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CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Student Performance 2017-18	**Purpose:** **For Approval** ☐ **For Discussion** ☐ **For Information** ☒
Prepared by: H Anderson	**Date:** 9 October 2018

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 2017-18 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 2017-18 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 2017-18 and the actions included within the Enhancement Plan 2018-19.

Recommendation:

Previous Committee Approvals:

For publication ☒	**For publication with redactions** ☐	**Not for publication** ☐

COURSES FOR CONCERN AND CELEBRATION REPORT 2017-18

INTRODUCTION

This report considers the indicative learner success rates for academic year 2017-18. (Please note these are subject to change). 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 was showing a decline but this has been halted with a significant improvement on last year.

	2014-15	2015-16	2016-17	2017-18
FTFE	69.2	66.5	65.6	68.9
FTHE	75.1	76.5	70.9	72.5
PTFE	80.7	79.3	82.8	82.7
PTHE	79.2	74.3	83.8	80.4

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 90% learner success. The course details are shown in Appendix A. Following a workshop last year, the main success factors were identified and summarised for course teams to consider. These are shown in Appendix B.

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 the introductory/access FE level courses across a number of vocational areas. The college has restructured Student Support and will continue to provide targeted early intervention support through effective utilisation of the Achievement Coach role and the Student Support Team members.

10 LOWEST PERFORMING FULL TIME COURSES

The 10 lowest performing full time courses are also identified in Appendix D. The Principal, VP Curriculum & Student Services, Assistant Principal and Curriculum and Learning Manager for the subject area will meet to establish detailed action plans for each of the courses.

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.

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Date: 10 September 2018

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:

	2015-16	2016-17	2017-18
Course Completed Unsuccessfully	88	114	2
Entering Employment	***79***	***94***	***87***
Transferring to another Borders College Course	5	7	34
Dissatisfied with college course	3	19	6
Personal/Domestic	81	78	100
Finance Related	2	7	6
Withdrawn by college for poor attendance	48	59	56
Withdrawn by college for poor achievement		11	8
Unknown	13	4	4
Deceased	1		
Returning to school	1	3	
Transferring to another college or university	1	6	3
	322	**402**	**306**

There has been a significant reduction of 96 students leaving before the end of their course or not completing successfully. This has contributed to a higher Learner Success rate for full time students. There are still a large number of students leaving for employment (87) and 30% of those who left (100) was due to personal/domestic reasons. The Student Support Team together with the Achievement Coaches will provide targeted support to those most at risk of not completing their course.

The actions identified earlier will reduce the withdrawal rate and ensure that programmes are adapted following learner feedback. In addition, more detailed study of the personal/domestic reasons have identified that 19 more students withdrew from college due to mental health reasons. At the start of academic year 2017-18, the external agency we referred our students to for mental health support was refocused on school pupils. The Student Support Team are now working in partnership with a number of other organisations to provide this type of support.

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

Course title	Level	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
Downhill Level 6 in Sport Downhill/Mountain Biking	FE	10	0	0	0	0	0	0	10	100
NC Gamekeeping - FT	FE	17	0	0	0	0	0	0	17	100
NVQ III Beauty Therapy - FT	FE	3	0	0	0	0	0	0	3	100
NVQ III Diploma in Professional Cookery (Preparation and Cooking) - FT - Grp A	FE	2	0	0	0	0	0	0	2	100
Project Search - FT	FE	8	0	0	0	0	0	0	8	100
Rugby Level 6 - Sport - FT1	FE	4	0	0	0	0	0	0	4	100
SVQ III Amenity Horticulture - FT	FE	4	0	0	0	0	0	0	4	100
HNC Electrical Engineering - FT	HE	16	0	0	1	6.25	0	0	15	93.75
SCQF Level 6 Sport (Sport and Exercise)	FE	16	0	0	1	6.25	0	0	15	93.75
NPTC Level 1 Award Certificate and Diploma in Work-based Agriculture- FT	FE	10	0	0	0	0	1	10	9	90

