

Why do you think your students are successful?	Which delivery methods – learning and teaching do your students prefer?	How do you approach programme planning and monitoring programmes?	What else could we do to support your continued success?
Selection onto the course - ensure correct level for candidates	Work place experience	Standardisation meetings (almost monthly) – good communication between staff	Give us autonomy to make decisions without any repercussions – ability to make recruitment decisions
Close working with learning support and ensure student needs are met	Variety of activities that apply learning to practice with opportunity to choose	Keeping up to date and current	Using class members as a resource
Study skills input and sense of self-directing their learning	Practical exercises backed up by theory and discussions	Communication is key! Regular staff meetings	Planning and evaluation – time for evaluation
Positive relationships with committed, enthusiastic, trained staff and supportive course tutor	Demonstration – learning by doing	On going formally through course team meetings and course review	Continue to invest in resources - good ISLT support - coffee & cakes in the studio
Work experience to suit the vocational area and/or interesting, enjoyable project briefs	Face to face with lots of discussion in class	Established course with consistent lecturers	Recognition of individual student requirements and ability to respond
Small class size - students are well supported	Larger classes creating energy	Making in-house changes and being responsive	Using professional dialogue and expertise to support each other
Consistency of approach – not too many changes to days and lessons	Small group work	Good use of external people and practical areas	Include tour of external practical areas e.g. Abbotsford during induction
Student autonomy and deciding how to study and included in programme delivery decisions	Use of IT	Course work questions rewritten so students are able to understand what is required of them	Have alternatives/options for students who aren't going to make it
Team work, consistency, professional input, motivating students	Outdoor learning		Embed Achievement Coach role as this has potential of a positive impact
Communication and support – vital - Engaging through social media, class Facebook	Contextualisation of learning - aware of different learning styles and adjust accordingly		Continue to establish excellent links with industry including our previous students

APPENDIX C – Full Time Courses with Learner Success of 60% or less

Fac	Course title	Total Enrol	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Success	Partial Success	No. Success - All	Success - All
CIS	Football Level 6 – Sport	<u>14</u>	<u>2</u>	14.29	<u>7</u>	50	<u>1</u>	7.14	<u>2</u>	15%
CAF	Health Care - Higher – FT	<u>28</u>	<u>4</u>	14.29	<u>2</u>	7.14	<u>15</u>	53.57	<u>7</u>	25%
CIS	HND Coaching and Developing Sport - FT2	<u>8</u>	<u>0</u>	0	<u>4</u>	50	<u>2</u>	25	<u>2</u>	25%
CEL	National Progression Award in Construction - Painting and Decorating - FT	<u>15</u>	<u>3</u>	20	<u>7</u>	46.67	<u>0</u>	0	<u>5</u>	33%
CIS	NVQ I Beauty Therapy – FT	<u>18</u>	<u>1</u>	5.56	<u>7</u>	38.89	<u>4</u>	22.22	<u>6</u>	33%
CAF	National 4 Care – FT	<u>20</u>	<u>0</u>	0	<u>6</u>	30	<u>7</u>	35	<u>7</u>	35%
CIS	HNC Fashion Makeup – FT	<u>8</u>	<u>0</u>	0	<u>5</u>	62.5	<u>0</u>	0	<u>3</u>	38%
CIS	HNC Interactive Media – FT	<u>12</u>	<u>2</u>	16.67	<u>1</u>	8.33	<u>4</u>	33.33	<u>5</u>	42%
CIS	Rugby Level 6 - FT1 – Sport	<u>11</u>	<u>1</u>	9.09	<u>3</u>	27.27	<u>2</u>	18.18	<u>5</u>	45%
CEL	C and G Level 1 Certificate in Painting and Decorating - FT	<u>8</u>	<u>1</u>	12.5	<u>3</u>	37.5	<u>0</u>	0	<u>4</u>	50%
CEL	National Progression Award in Construction - Brickwork - FT	<u>4</u>	<u>1</u>	25	<u>0</u>	0	<u>1</u>	25	<u>2</u>	50%
CEL	SVQ Horse Care - Level 2 – FT	<u>10</u>	<u>1</u>	10	<u>3</u>	30	<u>1</u>	10	<u>5</u>	50%
CEL	SVQ III Landscaping – FT	<u>2</u>	<u>0</u>	0	<u>1</u>	50	<u>0</u>	0	<u>1</u>	50%
CIS	NC Digital Media Computing – FT	<u>24</u>	<u>3</u>	12.5	<u>6</u>	25	<u>3</u>	12.5	<u>12</u>	50%
CIS	HND Coaching and Developing Sport - FT1 - Performance	<u>13</u>	<u>1</u>	7.69	<u>3</u>	23.08	<u>2</u>	15.38	<u>7</u>	54%
CEL	HNC Gamekeeping with Wildlife Management - FT	<u>9</u>	<u>0</u>	0	<u>0</u>	0	<u>4</u>	44.44	<u>5</u>	56%
CIS	NVQ I Hairdressing – FT	<u>30</u>	<u>4</u>	13%	<u>6</u>	20%	<u>3</u>	10%	<u>17</u>	57%
CEL	NC Introduction to Engineering Skills - FT - Group A	<u>17</u>	<u>2</u>	11.76	<u>0</u>	0	<u>5</u>	29.41	<u>10</u>	59%
CIS	SCQF Level 6 Sport and Exercise	<u>22</u>	<u>2</u>	9.09	<u>5</u>	22.73	<u>2</u>	9.09	<u>13</u>	59%
CIS	NVQ II Beauty Therapy - FT - Grp A	<u>32</u>	<u>0</u>	0	<u>10</u>	31.3%	<u>3</u>	9%	<u>19</u>	59%
CEL	Land-based Service Engineering: An Introduction - FT	<u>15</u>	<u>1</u>	6.67	<u>3</u>	20	<u>2</u>	13.33	<u>9</u>	60%
CIS	NVQ I Certificate in Hospitality Services - FT	<u>15</u>	<u>3</u>	20	<u>3</u>	20	<u>0</u>	0	<u>9</u>	60%

