UHI | PERTH

Further Education

Key Performance Indicators (KPIs) 2021-22

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Introduction

UHI Perth is an anchor institution for Perth and Kinross, supporting individuals of all ages and backgrounds to gain skills and qualifications, helping students unlock their potential, and supporting the growth of the local economy by delivering the skilled workforce that local businesses need.

We offer courses from access and national certificate level up to honours and postgraduate degrees. We are an active and committed partner within the University of the Highlands and Islands (UHI) and bring our enthusiasm and expertise to the partnership as we work for shared success.

The Scottish Funding Council (SFC) publish College Key Performance Indicators (KPIs) annually. For UHI Perth, these KPIs predominantly include qualifications categorised as Further Education, up to and including SCQF Level 6, with some exceptions in Scottish Vocational Qualifications (SVQs). This document, therefore, only contains information in accordance with the Further Education College Sector.

Context

With the ongoing COVID pandemic and the requirement for public health control measures continuing into 2021-22, we sustained ongoing disruption to our learning and teaching, and services to support learning.

The College continued to adapt, taking swift action to support our students learning and protect their wellbeing, however, along with everyone in our society, there were numerous issues that impacted our student's ability to complete their qualifications, these included but are not limited to the following:

- All students have had a disrupted school experience and were not as prepared as they would normally be for the transition into College.
- Some students may have been medically affected either directly or through family members/dependents.
- Some students have had to deal with more complex childcare issues or other caring responsibilities alongside their studies.
- Students who have been studying more practical, skills based courses have been impacted to a greater extend, in addition, those who have work placements as integral elements of their studies including: engineering; construction; health and social care; and childcare suffered severe disruption to these components
- Students have been disadvantaged by the lack of face to face support, many students found the online learning experience difficult to manage and were unable to cope with the loss of personal contact, this included peer to peer support mechanisms and, in-person student support services).

We continued to offer our digital support scheme, loaning out up to 800 laptops. These laptops are provided to students who don't have the necessary resources to engage with online learning and teaching.

Therefore, full consideration should be given to these exceptional circumstances and direct comparisons between earlier years should not be made without reflection on the difficult context and operational conditions.

Measuring Success (Outcomes)

All further education students have an 'outcome' reported against their course of study at the end of each academic year. The outcome categories are:

- Completed successfully
- Partial success
- Withdrawal

Chart A – Outcomes for FE on recognised qualifications (full-time)

Chart A. Outcomes for FE on recognised qualifications (full-time)
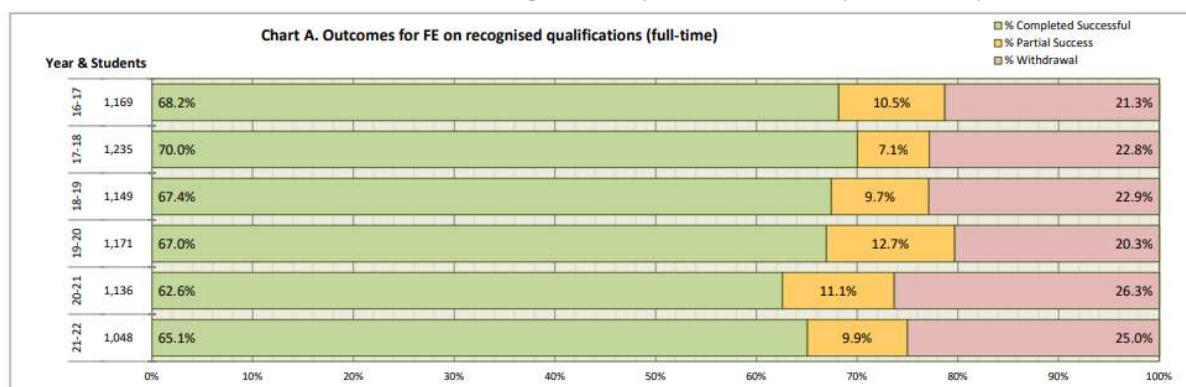
Regardless of the pandemic and the ongoing disruption to our sector, it is positive to note that, in comparison to the previous year, those who completed successfully has increased by 2.5pp. We have also experienced 1.3pp fewer withdrawals. This is as a direct result of the commitment and support from all staff members, both academic and professional services.

Course level KPIs are available and shared with Sector Areas. Sector Development Directors highlight (report by exception) courses where there is cause for concern. Discussions take place to explore and understand the reasons for poor KPI's, subsequently improvement actions are identified and agreed and monitored by course teams. These actions may include reviewing student feedback on learning material, styles and formats, the content of learning and teaching, identifying any specific subject areas of particular concern and ongoing support from our Head of Learning and Teaching and other teams who have implemented effective improvements to their practice. Our over-riding objective is to continuously improve the student experience and their opportunity for success.

