

# Consultation on changes to the College Performance Indicators response form


1. Please provide your name

\* 


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2. Please provide your organisation \* 

EAUC Scotland

3. Please provide your position/job title \* 

Scotland Programme Manager and Sustainability in Learning & Teaching Project C


4. Are you writing in an individual capacity or does your response represent the views of a specific organisation? \* 

Individual capacity

EAUC Scotland

## Comments on proposed changes



5. Would you like to provide any ways that the changes described in the consultation document could be improved? 

EAUC are the leading body for sustainability in the post-16 education sector in the UK and Republic of Ireland, working to provide support and change systems to enable sustainability action. In Scotland, we are funded by SFC to provide all of Scotland's colleges and universities an extra layer of support in meeting statutory and best practice guidance relating to sustainability.

On reviewing the College Performance Indicators and the proposed changes, EAUC Scotland reflect that the Performance Indicators do not cover the breadth of expectations placed upon colleges nor the full value they deliver.

The narrow focus on course completion and staff with a teaching qualification under the name of "College Performance Indicators" creates a risk that colleges do not strategically focus on wider areas they are legally required, and/or expected, to deliver on. Additionally, external stakeholders wishing to understand the performance of Scotland's colleges may only see a narrow band of indicators that does not nearly cover the range of outcomes that colleges deliver. This not only reduces the sector's ability to benchmark performance from a range of critical areas, but also risks a lack of accountability, and decreases the visibility of Scotland's colleges' impact nationally and internationally.

One such example of an important, but currently omitted, performance aspect of colleges is sustainability. Sustainability/sustainable development is a key focus area within the Purpose and Principles for Post-School Education, Research and Skills. The new SFC Outcomes Framework and Assurance Model (OFAM) aligns with these principles, and includes two key (social and environmental) sustainability aspects as cross cutting themes: Net Zero and Equality Diversity and Inclusion. Yet this is not reflected in the College Performance Indicators.

As such, a publication named as broadly as College Performance Indicators should align to the Purpose and Principles as well as the SFC OFAM, and thus include a strong focus on sustainability-related outcomes.


Relating to emissions and climate risk, datasets are already well established through college Public Bodies Climate Change Duties reports, which the sector must complete annually since 2015/16. EAUC Scotland, as part of its Outcome Agreement with SFC, also provide SFC a tabulated overview of college emissions data, an assessment of reporting quality, emission reduction trends and accompanying analysis reports. In addition, the Sustainable Scotland Network assess quality of climate risk understanding. As such, SFC can draw on EAUC Scotland as part of a widened set of Performance Indicators.

Relating to quality education and teaching, there already are requirements and drivers to embed sustainability:

- Sustainability features in two GTCS Professional Standards for College Lecturers
- SQA is increasingly embedding Learning for Sustainability in their units and NextGen HN programme
- The new SFC OFAM's cross cutting themes of Net Zero and EDI intersect

with all outcomes including High Quality Learning and Teaching  
- The new Tertiary Quality Enhancement Framework centres on the Student Learning Experience model, which features Sustainable Development as a cross-cutting lens  
The College Performance Indicators should draw on data that colleges


## Questions for stakeholders concerned with the College Performance Indicator Publication

6. Do you agree/disagree with the proposed changes to early withdrawals calculation? \* 


- Agree
- Disagree
- Unsure

7. Please provide your reasoning to the above 

Please see answer to Q5

8. Are there any additional changes you wish to see to early withdrawals calculation? \* 

- Yes
- No
- Unsure

9. If Yes, please provide further details below: 

Please see answer to Q5

10. Do you agree/disagree with the proposed changes to withdrawals reporting? \*



Agree

Disagree

Unsure

11. Please provide your reasoning to the above

Please see answer to Q5

12. Are there any additional changes you wish to see to withdrawals reporting? \*



Yes

No

Unsure

13. Please provide your reasoning to the above

Please see answer to Q5

14. Do you agree/disagree with the proposed inclusion of contextual information?




Agree

Disagree

Unsure

15. Please provide your reasoning to the above 


Please see answer to Q5

16. What contextual information (or additional contextual information if we set out examples) would you wish to see included? 


Enter your answer

## FOR COLLEGE RESPONDENTS ONLY



17. To what extent do you collect withdrawal data for your own internal operational or monitoring purposes? 


Enter your answer

18. What contextual information do you currently collect which you believe would help the public to understand college withdrawal? 


Enter your answer

19. How do you currently use the CPI on withdrawal? 

Enter your answer

20. How will your use of data on early withdrawal be different from your use of data on non-completion? 

Enter your answer

21. Any other comments text box. 

Enter your answer



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