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APPENDIX D – 10 full time courses with the lowest learner success

Fac	Course title	Total Enrol	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Success	Partial Success	No. Success - All	Success - All
CIS	Football Level 6 – Sport	<u>14</u>	<u>2</u>	14%	<u>7</u>	50%	<u>1</u>	7%	<u>2</u>	14%
CAF	Health Care - Higher – FT	<u>28</u>	<u>4</u>	14%	<u>2</u>	7%	<u>15</u>	54%	<u>7</u>	25%
CIS	HND Coaching and Developing Sport - FT2	<u>8</u>	<u>0</u>	0%	<u>4</u>	50%	<u>2</u>	25%	<u>2</u>	25%
CEL	National Progression Award in Construction - Painting and Decorating - FT	<u>15</u>	<u>3</u>	20%	<u>7</u>	47%	<u>0</u>	0%	<u>5</u>	33%
CIS	NVQ I Beauty Therapy – FT	<u>18</u>	<u>1</u>	6%	<u>7</u>	39%	<u>4</u>	22%	<u>6</u>	33%
CAF	National 4 Care – FT	<u>20</u>	<u>0</u>	0%	<u>6</u>	30%	<u>7</u>	35%	<u>7</u>	35%
CIS	HNC Fashion Makeup – FT	<u>8</u>	<u>0</u>	0%	<u>5</u>	63%	<u>0</u>	0%	<u>3</u>	38%
CIS	HNC Interactive Media – FT	<u>12</u>	<u>2</u>	17%	<u>1</u>	8%	<u>4</u>	33%	<u>5</u>	42%
CIS	Rugby Level 6 - FT1 – Sport	<u>11</u>	<u>1</u>	9%	<u>3</u>	27%	<u>2</u>	18%	<u>5</u>	45%

CIS	HND Coaching and Developing Sport - FT1 - Performance	<u>13</u>	<u>1</u>	8%	<u>3</u>	23%	<u>2</u>	15%	<u>6</u>	46%
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24 Aug - RESULTS NOW COMPLETED

CIS	HND Coaching and Developing Sport - FT1 - Performance	<u>13</u>	<u>1</u>	8%	<u>3</u>	23%	<u>2</u>	15%	<u>7</u>	54%
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APPENDIX E

