

Understanding learners achieving with partial success

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**A thematic aspect report by Education Scotland
on provision in Scotland's colleges on behalf
of the Scottish Funding Council**

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1. Introduction and methodology

Introduction

The Scottish Government wants all of Scotland's children and young people to have the skills and capacities to take full advantage of the opportunities they have in life and work, whatever their starting point or ambitions. This is outlined clearly in the *Raising Attainment for All*¹ programme, launched in June 2014. The programme articulates a strong shared commitment to raising attainment for all and closing the attainment gap between children and young people who are most and least advantaged. This commitment to improvement and equity in attainment has a firm foundation in all of Scottish Government's key policies and programmes which affect children and young people including *Curriculum for Excellence*, *Putting Learners at the Centre* and *Developing the Young Workforce*.

Currently, around 66% of learners who enrol on full-time further education (FE) programmes and 71% of learners who enrol on full-time higher education (HE) programmes, complete their programme successfully. A further 11% of learners on full-time FE programmes and 13% of learners on full-time HE programmes complete with partial success. The profile of the group of learners who complete with partial success is not fully understood, nor are the reasons behind them completing with partial success. This report explores these issues, evaluates current practice, and identifies important areas for discussion and further development amongst practitioners. It identifies excellent practice found by inspectors and sets out recommendations for improvement.

In preparing this report, inspectors visited a carefully selected sample of four colleges and drew on the findings of published Education Scotland reviews of colleges and other relevant publications and reports.

Education Scotland's publication, *External quality arrangements for Scotland's colleges, August 2013*,² specifies that Education Scotland will produce a number of thematic aspect reports each year. This report is one of a suite of reports by Education Scotland commissioned by the Scottish Funding Council (SFC) to evaluate provision in colleges for supporting learner success. Colleges should act on the recommendations contained in these reports. College inspectors will monitor action towards implementation of these recommendations as part of their normal dialogue with colleges and will wish to discuss issues arising from thematic aspect reports during annual engagement visits.

Methodology

Each college in the sample was visited once during the fieldwork. During the visits inspectors discussed issues with managers, teaching staff and learners. They also held discussions with relevant stakeholders, including a professional dialogue with college regional leads who are members of the national Care Strategic Steering

¹ <http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/RAFA>

² http://www.educationscotland.gov.uk/Images/ExternalQualityArrangementsColleges2013_tcm4-813723.pdf

group. The four colleges visited during the fieldwork for this report are listed in Appendix 1 of this report.

Inspectors undertook desk analysis of relevant documents. This included a review of college performance indicators (PI), programme information and other external reports. In addition to the evidence obtained from the four colleges involved in the fieldwork, reviewers also examined the evaluations contained in annual engagement visit reports for 2013-14 and in college external review reports published between January 2014 and June 2015.

2. Summary of key findings

Strengths

- Overall, learner success has improved in the college sector in recent years, across all modes of delivery. The rates of learners completing with partial success has remained fairly steady over the same period but varies slightly by level of programme and mode of delivery.
- Senior managers place significant importance on learners achieving successfully and most colleges have appropriate policies and arrangements to support this.
- Most colleges provide appropriate targeted support to learners who are identified as more likely to complete with partial success. Learners receive good support from a range of college services which help them deal with issues which might impact on their learning. These include: financial difficulties; social and emotional issues; and conflicting commitments, such as employment or caring for others.
- Most programme teams have good knowledge of their learners and the issues that impact on their success. This includes identifying key units which they often do not complete that contribute to partial success outcomes.
- Most colleges have appropriate arrangements to monitor attendance and identify at-risk learners, particularly those on full-time FE programmes.
- Most colleges have well-developed self-evaluation processes that take good account of a range of factors which impact on learner success. Some colleges have introduced programme risk assessments to identify learners at risk of withdrawing or completing with partial success.

Areas for development

- Higher rates of learners on part-time programmes, particularly those undertaking part-time FE level provision, complete programmes with partial success.
- Too many learners who complete programmes with partial success achieve no units at all.
- Around 20% of learners who complete with partial success, miss gaining their award by one or two units.
- Curriculum areas with awards which routinely involve external examinations are more likely to have higher levels of learners who complete with partial success.
- Although most colleges have helpful systems to track and monitor the progress of learners, staff do not always use them consistently to identify and support learners who are just short of achieving the full award.
- Most colleges do not focus sufficiently on using partial success data as part of self-evaluation activities.

3. Background and context

Raising attainment – a strategic priority

A key Scottish Government priority is to improve educational outcomes in Scotland's most disadvantaged communities to help narrow the attainment gap. *Raising Attainment for All*, and more recently the *Scottish Attainment Challenge*³ emphasises Scottish Government's determination to address this issue. Targeted interventions in the seven local authorities with the highest concentration of primary-age children from households in deprived areas, will work to develop clear, bespoke improvement plans and funded-initiatives. Although this focus is on younger learners, the hope is that by reducing the attainment gap when children are young, the benefits will continue into secondary school and beyond.

In recent years, the college sector in Scotland has undergone significant change to respond to Scottish Government policies and priorities. *Putting Learners at the Centre: Delivering our Ambitions for Post-16 Education (2011)*⁴ outlined a number of reforms to support the ambition for all young people to have a place in Post-16 education or training. More recently, the report of the *Commission for Developing Scotland's Young Workforce, Education working for all! (2014)*⁵ and Scottish Government's response *Developing the Young Workforce, Scotland's Youth Employment Strategy (2014)*⁶, articulate further the role the college sector will play in realising these goals.

Learner completion and success rates in colleges have improved over the last few years. In 2008-09, 72% of learners who enrolled on full-time FE programmes completed them, with 59% of learners completing successfully. By 2013-14, learner completion rates had improved to 77%, with 66% completing successfully. Over the same time period there was a similar pattern of improvement for learners enrolled on full-time HE programmes. In 2008-09, 77% of learners on full-time HE programmes completed their programmes, with 62% completing successfully. In 2013-14, this improved further with 84% of learners completing and 71% completing successfully.

Defining learners completing with partial success

Colleges work with an extensive range of data sets. Data returns submitted to SFC include *Further Education Statistics* (FES) returns from which SFC generates sector statistics on learner withdrawal, success and progression. Colleges are given a range of 14 different FES code options by which to categorise the result for each learner enrolled on a programme. A learner can be classified as completing with partial success by assigning one of two codes:

- Code 07 - completed programme, learner assessed but not successful.
- Code 17 - learner has progressed to the next year but did not gain 70% of the credits undertaken.

³ <http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment>

⁴ <http://www.gov.scot/Resource/Doc/357943/0120971.pdf>

⁵ <http://www.gov.scot/Resource/0045/00451746.pdf>

⁶ <http://www.gov.scot/Resource/0046/00466386.pdf>

For a learner to be categorised as successful, they must complete the group award associated with the programme, such as a Higher National Certificate (HNC). On locally-devised programmes, comprising of a number of National Certificate (NC) units, learners must complete at least 70% of the assessed units associated with the programme. Learners who fail to complete a group award or fail to achieve 70% of the credits associated with locally-devised programme would be assigned code 07.

In some instances, learners who do not gain 70% of the credits undertaken on a programme are allowed to progress to the next year of a programme. This could include, for example, progression from a programme at Scottish Credit and Qualifications Framework (SCQF) level 5 to a SCQF level 6 programme, or from year 1 to year 2 of a Higher National Diploma (HND). These learners would be assigned a FES code 17.

In 2013-14, 22,310 learners who completed a programme were not successful. A further 1,346 learners who progressed to the next year of a programme did not gain 70% of the credits undertaken. Together this accounts for around 12% of total enrolments.

Reporting on partial success

SFC publishes annually a set of performance indicators (PI)⁷ to inform stakeholders about the performance of the sector. The reported PIs help colleges to evaluate their own performance over time and against similar colleges. Colleges also draw on PI data to benchmark and set targets for improvement at programme, departmental and college level. A suite of four PIs are used to provide an overall picture of how a college is performing. These are:

- % early withdrawal;
- % further withdrawal;
- % completed successfully; and
- % completed with partial success.

The four PIs can be presented and broken down by various factors, including by: subject group; duration of study; age group; datazone; and protected characteristics.

The national figures give a helpful overview of sector performance and provide a useful backdrop for individual colleges to benchmark their own performance against other colleges and sector norms. PIs are of most use if they are interpreted in the local context within which a college operates. Usually a number of factors impact on a PI and it is only when underlying factors and influences are explored fully that an accurate understanding of what contributes to performance can be understood. For example, a high further withdrawal rate may be influenced by a negative factor such as poor quality learner support, or a positive factor, like a buoyant local economy where learners are leaving to take up employment as a result of positive work-placements.

⁷ <http://www.sfc.ac.uk/communications/Statisticalpublications/2015/SFCST022015.aspx>

The PI which refers to completed with partial success gives an indication of what has been achieved by learners who complete their programme but do not gain the full award. It does not reflect the full extent of the learning, achievement and attainment that has taken place. For example, it does not recognise:

- additional achievements and successes outside conventional measures, for example, progress against personal learning goals;
- the extent of partial attainment, or differentiate that attainment; and
- the extent to which essential skills are developed, particularly *soft skills*.

The completed with partial success category does not offer sufficient differentiation to understand how much of a programme a learner has achieved in comparison to the full award. Some learners may have achieved no units whereas others may be one unit short of the full award. SFC have started to produce profiles for partial success which provide greater differentiation. Level of achievement is broken down into five categories, each one giving the % of learners completing their course:

- without gaining any units;
- achieving up to 25% of planned units;
- achieving 25-49% of planned units;
- achieving 50-74% of planned units; and
- achieving at least 75% of planned units.

The introduction of five categories provides useful granularity. Of most interest are the learners who are at opposite ends of the achievement spectrum. For example, learners who complete their programme without gaining any units, and those who fail to achieve the full award by one or two units. These profiles are discussed in greater detail in section 4, using FES data from 2013-14.

In addition to units successfully attained by learners completing with partial success, almost all learners will have developed and gained a range of wider essential skills that prepare them better for employment and social interaction. The Scottish Government's documents, *Skills for Scotland: a Lifelong Skills Strategy* (2007)⁸ and *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth* (2010)⁹, define skills by focusing primarily on several overlapping clusters of skills. These are:

- *personal and learning skills*, that enable individuals to become effective lifelong learners;
- *literacy and numeracy*;
- the five *core skills* of communication, numeracy, information technology, problem solving and working with others;
- *employability skills* that prepare individuals for employment rather than a specific occupation;
- *essential skills* that include all of the above; and
- *vocational skills* that are specific to a particular occupation or sector.

⁸ <http://www.gov.scot/resource/doc/197204/0052752.pdf>

⁹ <http://www.gov.scot/Resource/Doc/326739/0105315.pdf>

The strategy documents also identify *softer skills*, which employers value as vital to the success of their organisations. These include:

- effective time management;
- the ability to plan and organise;
- effective written and oral communication skills;
- the ability to solve problems;
- being able to undertake tasks or make submissions at short notice;
- the ability to work with others to achieve common goals;
- the ability to think critically and creatively;
- the ability to learn and to continue learning;
- the ability to take responsibility for professional development; and
- having the skills to manage or be managed by others.

The acquisition of these softer skills chime with comments in the *Commission for Developing Scotland's Young Force* report. The report encourages greater emphasis on employer engagement in education and training to better prepare young people with the skills, knowledge and attitudes that employers are looking for.

Factors impacting on partial success

A range of factors may contribute to the reason for learners completing programmes of study but not successfully gaining the award. Previous Education Scotland reports have examined the reasons why some learners fail to complete successfully and identify the conditions that promote success. *Maximising learner success in Scotland's colleges (2014)*¹⁰, reported learner success has improved steadily over a four-year period and that a reduction in learner withdrawals had been the most significant factor in bringing about improvement. However, the report noted several areas for development:

- *colleges are not fully and effectively addressing the support needs of younger full-time learners and those from the most deprived areas;*
- *many colleges fail to identify at an early stage the risk factors, particularly those associated with multi-deprivation, that may predispose learners to withdraw from college; and*
- *most colleges make limited use of attendance patterns in identifying and supporting learners who may be at risk of failing to achieve.*

*Supporting learners to succeed (2014)*¹¹, reported on the actions taken by colleges to help learners resolve issues which are affecting their ability to turn up for classes, engage fully in learning and undertake assessments successfully. The report noted a number of areas of positive practice, including:

- *generally, staff who are directly involved in contributing to the support of learners are committed, conscientious, and work hard to support learners to stay on their programme of study; and*

¹⁰ http://www.educationscotland.gov.uk/Images/MaxisingLearnerSuccess_tcm4-839323.pdf

¹¹ http://www.educationscotland.gov.uk/Images/Supportinglearnerstosucceed_tcm4-843313.pdf

- *college staff responsible for coordinating additional support arrangements take good account of learner needs to enable individual learners and class groups to access support that is responsive and unobtrusive.*

However, it noted several areas for development, including:

- *a few college management teams are not taking sufficient account of the external factors which may impact negatively on learner success rates when planning services to support learning; and*
- *a few colleges do not have sufficiently systematic arrangements with local authorities and, or schools to ensure college staff receive routinely, advance information about the support needs of individual pupils.*

These and other factors explored during fieldwork visits are discussed more fully in section 5.