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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

Course title	Level	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
C and G Level 1 Certificate in Painting and Decorating - FT	FE	4	0	0	2	50	1	25	1	25
NQ Digital Media Computing - FT	FE	22	3	13.6	4	18.1	6	27.2	9	40.9
NQ Business Administration Level 5 - FT	FE	22	4	18.18	3	13.64	6	27.27	9	40.91
NVQ I Beauty Therapy - FT	FE	17	3	17.65	4	23.53	3	17.65	7	41.18
NC Fabrication and Welding (Level 6) - FT	FE	9	0	0	3	33.33	2	22.22	4	44.44
SVQ II Landscaping - FT	FE	9	3	33.33	1	11.11	1	11.11	4	44.44
National 4 Care - FT	FE	46	8	34.8	9	39.1	8	34.8	21	45.7
National 5 Care - FT	FE	36	4	21.6	11	59.7	4	22.3	17	47.2
HND Coaching and Developing Sport - FT1 - Sport and Exercise	HE	17	1	5.88	7	41.18	1	5.88	8	47.06
NC Electrical Engineering (Level 6) - FT	FE	20	3	15	3	15	4	20	10	50
NVQ I Certificate in Hospitality Services - FT	FE	20	2	10	7	35	1	5	10	50
SVQ I Amenity Horticulture - FT	FE	2	1	50	0	0	0	0	1	50
NC Preparation for the Armed Services - FT	FE	25	2	8	10	40	0	0	13	52
C and G Diploma in Vehicle Maintenance and Repair Level 2 - FT	FE	15	2	13.33	1	6.67	4	26.67	8	53.33
C and G Level 1 Certificate in Carpentry and Joinery - FT	FE	12	0	0	4	33.33	1	8.33	7	58.33
NVQ II Hairdressing - FT	FE	22	3	13.6	3	13.6	3	13.6	13	59.1
NC Agriculture - FT	FE	15	0	0	5	33.33	1	6.67	9	60
SVQ 1 Landscaping - FT	FE	5	1	20	1	20	0	0	3	60
SVQ Horse Care - Level 2 - FT	FE	10	1	10	1	10	2	20	6	60
HND Coaching and Developing Sport - FT2	HE	15	0	0	5	31.3	1	6.3	9	60

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APPENDIX D – 10 full time courses with the lowest learner success (Bold course already discontinued)

Course title	Level	Total Enrolment	No. Withdrawn Early	Early Withdrawal	No. Further Withdrawn	Further Withdrawal	No. Partially Successful	Partial Success	No. Successful - All	Successful - All
C and G Level 1 Certificate in Painting and Decorating - FT	FE	4	0	0	2	50	1	25	1	25
NQ Digital Media Computing - FT	FE	22	3	13.6	4	18.1	6	27.2	9	40.9
NQ Business Administration Level 5 - FT	FE	22	4	18.18	3	13.64	6	27.27	9	40.91
NVQ I Beauty Therapy - FT	FE	17	3	17.65	4	23.53	3	17.65	7	41.18
NC Fabrication and Welding (Level 6) - FT	**FE**	**9**	**0**	**0**	**3**	**33.33**	**2**	**22.22**	**4**	**44.44**
SVQ II Landscaping - FT	FE	9	3	33.33	1	11.11	1	11.11	4	44.44
National 4 Care - FT	FE	46	8	34.8	9	39.1	8	34.8	21	45.7
National 5 Care - FT	FE	36	4	21.6	11	59.7	4	22.3	17	47.2
HND Coaching and Developing Sport - FT1 - Sport and Exercise	HE	17	1	5.88	7	41.18	1	5.88	8	47.06
NC Electrical Engineering (Level 6) - FT	FE	20	3	15	3	15	4	20	10	50
NVQ I Certificate in Hospitality Services - FT	FE	20	2	10	7	35	1	5	10	50

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ANALYSIS OF KEY PERFORMANCE INDICATORS FOR ACADEMIC YEAR 2017-18

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. The data contained in the report is subject to change following external audit.