2016-17 MOST IMPROVED AREAS FOR PART TIME

Fac	Course code	Course title	Level	Category	Total Enrolment	No. Withdrawn Early	Early Withdrawals	No. Further Withdrawn	Further Withdrawals	No. Partially Successful	Partial Successes	No. Successful - All	Successful - All
CAF	16CAFNPP1	Pre-birth to 3 Years: Physical and Mental Health	HE	40 to 80 hours	<u>17</u>	<u>0</u>	0	<u>0</u>	0	<u>0</u>	0	<u>17</u>	100
CEL	16CELVID3	SVQ III Electrical Installation - DR3	HE	40 to 80 hours	<u>6</u>	<u>0</u>	0	<u>0</u>	0	<u>0</u>	0	<u>6</u>	100
CEL	16CELVIDX	SVQ III Electrical Installation - DR3	HE	40 to 80 hours	<u>1</u>	<u>0</u>	0	<u>0</u>	0	<u>0</u>	0	<u>1</u>	100

APPENDIX F - PART TIME COURSES FOR CONCERN BELOW 60% BY COURSE TITLE (with more than 1 student)

Fac	Course Title	Total Enrol	No Success	% Success
CEL	Construction Crafts Academy - Skills for Work - Schools Link - Group A - Mixed	10	1	10%
CEL	Construction Crafts Academy - Skills for Work - Schools Link - Group B - Mixed	12	2	17%
CAF	Skills for Care/Childcare	5	1	20%
CIS	Computing Science Schools Academy Gp1 Nat 4 - Schools Link	15	3	20%
BDU	PDA in Managing Self and the Work of Others	15	4	27%
CEL	NQ Skills for Work Construction - Schools Link - Eyemouth - Yr 1	13	4	31%
CIS	NQ Computing Science Schools Academy Gp2 Nat 5 - Schools Link	12	5	42%
CEL	Deer Management (DMQ) Level 1	14	6	43%
CEL	Construction Crafts Academy - Skills for Work - Schools Link - Hawick - Yr 1	9	4	44%
CIS	Creative Industries QMU Academy- Schools Link	15	7	47%
BDU	European Computer Driving Licence (Wed)	4	2	50%
BDU	SVQ3 Healthcare Support (Non Clinical)	2	1	50%
BDU	Volunteering Skills Award - SCQF Level 5	2	1	50%
CEL	Rural Estates Maintenance	4	2	50%
CIS	National 5 Sport and Recreation - Schools Link	12	6	50%
CIS	VRQ 1 Hairdressing and Beauty - Schools Link - Gp 1	10	5	50%
CAF	Skills for Work: Early Education and Childcare Nat 4 - Schools Link2	15	8	53%
CIS	VRQ 1 Hairdressing and Beauty - Schools Link - Gp 4 - Eyemouth	15	8	53%
CAF	Skills for Work: Early Education and Childcare Nat 4 - Schools Link1	13	7	54%
BDU	Tenancy Award	11	6	55%
CEL	Skills for Work: Automative Skills Nat4 - Schools Link1	11	6	55%
BDU	Introduction to Counselling	9	5	56%
CAF	Cosca Certificate in Counselling Skills - YR1	16	9	56%
CAF	Prepare to Care	7	4	57%

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ANALYSIS OF KEY PERFORMANCE INDICATORS FOR ACADEMIC YEAR 2016-17

This report will consider the Meet or Beat College Key Strategic Indicators (KSI) for the next 2 years (Appendix A and the Key Strategic Indicator actual performance against targets and the sector average (Appendix B). It is also important to consider the trends over a three year period for both the college (Appendix C) and at faculty/Business Development Unit level (Appendix D). A detailed trend analysis of part time delivery by Scottish Funding Council's measure by hours is shown in Appendix E.

This document reports on the key strategic indicators required by the Scottish Funding Council and Education Scotland. These are: Early Withdrawal, Further Withdrawal, Partial Success and Learner Success.

WITHDRAWAL

- **Early Withdrawal** measures the percentage of students who have withdrawn from their course before 25% of the duration of their course.
- **Further Withdrawal** measures the percentage of students who attended after the 25% point but withdrew before the official end date.

ATTAINMENT

- **Partial Success** measures the percentage of students who have completed their course but did not gain all the units required to achieve the aim of this course (i.e. all units within a nationally recognised framework or 70% of the units within a college devised programme).
- **Learner Success** measures the percentage of students who enrolled and completed their course and also achieved the qualification aim of the course.

