



Further Education

Key Performance Indicators (KPIs) 2019-20

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Introduction

Academic Year 2019/20 has been like no other year that we or anyone else has ever experienced. As commented on by the Scottish Funding Council, Scotland's colleges have successfully supported students to complete their studies and gain qualifications despite the effects of the global pandemic.

On 23 March 2020 we entered into a lockdown situation with regards to COVID, resulting in the closure of our premises. We had a very short time period to ensure both our staff and learners were supported, prepared and equipped to support/deliver (staff) and study (learners) from home online.

We also acknowledged that there would be numerous factors that may impact our learners and their ability to complete their qualification and these included: those that were affected medically either directly or indirectly; and learners with childcare and/or other caring responsibilities.

Performance Indicators (PIs), under normal circumstances, are prepared and ready to be published by the Scottish Funding Council (SFC) in December each year. SFC announced a delay to the publishing of the PIs to support and include those learners, who were impacted by COVID, who were deferred. Deferrals were predominantly related to curriculum that could not easily be delivered online where practical lessons were required and/or work placements. The curriculum areas most affected were Construction, Automotive, Hairdressing, Beauty, Health/Social Care and Childcare.

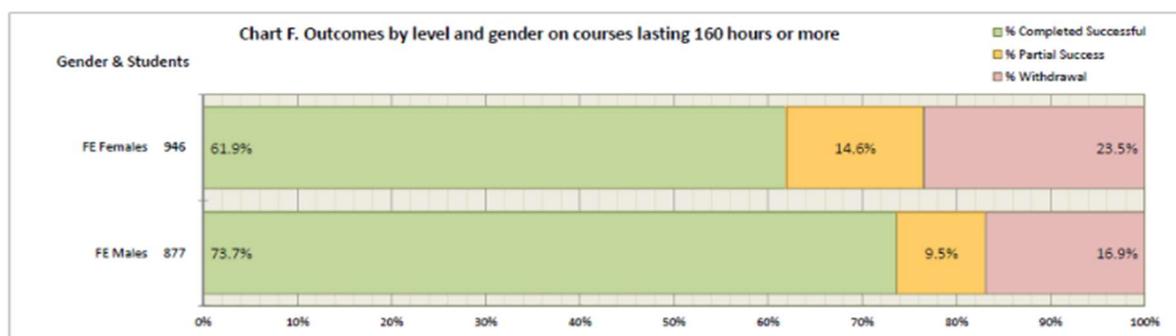
At the time of submitting deferred results, we had 185 FE (mixture of full-time and part-time) learners who had not fully completed their qualification within the normal timescale. 68% (126) had then completed, of which, 86.5% (109) had successfully completed their qualification.

The data presented below excludes those who were still deferred as at January 2021 (59). Given the unprecedented circumstances, consideration should be given when comparing results over the years.

You can also read the full sector report, available on the Scottish Funding Council website [here](#):

How our performance indicators are presented

Our College KPIs, as exemplified below, show the success, partial success and withdrawal proportions stacked and labelled to show the full cohort. The green bar shows percentage of learners who have completed their studies successfully. The yellow bar shows percentage of learners who have partially complete their studies, and the pink bar shows percentage of learners who withdrew.



Full-Time Further Education

Chart 1 below illustrates over the last 6 years, outcomes for those learners who have enrolled on full-time recognised qualifications at Perth College UHI.