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

SUMMARY OF MAIN POINTS

- The College significantly improved Learner Success for full time FE and HE courses compared to the previous year.
- The College has also improved performance against the sector average on all full time and part time courses.
- Total withdrawal has reduced for full time courses compared to the previous year but only FE full time is better than the sector average.
- Partial Success has reduced for all modes of delivery except HE part time.
- Partial Success is better than the sector average for all modes of delivery.
- The Learner Success trend over a 3-year period has improved for all modes of delivery with the exception of HE full time.

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DEFINITION OF THE KEY STRATEGIC INDICATORS

WITHDRAWAL

The Scottish Funding Council has changed the reporting to colleges and has now combined Early Withdrawal and Further Withdrawal into a category named Total 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.

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- **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.

The Scottish Funding Council changed the category for SVQ courses at SCQF Level 7 last year from FE to HE and this has now been reversed for 2017-18. This has particularly impacted on our HE part time figures as many courses, particularly within our Business Development Unit, have moved from a calculation within HE to a calculation within FE. This has had a significant impact on our ability to accurately compare part time figures.

BORDERS COLLEGE MEET OR BEAT TARGETS (Appendix A and B)

The College determines the 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 and the Meet or Beat Table has been updated to reflect the change to recording Total Withdrawal. The College is only 0.1% below the FE full time target for Learner Success but has not achieved the targets set for FE part time and HE full time and part time. The College has achieved the Total Withdrawal targets for FE full time and HE part time.

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ACTUAL PERFORMANCE AGAINST THE PREVIOUS YEAR AND THE SECTOR AVERAGE (Appendix B)

The College will compare Early Withdrawal and Further Withdrawal against the previous year performance but is not able to compare against the sector average due to the Scottish Funding Council no longer publishing these figures. The College will compare Total Withdrawal against the previous year and the sector average.

Early Withdrawal	The College has reduced the percentage of students withdrawing early from courses for all full time courses and part time FE.
Further Withdrawal	The College has reduced the percentage of students further withdrawing from courses for both FE full time and HE part time.
Total Withdrawal	The College has reduced the percentage of students withdrawing from courses for FE full time but has increased those for part time courses. The College has performed particularly well against the sector average for FE full time with 2.3% less students withdrawing compared to the sector average. The College performs less well for HE full time and part time courses against the sector average.
Partial Success	The College has successfully reduced the percentage of students only completing part of their course for full time and part time FE courses. The College has performed particularly well against the sector average for all modes of delivery.
Learner Success	The College has improved the percentage of students achieving their qualifications for full time courses but our current data indicates a reduction for part time students. The College has performed very well against the sector average for all modes of delivery

In summary the college has performed well against the sector average, particularly for Learner Success but it must reduce withdrawals for all courses, particularly part time courses.

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TREND ANALYSIS OVER THREE YEARS (Appendix C)

Learner Success is showing an upward trend compared to 3 years ago for all modes of delivery with the exception of HE full time. The college achieved an exceptional level for HE full time of 76.5% in 2015-16, which is our target figure for 2018-19. Further Withdrawal is showing the most significant improvement within this trend.

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

The performance indicators show that Care & Access and Creative Industries, Sport & Business Faculties and the Business Development Unit are all showing a significant upward trend. The faculties have improved overall Learner Success by over 4%. The Construction, Engineering & Landbased Faculty is showing a very small downward trend with 0.1% percentage fall.

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

The majority of categories show an upward trend with HE 40 – 80 hours showing the greatest improvement in Learner Success. The two main categories causing concern are FE 160 to 320 hours and HE 80 to 160 hours. The HE figure is 81% and almost all courses are for employed people. The BDU will continue to work with employers about supporting their staff to complete their qualification.