SUMMARY OF MAIN POINTS

The College has continued to perform well for Learner Success against the sector average for FE full time courses, and part time courses. The Learner Success for HE full time is slightly below the sector average but the Scottish Funding Council has introduced a more stringent measure for HN courses and it is highly likely that the sector average will fall for 2016-17. Full time courses have a lower Early Withdrawal rate than the sector average but further withdrawal is higher than the sector average. The data indicates that the college must reduce the number of students withdrawing prior to the end of their course as this is impacting on Learner Success. The Partial Success rate is well below Sector Average for all modes except Full time FE.

The college has taken action to address specific issues within Engineering and Sport which had significantly impacted on overall Learner Success for both HE and FE full time courses.

BORDERS COLLEGE MEET OR BEAT TARGETS (Appendix A)

The College sets Meet or Beat targets for all levels and modes of delivery for a 3 year period. These targets are also included within the Regional Outcome Agreement. The College has exceeded the target for part time courses but has not achieved the targets for full time courses.

ACTUAL PERFORMANCE AGAINST MEET OR BEAT TARGETS AND THE SECTOR AVERAGE (Appendix B)

Early Withdrawal The College compares favourably against the sector average with FEFT 1.9% below the sector average, HEFT 0.1% below the sector average and HEPT only 0.1% below the sector average and FEPT 0.8% below sector average.

The College is above the meet or beat target for part time courses but is below the target for full time courses.

Further Withdrawal The College compares favourably for part time FE courses which is 0.3% above the sector average but it compares slightly less favourably for full time and part time HE courses against the sector average. The percentage below the sector average is FEFT 0.4%, HEFT 3.1% and HEPT 3.0%.

The College has not met the meet or beat target for part time or for full time courses.

Partial Success The College compares favourably for full time and part time courses against the sector average with HEFT 1.7% below sector average, HEPT 3.5% below sector average, FEPT 9.4% below sector average with only FEFT slightly less favourable at 1.3% less than the sector average.

The College is above the meet or beat target for part time FE courses but is slightly below the target for full time and part time HE courses.

Learner Success The College compares favourably against the sector average for full time FE courses and part time courses for FE and HE. FEFT is 0.1% better than the sector average and HEPT is 0.4% better than the sector average. FE Part time courses are significantly better than the sector average by 9.3% but HEPT is 1.3% below the sector average.

The College is above the meet or beat target for part time courses but is below the target for full time courses.

In summary the college has performed well against the sector average, particularly for Learner Success but has not achieved it's own meet or beat targets for full time courses.

TREND ANALYSIS OVER THREE YEARS (Appendix C)

The baseline year of 2014-15 had good performance indicators against the sector average and the college has tried to maintain or improve on these figures. The trend for Early Retention has improved for part time delivery but has declined for full time. Further Withdrawal continues to decline with the exception of FEPT. This trend analysis has continued to highlight the need to address the reasons for students withdrawing from their course prior to the end. It is also concerning to note that the trend for Learner Success has declined across all modes of delivery with the exception of FEPT.

TREND ANALYSIS BY FACULTY AND UNIT OVER THREE YEARS (Appendix D)

The performance indicators show that the Care & Access Faculty and the Business Development Unit is showing a significant upward trend. They have both improved overall Learner Success for their department/faculty by over 3%. The Construction, Engineering & Landbased Faculty (CEL) and Creative Industries, Sport & Business Faculty (CIS) are both showing a downward trend with at least a 2.5% percentage fall in 2 years. For CEL the HE level courses had an increase in Learner Success but FEFT and FEPT has declined. For CIS all modes of delivery have declined but the greatest decline has been for HE. More information on the courses with the lowest learner success levels is detailed within the Courses for Concern and Praise Report for 2016-17.

TREND ANALYSIS BY SCOTTISH FUNDING COUNCIL PART TIME DELIVERY HOURS OVER THREE YEARS (Appendix E)

The area that improved the most was the HE delivery between 40 – 80 hours per annum. In particular, the Pre-birth to 3 years course which had 100% success. The areas that declined were FE 320 hours and HE 160 – 320 hours. The SVQ2 Business Administration and January Start courses had the biggest impact on the declining Learner Success for the FE 320 hours category. Low achievement on the SVQ 3 Social Services Children & Young People had the biggest impact on learner success for HE 160 – 320 hours delivery.