4. Patterns and trends in partial success

Sector trends in success and partial success

The rates of learners completing successfully or completing with partial success are invariably linked as they are both sub-sets of the group of learners who complete programmes. It is often more helpful to consider both figures together as this gives a broader overview of learner success. Improvements in early withdrawal and further withdrawal rates impact on both successful and partial success rates, as they are calculated on day one enrolment figures.

Overall, learner success rates have improved in the college sector in recent years across all modes of delivery. The data in table 1 (Appendix 2) shows the proportions of learners who have completed programmes successfully or with partial success over the last four years, by programme level and mode of delivery.

Over a four-year period from 2010-11 to 2013-14, success rates for learners on full-time programmes increased. On full-time FE programmes successful completion rates increased from 62% to 66% whilst rates for completed with partial success remained fairly stable at 11%. For learners on full-time HE programmes the level of learners completing successfully increased from 67% to 71%, whilst the rates of learners completing with partial success fluctuated between 12% and 13%.

During the same timescale, the level of learners on part-time FE programmes completing successfully remained at 78%, although it fluctuated up and down during the period. Learners completing with partial success fluctuated between 12% and 13%. On part-time HE programmes, the level of learners completing successfully increased from 75% to 78%, whilst the level of those completing with partial success remained steady at 14%.

Distribution of partial success

Mode of delivery / level of programme

The partial success profile outlined in section 3 provides a better insight into the number of learners who complete their programmes with varying levels of unit attainment. The data in table 2 (Appendix 2) shows the distribution of partial success for learners completing their programme during the period 2010-11 to 2013-14, by programme level and mode of delivery. To give a sense of scale, in 2013-14, a total of 23,656 learners completed their programmes with partial success. The following chart (Chart 1) gives a further breakdown by mode of delivery and level of programme.

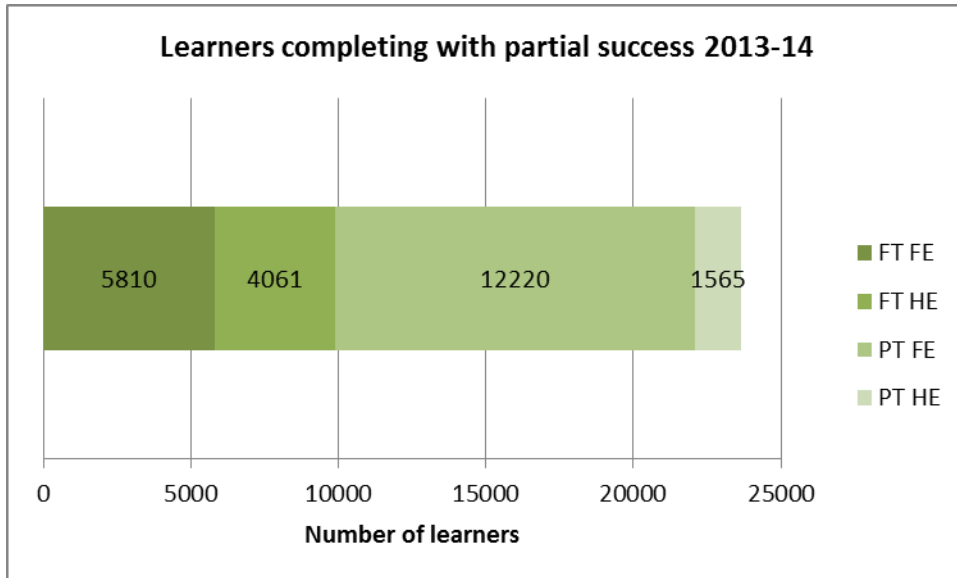


Chart 1

The highest number of learners who complete with partial success study on part-time FE programmes. This category includes learners who are studying shorter programmes, such as a single unit or a number of units short of a full award. The distribution of partial success varies to some extent by programme level and mode of delivery (see Chart 2). Around half of learners on full-time programmes who complete with partial success, gain 50% or more of the units they set out to achieve. For learners on full-time FE programmes, this is closer to 60%. Less than half of learners on part-time programmes who complete with partial success, gain 50% or more of the units they set out to achieve. For learners on part-time FE programmes, this is around 32%.

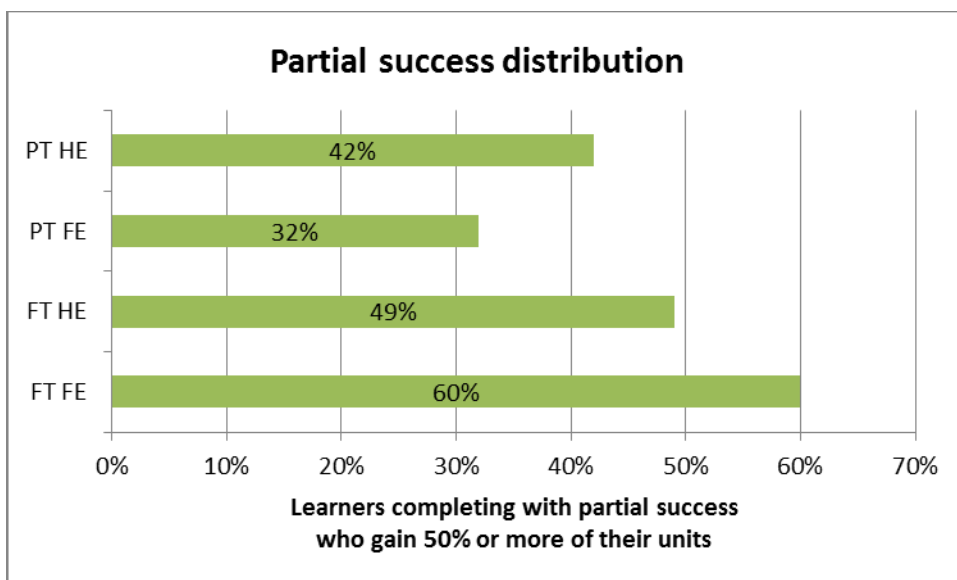


Chart 2

More significant is the difference between the percentages of learners who complete with partial success and achieve no units when compared by mode of delivery (Chart

3). For learners on full-time programmes, this is around 4-5%. This compares to over 50% for learners on part-time FE programmes and around 40% for learners on part-time HE programmes. Variance between colleges is also considerable. For example, in 2013-14, for learners completing with partial success and gaining no units on part-time FE programmes, the national performance level was 52%, with a range between 21% and 81%.

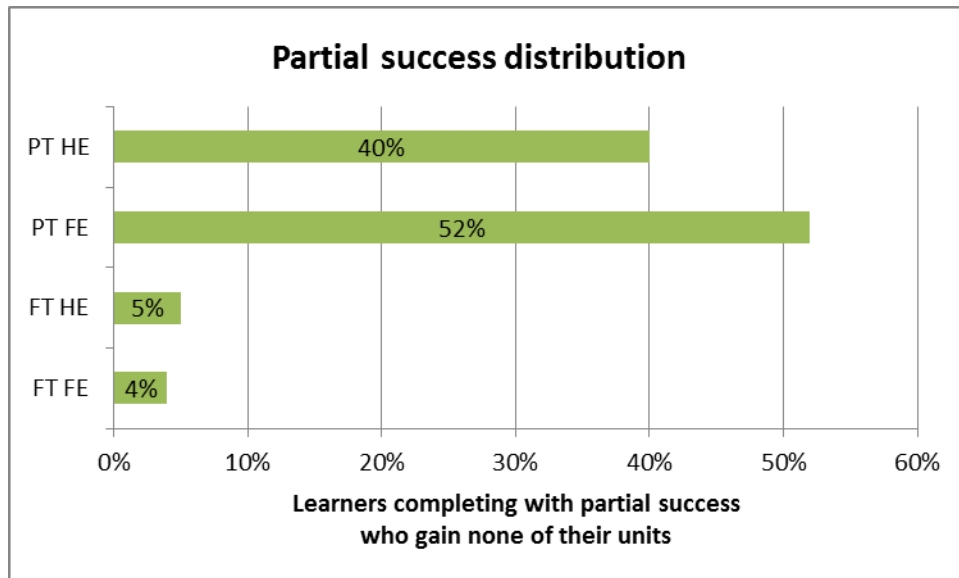


Chart 3

Subject area

The data in tables 3-6 (Appendix 2) show the distribution of partial success for learners completing their programme during the period 2010-11 to 2013-14 by subject area, programme level and mode of delivery.

There is considerable variation in learner success and partial success rates across the 18 subject areas used by Education Scotland and SFC to group curriculum areas. Nautical studies routinely records the highest rates of learner success across all programme levels and modes of delivery. Correspondingly, the lowest rates of partial success are also recorded in nautical studies. In full-time FE programmes, science and social science programmes routinely have the highest levels of partial success, around 18%. In full-time HE programme, engineering programmes have the highest levels of partial success, around 19%. In part-time FE programmes, media and social science programmes have the highest levels of partial success, around 20%. In part-time HE programmes, there appears to be more variation between subject areas, although computing and science programmes are often in the highest category.

Curriculum areas that deliver awards which involve external examination, such as Higher qualifications, are more likely to have greater levels of learners who complete with partial success. Many of these awards are incorporated within a wider curriculum in a range of subject areas, including media (English and

communications), science and social sciences. This may be a contributory factor to the higher levels of partial success in these subject areas.

The data in tables 3-6 may be helpful for colleges during self-evaluation activities to benchmark their own data and partial success profiles against sector levels and other curriculum areas.

Protected Characteristics

The distribution of partial success rates for the three protected characteristics of gender, disability and ethnicity are outlined below. A very detailed analysis of learner statistics in Scottish colleges is contained within the 2014 annual statistical report¹² of the Equality Challenge Unit. This very useful report contains a full analysis of participation and success rates, including partial success rates, for college learners. The report contains detailed analysis of the data by age, disability, ethnicity and gender against the following categories:

- level of study;
- FE subject areas;
- HE subject areas;
- mode of study;
- retention and completion outcome; and
- geographical region (within Scotland).

The report also considers learners' socioeconomic class, based on the Scottish Index of Multiple Deprivation (SIMD). In addition, a helpful section on multiple identities examines the interplay of different identities, such as age and disability, and disability and ethnicity.

For each of the protected characteristics outlined below, there appears to be little difference that gender, disability or ethnicity makes to rates of partial success for learners overall (all around 12%). However, for each characteristic there are differences of between 5 and 10 percentage points between categories for learners who achieve no units. It is not possible, within the scope of the current report, to identify why gender, disability or ethnicity would have a direct bearing on this. It is likely to be influenced by a number of factors or issues and this would require more detailed field work and analysis.

Gender

The data in table 7 (Appendix 2) shows the distribution of partial success rates for learners completing their programme by gender for the academic year 2013-14. Partial success rates are the same for males and females, at 12%. There is a difference between the percentage of learners who complete with partial success and achieve no units, when compared by gender. Higher levels of females (36%) achieve no units compared with males (26%). This may be partly due to subject

¹²<http://www.ecu.ac.uk/wp-content/uploads/2014/09/Equality-in-FE-stats-2014.pdf>

choices which attract higher numbers of a particular gender and have higher levels of partial success, such as social sciences.

Disability

The data in table 8 (Appendix 2) shows the distribution of partial success rates for learners completing their programme by disability for the academic year 2013-14. Partial success rates for learners declaring a disability was 13% compared to 12% for learners who did not declare a disability. Higher levels of learners who do not declare a disability (32%) achieve no units compared with learners who declare a disability (27%).

Ethnicity

The data in table 9 (Appendix 2) shows the distribution of partial success rates for learners completing their programme by ethnicity categories for the academic year 2013-14. Ethnicity categories have been aggregated into the following groups:

- **white total**, to include UK white, white Irish and white Gypsy/traveller;
- **black and minority ethnic (BME) total**, to include Asian, black, mixed and other background; and
- **information refused or not known**.

Partial success rates are the same (12%) for both white and BME categories. Higher levels of BME learners (35%) achieve no units compared with white learners (30%).

SIMD

The data in tables 10 (Appendix 2) shows the distribution of partial success rates for learners completing their programme by SIMD decile, for the academic year 2013-14. Partial success rates are higher for learners in the 20% most deprived areas compared with those living in the least deprived. The *Maximising learner success in Scotland's colleges* report stated:

Deprivation is a significant factor in learner success. Living in the 20% most deprived SIMD bands has a significant negative impact on learner success. Success rates are consistently higher for learners living in the 80% least deprived areas, compared to those learners living in the 20% most deprived. Although success rates have increased year-on-year from 2009-10 to 2012-13 for learners in both these categories, success rates for learners in the 20% most deprived areas remain around seven percentage points lower. Over the four years, success rates for learners living in the most deprived areas have remained around ten percentage points lower than those living in the least deprived areas.

Care – a case study

As part of the fieldwork, inspectors held a discussion with the college regional leads for the Care Strategic Steering group. The meeting provided an opportunity to explore issues around partial success in the context of a curriculum area. It also provided an opportunity to explore the usefulness of using data to benchmark learner performance in the care sector and how it might inform self-evaluation activities. The group considered a number of sets of data for the academic year 2013-14, shown in Appendix 3 (tables 11-14).

