



Outcome Agreement Self-Evaluation Report

2022/2023

Key Messages Outcome Agreement 2022/23	2
Recruitment	2
Retention	4
Attainment	5
Progression	8
Student Satisfaction	10
Actions for enhancement in session 2023/24.....	11

Key Messages Outcome Agreement 2022/23

Edinburgh College delivered a total of 179,697 credits against the target of 183,174. This represents a shortfall of 3,477 from the credit target for session 2022/23, however fell within the SFC 2% tolerance level. Overall success measures of performance across all modes of study have improved significantly over this three-year period as a result of a focus on quality of provision. This has led to embedding a consistent self-evaluative driven approach to enhance learning and teaching, as well as tracking and monitoring to better support student engagement.

Data presented in this report shows a three-year trend, taking account of the legacy impact of the pandemic.

Recruitment

The total number of applications for 2022/23 decreased by 2.9% to 38,920 from 39,730 in 2021/2022. However, we noted an increase of 39 students enrolled in 2022/23 than the previous year (34,460 to 34,499).

Recruitment has remained steady in 2022/23 compared to the previous year, with 34,499 overall enrolments involving 28,496 unique students. This is the highest number of unique student intake over the 5-year period and demonstrates that the College continues to meet demand. Table 1 provides the five-year context.

Table 1 Five-Year Enrolment and Unique Student Count

	2018/19	2019/20	2020/21	2021/22	2022/23
Enrolments	30,746	29,274	29,471	34,460	34,499
Unique Students	26,529	24,828	24,193	27,634	28,496

The Widening Access Agenda has once again had a positive impact on inclusion, with an additional 0.93% of students enrolled having a declared disability; this now accounts for 29.63% of our student population. The number of BME students has increased, representing 14.20% of credits compared to 10.2% in 2021/22, a rise of 4%. The Access and Inclusion Strategy 2018 – 2022 identifies aims and outlines commitment to ensuring that students have equality of opportunity whilst studying as part of the Edinburgh College community.

Following a period of cross-College consultation by the College’s Equalities, Diversity and Inclusion Lead, the new Equality Outcomes and Mainstreaming Report 2021 – 2025 provides the narrative on progress made since 2021. A progress report, published in April 2023, lays out clear milestone targets to be evaluated over the course of the next two years.

Recruitment across key groups remained stable, with an increase in volume and proportion of credits delivered to learners on SHEP and SCP courses.

Table 2 Credit Volume and Proportion Summary: Key Groups.

Measure B: Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas.	SIMD 10	12,246	6.8% (-0.38%)
Measure C: The volume and proportion of Credits relating to care-experienced learners	Care-Experienced	11,742	24,193
Measure D: Number of senior phase age pupils studying vocational qualifications delivered			351

Retention

The College continues to implement a student-focused approach, with decreases in early and further withdrawals across most modes of study. In particular, there was a significant decrease for FTFE 16-19, with a 2.05% decrease in early withdrawals and 7.14% decrease in further withdrawals. For HE Further withdrawals have gone down since last year, however they are still significant and require monitoring.

Table 3 Early and Further Withdrawal: Mode of Attendance Trend Analysis
Summary 2020/2021 – 2022/2023

IMPACT & PROGRESS	Early Withdrawal %			2020/2023	Further Withdrawal %			2020/2023
	2020/21	2021/22	2022/23	+ / - %	2020/21	2021/22	2022/23	+/- %
ALL FE	5.28	6.21	4.69	-0.59	13.14	11.37	10.44	-2.70
FTFE	7.83	8.33	5.97	-1.86	23.83	17.79	18.43	-5.49
FTFE 16-19	6.89	7.51	4.84	-2.05	28.82	20.37	21.68	-7.14
SFTFE	5.26	7.07	6.27	+1.02	14.02	12.09	12.23	-1.79
PTFE	3.67	4.34	4.23	+0.56	6.10	5.59	7.56	1.46
ALL HE	3.73	4.60	3.31	-0.42	10.78	12.35	8.91	-1.87
FTHE	3.80	5.03	4.76	+0.96	13.41	17.59	15.22	1.84
PTHE	3.65	3.92	2.07	-1.58	5.99	3.87	3.48	-2.51

