

GLASGOW KELVIN COLLEGE

Academic Board – 18th September 2020

Review of Indicative 2019-20 Student Activity and Outcome Performance Indicators

Report by Vice Principal Curriculum and Quality Enhancement, Quality Enhancement Manager and MIS Manager

1. Introduction

This report provides an overview and evaluation of Student Activity and Outcome Performance Indicators for 2019-20. These are based in indicative student data, which has been audited but not yet finalised with SFC. Therefore, the data may be subject to minor change but is not expected to change significantly.

2. Review of 2019-20 Student Outcome Performance Indicators

A) Evaluation of teaching activity (credit delivery) performance

The table below sets out College curriculum volumes delivered by type in relation to its Regional Outcome Agreement targets for session 2019-20.

Curriculum Type:	2019-20 ROA Target	2019-20 Indicative	2018-19 Actual	1-year Change
Total credits	79,279	79,312	80,172	-860
Administration, Financial & Business Services	10,500	10,247	11,135	-888
Creative and Cultural Industries	11,500	11,319	10,652	667
Engineering, Construction & Manufacturing	18,500	19,778	18,305	1,473
Food, Drink, Tourism, Hospitality and Leisure	8,500	8,816	8,399	417
Health, Care and Education	10,500	10,332	10,618	-286
Life and Chemical Sciences	4,000	4,220	4,666	-446
Transition and Supported Learning	15,696	14,600	16,397	-1,797

The table above shows that the College met its combined Credit target for core and ESF funded activity with a surplus of 33 credits. Whilst this is a reduction of nearly 900 Credits on the level achieved in 2018-19, this level of delivery represents a significant achievement given the impact of the COVID-19 lockdown and closure of College buildings in March 2020.

Due to the fact that there was no on-campus delivery from March onwards, there was a reduction in community outreach activity and this reduced the overall Credits delivered within the Transition and Supported Learning category. However, this was offset in part

by increased activity over the whole academic year in Engineering, Construction & Manufacturing provision.

In terms of activity related to the other economic sectors, actual delivery levels are broadly in line with targeted volumes and relatively unchanged from the previous year.

B) Evaluation of Widening Access Performance

As highlighted above, the enforced lockdown led to a cessation of community outreach activity for around 1/3 of the academic year. As a result, the proportion of learning delivered by the College to residents of Scotland's 10% most deprived communities was reduced by 4.5% compared to the previous year. However, it should also be recognised that the level achieved still continues to significantly exceed that of any other college in Scotland (e.g. the average across colleges 17%)

Measure:	2019-20 ROA Target	2019-20 Indicative	2018-19 Actual	1-year Change
% of credits delivered to SIMD10 learners	43%	37%	41.5%	-4.5%

2019-20 Credit data also provides evidence that the College continued deliver high shares of teaching activity to priority and protected groups as demonstrated in the table below:

Measure:	2019-20 ROA Target	2019-20 Indicative	2018-19 Actual	1-year Change
Proportion of Credits delivered to BME learners	14.8%	18.0%	16.9%	1.1%
Proportion of Credits delivered to students with a known disability	18.9%	19.4%	21.8%	-2.4%
Proportion of Credits delivered to students with Care Experience	10.5%	9.0%	8.5%	0.5%

The greater participation levels of BME learners will have been supported by an increase in the College's mainstream ESOL provision. The slight drops in the volume of Credit activity delivered to care experienced and disabled learners is most likely due to stopping community-outreach activity in March and an overall reduction in headcount.

C) Evaluation of Learner Attainment Performance

The table below sets out indicative attainment data for 2019-20, and compares this to both ROA target data and 2018-19 actual data.

Measure:	2019-20 ROA Target	2019-20 Indicative	2018-19 Actual	1-year Change
Full-time Further Education % Successful	66.0%	70.8%	63.8%	7.0%
Part-time Further Education % Successful	81.5%	83.7%	83.1%	0.6%

Full-time Higher Education % Successful	71.7%	72.7%	66.5%	6.2%
Part-time Higher Education % Successful	78.0%	81.0%	74.7%	6.3%
All Learners % Successful	(no target)	78.7%	76.5%	2.2%

The indicative data for 2019-20 suggests that attainment levels have improved in Further Education, both for full-time and part-time cohorts. This is more notable for full-time cohorts which shows an improvement of 7%. This increase was largely due to a reduction in withdrawals, which in turn would have been strongly influenced by many courses in effect completing in March. The improvement in part-time cohorts was less significant and it was due equally to a small reduction in both withdrawals and partial successes. Part-time Further Education cohorts account for 60% of all college enrolments.

Higher Education performance levels have increased by 6.2% and 6.3% across full-time and part-time programmes respectively. Again, this was largely due to an improvement in the withdrawal rates for the full-time cohorts, and a reduction in both withdrawals and partial successes in part-time cohorts.

Overall, the College's success rate has improved by 2.5%. This has been due to an improvement of 1.7% in withdrawal rates and a reduction of 0.7% in partial success rate.

D) Evaluation of Post Course Destination Performance

Almost all students who successfully complete full-time further and higher education programmes at Glasgow Kelvin College progress to positive destinations on a consistent basis. Data collected six months after course end in December 2019, showed that for the 2018-19 cohort, this has remained at around 96% of leavers surveyed. Post-course destination data is seen as a key measure of the impact of undertaking a college course, and is now included in the Scottish Funding Council list of national measures for the college sector. Over recent years the College has increased the resource that it assigns to collecting this data and during 2019-20 was able to ascertain the destinations of 87% of eligible leavers.

Measure:	2019-20 ROA Target	2019-20 Indicative	2018-19 Actual	1-year Change
Full-time Further Education % Successful	95.5%	96.0%	96.2%	-0.2%

E) Evaluation of Delivery of Developing the Young Workforce (DYW) Commitments

In support of the priorities set out within Scotland's Youth Employment Strategy, the College continues collectively to prioritise the strengthening of vocational progression partnership activity with schools, universities and employers. The College leads the regional Foundation Apprenticeship programme alongside delivering a significant senior phase vocational programme.

In terms of key performance indicators, at a national level there is a focus on activity at SCQF levels 5 and above and the college has increased the number of learners within this cohort. However, in terms of the College's operating context, Senior Phase activity at levels below SCQF 5 is an important aspect of meeting learner demand, and for 2019-

20 the College also increased Credits to Senior Phase learners from across all SCQF levels, as outlined in the table below.

Measure:	2019-20 ROA Target	2019-20 Indicative	2018-19 Actual	1-year Change
Number of senior phase age pupils studying at SCQF 5 and above	304	344	338	6
Volume of School/College Credits delivered to learners at S3 and above	3,800	5,027	5,694	-667

3. Resource Implications

There are no resource implications arising directly from this report.

4. Equalities Implications

This report highlights evidence of high levels of participation in college learning by priority and protected characteristic groups.

5. Risk and Assurance

This report provides assurance that the College is effectively delivering high quality learning and achieving credit and student outcome performance targets.

6. Data Protection

There are no data protection implications arising directly from this report.

7. Recommendations

Members are recommended to:

- i. note the contents of the report.

8. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement, John Gallagher, Quality Enhancement Manager, or Mae Smillie, MIS Manager.

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