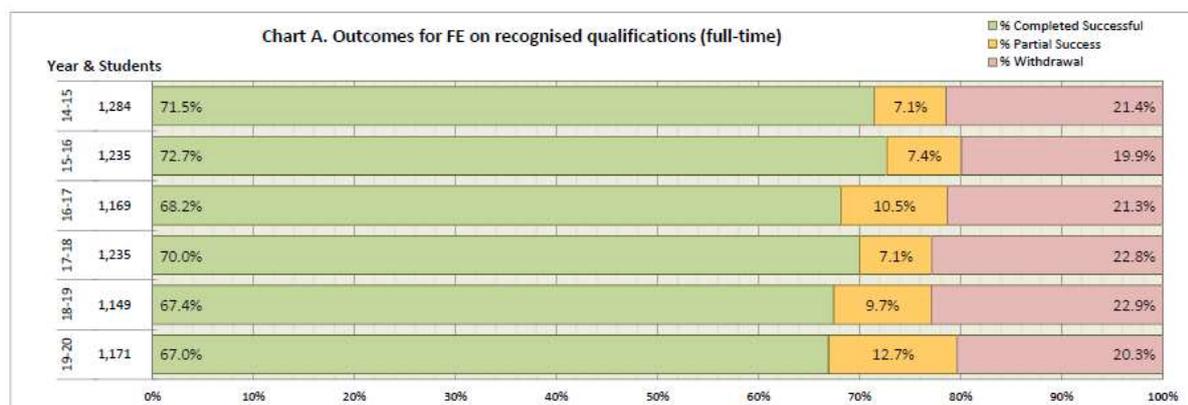


Chart 1

The College take recognisance of the fact that our learners experienced a difficult and challenging year, however in comparison to the previous year, those who completed their studies increased by 2.6pp. Our overall success remains much the same and is measured against a slightly higher number of full-time enrolments. In comparison to the sector, and against overall success, we are performing better than the sector by 1.3pp

Subject areas who have continued to perform well include: ESOL (91.3%) ↑; Skills for Lifelong Learning (82.3%) ↓; Sport (80.5%) ↑; Hospitality (77.6%) ↑; Construction (76.2%) ↓; Early Years (75.3%) ↑.

Subject areas who have improved in comparison to last year include: Sound Engineering (70.6%); Art and Design (72.2%); Science (67.8%).

Other subject areas that have improved but can improve further include: Hairdressing; Health and Social Care; and Humanities and Social Sciences.

The College do review all our PIs and have a Report by Exception Group who meet with sector areas to discuss and explore, sharing best practice and initiate action plans where we would hope to see PIs in these areas improving year on year.

We analyse the reason for all our learner withdrawals. There are varying reasons for learners withdrawing from their course, predominant reasons being health related (16.8%), other personal reasons (27.1%) or employment (15.5%). The latter we view as a positive destination.

Part Time Further Education

Chart 2 illustrates, over the last 3 years, outcomes for learners who have enrolled on part-time qualifications.

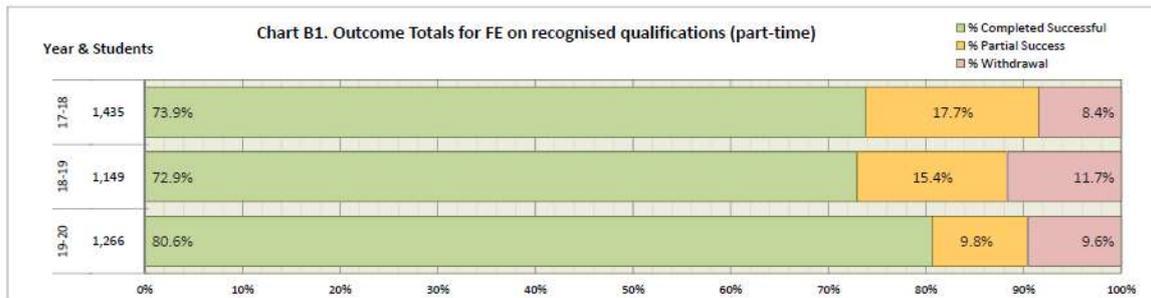


Chart 2

Overall, we have seen an increase of part-time learners successfully completing their qualification by 7.4pp. We acknowledge that almost all learners who study vocational qualifications through their employer including apprenticeships and those undertaking CPD (continual professional development) tend to be more successful than other part-time learners. This year, alongside a 24% increase in school/college partnership enrolments, those successfully completing their qualification has increased by 5.9pp to 76.5%. In comparison to the sector, we have performed better by 2.6pp.