Table 11, containing the standard suite of four PIs, by level and mode of delivery, for both care and all subject programmes, gives a helpful overview, particularly for noting early and further withdrawal comparisons. Table 12, containing the distribution of partial success profile, by level and mode of delivery, for both care and all subject programmes, allows a more detailed examination and benchmarking. Tables 13a and 13b, containing successful and partial success levels by level, mode of delivery and gender for both care and all subjects, gives some interesting comparisons, particularly in relation to male learners. Tables 14a and 14b, containing partial success profiles for learners on full-time FE and HE programmes at several different colleges, allows benchmarking and examination of why differences may exist.

The group used the data sets constructively to inform discussions around partial success for learners on care programmes. Work placements were seen as an important contributory factor to learners completing full-time programmes but only achieving partial success. Many care programmes contain work placements and can account for up to five credits within an award. Learners failing to complete any work placement element would be unable to achieve successfully and would fall into the category of achieving with partial success. The group also identified the issue of unit integration as a possible factor contributing to partial success. The current HNC Social Care contains three Scottish Vocational Qualification (SVQ) units which present many opportunities for integration within the remaining nine academic units, particularly the graded unit. The risk is that learners could potentially fail the graded unit, and due to integration of assessments this could impact on success in other units. Approaches to SVQ assessments were discussed by the group. Learners are assessed for SVQ competences when they have developed the necessary skills. If a learner has not had the opportunity within the workplace to develop the competence, this can delay the assessment and result in the learner completing with partial success. This may be a particular issue for learners on part-time programmes. The group recognised the pattern of female learners having greater success than male learners on care programmes, particularly in full-time provision, but were unable to agree why that might be the case. Partial success rate profiles for individual colleges were discussed with interest. Most discussion focussed on what factors might be causing the difference, particularly for those learners achieving no units.

Overall, the group found the data sets a helpful aid to inform discussions around learner success and what the factors are generally and specifically to care programmes, that cause learners not to achieve their full awards.

5. College approaches and practices

College approaches and practices

Colleges apply a number of measures and arrangements to maximise the chances of learners to complete their programme successfully. These measures include providing learners with appropriate advice and support at different stages of their studies. In addition, most college quality assurance and improvement activities monitor the performance of programmes to identify and improve these where issues are identified. Many of the measures and arrangements implemented are intended to address factors that contribute to learners leaving a programme before it finishes, resulting in improved early and further withdrawal rates. Other measures focus on ensuring learners who complete programmes, do so successfully, resulting in improved successful completion rates. These measures, reflecting different stages of the learner journey, were discussed in the *Maximising learner success in Scotland's colleges* report. They corresponded to:

- *helping learners find the right programme;*
- *providing effective guidance and support;*
- *improving learning and teaching;*
- *help in preparing learners to move on; and*
- *reviewing and evaluating performance.*

Understandably, colleges place greatest emphasis on learners completing successfully. As a result, most colleges do not place sufficient emphasis examining and understanding fully those learners who complete with partial success.

Leadership and direction

Senior managers place significant importance on learners achieving successfully and view it as a high priority. Most colleges have appropriate policies, procedures and practices that highlight and promote the importance of learner success. Often these are embedded within wider policy and practice contexts, such as learning and teaching or learner support. A few colleges have specific policies and strategies for improving attainment overall. College-wide approaches to attendance, assessment and monitoring learner progress, can all contribute significantly to learners remaining on a programme and completing it successfully.

All regional outcome agreements (ROA) now contain targets for learners completing successfully, albeit at a global level. In multi-college regions, individual colleges contribute to the overall regional target. Most senior managers have a good comprehension of the ROA targets and how well their college is performing in relation to the regional target. However, ROAs give no recognition to the achievement of learners who complete programmes with partial success, particularly where learners progress to a positive destination, such as employment.

In recently-merged colleges, issues can be more complex for managers to address immediately. In some instances, low performing programmes from legacy institutions are identified by managers as a significant reason for low attainment. This results in higher numbers of learners in these programmes completing with

partial success. Generally, managers have a clear understanding of the issues that have contributed to low attainment rates and higher levels of partial success. For example, where managers from legacy colleges left their post during the academic year, new staffing structures were not always in place sufficiently quickly. In some instances this led to curriculum teams not having sufficient focus on ensuring all learners completed assessments which resulted in higher levels of partial success. The completion of new staffing structures should help to address these issues and improve success rates.

Contributing factors

The fieldwork for the current report confirmed many of the findings in *Maximising learner success in Scotland's colleges*. It also allowed a more detailed examination of some of the factors that may contribute specifically to learners completing programmes with partial success. The factors identified are:

- attendance and absenteeism;
- programme design and delivery;
- target-setting and progress monitoring;
- progression to other programmes; and
- self-evaluation activities.

Attendance and absenteeism

Most colleges cite low levels of learner attendance as a significant factor resulting in partial success, with close correlation between attendance-levels and partial success rates. Poor or erratic attendance patterns are often an early indicator that learners are at risk of completing only some of their programme units. All colleges have clear guidelines relating to attendance and absenteeism. Generally, these are adhered to rigorously, particularly for learners on FE programmes where attendance is often linked to bursary or educational maintenance allowance funding. College managers view key factors impacting on learner attendance as: part-time employment; health issues; caring responsibilities; personal circumstances and support needs.

Absence due to part-time employment working patterns is seen as a growing reason why some learners miss classes. Most college learners rely on part-time employment to supplement any financial support they receive to assist them with their studies. If absences coincide with key periods of their programme, such as final assessments, then this can result in learners not completing individual units successfully. College assessment arrangements usually allow opportunities for learners to re-sit assessments, but often teaching staff find this difficult to organise, particularly towards the end of a teaching block.

Some learners encounter health issues during their period of study and this often impacts on their progress. Where illness or accident causes learners to be absent for an extended time period, all colleges try to make bespoke arrangements to support learners during this period. Learners may be encouraged to continue to learn independently, often supported by material available on college virtual learning environments (VLE). However, if a programme contains significant levels of practical

or workshop elements it may be more difficult for learners to keep up-to-date with their studies.

All colleges are reporting a greater number of learners with mental health-related issues. For some of these learners, periods of anxiety and stress can often result in erratic attendance and extended periods of absence. The report *Supporting learners to succeed* recorded that “almost all colleges have increased access to counselling facilities to take account of the rise in the number of learners declaring a mental health issue”.

Colleges, particularly those with high levels of learners from areas of high deprivation, as defined by SIMD, are reporting an increase in the number of learners who have responsibilities for caring for others. These responsibilities can sometimes impact on attendance patterns if learners miss key periods of their study or miss assessment deadlines. As a consequence, learners may struggle to complete all their assessments, resulting in completing with partial success. More generally, learners receive good support from a range of college services which help them deal with issues which might impact on their learning. These include: financial difficulties; social and emotional issues; and conflicting commitments, such as employment or caring for others.

Programme design and delivery

During the fieldwork, colleges identified a number of issues associated with the design and delivery of programmes that can impact on learners completing with partial success. These include:

- unit integration and assessment;
- key units; and
- VLE.

An integrated approach to curriculum delivery can be a significant factor in learners achieving with partial success in some subject areas. Integrating units, or outcomes from units, into a single piece of learning, such as a project or a task, is a sound and well-tested approach to learning. It allows an individual or group task to be set which incorporates more holistic learning across a range of skills and competencies. It often makes learning more interesting, more relevant to the employment sector concerned and reduces the overall assessment burden. However, because the piece of integrated learning carries credit for more than one unit, if a learner does not complete the task assessment successfully, it will impact on their progress across a number of units. Staff in one college, noted this as a significant factor within performing arts subjects, where attainment across several credits was tied together in a single performance. This can also put additional pressure on learners, where a number of credits are linked to a piece of work towards the end of a programme.

College staff identify key units within their programmes that often contribute to learners completing with partial success. These may be specific units within an award that many learners find difficult, or it may be attributed to how a particular unit is delivered. Learners often struggle with external examinations and Higher courses with an external examination component can result in increased levels of partial

success. In some subject areas, examination-based graded units were viewed as having an impact on learner attainment, with greater levels of learner success achieved in project-based graded units. In care programmes, work placement units are core to the award and can account for up to 5 credits. Learners failing to complete a work placement unit would therefore fall into the partial success category. In one college, non-achievement of core skills was contributing to increased levels of partial success. Currently, core skills are embedded within vocational units and delivered by vocational teaching staff. Next year, the college concerned plans to integrate specialist core skills staff into teaching departments to support core skill delivery, to see if it brings about improvement.

Colleges are making increased use of VLEs to support and reinforce learning and this approach allows learners to access subject material outwith the classroom at times which suit their circumstances. It is also particularly useful when learners are absent from class for extended time periods due to accidents or ill-health. This helps reduce the number of learners withdrawing from programmes by increasing flexibility and options for study. However, the use of VLEs by learners is variable, both across colleges and across subject areas in individual colleges.

Target setting and progress monitoring

All colleges emphasise the importance of effective target-setting and monitoring of learner progress as crucial in supporting learners to complete programmes successfully. In most colleges, particularly within FE programmes, learners meet with an allocated tutor, usually three times a year, to reflect on progress and identify learning goals. Many colleges incorporate this activity into online personal learning plans (PLP) which learners access, consider and modify during their programme of study. Most learners view this support as useful, although learners in a few programmes do not receive or only have periodic access to this support.

The PLP process provides teaching staff with the opportunity to monitor the progress of individual learners systematically and work with learners to identify any issues, such as problem units or attendance patterns. Colleges with a dedicated class or programme tutor, highlight this as being particularly effective in improving learner attendance and aiding the provision of more targeted curriculum and guidance support. One college which has removed personal development planning (PDP) from learners' programmes found that this is impacting negatively upon learner progress monitoring and action planning. The college plans to reintroduce PDP in the new academic year. In one college, recent developments with an on-line tracking and reporting mechanism for the late submission of learner assessments was highlighted as a useful development to allow targeted learner interventions.

Monitoring and tracking the progress that learners make during their studies is an important element of improving attainment. Scottish Government's *Raising Attainment* programme outlines six approaches, based on practitioners' experience, which help to improve learners' levels of attainment through the use of self-reflection challenge questions. The following approach links appropriately to target-setting and monitoring progress and provides useful challenge questions for teaching staff to consider:

Using information intelligently to understand progress

- *how well do I track individual learner's progress?*
- *in what ways do I advise and coach them on their learning, and does each learner understand the progress they are making and need to make?*
- *what are the sources of information that I use to understand progress?*
- *am I confident that these are robust, fit-for-purpose, and the best available?*

Progression to other programmes

Many learners who complete programmes progress to further study at the same college or at another institution. Where progression is internal, programme leaders have some discretion around whether a learner can progress to a more advanced programme if they have completed their current programme with partial success. This may be dependent on the particular units that have not been achieved and whether this is likely to impact significantly on the learner's ability to cope with more advanced study. In most colleges, learners who do not complete all of the units in the first year of an HND programme are allowed to progress to the second year on the understanding that they *carry* the units they did not achieve. Local college assessment arrangements usually outline the conditions attached to this, but routinely learners would be advised to *carry* no more than 2 or 3 units. For some learners, the additional burden of *carrying* these additional units can provide further pressure in the following year of study. In one college, senior staff noted that progression within some subject areas was not always dependent upon successful completion within a programme. In some instances, this impacts negatively on learner motivation to fully complete their programme.

Some colleges have introduced formal progression boards where learners' achievements are considered, including their motivation and attitude. These boards take holistic decisions to approve a learner's progression onto a more advanced programme or year two of a programme. Some colleges attach conditions to progression. For example, one college holds a three-day preparatory mathematics summer school programme as a condition of entry onto a HNC Engineering programme. For learners progressing onto other institutions, articulation arrangements with universities are strictly adhered to. This results in no eligibility for learners who complete with partial success to progress onto a university-level programme.

Self-evaluation activities

Most colleges have well-developed self-evaluation processes, at programme and departmental level, which are used effectively by staff to identify issues and implement actions for improvement. Most college managers have a good understanding of learner data and programme teams analyse PIs routinely to inform self-evaluation activities. However, in only a few colleges do staff focus on partial success data as part of their systematic analysis of learner attainment. Most colleges are not yet using partial success profiles to gain a better understanding of this group of learners and why they do not complete their programme successfully.

In smaller colleges, because of low partial success numbers, college staff usually have very detailed knowledge about what lies behind these figures. The numbers often relate to one or two learners whose personal circumstances affecting their achievement are very well known to college staff.

Greatest emphasis is placed on learner withdrawal rates and completed successful outcome rates. Many programme teams analyse learner success at unit level to identify the units that most learners do not achieve. This allows for targeted support to be offered to learners within individual subject areas and units. For example, in one college provision of additional support for mathematics units on engineering and science programmes brought about improved learner success.

In some colleges, course risk assessments have been introduced as part of mid-year self-evaluation activities to identify learners at risk of withdrawal or likely to complete with partial success. In these colleges, staff work with identified learners to produce individual learner action plans to support and improve success outcomes.

West Lothian College: Programme Risk Assessment

West Lothian College has introduced a risk-based approach to addressing partial success rates in academic year 2014-2015. In December all programme teams reviewed learner progress and identified learners who were thought to be at risk of successful completion on the basis of:

- attendance;
- high levels of remediation; and
- block 1 assessment failure.

The outputs from this exercise were reported to the *Quality Centre* in February when staff conduct in-year self-evaluation reviews. On the basis of the risk assessment, resources were made available to teams to deploy to best meet the needs of their learners. This has resulted in:

- additional teaching time and exam preparation in science programmes;
- additional workshops to support core skills achievement;
- very focussed learning support provided to individuals in groups; and
- the establishment of a homework class for business learners.