Table 4 Early and Further Withdrawal: Faculty Trend Analysis Summary
2020/2021 – 2022/2023

IMPACT & PROGRESS	Early Withdrawal %			2020 /2023	Further Withdrawal %			2020/2023
	2020/21	2021/22	2022/23	+ / - %	2020/21	2021/22	2022/23	+/- %
EC (All)	4.80	5.76%	4.28	-0.52	12.41	11.61%	9.99	-2.42
CI	3.96	4.72%	4.57	+0.61	13.74	13.26%	15.57	+1.83
EBE wrong name	2.95	3.40%	2.42	-0.53	8.82	7.14%	5.08	-3.74
HWSS	5.79	7.31%	5.14	-0.65	14.86	14.34%	10.91	-3.95
THB	5.80	6.91%	4.94	-0.86	11.62	11.82%	10.84	-0.78

Digital pedagogy and the quality of virtual learning, teaching, assessment and support service experiences, utilising a range of technologies, remains a key focus across the College. The College continues to provide a Laptop Loan Scheme to ensure access to digital resources for those in greatest need, enabling them to fully engage with, and complete, their course. As a key partner in the Edinburgh and South East Scotland City Region Deal's Data-Driven Innovation initiative, the College is providing high quality data and digital training, opening employment opportunities for students.

The College has a strong focus on retention supported by positive engagement through dedicated Learner and Development tutor support. Strategies also include an accessible Student Experience Virtual Campus and provision of excellent course handbooks to complement, resource, and support induction periods.

Reducing further withdrawals on full-time further education and full-time higher education courses, remain the highest priorities. Those on full-time FE courses aged 16-19, are most negatively affected. Cross-College strategies to address this, now include a dedicated 'Community of Practice', established and coordinated by Student Experience colleagues, with significant external collaboration.

Attainment

In all modes of study the current three-year trajectory, in terms of supporting students to successfully complete their courses and working to decrease the number of retained students completing with partial success, continues to move in a positive direction.

Table 5 Students Completing Successfully:
Trend Analysis Summary 2020/2021 - 2022/2023

ATTAINMENT SUMMARY (Subject to Review Dec 2023)	Completed Successfully (CS) %			2020/2023
	2020/2021	2021/2022	2022/2023*	+ / - %
Edinburgh College (All)	67.68	69.3	75.60	7.92%
Full-time Further Education	56.7	60.1	65.70	9%
Full-time Further Education 16-19	50.30	56.3	61.79	11.49%
Short Full-time Further Education	61.63	65.3	68.63	7.0%
Part-time Further Education	67.7	71.6	76.70	9%
Full-time Higher Education	72.0	64.8	72.40	0.4%
Part-Time Higher Education	80.4	81.7	85.70	5.3%

The 3-year trend across all key groups demonstrates a strong increase in students who completed successfully. However, there is a downward trend over the 3 years in relation to Care Experienced fulltime HE.

Attainment of students on all FE provision remains a key priority, with SIMD10, Care-Experienced, Senior Phase and 16-19 cohorts consistently subject to the highest risk of not achieving their planned outcomes.

Table 6 Students in Key Groups Completing Successfully: Trend Analysis
Summary 2020/2021 - 2022/2023

ATTAINMENT SUMMARY Subject to Review Dec 2023	Completed Successfully (CS) %			2020/2023
	2020/2021	2021/2022	2022/2023	+ / - %
SIMD10 FTFE (245**)	43.80	52.07	64.90	21.1%
SIMD10 PTFE (614**)	64.40	59.16	69.50	5.1
SIMD10 FTHE (106**)	64.30	58.56	71.70	7.4
SIMD10 PTHE (79**)	66.70	71.76	81.00	14.30
Care-Experienced FTFE (308**)	42.70	51.27	49.50	6.80
Care-Experienced FTHE (78**)	60.40	58.72	52.60	7.80

Overall, the trend of Completed Partial Success is improving across all modes and levels. This means that students who continued to engage throughout the course received excellent support and were able to complete some of their intended outcomes. This reflects the effectiveness of course team-working and collaboration with student support services, supported by a refreshed curriculum management structure.