Part Time Further Education by Duration

Chart 3 illustrates a further breakdown for part-time by duration. For each category, withdrawals have decreased and in almost all categories, success rates have increased or remain to be at a satisfactory level.

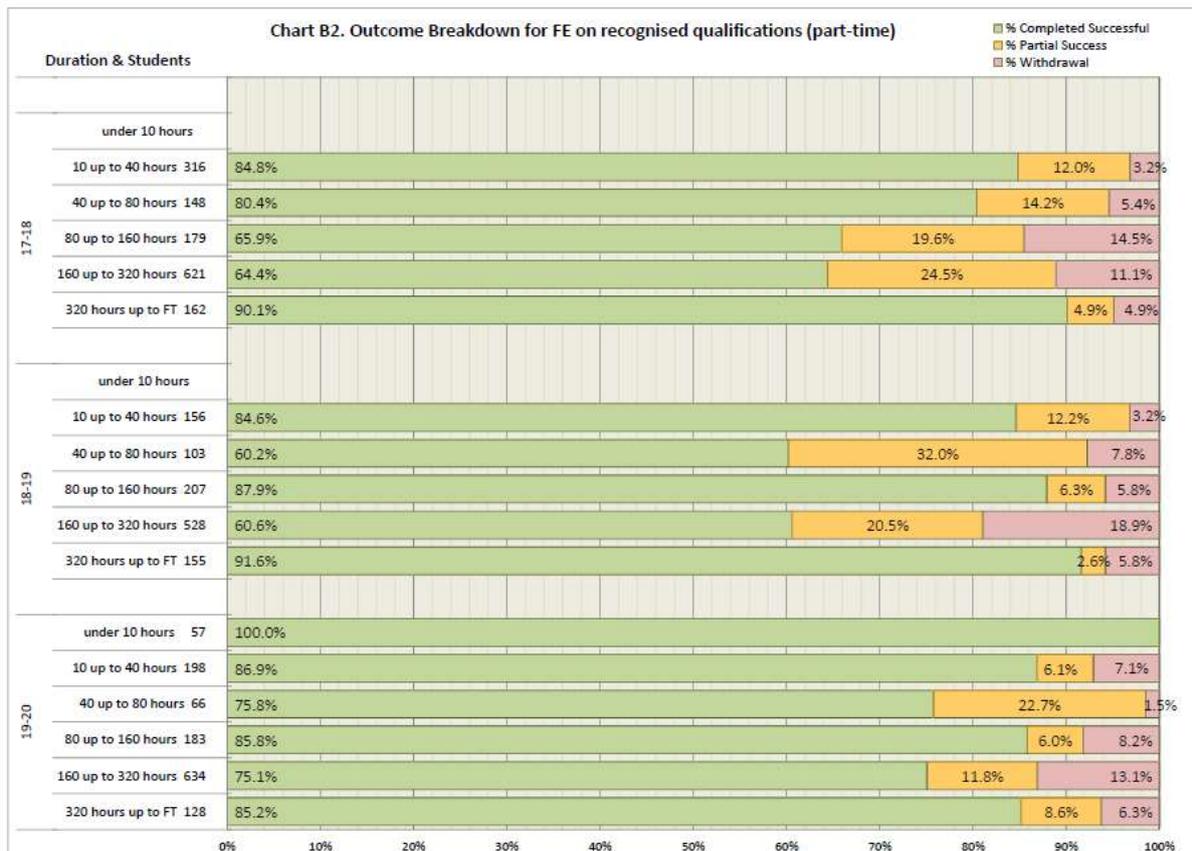


Chart 3

In comparison to the sector, we have performed better in 5 of the duration categories. Whilst 10 up to 40 hours is still a good successful outcome, we have not performed at the same level as the rest of the sector combined (-3.5pp). In the duration category of 320 hours up to FT, in comparison to the sector, we have performed better by 13.3pp which would correlate with successful outcomes for our school/college partnership learners including Foundation Apprenticeships.