In engineering programmes mathematics is a challenge for many learners. In response additional support for mathematics has been put in place for current learners and a summer school is planned for next year's intake to prepare them for their engineering programme experiences.

The programme risk assessment process is at too early a stage to evaluate its impact fully. However, the process has allowed the college to deploy resources in the form of early and focussed interventions which may support some learners who would have completed with partial success to complete successfully.

In one college, a *Learner Success Summit* led to the creation of a new role of *Learner Success Mentor* across the college. This full-time role involves the post-holder proactively working with programme teams to identify and address issues which might contribute to withdrawals or partial success. This is supported by detailed monitoring reporting on a very regular basis. In one college, an *Attainment Working Group* has been established to increase achievement and reduce partial success outcomes. The working group are developing a cross-college attainment strategy to support staff in tackling these issues.

Borders College: *Learner Success Summit*

Borders College held a *Learner Success Summit* in February 2014. In workshops led by vice principals and heads of faculty, staff worked together to generate 'hot ideas' to identify factors that have significant influence on learner success rates. They also considered changes that would have a positive impact on learner success.

The summit highlighted the benefits of introducing the new role of the *Learner Success Mentor*, to address an area of development highlighted from a recent Education Scotland external review. The key focus of the *Learner Success Mentor* is to collaborate with teaching staff to support *at risk* learners to remain on their programme and be successful. To support the process, a learner attendance support policy and procedure was developed.

Learners' attendance is monitored on a regular basis and, where there are concerns action is taken by the *Learner Success Mentor*, in liaison with *course tutors*. They meet with the identified learner and work with them to encourage them to return and successfully achieve their programme. This is achieved by supporting learners to deal with a range of issues, and actively signpost them to the most appropriate service to assist them.

6. Partial success profile – a self-evaluation tool

Prior to the fieldwork visits in this task, Education Scotland produced a partial success profile for each of the four colleges visited. The profile was constructed from the college's own FES data that Education Scotland receive annually from SFC. The profile report contains an analysis of the college's data in relation to partial success rates, including the distribution of a partial success profile, broken down by a number of factors:

- mode of attendance;
- level of programme;
- subject area;
- gender;
- deprivation index;
- ethnicity; and
- disability.

The profile report was sent to the colleges in advance of the visit to allow them sufficient time to consider its findings. Colleges found the profile helpful and welcomed the more detailed analysis and supporting narrative. It helped the colleges to ask supplementary questions of themselves in particular areas. The profile was used during the visit to promote professional discussions with staff and managers around partial success rates.

An example of the partial success rate profile report is shown in appendix 4. It contains illustrative data and analysis for a fictitious Scottish college – Robert Burns College.

7. Recommendations

Colleges should:

- identify programmes on which learners completing with partial success attain no units, and analyse and understand better the reasons.
- reduce the number of learners who complete programmes with partial success, particularly on full-time programmes, and achieve no units.
- target support for learners who are just short of completing successfully and support them appropriately to complete successfully, to raise attainment.
- continue to monitor and act upon poor attendance patterns to identify and support learners to complete programmes successfully.
- ensure arrangements to track and monitor the progress of learners are effective.
- ensure programme self-evaluation activities examine fully the underlying reasons for learners completing with partial success and take actions to improve programme attainment.

Education Scotland should:

- support colleges in identifying actions to improve learner success, particularly with learners completing with partial success.
- offer colleges the opportunity to use the partial success profile report as a focus for professional discussion around partial success.
- continue to monitor progress on the above recommendations through on-going engagements with colleges, and disseminate information on key improvements as they emerge across the sector.

College Development Network should:

- draw on the findings of this report to support colleges to take forward the recommendations.

Appendix 1

Colleges visited during the fieldwork

- Borders College
- Glasgow Kelvin College
- North Highland College UHI
- West Lothian College

Inspectors also met with the college regional leads for the Care Strategic Steering Group and that professional dialogue informed this report.

Appendix 2

Performance Indicators

Table 1: Learner success 2010-11 to 2013-14

Full-time FE

	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2010-11	10%	17%	11%	62%
2011-12	9%	16%	11%	64%
2012-13	9%	15%	11%	65%
2013-14	8%	15%	11%	66%

Full-time HE

	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2010-11	6%	14%	13%	67%
2011-12	6%	12%	12%	69%
2012-13	6%	12%	12%	70%
2013-14	5%	11%	13%	71%

Part-time FE

	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2010-11	4%	7%	12%	77%
2011-12	3%	6%	12%	79%
2012-13	4%	6%	12%	77%
2013-14	3%	5%	13%	78%

Part-time HE

	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2010-11	4%	6%	15%	75%
2011-12	4%	6%	14%	75%
2012-13	4%	6%	14%	76%
2013-14	3%	5%	14%	78%

Table 2: Distribution of partial success, by programme level and mode of delivery

Full-time FE

Year	Initial Enrolment	Success rate	Partial Success Rate	Number of learners with partial success	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
2010-11	51,737	62%	11%	5,845	4%	12%	26%	36%	22%
2011-12	52,096	64%	11%	5,963	4%	13%	28%	38%	18%
2012-13	48,828	65%	11%	5,508	3%	11%	26%	39%	21%
2013-14	51,031	66%	11%	5,810	4%	10%	26%	39%	21%

Full-time HE

Year	Initial Enrolment	Success rate	Partial Success Rate	Number of learners with partial success	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
2010-11	30,837	67%	13%	4,035	5%	18%	27%	26%	24%
2011-12	31,743	69%	12%	3,952	4%	17%	29%	28%	23%
2012-13	31,702	70%	12%	3,705	4%	16%	28%	28%	25%
2013-14	32,039	71%	13%	4,061	5%	19%	27%	27%	22%

Part-time FE

Year	Initial Enrolment	Success rate	Partial Success Rate	Number of learners with partial success	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
2010-11	122,107	78%	12%	14,521	50%	5%	10%	15%	20%
2011-12	100,621	79%	12%	11,855	54%	6%	10%	15%	15%
2012-13	91,103	77%	12%	11,206	49%	5%	10%	17%	19%
2013-14	96,917	78%	13%	12,220	52%	5%	12%	19%	13%

Part-time HE

Year	Initial Enrolment	Success rate	Partial Success Rate	Number of learners with partial success	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
2010-11	15,085	75%	15%	2,224	40%	8%	10%	22%	19%
2011-12	12,179	75%	14%	1,738	42%	7%	12%	22%	18%
2012-13	11,545	76%	14%	1,595	43%	5%	12%	24%	16%
2013-14	11,270	78%	14%	1,565	40%	6%	12%	22%	20%

Table 3: Distribution of partial success, by subject area, full-time FE

Subject	Year	Initial Enrolment	Success rate	Partial Success Rate	Number of learners with partial success	Distribution of Partial Success				
						0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Art and design	2010-11	2,797	65%	9%	255	5%	13%	32%	37%	13%
Art and design	2011-12	2,801	67%	8%	232	2%	10%	30%	43%	15%
Art and design	2012-13	2,753	67%	9%	256	4%	7%	32%	39%	19%
Art and design	2013-14	2,673	67%	10%	254	2%	11%	20%	47%	20%
Business, management & admin	2010-11	2,797	56%	12%	349	*	*	24%	40%	27%
Business, management & admin	2011-12	2,756	61%	10%	269	1%	10%	27%	42%	20%
Business, management & admin	2012-13	2,769	61%	11%	305	2%	6%	25%	37%	30%
Business, management & admin	2013-14	2,853	64%	12%	332	1%	9%	20%	40%	30%
Care	2010-11	7,342	59%	13%	937	2%	9%	26%	39%	24%
Care	2011-12	7,513	60%	13%	944	1%	7%	28%	48%	15%
Care	2012-13	6,977	63%	11%	789	1%	8%	24%	47%	20%
Care	2013-14	7,236	63%	12%	884	2%	10%	25%	43%	20%
Computing and ICT	2010-11	2,758	58%	15%	406	1%	9%	32%	42%	17%
Computing and ICT	2011-12	2,829	62%	13%	364	2%	12%	35%	42%	9%
Computing and ICT	2012-13	2,472	63%	13%	315	1%	9%	36%	43%	11%
Computing and ICT	2013-14	2,403	62%	15%	370	1%	8%	31%	42%	19%
Construction	2010-11	3,909	62%	8%	330	4%	17%	28%	32%	18%
Construction	2011-12	4,261	65%	9%	374	3%	16%	24%	41%	16%
Construction	2012-13	3,778	67%	8%	311	4%	9%	22%	48%	17%
Construction	2013-14	4,192	67%	11%	454	3%	11%	25%	40%	20%
Education and training	2010-11	1,227	57%	18%	218	5%	8%	22%	30%	35%
Education and training	2011-12	1,121	62%	16%	179	2%	11%	23%	36%	28%

Education and training	2012-13	899	72%	10%	94	*	*	28%	32%	30%
Education and training	2013-14	817	70%	8%	65	*	*	28%	45%	15%
Engineering	2010-11	5,215	63%	12%	612	10%	18%	27%	28%	17%
Engineering	2011-12	5,473	65%	12%	641	12%	17%	25%	27%	18%
Engineering	2012-13	5,330	68%	11%	579	4%	15%	21%	35%	25%
Engineering	2013-14	5,824	70%	10%	579	9%	11%	28%	31%	20%
Hairdressing, beauty & Comp Th	2010-11	6,425	68%	7%	432	8%	21%	24%	28%	19%
Hairdressing, beauty & Comp Th	2011-12	6,832	66%	9%	621	6%	14%	30%	33%	17%
Hairdressing, beauty & Comp Th	2012-13	6,608	68%	8%	502	5%	17%	31%	33%	14%
Hairdressing, beauty & Comp Th	2013-14	6,566	67%	8%	521	6%	14%	22%	32%	25%
Hospitality and tourism	2010-11	3,306	59%	10%	328	6%	13%	21%	38%	23%
Hospitality and tourism	2011-12	3,317	64%	9%	308	7%	10%	28%	37%	18%
Hospitality and tourism	2012-13	3,048	64%	10%	307	2%	12%	27%	39%	21%
Hospitality and tourism	2013-14	3,669	65%	10%	375	7%	15%	27%	33%	18%
Land-based industries	2010-11	1,680	64%	11%	189	4%	18%	30%	34%	13%
Land-based industries	2011-12	1,596	68%	10%	163	7%	12%	32%	35%	14%
Land-based industries	2012-13	1,413	70%	13%	179	2%	11%	36%	36%	15%
Land-based industries	2013-14	1,586	70%	12%	184	6%	8%	32%	32%	22%
Languages and ESOL	2010-11	1,833	67%	13%	241	2%	13%	18%	26%	41%
Languages and ESOL	2011-12	1,481	72%	8%	119	5%	18%	11%	34%	33%
Languages and ESOL	2012-13	1,393	75%	7%	94	6%	19%	14%	20%	40%
Languages and ESOL	2013-14	1,482	75%	10%	147	*	*	20%	35%	41%
Media	2010-11	1,209	55%	16%	192	4%	11%	35%	34%	16%
Media	2011-12	951	61%	13%	126	2%	10%	30%	51%	6%
Media	2012-13	816	61%	15%	119	0%	6%	34%	47%	13%
Media	2013-14	805	59%	14%	110	*	*	21%	57%	16%
Nautical studies	2010-11	135	86%	8%	11	*	*	*	64%	*

Nautical studies	2011-12	236	78%	13%	31	*	52%	16%	26%	*
Nautical studies	2012-13	190	82%	14%	27	26%	44%	19%	*	*
Nautical studies	2013-14	218	90%	6%	13	38%	*	*	*	46%
Performing arts	2010-11	1,547	65%	11%	172	11%	13%	23%	28%	24%
Performing arts	2011-12	1,531	65%	12%	178	4%	13%	33%	31%	18%
Performing arts	2012-13	1,227	64%	13%	158	7%	15%	26%	32%	20%
Performing arts	2013-14	1,251	66%	12%	149	2%	11%	29%	36%	21%
Science	2010-11	1,731	54%	15%	252	2%	3%	25%	48%	21%
Science	2011-12	1,658	54%	19%	320	1%	13%	28%	40%	19%
Science	2012-13	1,628	58%	20%	324	3%	9%	18%	43%	27%
Science	2013-14	1,945	59%	18%	349	*	*	23%	38%	32%
Social subjects	2010-11	2,603	51%	16%	428	2%	8%	22%	38%	29%
Social subjects	2011-12	2,482	51%	21%	518	4%	9%	23%	36%	27%
Social subjects	2012-13	2,631	53%	20%	515	1%	5%	26%	43%	25%
Social subjects	2013-14	2,445	57%	18%	446	2%	8%	28%	43%	18%
Special Programmes	2010-11	2,799	71%	7%	196	3%	14%	26%	36%	21%
Special Programmes	2011-12	2,954	70%	11%	315	6%	25%	29%	25%	15%
Special Programmes	2012-13	2,736	72%	11%	303	7%	29%	18%	26%	19%
Special Programmes	2013-14	2,624	73%	10%	258	4%	9%	26%	48%	12%
Sport and Leisure	2010-11	2,424	62%	12%	297	5%	7%	26%	43%	20%
Sport and Leisure	2011-12	2,304	64%	11%	261	3%	16%	29%	39%	13%
Sport and Leisure	2012-13	2,160	61%	15%	331	5%	11%	30%	36%	18%
Sport and Leisure	2013-14	2,442	64%	13%	320	2%	14%	32%	36%	16%