For these last 6 years, we continue to perform better than the overall sector, as illustrated in the table below:

Table 1 – Sector Performance

| Year	Completed Successfully
2016-17	65.3% (+2.9pp)
2017-18	66.1% (+3.9pp)
2018-19	65.2% (+2.2pp)
2019-20	66.0% (+1.0pp)
2020-21	60.9% (+1.7pp)
2021-22	59.0% (+6.1pp)

Table 2 – Reasons for Withdrawal

Academic Year	% Financial Reasons	% Health / Personal Reasons	% Went into Employment	% Other (e.g. exclusion; travel; unknown)
2021-22	1.5%	25.9%	24.1%	48.5%
2020-21	3.0%	46.3%	16.9%	33.8%
2019-20	5.3%	44.0%	15.1%	35.6%
2018-19	4.2%	42.4%	19.1%	34.4%
2017-18	1.5%	24.5%	22.3%	51.8%
2016-17	0.4%	18.6%	28.5%	52.5%

Reasons for withdrawals provide useful information, it helps us analyse, understand, discuss and take forward actions to support student success. Students transitioning into employment, are viewed as a successful outcome for each individual, and some may return to study with us through a Modern Apprenticeship route or other part-time provision and go on to fully complete their named awards successfully. Additional reasons for withdrawal are captured and these include those who dropped out due to caring responsibilities (3.65%).

The College has an early intervention processes in place and offer support to students who we identify at an early stage to disengage (for a variety of reasons). We try to support all our students as best we can, including financial support; additional support; and health and wellbeing support. 18.25% of those we tried to reach out to did not engage with the support offered.

Chart B1 – Outcome totals for FE on recognised qualifications (part-time)
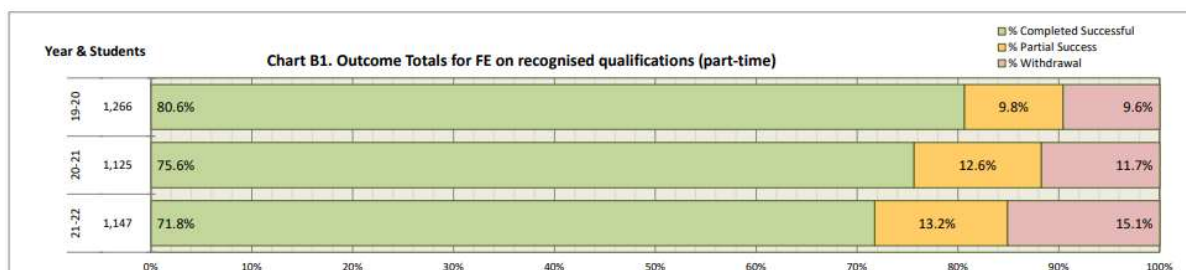
Students who are modern apprenticeships tend to be more successful than other part-time students. The success rate for these types of courses ranges from 95% up to 100%

Our part-time curriculum offering extends to our school/college partnership, where 59.1% completed successfully; 21.3% had a partial success and 19.6% withdrawals. Higher Dance and Higher Photography having good outcomes, 87.50% and 81.82% respectively.

Through the school/college partnership, we do offer foundation apprenticeship programmes, these are predominantly 2 year courses with, 65.9% completing successfully, 20.9% partially successful and 13.2% withdrawing. Those who do not continue into the second year of study will be counted as either a partial success or withdrawal, but most tend to leave school and enrol on a full-time programme which tends to be in the same subject area.

One factor that is of significance when examining our KPIs, relates to flexible and open access courses, the timelines available to complete these courses will vary, these students will have varying levels of support, and most students will have other caring and work related commitments. The

way our KPIs are measured may identify an inaccurate negative impact in the current year, for example: we have 10 students enrolled on a short course, 7 have not yet completed by the end of the year, but 3 withdraw, the KPI being reported will be 0% success.

The chart below drills down further into part-time by duration.

Chart B2 – Outcome breakdown for FE on recognised qualifications (part-time)

Chart B2. Outcome Breakdown for FE on recognised qualifications (part-time)