Level of Partial Achievement

Chart 4 illustrates for those learners who partially completed their studies how many successfully achieved individual subjects.



Chart 4

It is good to note, in comparison to last year, we have seen far fewer students completing their studies without gaining any subjects and more students gaining recognition for what they have achieved, with a 18pp increase in those achieving 50% or more. The figures presented in Chart 4 almost align with the overall sector position.

Chart 5 illustrates enrolments by age group:

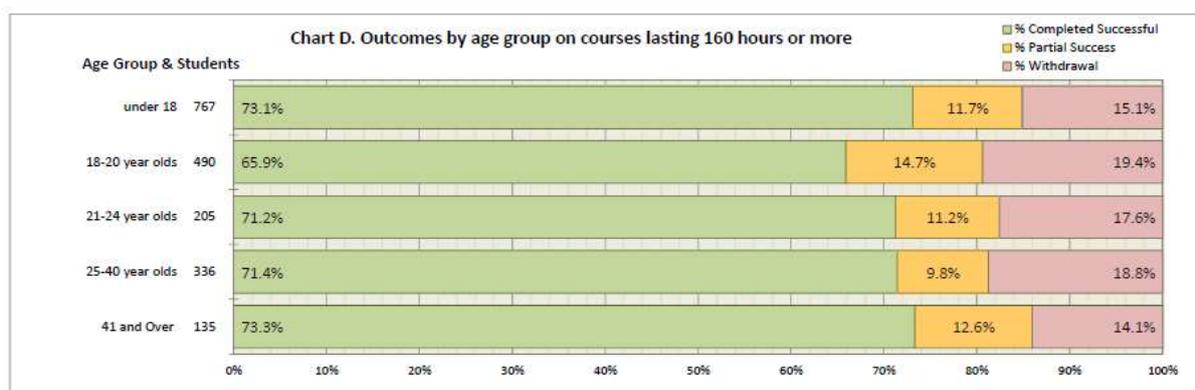


Chart 5

It is good to note that in comparison to last year our overall withdrawal rate has improved. Table 1 below provides a comparison to last academic year with regards to successful completion:

Age Category	2018-19	2019-20	(+/-) Diff
Under 18	66.1%	73.1%	7.0pp
18-20 year olds	68.9%	65.9%	-4.0pp
21-24 year olds	64.3%	71.2%	6.9pp
25-40 year olds	70.3%	71.4%	1.1pp
41 and over	66.0%	73.3%	7.3pp

Table 1

Drilling down into the data for 18-20 year olds, part-time learners in this age group have performed better than those who studied full-time, 76.92% and 65.47% respectively. Males in this age category have performed better than females and again more so in part-time (83.33%). Those who study vocational qualifications as part of their apprenticeship tend to be more successful as they are motivated by the possibility of gaining successful employment.

At sector level, Under 18's appear to have not been as successful as other age categories, however this differs at Perth College where against the sector, we have performed better by 7.9pp.

Chart 6 illustrates enrolments by Education Scotland (ES) subject groupings:

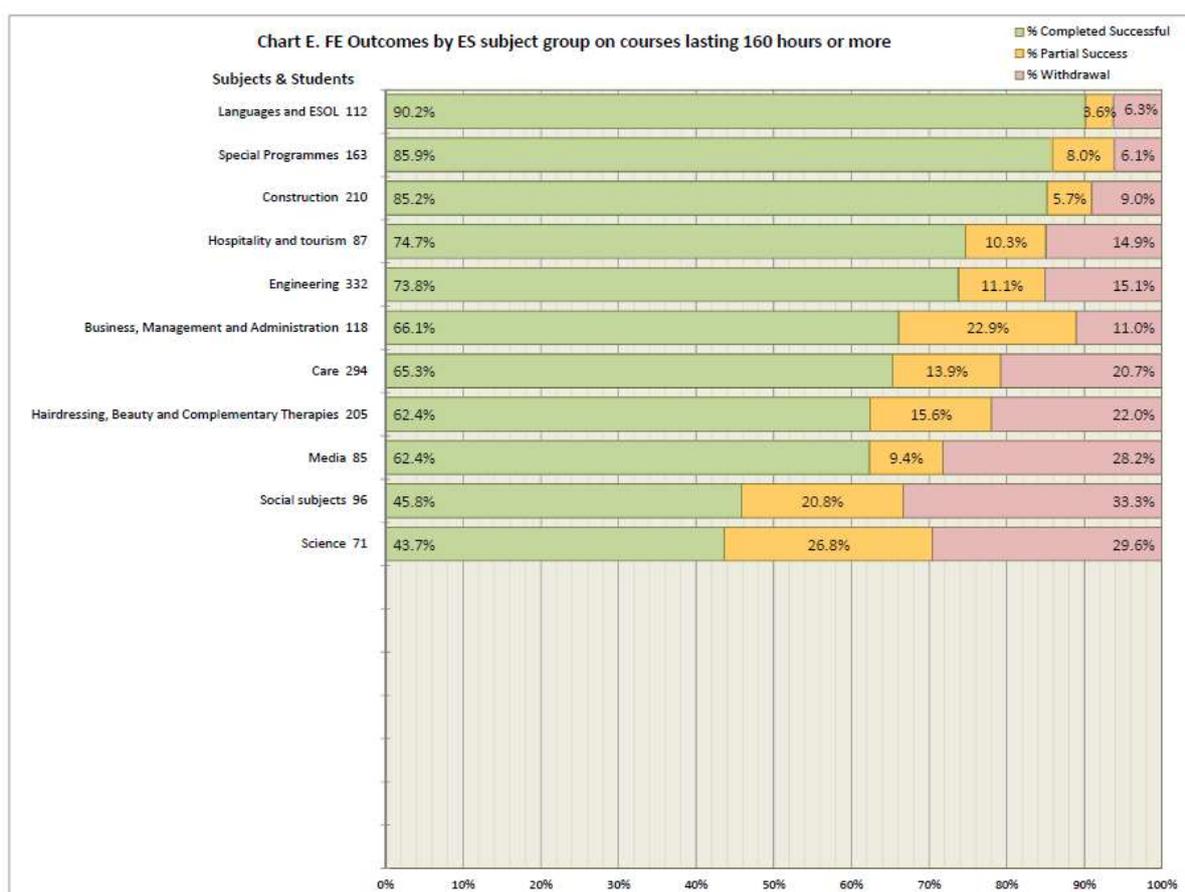


Chart 6

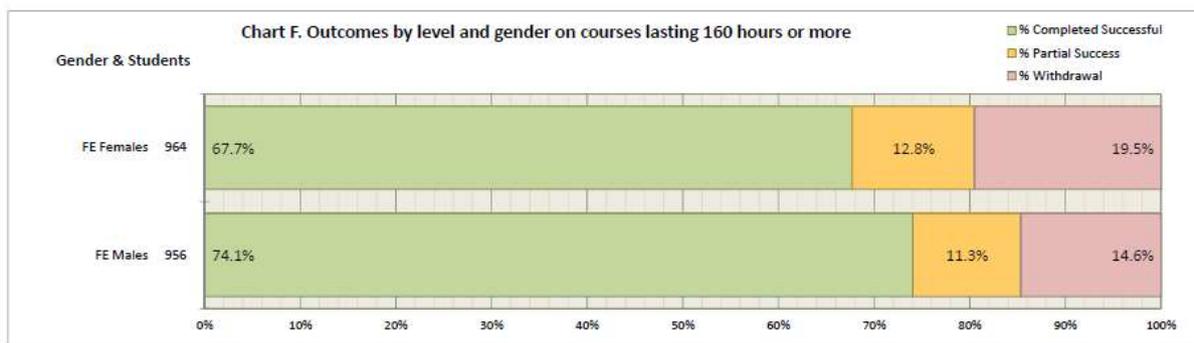
It is good to note that we have seen improvements in almost all subject areas. There are two areas that still have satisfactory success rates but have slightly declined in comparison to last year, namely Special Programmes (85.9%) and Engineering (73.8%).