* values suppressed to prevent the identification of individuals

Table 4: Distribution of partial success, by subject area, full-time HE

Subject	Year	Initial Enrolment	Success rate	Partial Success Rate	Number of learners with partial success	Distribution of Partial Success				
						0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Art and design	2010-11	2,821	74%	9%	265	5%	15%	22%	23%	34%
Art and design	2011-12	2,885	75%	9%	271	1%	12%	30%	32%	25%
Art and design	2012-13	2,941	75%	8%	237	3%	11%	26%	36%	24%
Art and design	2013-14	3,359	76%	10%	336	4%	14%	25%	32%	24%
Business, management & admin	2010-11	5,747	66%	12%	673	4%	18%	26%	28%	25%
Business, management & admin	2011-12	5,834	68%	12%	674	3%	16%	30%	26%	25%
Business, management & admin	2012-13	5,894	69%	11%	628	4%	15%	25%	25%	30%
Business, management & admin	2013-14	6,016	72%	11%	675	4%	17%	28%	25%	25%
Care	2010-11	3,008	68%	11%	323	5%	17%	30%	23%	25%
Care	2011-12	3,024	71%	11%	320	5%	25%	29%	24%	17%
Care	2012-13	2,912	71%	9%	261	5%	20%	32%	24%	20%
Care	2013-14	3,101	72%	9%	288	9%	22%	24%	25%	19%
Computing and ICT	2010-11	3,622	63%	17%	600	4%	14%	35%	25%	23%
Computing and ICT	2011-12	3,764	68%	14%	518	4%	18%	26%	30%	22%
Computing and ICT	2012-13	3,622	67%	14%	507	2%	16%	29%	26%	26%
Computing and ICT	2013-14	3,529	66%	17%	599	5%	22%	28%	25%	21%
Construction	2010-11	1,078	56%	19%	202	3%	19%	29%	32%	17%
Construction	2011-12	1,174	62%	17%	202	2%	17%	32%	26%	22%
Construction	2012-13	1,122	67%	14%	154	2%	14%	36%	32%	16%
Construction	2013-14	1,112	68%	16%	173	7%	18%	25%	27%	24%
Education and training	2010-11	352	74%	8%	28	*	*	32%	21%	21%
Education and training	2011-12	384	78%	8%	30	*	*	50%	27%	*

Education and training	2012-13	400	74%	11%	43	*	*	42%	21%	19%
Education and training	2013-14	480	79%	6%	30	23%	20%	17%	17%	23%
Engineering	2010-11	1,983	57%	20%	388	4%	22%	24%	27%	23%
Engineering	2011-12	2,034	62%	18%	370	2%	12%	30%	32%	24%
Engineering	2012-13	2,175	63%	20%	439	3%	16%	28%	30%	23%
Engineering	2013-14	2,343	65%	19%	448	3%	18%	29%	30%	20%
Hairdressing, beauty & Comp Th	2010-11	1,471	76%	8%	115	9%	19%	23%	28%	21%
Hairdressing, beauty & Comp Th	2011-12	1,459	76%	8%	118	6%	17%	27%	27%	23%
Hairdressing, beauty & Comp Th	2012-13	1,502	77%	7%	110	3%	11%	35%	30%	22%
Hairdressing, beauty & Comp Th	2013-14	1,757	77%	9%	151	4%	25%	31%	21%	19%
Hospitality and tourism	2010-11	1,431	59%	15%	212	6%	25%	28%	26%	15%
Hospitality and tourism	2011-12	1,477	63%	13%	189	*	*	27%	31%	26%
Hospitality and tourism	2012-13	1,494	66%	13%	196	*	*	27%	32%	30%
Hospitality and tourism	2013-14	1,624	66%	14%	220	5%	14%	25%	36%	21%
Land-based industries	2010-11	518	66%	15%	78	4%	13%	19%	24%	40%
Land-based industries	2011-12	569	67%	16%	91	*	*	27%	34%	27%
Land-based industries	2012-13	496	74%	9%	44	0%	18%	20%	32%	30%
Land-based industries	2013-14	119	74%	12%	14	*	*	64%	*	*
Languages and ESOL	2010-11	65	49%	22%	14	0%	14%	29%	29%	29%
Languages and ESOL	2011-12	0	-	-	-	-	-	-	-	-
Languages and ESOL	2012-13	*	*	*	*	*	*	*	*	*
Languages and ESOL	2013-14	0	-	-	-	-	-	-	-	-
Media	2010-11	1,549	69%	11%	166	6%	17%	26%	27%	24%
Media	2011-12	1,383	71%	10%	142	5%	10%	29%	30%	26%
Media	2012-13	1,418	69%	12%	177	3%	8%	31%	29%	28%
Media	2013-14	1,310	74%	12%	162	4%	15%	36%	31%	14%
Nautical studies	2010-11	249	69%	27%	67	4%	16%	18%	30%	31%

Nautical studies	2011-12	293	74%	23%	68	*	*	22%	25%	41%
Nautical studies	2012-13	425	82%	12%	50	*	*	18%	28%	44%
Nautical studies	2013-14	345	82%	12%	40	*	*	10%	13%	70%
Performing arts	2010-11	2,630	72%	12%	303	9%	22%	24%	19%	26%
Performing arts	2011-12	2,683	76%	9%	254	9%	20%	25%	18%	28%
Performing arts	2012-13	2,536	79%	9%	235	9%	24%	22%	23%	22%
Performing arts	2013-14	2,388	73%	14%	336	7%	19%	22%	22%	30%
Science	2010-11	608	64%	16%	97	*	*	25%	36%	22%
Science	2011-12	801	65%	18%	148	2%	20%	28%	32%	17%
Science	2012-13	819	70%	13%	106	*	*	27%	34%	20%
Science	2013-14	742	70%	17%	126	5%	18%	33%	32%	13%
Social subjects	2010-11	1,492	68%	13%	197	3%	17%	32%	27%	21%
Social subjects	2011-12	1,589	68%	13%	213	6%	28%	31%	20%	15%
Social subjects	2012-13	1,504	69%	13%	197	2%	16%	37%	28%	17%
Social subjects	2013-14	1,597	71%	12%	198	4%	19%	34%	30%	13%
Special Programmes	2010-11	21	81%	*	*	*	*	*	*	*
Special Programmes	2011-12	41	68%	*	*	*	*	*	*	*
Special Programmes	2012-13	115	67%	16%	18	*	*	*	*	*
Special Programmes	2013-14	50	74%	*	*	*	*	*	*	*
Sport and Leisure	2010-11	2,192	68%	14%	306	3%	16%	30%	24%	26%
Sport and Leisure	2011-12	2,349	67%	14%	340	4%	19%	27%	30%	21%
Sport and Leisure	2012-13	2,326	69%	13%	303	7%	19%	21%	24%	29%
Sport and Leisure	2013-14	2,167	71%	12%	263	4%	22%	24%	25%	24%

* values suppressed to prevent the identification of individuals

Table 5: Distribution of partial success, by subject area, part-time FE

Subject	Year	Initial Enrolment	Success rate	Partial Success Rate	Number of learners with partial success	Distribution of Partial Success				
						0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Art and design	2010-11	3,002	77%	11%	341	52%	2%	8%	20%	18%
Art and design	2011-12	1,784	77%	13%	228	53%	4%	8%	14%	21%
Art and design	2012-13	1,925	78%	10%	188	61%	4%	5%	17%	13%
Art and design	2013-14	1,587	69%	17%	273	55%	1%	12%	28%	4%
Business, management & admin	2010-11	4,947	76%	13%	656	65%	4%	7%	12%	12%
Business, management & admin	2011-12	4,648	80%	12%	568	67%	5%	10%	11%	7%
Business, management & admin	2012-13	4,043	80%	12%	489	72%	5%	7%	10%	6%
Business, management & admin	2013-14	4,302	79%	14%	610	66%	5%	9%	12%	8%
Care	2010-11	21,187	80%	11%	2,246	49%	3%	10%	16%	21%
Care	2011-12	18,689	82%	11%	1,998	61%	2%	9%	11%	17%
Care	2012-13	16,206	80%	12%	1,901	59%	3%	7%	14%	18%
Care	2013-14	18,759	79%	14%	2,625	62%	4%	11%	12%	12%
Computing and ICT	2010-11	16,693	75%	15%	2,534	67%	2%	8%	9%	14%
Computing and ICT	2011-12	10,462	75%	15%	1,561	76%	2%	5%	11%	6%
Computing and ICT	2012-13	8,612	73%	16%	1,398	63%	2%	7%	15%	13%
Computing and ICT	2013-14	7,843	77%	14%	1,125	62%	2%	7%	19%	10%
Construction	2010-11	10,145	81%	10%	1,002	19%	11%	18%	25%	27%
Construction	2011-12	8,504	81%	12%	982	32%	8%	16%	28%	15%
Construction	2012-13	7,594	81%	10%	793	23%	10%	17%	27%	23%
Construction	2013-14	7,185	82%	9%	637	28%	8%	17%	27%	20%
Education and training	2010-11	2,228	76%	11%	247	40%	5%	5%	16%	34%
Education and training	2011-12	1,721	71%	16%	268	46%	7%	10%	12%	24%

Education and training	2012-13	2,899	73%	15%	446	57%	1%	7%	19%	17%
Education and training	2013-14	1,538	70%	19%	297	45%	12%	10%	26%	6%
Engineering	2010-11	12,603	84%	10%	1,269	56%	5%	10%	15%	15%
Engineering	2011-12	11,205	87%	9%	977	51%	9%	10%	15%	15%
Engineering	2012-13	10,257	84%	11%	1,124	43%	6%	9%	18%	24%
Engineering	2013-14	12,200	85%	9%	1,067	41%	6%	15%	25%	13%
Hairdressing, beauty & Comp Th	2010-11	8,268	71%	13%	1,085	55%	5%	10%	20%	9%
Hairdressing, beauty & Comp Th	2011-12	6,171	75%	12%	726	53%	7%	9%	21%	11%
Hairdressing, beauty & Comp Th	2012-13	5,183	74%	10%	515	55%	6%	12%	17%	9%
Hairdressing, beauty & Comp Th	2013-14	5,514	72%	14%	746	58%	8%	8%	19%	7%
Hospitality and tourism	2010-11	8,081	89%	6%	501	60%	7%	5%	14%	14%
Hospitality and tourism	2011-12	7,734	90%	6%	483	69%	4%	8%	14%	5%
Hospitality and tourism	2012-13	6,689	89%	7%	452	61%	3%	8%	16%	12%
Hospitality and tourism	2013-14	7,039	89%	7%	496	60%	7%	10%	18%	5%
Land-based industries	2010-11	3,189	83%	10%	324	47%	8%	12%	15%	18%
Land-based industries	2011-12	3,062	86%	9%	290	58%	4%	13%	20%	5%
Land-based industries	2012-13	2,906	80%	11%	315	55%	7%	10%	15%	13%
Land-based industries	2013-14	3,849	86%	10%	398	54%	5%	5%	18%	19%
Languages and ESOL	2010-11	8,827	67%	14%	1,197	42%	2%	11%	15%	29%
Languages and ESOL	2011-12	7,705	68%	13%	1,039	53%	6%	10%	16%	15%
Languages and ESOL	2012-13	6,926	67%	14%	1,003	43%	6%	12%	17%	23%
Languages and ESOL	2013-14	8,144	72%	13%	1,029	46%	4%	12%	27%	11%
Media	2010-11	2,318	61%	22%	510	60%	2%	9%	13%	16%
Media	2011-12	1,866	55%	23%	424	55%	3%	7%	7%	28%
Media	2012-13	1,811	63%	20%	358	42%	3%	12%	4%	39%
Media	2013-14	1,800	61%	20%	358	35%	4%	13%	9%	39%
Nautical studies	2010-11	1,826	93%	7%	119	48%	7%	*	40%	*

Nautical studies	2011-12	1,102	94%	5%	50	66%	*	*	*	20%
Nautical studies	2012-13	350	95%	4%	13	77%	*	*	*	*
Nautical studies	2013-14	715	95%	3%	19	53%	*	26%	*	*
Performing arts	2010-11	1,450	75%	18%	257	42%	*	*	9%	43%
Performing arts	2011-12	869	79%	12%	100	40%	*	21%	*	34%
Performing arts	2012-13	430	71%	10%	44	39%	20%	11%	14%	16%
Performing arts	2013-14	376	76%	14%	52	44%	8%	25%	13%	10%
Science	2010-11	4,586	72%	14%	661	38%	2%	9%	15%	36%
Science	2011-12	4,042	73%	15%	597	43%	4%	10%	12%	30%
Science	2012-13	3,761	74%	13%	482	43%	3%	12%	12%	30%
Science	2013-14	3,569	72%	17%	614	28%	5%	15%	18%	34%
Social subjects	2010-11	1,751	56%	21%	370	22%	4%	14%	20%	41%
Social subjects	2011-12	1,301	55%	19%	248	22%	2%	11%	20%	44%
Social subjects	2012-13	1,203	59%	21%	252	27%	12%	12%	16%	34%
Social subjects	2013-14	1,091	60%	18%	195	*	*	19%	22%	46%
Special Programmes	2010-11	8,062	78%	11%	916	35%	13%	14%	15%	23%
Special Programmes	2011-12	6,841	75%	16%	1,070	39%	13%	16%	16%	17%
Special Programmes	2012-13	8,581	74%	15%	1,276	34%	9%	12%	27%	18%
Special Programmes	2013-14	8,878	74%	16%	1,421	56%	4%	14%	19%	7%
Sport and Leisure	2010-11	2,944	79%	10%	286	64%	7%	8%	16%	5%
Sport and Leisure	2011-12	2,915	85%	8%	246	52%	14%	12%	10%	12%
Sport and Leisure	2012-13	1,727	80%	9%	157	47%	5%	11%	29%	8%
Sport and Leisure	2013-14	2,528	81%	10%	258	49%	10%	14%	21%	5%