SUMMARY OF ACTIONS IDENTIFIED FOR FULL TIME COURSES:

- Identification of learner support needs to be identified at earliest opportunity
- Utilise induction period to get to know the students and carry out team building activities
- Student progress on outcomes to be entered online when achieved and not at end of delivery of the unit
- Revise the teaching schedule to ensure students complete essential units at an earlier stage e.g. ICT to be completed first and final assessments to be completed by end of May
- Review learning and teaching approaches using feedback from previous students and from current students. Ensure a variety of options are available with different types of activity
- Use digital technology where appropriate
- All courses for concern have a target learner success rate of 70%

SUMMARY OF ACTIONS IDENTIFIED FOR PART TIME COURSES:

- Early notification of events at school which may impact on attendance
- Ensure clear course detail is provided to schools
- Provide teaching material on Moodle
- Work with employers to ensure they are committed to programmes and will support their employee throughout the programme
- Ensure early identification of any additional learning support needs

APPENDIX A

KEY STRATEGIC INDICATORS – MEET OR BEAT TARGETS

COMPARISON AGAINST SECTOR AND TARGETS SEPTEMBER 2017

	Sector Average	College Actual Performance			College Meet or Beat Target		
	2015/16	2014/15	2015/16	2016/17	2016/17	2017/18	2018/19
Key Strategic Indicator 3				Subject to change*			
Early Withdrawal %							
FEFT	9.0	5.7	6.7	7.1	6.5	7	6.5
HEFT	4.6	3.8	2.8	4.5	4	4	4
FEPT	3.1	4.0	3.5	3.9	8	8	7.5
HEPT	2.9	4.9	1.3	3.0	4	4	4
Further Withdrawal %							
FEFT	16.5	16.7	19.2	16.9	15.5	16.5	16
HEFT	12.6	14.4	13.6	15.7	14	12.5	12.5
FEPT	6.1	8.7	10.9	5.8	4	4	4
HEPT	6.1	7.1	15.1	9.1	9	12	12
Partial Success%							
FEFT	9.0	8.4	7.6	10.3	8	7.5	7.5
HEFT	10.6	6.7	7.0	8.9	7	7	6.5
FEPT	16.4	6.4	6.8	7.0	13	10	10.5
HEPT	12.2	8.2	9.2	8.7	8	9.5	8
Learner Success %							
FEFT	65.5	69.1	66.5	65.6	70	69	70
HEFT	72.1	75.1	76.5	70.9	75	76.5	77
FEPT	74.3	80.7	79.3	83.6	75	78	78.5
HEPT	78.8	79.2	74.3	79.2	79	74.5	75

* Due to some courses spanning academic years, the data may change, particularly part time.

APPENDIX B

	Sector Average
	2015/16
Key Strategic Indicator 3	
Early Withdrawal %	
FEFT	9
HEFT	4.6
FEPT	3.1
HEPT	2.9
Further Withdrawal %	
FEFT	16.5
HEFT	12.6
FEPT	6.1
HEPT	6.1
Partial Success%	
FEFT	9
HEFT	10.6
FEPT	16.4
HEPT	12.2
Learner Success %	
FEFT	65.5
HEFT	72.1
FEPT	74.3
HEPT	78.8

Actual Performance	
2016/17	Actual 2016-17
Subject to change*	against sector average
7.1	1.9
4.5	0.1
3.9	-0.8
3	-0.1
16.9	-0.4
15.7	-3.1
5.8	0.3
9.1	-3
10.3	-1.3
8.9	1.7
7	9.4
8.7	3.5
65.6	0.1
70.8	-1.3
83.6	9.3
79.2	0.4

Target KSI	
2016/17	Actual 2016-17
	against target for 16-17
6.5	-0.6
4	-0.5
8	4.1
4	1
15.5	-1.4
14	-1.7
4	-1.8
9	-0.1
8	-2.3
7	-1.9
13	6
8	-0.7
70	-4.4
75	-4.2
75	8.6
79	0.2

APPENDIX C

TREND ANALYSIS 2014-15, 2015-16 AND 2016-17

Session 2014/2015

Level	Category	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful Completion - All
FE	Full-time	1045	60	5.7%	174	16.7%	88	8.4%	723	69.2%
HE	Full-time	209	8	3.8%	30	14.4%	14	6.7%	157	75.1%
FE	Part-time	1685	67	4.0%	146	8.7%	108	6.4%	1360	80.7%
HE	Part-time	183	9	4.9%	13	7.1%	15	8.2%	145	79.2%