Most noticeably we have seen improvements in: Languages (7pp); Hospitality (7pp); Care (7pp); Social Sciences (10.2pp); Media (16pp) and Science (18.1pp).

We also offer provision in the areas of Art and Design and Computing and ICT, however our numbers are not substantial enough to be included in this publication, nor to be compared with the sector.

In comparison to the sector, we have performed better in 6 out of the 11 areas illustrated in the chart above. Areas that have performed really well against sector include: Languages and ESOL (11.0pp); Hospitality (10.7pp); Construction (9.2pp) and Special Programmes (6.0pp).

Chart 7 illustrates enrolments by level and gender:



In comparison to last year, we have seen a 5.8pp increase in female success and a 0.4pp increase in male success. The gap between the two genders is narrowing. Males who study part-time tend to be more successful than those who study full-time, a key factor of this is modern apprenticeships in areas such as Automotive Engineering, Electrical Engineering and Built Environment. Females who study full-time tend to be more successful than those who study part-time.

Aligning with the sector, we see more female withdrawals than male withdrawals, however the success gap between genders only differs by 0.6pp at sector level, 69.1% and 69.7% retrospectively. The figures suggest that males who study at Perth have performed better than males elsewhere in the sector by 4.4.pp.

Chart 8 illustrates enrolments by key groups:

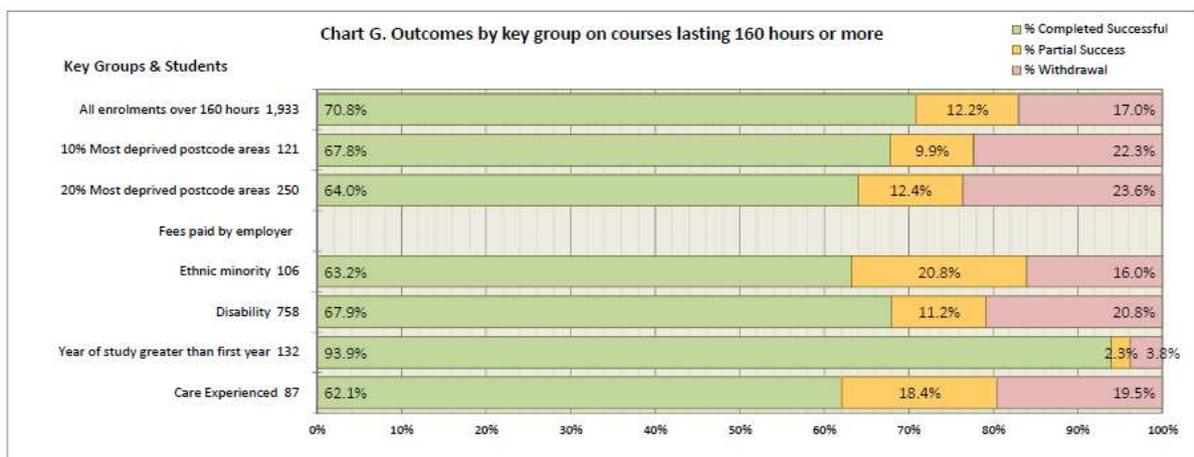


Chart 8

Overall, in comparison to last year, we have seen an increase by 3.3pp for those that have been fully successful in their studies. We are very slightly down in comparison to the sector but only by 0.2pp.

In the key group category of 20% most deprived postcode areas, we have seen more withdrawal rates than the sector. Perth and Kinross has more postcodes in the 20% deprived areas than there are in the 10% most deprived areas and as the chart shows we also have more enrolments from the 20% most deprived areas than the 10% most deprived areas. Upon exploring the withdrawals, these have mostly come from the curriculum areas most affected by COVID and were in areas such as Automotive, Engineering and Hairdressing.