* values suppressed to prevent the identification of individuals

Table 6: Distribution of partial success, by subject area, part-time HE

Subject	Year	Initial Enrolment	Success rate	Partial Success Rate	Number of learners with partial success	Distribution of Partial Success				
						0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Art and design	2010-11	241	76%	10%	24	54%	*	13%	17%	*
Art and design	2011-12	176	73%	11%	20	35%	*	*	35%	*
Art and design	2012-13	205	73%	15%	31	61%	0%	19%	19%	0%
Art and design	2013-14	184	79%	15%	28	36%	*	*	*	39%
Business, management & admin	2010-11	3,947	74%	16%	612	49%	8%	9%	20%	13%
Business, management & admin	2011-12	3,142	73%	15%	477	52%	4%	10%	18%	16%
Business, management & admin	2012-13	2,707	72%	15%	406	55%	5%	10%	18%	13%
Business, management & admin	2013-14	2,046	78%	10%	204	35%	11%	15%	23%	16%
Care	2010-11	2,306	76%	14%	312	34%	19%	8%	18%	21%
Care	2011-12	2,025	75%	11%	218	41%	15%	16%	17%	11%
Care	2012-13	1,840	74%	14%	250	26%	5%	18%	18%	34%
Care	2013-14	1,729	74%	15%	252	35%	5%	23%	14%	23%
Computing and ICT	2010-11	1,138	74%	17%	188	51%	5%	14%	16%	13%
Computing and ICT	2011-12	722	71%	19%	140	66%	3%	6%	11%	13%
Computing and ICT	2012-13	553	77%	15%	81	68%	5%	6%	14%	7%
Computing and ICT	2013-14	513	69%	22%	115	42%	12%	4%	15%	27%
Construction	2010-11	1,571	80%	10%	153	16%	8%	14%	28%	34%
Construction	2011-12	1,186	82%	10%	121	16%	8%	18%	29%	29%
Construction	2012-13	1,070	83%	8%	85	21%	12%	24%	29%	14%
Construction	2013-14	1,163	81%	13%	151	31%	4%	11%	26%	28%
Education and training	2010-11	795	82%	11%	84	76%	*	*	7%	12%
Education and training	2011-12	366	83%	8%	30	83%	*	*	*	*

Education and training	2012-13	446	78%	15%	66	58%	6%	18%	11%	8%
Education and training	2013-14	457	68%	24%	111	64%	*	*	5%	28%
Engineering	2010-11	2,656	75%	17%	460	19%	9%	14%	33%	24%
Engineering	2011-12	2,846	77%	16%	469	24%	8%	15%	30%	23%
Engineering	2012-13	2,839	79%	15%	435	27%	6%	11%	38%	17%
Engineering	2013-14	3,237	81%	14%	449	38%	5%	12%	26%	19%
Hairdressing, beauty & Comp Th	2010-11	701	81%	5%	36	78%	*	*	*	*
Hairdressing, beauty & Comp Th	2011-12	448	77%	7%	30	73%	*	*	*	*
Hairdressing, beauty & Comp Th	2012-13	585	80%	6%	37	76%	*	*	*	*
Hairdressing, beauty & Comp Th	2013-14	330	76%	10%	33	67%	*	*	*	*
Hospitality and tourism	2010-11	76	59%	21%	16	50%	*	*	*	25%
Hospitality and tourism	2011-12	59	78%	17%	10	*	*	*	40%	30%
Hospitality and tourism	2012-13	73	68%	12%	9	78%	*	*	*	*
Hospitality and tourism	2013-14	94	77%	11%	10	*	*	*	40%	*
Land-based industries	2010-11	143	76%	11%	16	19%	*	*	25%	31%
Land-based industries	2011-12	127	70%	23%	29	10%	0%	10%	24%	55%
Land-based industries	2012-13	148	67%	18%	27	*	*	33%	37%	*
Land-based industries	2013-14	95	85%	6%	6	50%	*	*	*	*
Languages and ESOL	2010-11	177	67%	26%	46	65%	*	*	*	*
Languages and ESOL	2011-12	55	64%	9%	5	*	*	*	*	*
Languages and ESOL	2012-13	29	72%	21%	6	*	*	*	*	*
Languages and ESOL	2013-14	53	77%	9%	5	*	*	*	*	*
Media	2010-11	76	75%	14%	11	64%	*	*	*	*
Media	2011-12	67	63%	27%	18	89%	*	*	*	*
Media	2012-13	70	67%	24%	17	82%	*	*	*	*
Media	2013-14	35	54%	40%	14	*	*	*	*	*
Nautical studies	2010-11	400	69%	29%	115	24%	4%	9%	37%	26%

Nautical studies	2011-12	269	91%	9%	23	*	*	*	*	*
Nautical studies	2012-13	167	98%	*	*	*	*	*	*	*
Nautical studies	2013-14	132	95%	*	*	*	*	*	*	*
Performing arts	2010-11	194	78%	19%	37	92%	*	*	*	*
Performing arts	2011-12	107	62%	23%	25	76%	*	*	*	*
Performing arts	2012-13	138	78%	11%	15	80%	*	*	*	*
Performing arts	2013-14	313	69%	24%	76	20%	*	*	66%	*
Science	2010-11	302	70%	20%	61	64%	0%	10%	15%	11%
Science	2011-12	334	70%	22%	72	64%	6%	7%	19%	4%
Science	2012-13	510	75%	18%	91	66%	*	*	14%	12%
Science	2013-14	401	81%	17%	67	66%	7%	4%	16%	6%
Social subjects	2010-11	145	64%	12%	18	*	*	33%	33%	*
Social subjects	2011-12	136	53%	26%	35	46%	*	*	*	26%
Social subjects	2012-13	62	52%	19%	12	*	*	25%	42%	*
Social subjects	2013-14	336	93%	5%	17	76%	*	*	*	*
Special Programmes	2010-11	129	78%	14%	18	*	*	*	*	*
Special Programmes	2011-12	14	86%	*	*	*	*	*	*	*
Special Programmes	2012-13	15	87%	*	*	*	*	*	*	*
Special Programmes	2013-14	110	78%	14%	15	27%	*	*	47%	13%
Sport and Leisure	2010-11	88	70%	19%	17	47%	*	*	24%	*
Sport and Leisure	2011-12	100	77%	16%	16	*	*	*	25%	44%
Sport and Leisure	2012-13	88	68%	27%	24	46%	*	*	38%	*
Sport and Leisure	2013-14	42	79%	19%	8	*	*	*	*	*

* values suppressed to prevent the identification of individuals

Table 7: Distribution of partial success, by gender, for academic year 2013-14

Gender	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Male	92,696	75%	12%	26%	10%	20%	27%	17%
Female	98,647	73%	12%	36%	8%	16%	23%	17%
Other	16	88%	*	*	*	*	*	*

* values suppressed to prevent the identification of individuals

Table 8: Distribution of partial success, by disability, for academic year 2013-14

Category	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Known disability	26,402	71%	13%	27%	8%	19%	28%	18%
No known disability	164,777	74%	12%	32%	9%	18%	25%	17%
No information provided	78	59%	17%	38%	*	31%	*	*

* values suppressed to prevent the identification of individuals

Table 9: Distribution of partial success, by ethnicity, for academic year 2013-14

Gender	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				Less than 0% of units	25% of units	25%-49% of units	50% - 74% of units	75%+ of units
White British/Irish*	166,304	74%	12%	30%	9%	18%	25%	17%
Black and minority ethnic (BME)	24,046	75%	12%	35%	7%	15%	25%	18%
Information refused or not known	907	71%	16%	43%	7%	19%	22%	9%

*This category includes learners who have been recorded as White Scottish, White English, White Welsh, White Irish, White Northern Irish, White British, White Gypsy/Traveller

Table 10: Distribution of partial success, by SIMD decile, for academic year 2013-14

Deprivation Decile	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				Less than 0% of units	25% of units	25%-49% of units	50% - 74% of units	75%+ of units
1 - most deprived	28,219	68%	14%	31%	8%	18%	26%	17%
2	24,341	70%	14%	31%	9%	20%	25%	15%
3	21,374	72%	13%	30%	9%	18%	26%	16%
4	21,282	74%	12%	30%	10%	18%	25%	17%
5	19,823	76%	12%	32%	9%	17%	26%	16%
6	18,271	76%	11%	35%	8%	17%	24%	17%
7	17,122	78%	11%	33%	8%	17%	23%	19%
8	15,596	78%	11%	31%	8%	17%	24%	19%
9	13,675	77%	12%	30%	8%	18%	26%	18%
10 - least deprived	9,893	77%	12%	27%	9%	17%	26%	20%
0 - unknown	1,661	78%	9%	38%	9%	14%	22%	16%

Appendix 3

Care case study performance indicators

Table 11: National sector performance, 2013-14

Mode	Level	Early Withdrawal	Further Withdrawal	Partial Success	Success
Care					
FT	FE	8%	16%	12%	63%
FT	HE	5%	14%	9%	72%
PT	FE	2%	5%	14%	79%
PT	HE	4%	8%	14%	73%
All Subjects					
FT	FE	8%	15%	11%	66%
FT	HE	5%	11%	13%	71%
PT	FE	3%	5%	13%	78%
PT	HE	3%	5%	14%	78%

Table 12: Distribution of partial success, 2013-14

Mode	Level	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Care									
FT	FE	7,236	63%	12%	2%	10%	25%	43%	20%
FT	HE	3,101	72%	9%	9%	22%	24%	25%	19%
PT	FE	18,759	79%	14%	62%	4%	11%	12%	12%
PT	HE	1,729	73%	14%	35%	5%	23%	14%	23%
All Subjects									
FT	FE	51,031	66%	11%	4%	10%	26%	39%	21%
FT	HE	32,039	71%	13%	5%	19%	27%	27%	22%
PT	FE	96,917	78%	13%	52%	5%	12%	19%	13%
PT	HE	11,270	78%	14%	40%	6%	12%	22%	20%

Table 13a: Distribution of partial success for Care by gender, mode of delivery and level, 2013-14

Gender	Mode	Level	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
						0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Care										
Male	FT	FE	655	55%	17%	3%	15%	25%	42%	15%
Female	FT	FE	6,580	64%	12%	2%	9%	25%	44%	20%
Other	FT	FE	*	*	*	*	*	*	*	*
Health										
Male	FT	HE	284	62%	15%	16%	27%	30%	14%	14%
Female	FT	HE	2,817	73%	9%	8%	21%	23%	27%	20%
Community										
Male	PT	FE	5,612	86%	10%	60%	2%	13%	14%	11%
Female	PT	FE	13,142	76%	16%	62%	4%	10%	11%	12%
Other	PT	FE	5	*	*	*	*	*	*	*
Other										
Male	PT	HE	265	67%	21%	39%	4%	27%	16%	14%
Female	PT	HE	1,464	75%	13%	33%	5%	22%	13%	26%

* values suppressed to prevent the identification of individuals

Table 13b: Distribution of partial success for all subjects by gender, mode of delivery and level, 2013-14

Gender	Mode	Level	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
						0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
All Subjects										
Male	FT	FE	23,491	65%	13%	4%	10%	27%	39%	20%
Female	FT	FE	27,535	67%	10%	3%	10%	25%	38%	23%
Other	FT	FE	5	*	*	*	*	*	*	*
All Subjects										
Male	FT	HE	14,921	67%	16%	5%	20%	28%	26%	21%
Female	FT	HE	17,116	75%	10%	5%	16%	26%	28%	24%
Other	FT	HE	*	*	*	*	*	*	*	*
All Subjects										
Male	PT	FE	47,954	81%	11%	45%	5%	14%	22%	14%
Female	PT	FE	48,954	76%	14%	57%	5%	10%	17%	12%
Other	PT	FE	9	*	*	*	*	*	*	*
All Subjects										
Male	PT	HE	6,311	79%	14%	39%	7%	12%	24%	18%
Female	PT	HE	4,959	76%	14%	42%	5%	12%	20%	22%

* values suppressed to prevent the identification of individuals

Table 14a: Distribution of partial success on full-time FE Care programmes – four college profiles

College	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
A	769	61%	18%	4%	15%	24%	34%	24%
B	198	70%	10%	5%	0%	20%	40%	35%
C	421	71%	12%	0%	0%	8%	31%	61%
D	685	59%	13%	4%	17%	37%	34%	8%
Sector	7,236	63%	12%	2%	10%	25%	43%	20%

Table 14b: Distribution of partial success on full-time HE Care programmes – four college profiles

College	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
E	396	66%	12%	13%	23%	21%	30%	13%
F	97	80%	12%	0%	17%	0%	17%	67%
G	211	73%	13%	11%	18%	36%	25%	11%
H	412	66%	11%	9%	13%	27%	18%	33%
Sector	3,101	72%	9%	9%	22%	24%	25%	19%

Appendix 4

Partial success profile – Robert Burns College

Partial Success

Robert Burns College

The data contained in this report relates to Robert Burns College, a fictitious Scottish college. This data has been produced to provide an example of the kind of report that could be produced.