Session 2015/2016

Level	Category	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful Completion - All
FE	Full-time	1039	70	6.7%	199	19.2%	79	7.6%	691	66.5%
HE	Full-time	213	6	2.8%	29	13.6%	15	7.0%	163	76.5%
FE	Part-time	1472	51	3.5%	160	10.9%	100	6.8%	1168	79.3%
HE	Part-time	152	2	1.3%	23	15.1%	14	9.2%	113	74.3%

Session 2016/2017

Level	Category	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful Completion - All
FE	Full-time	979	70	7.2%	166	17.0%	101	10.3%	642	65.6%
HE	Full-time	223	10	4.5%	35	15.7%	20	9.0%	158	70.9%
FE	Part-time	1584	62	3.9%	92	5.8%	111	7.0%	1325	83.6%
HE	Part-time	427	13	3.0%	39	9.1%	37	8.7%	338	79.2%

TREND OVER 3 YEARS 2014-2017

		Total Enrolment	Early Withdrawal	Further Withdrawal	Partial Success	Successful Completion - All
FE	Full-time	-66	-1.4%	-0.3%	-1.9%	-3.6%
HE	Full-time	14	-0.7%	-1.3%	-2.3%	-4.3%
FE	Part-time	-101	0.1%	2.9%	-0.6%	2.9%
HE	Part-time	244	1.9%	-2.0%	-0.5%	-0.1%

APPENDIX D

FACULTY AND BUSINESS DEVELOPMENT UNIT TRENDS FROM 2014-15 TO 2016-17

2014-15 Faculty	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
Business Development Unit	894	19	2.1%	83	9.3%	40	4.5%	747	83.6%
Care & Access	790	50	6.3%	99	12.5%	54	6.8%	587	74.3%
Construction, Engineering & Landbased	703	26	3.7%	75	10.7%	43	6.1%	559	79.5%
Creative Industries, Sport & Business	735	49	6.7%	106	14.4%	88	12.0%	492	66.9%

2015-16 Faculty	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
Business Development Unit	713	18	2.5%	64	9.0%	25	3.5%	613	86.0%
Care & Access	761	35	4.6%	139	18.3%	51	6.7%	536	70.4%
Construction, Engineering & Landbased	710	29	4.1%	81	11.4%	62	8.7%	538	75.8%
Creative Industries, Sport & Business	692	47	6.8%	127	18.4%	70	10.1%	448	64.7%

2016-17 Faculty	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
Business Development Unit	905	12	1.3%	66	7.3%	40	4.4%	784	86.6%
Care & Access	854	56	6.6%	71	8.3%	67	7.8%	669	78.3%
Construction, Engineering & Landbased	822	38	4.6%	75	9.1%	76	9.2%	633	77.0%
Creative Industries, Sport & Business	632	49	7.8%	120	19.0%	86	13.6%	377	59.7%

TRENDS 2014-2016

Faculty	Early Withdrawal	Further Withdrawal	Partial Success	Successful - All
Business Development Unit	0.80%	1.99%	0.05%	3.07%
Care & Access	-0.23%	4.22%	-1.01%	4.03%
Construction, Engineering & Landbased	-0.92%	1.54%	-3.13%	-2.51%
Creative Industries, Sport & Business	-1.09%	-4.57%	-1.63%	-7.29%

APPENDIX E

Detailed trend analysis by SFC hours of delivery 2014-15 – 2016-17

TREND OVER 3 YEARS		Early Withdrawal	Further Withdrawal	Partial Success	Successful Completion - All
FE	Under 10 hours	-0.9%	1.2%	-1.7%	-2.2%
FE	40 to 80 hours	-2.3%	-4.4%	2.7%	-3.4%
FE	80 to 160 hours	0.8%	2.7%	-1.1%	3.0%
FE	160 to 320 hours	-2.2%	1.1%	-4.8%	-5.9%
FE	320 hours or more but not full-time	-2.9%	-3.7%	-6.4%	-13.0%
FE	10 to 40 hours	0.0%	7.7%	-5.3%	1.8%
FE	Non-recognised qualification	-1.0%	1.4%	2.0%	5.0%
HE	40 to 80 hours	0.0%	6.4%	20.5%	26.9%
HE	80 to 160 hours	4.6%	-3.7%	-3.8%	-2.9%
HE	160 to 320 hours	-1.0%	-5.4%	-5.2%	-11.6%
HE	320 hours or more but not full-time	-1.7%	0.0%	1.3%	4.4%