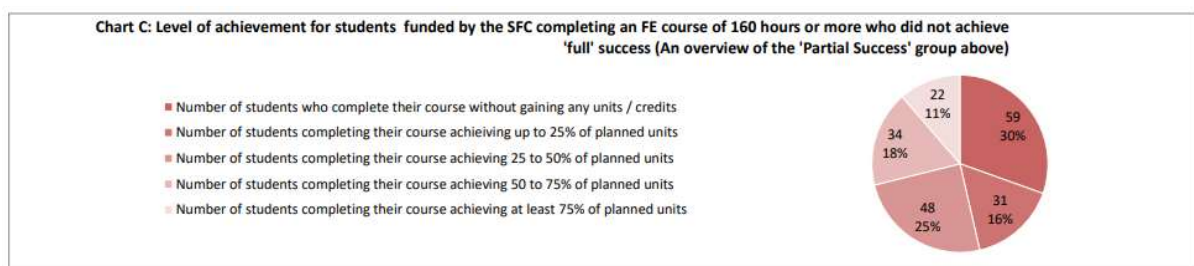| Duration & Students	% Completed Successful	% Partial Success	% Withdrawal
19-20 under 10 hours 57	100.0%		
10 up to 40 hours 198	86.9%	6.1%	7.1%
40 up to 80 hours 66	75.8%	22.7%	1.5%
80 up to 160 hours 183	85.8%	6.0%	8.2%
160 up to 320 hours 634	75.1%	11.8%	13.1%
320 hours up to FT 128	85.2%	8.6%	6.3%
20-21 under 10 hours			
10 up to 40 hours 179	91.6%	3.4%	5.0%
40 up to 80 hours			
80 up to 160 hours 160	78.8%	9.4%	11.9%
160 up to 320 hours 650	68.6%	16.3%	15.1%
320 hours up to FT 79	83.5%	10.1%	6.3%
21-22 under 10 hours			
10 up to 40 hours 151	85.4%	3.3%	11.3%
40 up to 80 hours 100	77.0%	17.0%	6.0%
80 up to 160 hours 180	70.6%	17.2%	12.2%
160 up to 320 hours 587	66.6%	13.6%	19.8%
320 hours up to FT 104	71.2%	17.3%	11.5%

Where the hours relate to 160 up to 320 hours, this includes Highers and National 5s. Student who initially enrol on these qualifications do so to gain entry into further study such as teaching qualifications. Some do then change their mind about their future and when they no longer wish to pursue this route, they will then drop out of the Higher/National 5 as it is no longer an entry requirement. Others who may be undertaking several Highers/National 5s, may choose to focus on a few of these that will still allow them to gain entry into further study, in turn they will then drop those that they are not focussing on.

Chart C – Level of achievement for students funded by SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

Chart C: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units

Those who achieved at least 75% of planned subjects (11%), their aim will have been to achieve a named award (e.g. National Progression Award, National Certificate). We do try to support those students as best as we can and encourage them to engage with their studies, sometimes making deferrals throughout the summer months to give them an opportunity to complete successfully.

Those who complete their course without gaining any of their planned subjects (30%), these are most likely to be single subject courses where the outcome is measured on the full success of the single subject and will include courses such as Highers and National 5s.
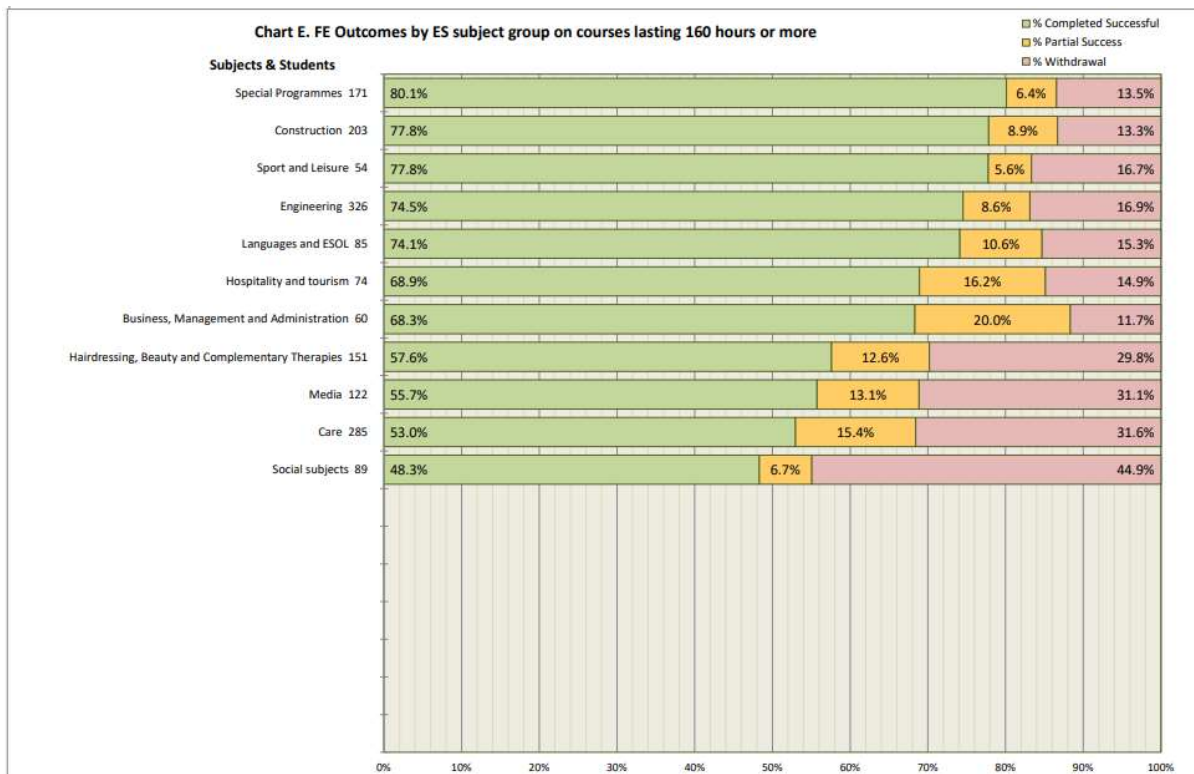
Chart D – Outcomes by age group on courses lasting 160 hours or more