Mode and level of study

NOTE: As part-time students generally do fewer units, this is likely to be a factor in the high proportion of partial success students completing no units.

College (2013-14)									
Mode	Level	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
FT	FE	1,469	67%	13%	4%	13%	23%	40%	20%
FT	HE	956	71%	12%	3%	15%	28%	31%	22%
PT	FE	4,243	84%	9%	58%	5%	11%	16%	10%
PT	HE	321	77%	12%	51%	5%	13%	20%	11%

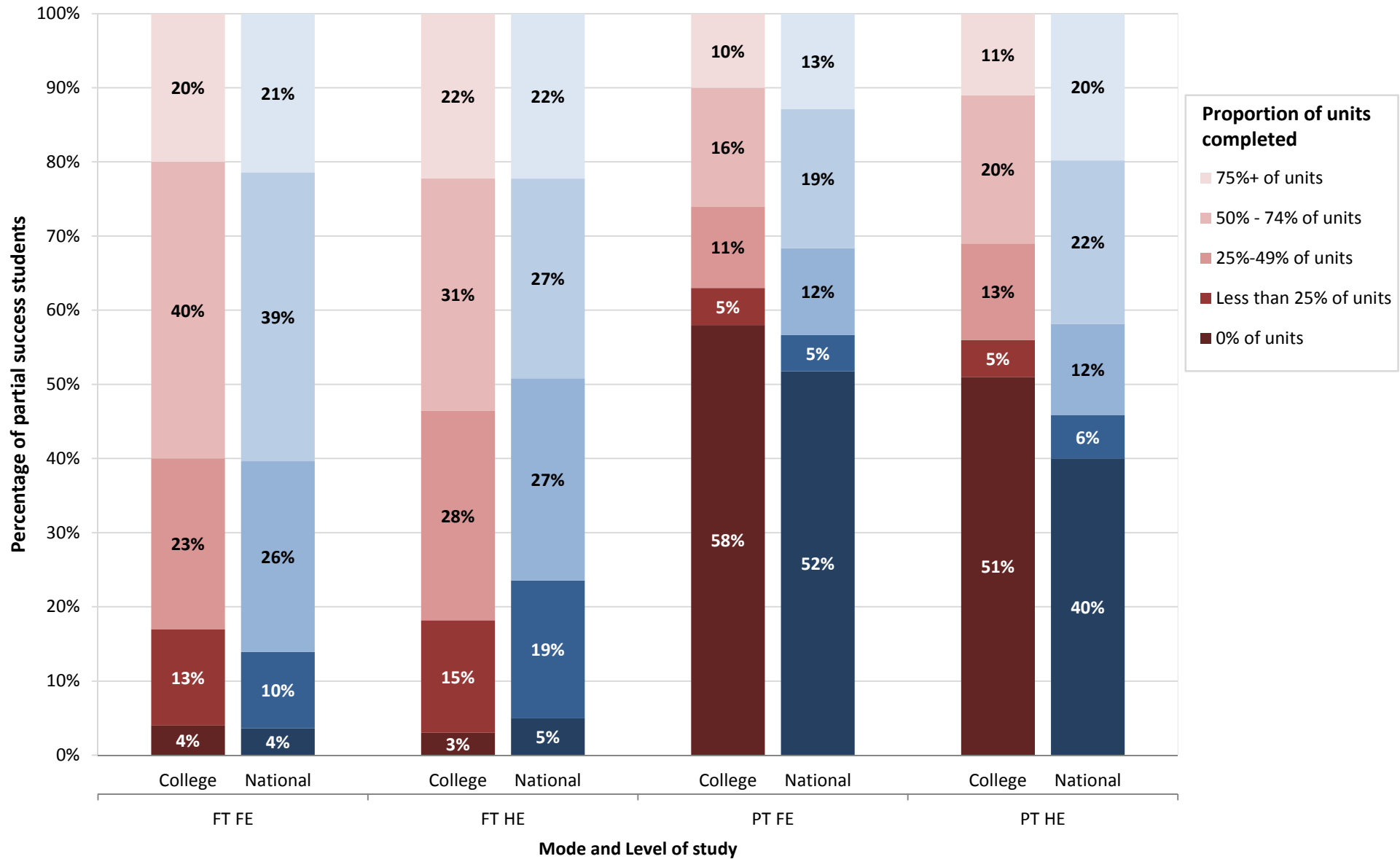
National Sector Performance (2013-14)									
Mode	Level	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
FT	FE	51,031	66%	11%	4%	10%	26%	39%	21%
FT	HE	32,039	71%	13%	5%	19%	27%	27%	22%
PT	FE	96,917	78%	13%	52%	5%	12%	19%	13%
PT	HE	11,270	78%	14%	40%	6%	12%	22%	20%

In full-time FE programmes, the partial success rate and the success rate are both above the national sector performance. In all other modes and levels, the partial success rate at the college is below the national figure.

In full-time programmes, there is only a small percentage of students who don't complete any units, both at the college and nationally, although the figure for full-time HE is two percentage points lower at the college. For both FE and HE, the distribution of learners completing with partial success by the proportion of units completed is similar at the college and nationally.

In part-time programmes, the proportion of partial success students completing no units is higher at the college than nationally, by eleven percentage points in HE and six percentage points in FE. There is also a large difference in the proportion of partial success students completing at least 75% of their units in part-time HE programmes, with the college's figure being nine percentage points lower than the national figure.

Proportion of units completed by partial success students - Fictional College



Subjects

NOTE: The number of students completing their programme with partial success is very small for some subjects, so it is important to consider this when drawing any conclusions.

In the tables below: Red = Low proportion of partial success students
Blue = High proportion of partial success students

Full-time

College (2013-14)									
Subject	Mode	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Art and design	FT	160	69%	14%	9%	4%	22%	35%	30%
Business, management	FT	271	75%	11%	0%	17%	14%	45%	24%
Care	FT	317	64%	15%	4%	8%	21%	42%	25%
Computing and ICT	FT	164	60%	15%	4%	13%	38%	29%	17%
Construction	FT	157	68%	13%	0%	15%	15%	35%	35%
Education and training	FT	34	68%	18%	33%	0%	0%	33%	33%
Engineering	FT	231	69%	11%	0%	16%	32%	36%	16%
Hairdressing, beauty and health	FT	255	68%	10%	12%	20%	28%	24%	16%
Hospitality and tourism	FT	150	71%	11%	12%	18%	18%	35%	18%
Land-based industries	FT	60	62%	18%	0%	18%	45%	27%	9%
Languages and ESOL	FT	39	79%	5%	0%	0%	50%	50%	0%
Media	FT	67	69%	16%	0%	18%	0%	82%	0%
Nautical studies	FT	14	86%	7%	0%	0%	0%	0%	100%
Performing arts	FT	107	76%	11%	0%	25%	33%	42%	0%
Science	FT	75	63%	16%	0%	0%	50%	25%	25%
Social subjects	FT	126	57%	19%	0%	13%	17%	50%	21%
Special Programmes	FT	81	83%	4%	0%	0%	100%	0%	0%
Sport and Leisure	FT	117	69%	15%	0%	18%	24%	35%	24%

In full-time courses, there are very few partial success students achieving less than 25% of units in any subject. The subject area with the highest proportion of partial success students completing no units is Education and training, however the number of enrolments in this subject is low.

The majority of subjects have at least half of partial success students completing at least 50% of their units.

Part-time

College (2013-14)									
Subject	Mode	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
					0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Art and design	PT	100	89%	4%	25%	13%	44%	6%	13%
Business, management and admin	PT	209	76%	14%	0%	0%	0%	67%	33%
Care	PT	918	83%	10%	38%	0%	38%	13%	13%
Computing and ICT	PT	343	81%	11%	65%	4%	17%	4%	9%
Construction	PT	277	84%	6%	41%	5%	5%	46%	2%
Education and training	PT	113	84%	7%	43%	0%	43%	14%	0%
Engineering	PT	610	87%	8%	61%	10%	17%	1%	10%
Hairdressing, beauty and personal care	PT	215	78%	8%	31%	0%	16%	31%	22%
Hospitality and tourism	PT	294	94%	4%	19%	4%	9%	54%	15%
Land-based industries	PT	144	85%	11%	15%	15%	22%	32%	15%
Languages and ESOL	PT	354	78%	9%	50%	0%	0%	50%	0%
Media	PT	60	72%	13%	35%	3%	16%	25%	21%
Nautical studies	PT	35	100%	0%	-	-	-	-	-
Performing arts	PT	75	95%	4%	25%	25%	19%	31%	0%
Science	PT	193	86%	10%	33%	0%	22%	44%	0%
Social subjects	PT	51	69%	14%	74%	4%	8%	4%	9%
Special Programmes	PT	481	84%	10%	20%	0%	13%	33%	33%
Sport and Leisure	PT	92	87%	8%	0%	0%	0%	100%	0%

There are four subjects where the majority of part-time partial success students completed no units at the College. These four subjects are Computing and ICT, Engineering, Languages and ESOL and Social Subjects.

Business, management and admin, Hospitality and Tourism, Special Programmes and Sport and Leisure were the subjects where more than 50% partial success students completed at least half of their units successfully.

Gender

College (2013-14)								
Gender	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Male	3,244	79%	11%	24%	10%	19%	33%	14%
Female	3,731	78%	10%	40%	8%	16%	21%	16%
Other	0	-	-	-	-	-	-	-

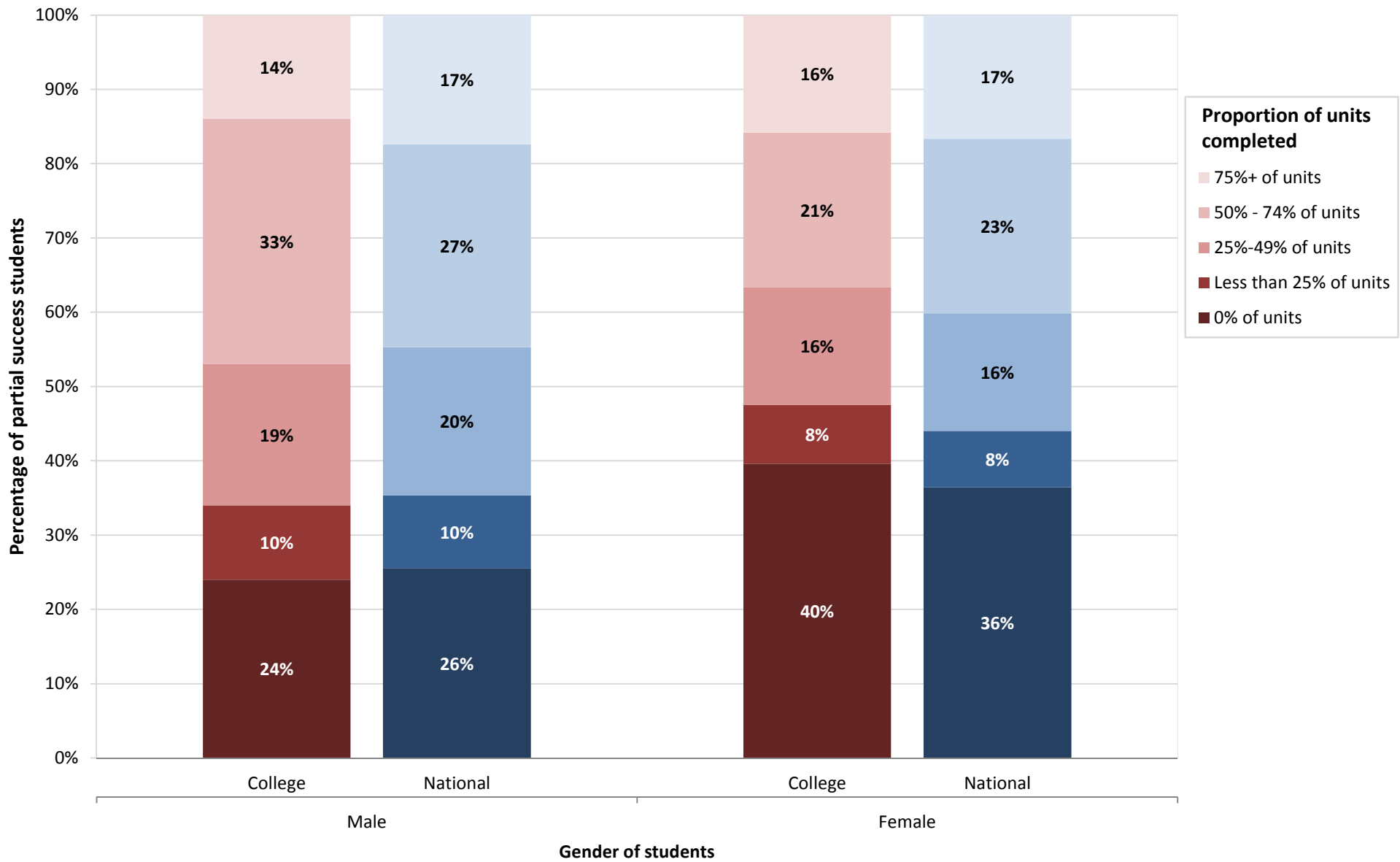
National Sector Performance (2013-14)								
Gender	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Male	92,677	75%	12%	26%	10%	20%	28%	18%
Female	98,564	73%	12%	37%	8%	16%	24%	17%
Other	16	88%	6%	0%	0%	0%	0%	100%

The partial success rate of both genders is lower at the college than nationally. This contrasts the success rate, where the college has a higher figure than the national sector performance for both genders.

