**Regional Outcome Agreement Evaluation Report**

**Moray College UHI 2018-19 ROA Evaluation**

1. **How good is our recruitment?**

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| **NATIONAL MEASURE** | **Moray College****2018-19** |
| **1(a) The volume of Credits delivered** |   |
|  The volume of Credits delivered (core) | 19,161 |
|  info. Core Credits target (college) | 18,808 |
|  info. % towards core Credits target (college) | 101.9% |
|  The volume of Credits delivered (ESF) | 0 |
|  The volume of Credits delivered (core + ESF) | 19,161 |
| **1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas** |   |
|  Volume of Credits delivered to learners in the most deprived 10% postcode areas | 2 |
|  Proportion of Credits delivered to learners in the most deprived 10% postcode areas | 0.0% |
| **1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers** |   |
|  Gender - |   |
|  Volume of Credits delivered to Male learners | 9,541 |
|  Proportion of Credits delivered to Male learners | 49.8% |
|  Volume of Credits delivered to Female learners | 9,612 |
|  Proportion of Credits delivered to Female learners | 50.2% |
|  Volume of Credits delivered to Other learners | 8 |
|  Proportion of Credits delivered to Other learners | 0.04% |
|  Ethnicity - |   |
|  Volume of Credits delivered to minority ethnic learners | 314 |
|  Proportion of Credits delivered to minority ethnic learners | 1.6% |
|  Disability - |   |
|  Volume of Credits delivered to students with a known disability | 5,772 |
|  Proportion of Credits delivered to students with a known disability | 30.1% |
|  Age - |   |
|  Volume of Credits delivered to learners aged under 16 | 987 |
|  Proportion of Credits delivered to learners aged under 16 | 5.2% |
|  Volume of Credits delivered to learners aged 16-19 | 11,694 |
|  Proportion of Credits delivered to learners aged 16-19 | 61.0% |
|  Volume of Credits delivered to learners aged 20-24 | 2,655 |
|  Proportion of Credits delivered to learners aged 20-24 | 13.9% |
|  Volume of Credits delivered to learners age 25 and over | 3,826 |
|  Proportion of Credits delivered to learners age 25 and over | 20.0% |
|  Care Experienced - |   |
|  Volume of Credits delivered to care experienced students | 1,109 |
|  Proportion of Credits delivered to care experienced students | 5.79% |
| **2(a) The number of senior phase pupils studying vocational qualifications delivered by colleges** | **105** |
| **2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges** |  |
|  Total volume of Credits delivered (including FAs) | 19,161 |
|  Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | 280 |
|  Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | 1.5% |
| **2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision** |   |
|  Total volume of Credits delivered (including FAs) | 19,161 |
|  The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision | 2,689 |
|  The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision | 14.0% |
| **2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)** |   |
|  Volume of Credits delivered at HE level | 0 |
|  Volume of Credits delivered at HE level to learners from SHEP schools | 0 |
|  Proportion of Credits delivered at HE level to learners from SHEP schools | - |
| **3. Volume and proportion of Credits delivered to learners enrolled on STEM courses** |   |
|  Volume of Credits delivered to learners enrolled on STEM courses | 6,061 |
|  Proportion of Credits delivered to learners enrolled on STEM courses | 31.6% |

**Commentary**

In session 2018/19, the College again exceeded its allocation of funded credits from the Highlands and Islands Region.

The college is a significant member of the Moray Community Planning Partnership, including key roles within the Moray Skills Investment Plan and the project board for the proposed Moray Growth Deal. The College is also a member of the Moray DYW Board and has been instrumental in agreeing all-age curriculum routes, and enabling employer engagement, through the ‘Moray Skills Framework’.

The college delivered a total of 19,162 credits (slight increase from previous year) and enrolled around 780 (decrease of 20) full-time and 3200 part-time (increase of 500) FE learners.

Moray is considered statistically to be one of least deprived areas of Scotland with no designated SIMD10% postcodes. Only a few learners were recorded in the SIMD10 category from outside of the Moray area.

Development Points and Priorities:

* Curriculum planning focusses on all age groups due to the continued decline in the 16-19 age group in the Moray Area.
* Part time activity is increasingly being used to fill the reduction in full time enrolments.
* Driving forward the new Curriculum Strategy
* Respond to the findings of the College curriculum mapping exercise which identified the priorities within the Moray Skills Investment Plan.
1. **How Good is our Retention?**

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| **NATIONAL MEASURE** | **Moray College****2018-19** |
| **4(c) Proportion of pupils on senior phase vocational pathways successfully completing a vocational qualification delivered by colleges**  |   |
|  The number of Senior Phase FT FE enrolled students achieving a recognised qualification | 1 |
|  The total number of Senior Phase FT FE enrolled students | 5 |
|  The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification | 20.0% |
|  The number of Senior Phase PT FE enrolled students achieving a recognised qualification | 55 |
|  The total number of Senior Phase PT FE enrolled students | 79 |
|  The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification | 69.6% |
|  The number of Senior Phase FT HE enrolled students achieving a recognised qualification | 0 |
|  The total number of Senior Phase FT HE enrolled students | 0 |
|  The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification | - |
|  The number of Senior Phase PT HE enrolled students achieving a recognised qualification | 0 |
|  The total number of Senior Phase PT HE enrolled students | 0 |
|  The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification | - |
| **4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification**  |   |
|  The number of FT FE enrolled students aged 16-19 achieving a recognised qualification | 360 |
|  The total number of FT FE enrolled students aged 16-19 | 531 |
|  The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification | 67.8% |

**Commentary**

Session 2018/19 resulted in improved retention of FTFE learners, the highest ever in College and above Scottish national figure for the first time.