In the key group category ethnic minority, whilst 84% complete their studies, only 63.2% fully achieved their qualification. In comparison to the sector this is -8.8pp of a difference. Upon exploring this further, whilst areas such as Automotive, Childcare, Hospitality, Language School and Science performed well, others areas did not do as well and these can be aligned to the areas affected mostly by COVID such as Engineering, Beauty and Hairdressing.

For those who have disclosed a disability, in comparison to last year, we have seen an increase by 2.1pp for those who have successfully achieved their qualification. Against the sector we have also performed better by 2.2pp.

Students who had declared themselves as Care Experienced or those who declared a mental health disability, we had noted these in our Evaluative Report and Enhancement Plan (EREP) as areas for improvement/development.

Care experienced. We have worked with our learners to promote the support, including financial support that is available. Evidence suggests that we are starting to see an increase in learners declaring this information to us. It is good to note that we are now in a position to measure success for these learners. It is also good to note that against the sector, we have performed better by 2.5pp

We were aware that those who disclose mental health issues tend to be less successful than any other disclosed disability, however it is good to note that success has improved by 2.8pp. It is also good to note that the Scottish Funding Council have recognised the demands for support in this area and have released funds that will allow us to support our learners more.

Chart 9 illustrates performance against our agreed funded target:

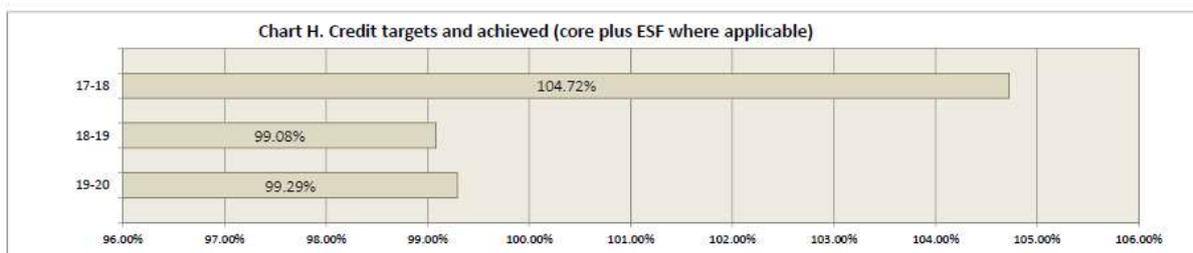


Chart 9

As mentioned previously, we obtain our funding for Further Education from the Scottish Funding Council through the UHI as a Regional Strategic Body. We work with our UHI Academic Partners to ensure regional delivery of appropriate curriculum. Our target is made up of core target and ESF

(European Social Fund) target. Whilst we achieved our core target, we missed out slightly by 0.71% of achieving our ESF target.

Chart 10 illustrates the percentage of permanent teaching staff who has a teaching qualification

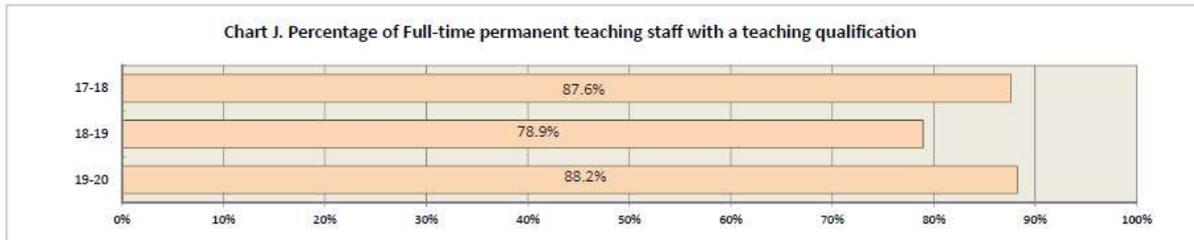


Chart 10

Over this last year, as the figures show, we have had staff members undertaking teaching qualifications. Additionally we have a number of staff who have completed preliminary qualifications and should commence their teaching qualification in 2021.

End of Report.