At the college, female partial success students are more likely to achieve no units than males, but are also slightly more likely to complete more than three quarters of units.

For both genders, the distribution of partial success students by the proportion of units they completed successfully is similar at the college to the national sector performance.

Proportion of units completed by partial success students - Fictional College



Deprivation

College (2013-14)								
Deprivation Decile	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
1 - most deprived	959	72%	13%	39%	7%	16%	20%	17%
2	878	75%	12%	33%	7%	18%	31%	12%
3	743	75%	13%	30%	12%	16%	26%	15%
4	805	77%	12%	28%	14%	15%	30%	12%
5	712	82%	8%	33%	7%	17%	26%	17%
6	688	81%	9%	31%	10%	19%	27%	13%
7	652	80%	10%	35%	9%	14%	29%	12%
8	633	83%	7%	33%	7%	21%	19%	21%
9	483	82%	7%	29%	0%	26%	29%	15%
10 - least deprived	357	82%	8%	27%	3%	10%	37%	23%
0 - unknown	79	94%	4%	0%	0%	100%	0%	0%

National Sector Performance (2013-14)								
Deprivation Decile	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
1 - most deprived	28,219	68%	14%	31%	8%	18%	26%	17%
2	24,341	70%	14%	31%	9%	20%	25%	15%
3	21,374	72%	13%	30%	9%	18%	26%	16%
4	21,282	74%	12%	30%	10%	18%	25%	17%
5	19,823	76%	12%	32%	9%	17%	26%	16%
6	18,271	76%	11%	35%	8%	17%	24%	17%
7	17,122	78%	11%	33%	8%	17%	23%	19%
8	15,596	78%	11%	31%	8%	17%	24%	19%
9	13,675	77%	12%	30%	8%	18%	26%	18%
10 - least deprived	9,893	77%	12%	27%	9%	17%	26%	20%
0 - unknown	1,661	78%	9%	38%	9%	14%	22%	16%

Nationally, partial success rates generally fall as deprivation decreases, this is partly a consequence of success rates increasing as deprivation decreases. However, there is no clear pattern between the proportion of units completed by a partial success student and how deprived the area they come from is.

This largely holds true for the college as well, although partial success students from the least deprived areas seem to be slightly more likely to complete a large proportion of units than those from the most deprived areas.

Ethnicity

College (2013-14)								
Ethnicity	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Ethnic minority	385	73%	14%	31%	4%	15%	25%	25%
White	6,501	78%	10%	33%	9%	18%	27%	14%
Information refused or not known	0	-	-	-	-	-	-	-

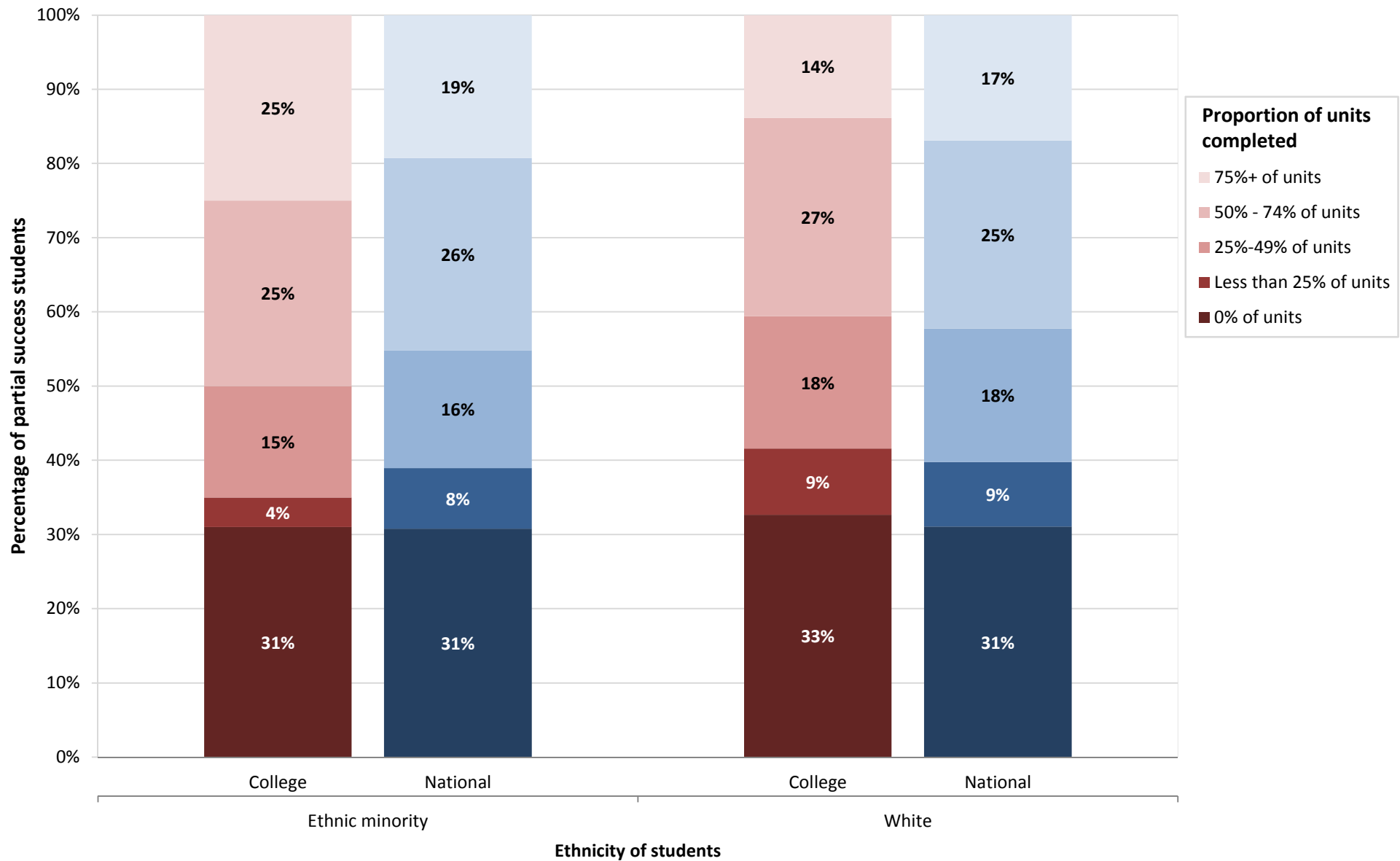
National Sector Performance (2013-14)								
Ethnicity	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Ethnic minority	10,873	70%	15%	31%	8%	16%	26%	19%
White	179,477	74%	12%	31%	9%	18%	25%	17%
Information refused or not known	907	71%	16%	43%	7%	19%	22%	9%

At the college the partial success rate amongst students from an ethnic minority background is higher than amongst white students. However both rates are below the national sector performance while the success rates for both groups are higher at the college than nationally.

A quarter of partial success students from an ethnic minority background completed at least 75% of units successfully, six percentage points above the national sector performance and eleven percentage points more than white partial success students at the college.

Other than this the distribution of partial success students is similar at the college as nationally for white students and for students from an ethnic minority background.

Proportion of units completed by partial success students - Fictional College



Disability

College (2013-14)								
Disability	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Known disability	1,023	77%	11%	29%	10%	20%	23%	18%
No known disability	5,966	79%	10%	33%	8%	17%	27%	14%

National Sector Performance (2013-14)								
Disability	Initial Enrolment	Success rate	Partial Success Rate	Distribution of Partial Success				
				0% of units	Less than 25% of units	25%-49% of units	50% - 74% of units	75%+ of units
Known disability	26,402	71%	13%	27%	8%	19%	28%	18%
No known disability	164,855	74%	12%	32%	9%	18%	25%	17%

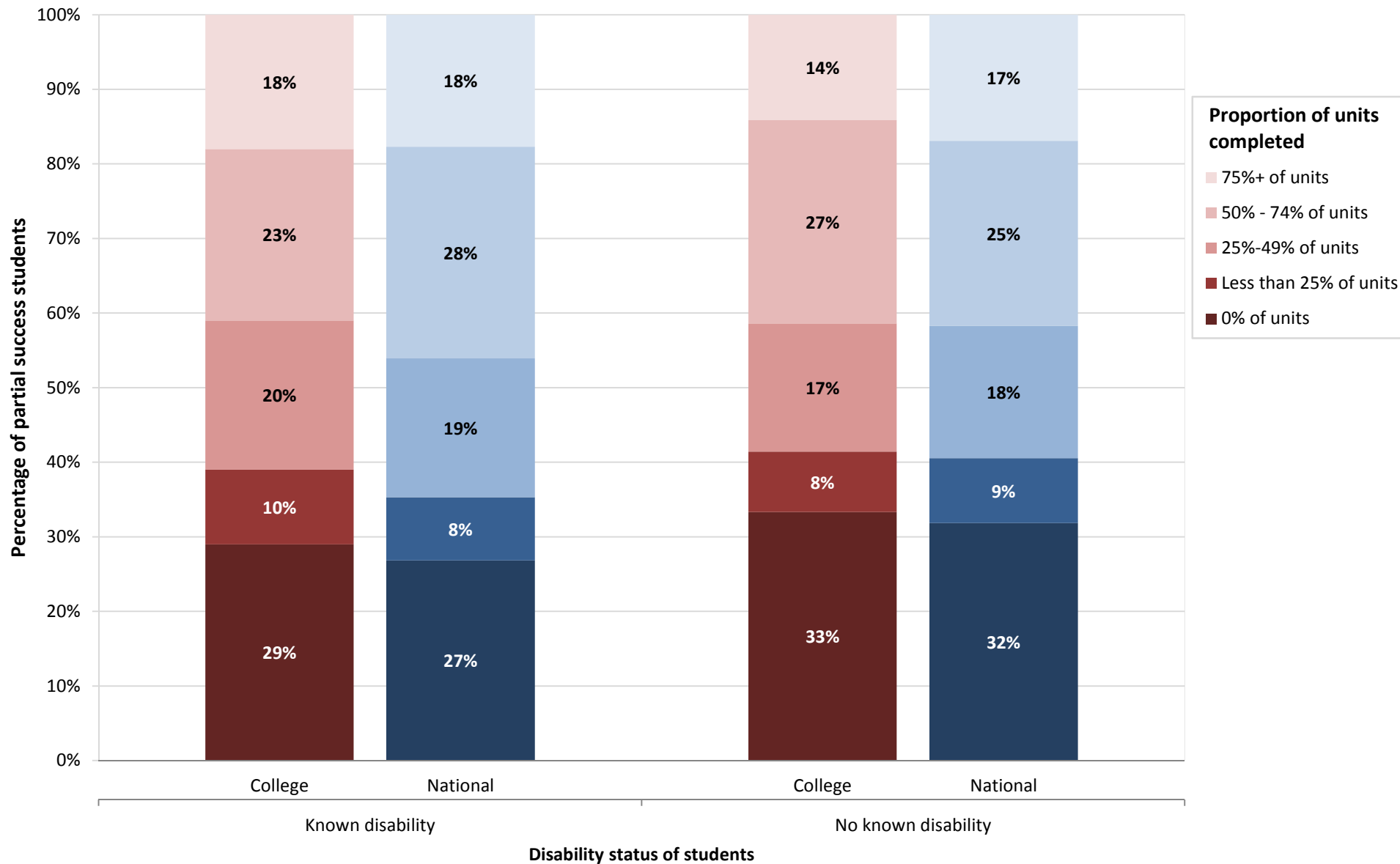
The partial success rate is higher amongst students with a known disability at the college than amongst students without a known disability by one percentage point. However, the partial success rate is lower than the national figure for both categories by two percentage points.

Partial success students with a known disability are less likely to have completed no units than a partial success student with no known disability, both nationally and at the college.

Partial success students with no known disability are less likely to complete 75%+ of their units at the college than nationally (14% compared to 17% nationally). The biggest difference between the colleges figures and the national figures for this group of students.

18% of partial success students with a known disability completed at least 75% of their units both nationally and at the college. However only a further 23% completed between 50% and 74% of units at the college, compared to 28% nationally.

Proportion of units completed by partial success students - Fictional College



Appendix 5

Glossary of terms

BME	Black and Minority Ethnic
FE	Further Education
FES	Further Education Statistics
HE	Higher Education
HNC	Higher National Certificate
HND	Higher National Diploma
NC	National Certificate
NPA	National Progression Award
PDP	Personal Development Plan
PI	Performance Indicator
PLP	Personal Learning Plan
ROA	Regional Outcome Agreement
SCQF	Scottish Credit and Qualification Framework
SFC	Scottish Funding Council
SIMD	Scottish Index of Multiple Deprivation
SVQ	Scottish Vocational Qualification
VLE	Virtual Learning Environment

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