The FE 160 to 320 hours is predominately School Academy courses. The College is planning to meet regularly with the Senior Education Officer to review performance and attendance of school pupils with monthly meetings with the Assistant Principals and Curriculum and Learning Managers.

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SUMMARY OF ACTIONS IDENTIFIED FOR FULL TIME COURSES:

- Establish monthly meetings for Assistant Principals and Curriculum and Learning Managers to review progress with attendance and performance
- Introduce Quality Check Points at monthly team meetings to ensure progress is being monitored regularly
- 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
- Establish regular meetings with Senior Education Officer to review progress

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APPENDIX A

KEY STRATEGIC INDICATORS – MEET OR BEAT TARGETS

COMPARISON AGAINST SECTOR AND TARGETS - SEPTEMBER 2018

	Sector Average	College Actual Performance			College Meet or Beat Target (SFC OA Target)		
	2016/17	2015/16	2016/17	2017-18	2017/18	2018/19	2019/20
Key Strategic Indicator 3				10 Sept *			
Early Withdrawal %							
FEFT		6.7	7.2	7.1	7	6.5	6
HEFT		2.8	4.5	3.4	4	4	3.5
FEPT		3.5	4.6	4.0	4	4	3.5
HEPT		1.3	3.1	5.2	4	3.5	3
Further Withdrawal %							
FEFT		19.2	16.9	15.7	16	16	15
HEFT		13.6	15.7	16.7	12.5	12.5	12
FEPT		10.9	6.0	7.3	4	4	4
HEPT		15.1	9.6	8.8	10	9.5	9.5
Total Withdrawal %							
FEFT	25.1	25.9	24.0	22.8	23	22.5	21
HEFT	17.2	16.4	20.2	20.2	16.5	16.5	15.5
FEPT	10.0	14.4	10.5	11.2	8	8	7.5
HEPT	8.1	16.4	12.7	13.9	14	13	12.5
Partial Success%							
FEFT	9.6	7.6	10.3	8.3	8	8	7
HEFT	11.2	7.0	9.0	7.3	7	7	7
FEPT	12.9	6.8	6.6	6.1	8	8	7.5
HEPT	13.4	9.2	3.5	5.7	6.5	4.5	4
Learner Success %							
FEFT	65.3	66.5	65.6	68.9	69.0	69.5	72.0
HEFT	71.6	76.5	70.9	72.5	76.5	76.5	77.5
FEPT	77.1	79.3	82.8	82.7	84.0	84.0	85.0
HEPT	78.6	74.3	83.8	80.4	79.5	82.5	83.5

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

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APPENDIX B

	Sector Average	Actual Performance		Actual Performance		Target KSI	
	2016/17	2017-18	Actual against sector average	2016-17	Change from previous year	2017/18	Actual against target
Key Strategic Indicator 3		At 10 Sept					
Early Withdrawal %							
FEFT		7.1		7.2	-0.1	7.0	0.1
HEFT		3.4		4.5	-1.1	4.0	-0.6
FEPT		4.0		4.6	-0.6	4.0	0.0
HEPT		5.2		3.1	2.1	4.0	1.2
Further Withdrawal %							
FEFT		15.7		16.9	-1.2	16.0	-0.3
HEFT		16.7		15.7	1.0	12.5	4.2
FEPT		7.3		6.0	1.3	4.0	3.3
HEPT		8.8		9.6	-0.8	10.0	-1.2
Total Withdrawal %							
FEFT	25.1	22.8	2.3	24.1	-1.3	23.0	-0.2
HEFT	17.2	20.2	-3.0	20.2	0.0	16.5	3.7
FEPT	10	11.2	-1.2	10.6	0.6	8.0	3.2
HEPT	8.1	13.9	-5.8	12.7	1.2	14.0	-0.1
Partial Success%							
FEFT	9.6	8.3	1.3	10.3	-2.0	8.0	0.3
HEFT	11.2	7.3	3.9	9.0	-1.7	7.0	0.3
FEPT	12.9	6.1	6.8	6.6	-0.5	8.0	-1.9
HEPT	13.4	5.7	7.7	3.5	2.2	6.5	-0.8
Learner Success %							
FEFT	65.3	68.9	3.6	65.6	3.3	69.0	-0.1
HEFT	71.6	72.5	0.9	70.8	1.7	76.5	-4.0
FEPT	77.1	82.7	5.6	82.8	-0.1	84.0	-1.3
HEPT	78.6	80.4	1.8	83.8	-3.4	79.5	0.9