Table 7 Students Completing with Partial Success: Trend Analysis Summary
2020/2021 - 2022/2023 -

ATTAINMENT SUMMARY Subject to Review - Dec 2023	Completed with Partial Success (CPS) %			2022/2023
	2020/21	2021/22	2022/2023	+ / - %
Edinburgh College (All)	14.50	13.01	10.2	4.31
Fulltime Further Education	10.9	9.4	11.8	0.9
FT Further Education 16-19	13.13	14.30	11.7	1.43
Short Fulltime Further Education	19.09	15.53	12.87	6.22
Part-Time Further Education	19.5	15.7	12.3	7.2
Fulltime Higher Education	10.6	12.6	10.5	0.1
Part-Time Higher Education	9.7	10.3	8.8	0.9

Progression

The College Leaver Destination Survey for 2021/22 leavers, found that 97% of known destinations were positive.

Table 8 College Leaver Destination Survey: Trend Analysis Summary 2019/20 – 2021/2022

Comparison Survey Results	2019/20	2020/21	2021/22	20192022 +/- %
Total number of students targeted	4940	4874	4518	
Total known destinations	4365	4035	3811	84% (+1.0)
Total positive known destination	4096	3878	3679	97% (+1.0)
FTFE Qualifiers: Confirmed Destinations	2925	2722	2709	87% (+1.0)
FTFE Positive Known Destinations	2761	2611	2617	97% (+1.0)
FTHE Qualifiers: Confirmed Destinations	1440	1313	1102	79% (+2.0)
FTHE Positive Known Destinations	1335	1267	1062	96% (0.0)
Total Unknown Destinations	575	839	707	16% (-1.0)

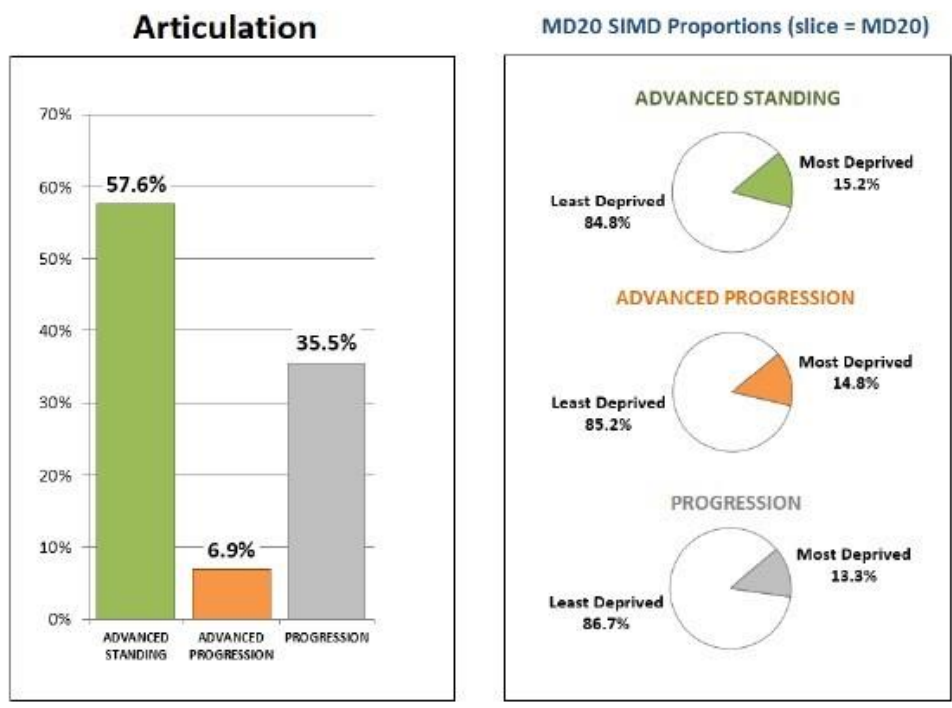
The number of full-time FE leavers reported being unemployed and actively looking for paid work remained very low at 1%: for full-time HE this increased slightly to 0% to 2%.