The MORAGAA (Moray Red, Amber, Green, Attendance and Attainment) tool and the Course Review process has enabled extended analysis of data at course and curriculum level. MORAGAA also brought with it more appropriate learner interventions to help attendance, engagement and attainment.

A particular highlight is the improved retention of care experienced learners to 70.9%.

Development Points and Priorities:

* Those courses requiring review to help improve retention rates and focus on converting partial success rates of these learners to full success will be included in college Course Review process during AY 2019/20.
1. **How Good is Our Attainment?**

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| **NATIONAL MEASURE** | **Moray College****2018-19** |
| **4(a) Proportion of enrolled students successfully achieving a recognised qualification**  |   |
|  The number of FT FE enrolled students achieving a recognised qualification | 546 |
|  The total number of FT FE enrolled students | 804 |
|  The percentage of FT FE enrolled students achieving a recognised qualification | 67.9% |
|  The number of PT FE enrolled students achieving a recognised qualification | 827 |
|  The total number of PT FE enrolled students | 1,195 |
|  The percentage of PT FE enrolled students achieving a recognised qualification | 69.2% |
|  The number of FT HE enrolled students achieving a recognised qualification | 0 |
|  The total number of FT HE enrolled students | 0 |
|  The percentage of FT HE enrolled students achieving a recognised qualification | - |
|  The number of PT HE enrolled students achieving a recognised qualification | 0 |
|  The total number of PT HE enrolled students | 0 |
|  The percentage of PT HE enrolled students achieving a recognised qualification | - |
| **4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification**  |  |
|  The number of MD10 FT FE enrolled students achieving a recognised qualification | 0 |
|  The total number of MD10 FT FE enrolled students | 0 |
|  The percentage of MD10 FT FE enrolled students achieving a recognised qualification | N/A |
|  The number of MD10 PT FE enrolled students achieving a recognised qualification | 2 |
|  The total number of MD10 PT FE enrolled students | 2 |
|  The percentage of MD10 PT FE enrolled students achieving a recognised qualification | 100.0% |
|  The number of MD10 FT HE enrolled students achieving a recognised qualification | 0 |
|  The total number of MD10 FT HE enrolled students | 0 |
|  The percentage of MD10 FT HE enrolled students achieving a recognised qualification | - |
|  The number of MD10 PT HE enrolled students achieving a recognised qualification | 0 |
|  The total number of MD10 PT HE enrolled students | 0 |
|  The percentage of MD10 PT HE enrolled students achieving a recognised qualification | - |
| **4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification** |  |
|  The number of CE FT FE enrolled students achieving a recognised qualification | 34 |
|  The total number of CE FT FE enrolled students | 55 |
|  The percentage of CE FT FE enrolled students achieving a recognised qualification | 61.8% |
|  The number of CE FT HE enrolled students achieving a recognised qualification | 0 |
|  The total number of CE FT HE enrolled students | 0 |
|  The percentage of CE FT HE enrolled students achieving a recognised qualification | - |

**Commentary**

Learner success on Full Time Further Education level programmes has remained high and above the Scottish national figure for the second year in a row. In 2017-18 Moray College UHI achieved its highest overall full-time FE success rate and this second year in 2018/19 of very good outcomes demonstrates that the improvement is sustainable, has come about by significant process and culture change and that capacity for further improvement is high.

Course Review meetings were held for ten courses throughout the year where success was 50% or lower in 2017-18. Student success improved on seven of the ten courses by an average of 23 percentage points.

There are excellent outcomes of over 80% success on courses across three of the four curriculum areas, notably in Construction, Skills for Life, Art, Horticulture and Beauty Therapy.

Development Points and Priorities:

* Courses in Childcare, Health, Education and Social Sciences (CHESS) areas and Engineering continue to have weak outcomes, however outcomes had improved through inclusion in Course Review and will be included for a second year.
* Level 6 Applied Science has been removed from the curriculum offer due to low numbers and repeated years of poor outcomes. Highers have been made available for students to undertake on a part time basis.
* Course review has been expanded to included Higher awards in response to poor outcomes in 18/19.
1. **How Good is Our Progression?**

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| **NATIONAL MEASURE** | **Moray College****2018-19** |
| **5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)** | 36 |
| **6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study** |   |
|  Total number of full-time learners | 749 |
|  Number of full-time learners with substantial 'work placement experience' as part of their programme of study | 36 |
|  Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study | 4.8% |
| **7. The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing**  |  N/A |
| **8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying** |   |
|  The total number of full-time FE college qualifiers (confirmed destinations) | 399 |
|  The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying | 390 |
|  The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying |  97.7% |
|  The total number of full-time HE college qualifiers (confirmed destinations) |  N/A |
|  The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying |  N/A |
|  The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying |  N/A |
| **9. The percentage of students overall, satisfied with their college experience (SSES survey)** | 92.6% |

**Commentary**

Student satisfaction has fallen slightly from session 2017/18 to 92.6% (from 93.9%) however this was not unexpected given the period of industrial action that took place in Semester 2 of session 2018/19 and it remains above the targeted local KPI figure.

Destinations statistics confirm continued strong positive destinations (latest data relates to session 17/18).

Development Points and Priorities:

* Continued bid work to improve modern apprenticeship contracted students (target increased by 5)
* Review survey feedback to help improve student satisfaction above the national average.