

Board of Management

Performance & Nominations Committee

Date of Meeting	Monday 29 April 2019
Paper No.	PNC4-E
Agenda Item	7
Subject of Paper	Scottish Funding Council Performance Indicators 2017/18
FOISA Status	Disclosable
Primary Contact	Douglas Dickson, Performance and Improvement Director
Date of production	11 April 2019
Action	For Noting

1. Recommendations

The Committee is asked to note the contents of this paper.

2. Purpose of report

This paper identifies the final Scottish Funding Council 2017/18 performance indicators after SFC publication in February 2019.

3. Context and Discussion

To provide context and discussion the Higher Education and Further Education PIs are compared to national and region PIs.

4. Impact and implications

The Committee is asked to note that the College high level PIs for the modes and levels are broadly stable and sit above the latest national performance.

Key points in Faculty and College performance are –

- College Performance in full time education is on a par with academic year 2016/17.
- Faculty performance in part time education is overall strong.
- Faculty performance in full time education has been largely maintained.

SFC in the 2017/18 audit of PI changed their approach to the treatment of data errors and to the categorisation of returning students. It is clear that whilst this has improved data quality it has had impact on PI out-turns.

Level	Mode	Completed Successful % 2017/18	National Completed Successful 2017/18	Glasgow Region Completed Successful 2017/18
Higher Education	Full time	73.9	71.3	73.4
Higher Education	Part time	82.1	80.4	79.4
Further Education	Full time	67.9	66.1	65.5
Further Education	Part time	86.8	78.2	80.3

The PI in FT FE shows a change of 1.3% on academic year 2016/17. Faculties have scrutinised this and have identified a number of factors including – the type/structure of qualifications offered, retention, individual student circumstances including student mental wellbeing and competition from other qualifications at FE level. Specific actions are -

- Robust strategic curriculum planning is in place to revise or remove those programmes below the national sector performance. This review will take into account the potential student journey and background of the students applying to these courses.
- Revision of the College's curriculum leadership structure to ensure more focussed management and development of curriculum areas.
- Continued systematic review with teams from low performing courses to ensure there is appropriate objective challenge (i.e. from outwith the Faculty/Curriculum Area).
- Curriculum teams' use of a toolkit of performance improvement which ensures a robust action plan is created, with review points, to improve student success.
- Introduction of a revised guidance system, with additional resource by Student Services, and the creation of Academic Advisors.
- Revised monitoring and analytics of student success utilising the dashboard, linked to the guidance system.