Edinburgh College has one of highest proportions of articulating students in Scotland. In 2021/22 (latest data), 57.6% of students articulating to university did so with advanced standing, with no significant change in the number of students than in the previous year, and an increase in articulating students of 4.6% The target for advanced standing in that year was 60.2%. The College aims to maintain the numbers of students progressing to University but factors such as COVID 'lost learning' may have affected previous figures for advanced standing, with more HND1 students choosing to move to 1st year degree level. The College's commitment to articulation continues - especially for learners from the most deprived data zones and associated degree routes. This is reflected in the mapping of the learner journey from SCP provision to articulating university courses.

Table 9 Articulation

Comparison Articulation Outcomes	2019/20	2020/21	2021/22	2019/2021 +/-
No. of students achieving an HNC/D qualification articulating to degree level courses	801	848	887	+39
No. of students achieving an HNC/D articulating with advanced standing	482	513	511	+29
Proportion of students achieving an HNC/D articulating with advanced standing	60.2%	60.5%	57.6%	-2.6%

Main Articulation Measure (MAM)



Taken from SFC National Articulation database 2021/22

Student Satisfaction

Access to the Student Satisfaction and Engagement Survey continues to be increasingly straightforward, and participation rates increased by 3% in 2022/23 to 19% (2021/22 was 16%), with an increase in overall satisfaction to 96% (up 6%). Increased engagement in Surveys is an ongoing priority for 2023/24.

Table 10 Student Satisfaction and Engagement Survey Summary

Student Satisfaction and Engagement Survey	2020/2021%	2021/2022%	2022/2023%
Student Participation Rates (All Modes of Attendance)	2,008/11,875 17%	1,603/10,305 16%	3,238/16,641 19%
Overall, I am satisfied with my experience at Edinburgh College.	82	90	96

Effective strategies to support and inform student success and satisfaction, culture, communication, and sustainability, remain at the heart of everything we do. The opportunity to further advance the College Strategic Plan 2023 – 2025 and reimagine the curriculum over the next four years, also remains an exciting one.

Actions for enhancement in session 2023/24

Education Scotland conducted a Progress Visit at the College week beginning 12 June 2023. The report highlighted many areas of positive practice across the College – but also included areas for development and concluded with 3 main points for action which were:

- Senior managers should ensure consistency in approaches to collaboration between staff in curriculum and support services to improve overall rates of learner retention and attainment
- Managers should take action to address rates of learner retention and attainment on FE level
- programmes, and in subject areas, where they are low
- Managers should support staff to improve the consistency and quality of self-evaluation to inform college-wide action planning for improvement


A comprehensive improvement and enhancement plan was drawn up and implemented which included a focus on the following:

- Ensuring that a robust action plan is in place and monitored for each course where performance is <65% completed successful
- Implementing standard meeting agendas to review any ongoing attendance and retention
- concerns, agree and monitor interventions
- Reviewing and simplifying Self-Evaluation guidance and ensuring consistent application
- Reviewing arrangements for collaboration between curriculum and support services teams to ensure consistency in services to support learning

- Enhanced CPD for staff in the use of data to inform improvements to curriculum design and delivery
- Arrangements for consistent use of College systems for monitoring learner progress

Follow us:

 [edinburghcollege](#)

 [edinburghcoll](#)

 [edinburghcollege](#)

 [EdinburghCollege](#)

For more information please visit:

 [edinburghcollege.ac.uk](#)

For the future you want

Edinburgh College is a registered charity in Scotland.
Charity number SCO21213