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APPENDIX C

TREND ANALYSIS 2015-16, 2016-17 AND 2017-18

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%

Session 2017/2018

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	978	69	7.1%	154	15.7%	81	8.3%	674	68.9%
HE	Full-time	233	8	3.4%	39	16.7%	17	7.3%	169	72.5%
FE	Part-time	1848	73	4.0%	134	7.3%	112	6.1%	1529	82.7%
HE	Part-time	193	10	5.2%	17	8.8%	11	5.7%	155	80.3%

TREND OVER 3 YEARS 2015-2018

		Total Enrolment	Early Withdrawal	Further Withdrawal	Partial Success	Successful Completion - All
FE	**Full-time**	**-61**	**-0.3%**	**3.4%**	**-0.7%**	**2.4%**
HE	**Full-time**	**20**	**-0.6%**	**-3.1%**	**-0.3%**	**-4.0%**
FE	**Part-time**	**376**	**-0.5%**	**3.6%**	**0.7%**	**3.4%**
HE	**Part-time**	**41**	**-3.9%**	**6.3%**	**3.5%**	**6.0%**

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APPENDIX D

FACULTY AND BUSINESS DEVELOPMENT UNIT TRENDS FROM 2015-16 TO 2017-18

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%

2017-18 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	727	14	1.9%	57	7.8%	19	2.6%	637	87.6%
Care & Access	992	60	6.0%	112	11.3%	46	4.6%	774	78.0%
Construction, Engineering & Landbased	883	48	5.4%	95	10.8%	74	8.4%	668	75.7%
Creative Industries, Sport & Business	650	38	5.8%	80	12.3%	82	12.6%	450	69.2%

TRENDS 2014-2016

Faculty	Total Enrolment	Early Withdrawal	Further Withdrawal	Partial Success	Successful - All
Business Development Unit	**-14**	**0.6%**	**1.1%**	**0.9%**	**1.6%**
Care & Access	**231**	**-1.4%**	**7.0%**	**2.1%**	**7.6%**
Construction, Engineering & Landbased	**173**	**-1.4%**	**0.6%**	**0.4%**	**-0.1%**
Creative Industries, Sport & Business	**-42**	**0.9%**	**6.0%**	**-2.5%**	**4.5%**

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APPENDIX E

Detailed trend analysis by SFC hours of delivery 2015-16 – 2017-18

Level	Category		Early Withdrawal		Further Withdrawal		Partial Success		Successful Completion - All
FE	Under 10 hours		0.0%		-0.6%		0.0%		-0.6%
FE	40 to 80 hours		-3.5%		-1.0%		7.4%		2.9%
FE	80 to 160 hours		0.3%		7.7%		1.3%		9.0%
FE	160 to 320 hours		-5.0%		-1.7%		-7.9%		-14.6%
FE	320 hours or more but not full-time		-0.7%		6.8%		1.6%		7.7%
FE	10 to 40 hours		-3.4%		2.1%		0.8%		-0.5%
FE	Non-recognised qualification		2.6%		3.1%		1.6%		7.3%
HE	40 to 80 hours		0.0%		25.7%		-8.0%		17.7%
HE	80 to 160 hours		0.0%		-0.2%		-12.9%		-13.1%
HE	160 to 320 hours		-7.0%		2.3%		5.1%		0.3%
HE	320 hours or more but not full-time		-4.8%		-2.4%		11.1%		1.6%

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