Chart D. Outcomes by age group on courses lasting 160 hours or more

Age Group & Students		% Completed Successful	% Partial Success	% Withdrawal
under 18	719	60.9%	15.9%	23.2%
18-20 year olds	501	70.3%	11.2%	18.6%
21-24 year olds	172	69.8%	4.1%	26.2%
25-40 year olds	245	68.6%	8.6%	22.9%
41 and Over	107	69.2%	3.7%	27.1%
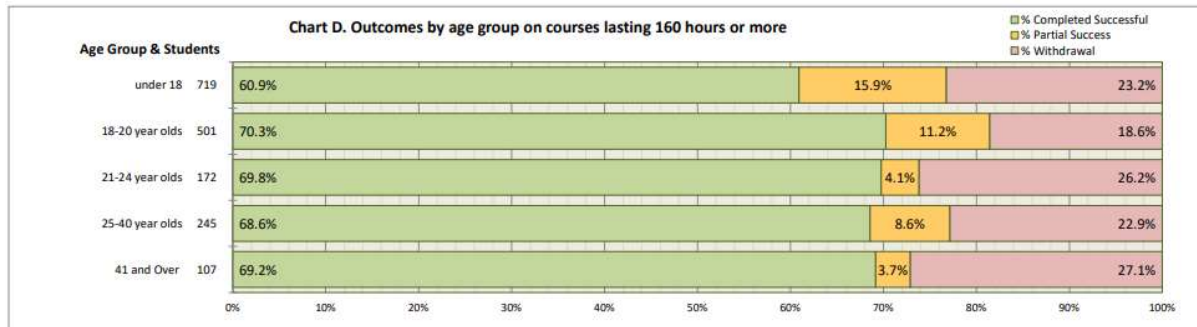
Trend information informs us that full-time students tend to perform less favourable than part-time students. The age categories where this is most noticeable is 21-24 year olds and 25-40 year olds. Most students in this age category are modern apprentices, or where they are required to have a qualification such as an SVQ that will further secure their employment.

The sector as a whole shows that younger age groups have performed less favourable than the mature age groups, a factor of this could be a disrupted school experience where they have not been prepared as they might have been for College. However, in comparison to the sector for these younger age groups, our students have performed better by 3.0pp, 6.8pp and 2.3pp respectively.
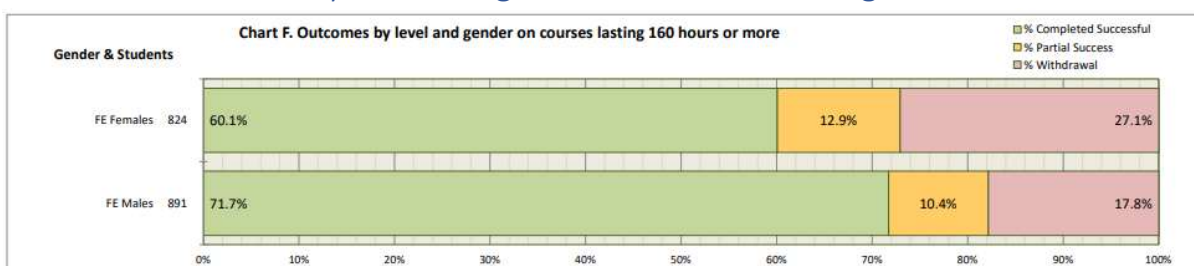
Chart E – FE Outcomes by ES (Education Scotland) subject group on courses lasting 160 hours or more

Chart E. FE Outcomes by ES subject group on courses lasting 160 hours or more

Subjects & Students	% Completed Successful	% Partial Success	% Withdrawal
Special Programmes 171	80.1%	6.4%	13.5%
Construction 203	77.8%	8.9%	13.3%
Sport and Leisure 54	77.8%	5.6%	16.7%
Engineering 326	74.5%	8.6%	16.9%
Languages and ESOL 85	74.1%	10.6%	15.3%
Hospitality and tourism 74	68.9%	16.2%	14.9%
Business, Management and Administration 60	68.3%	20.0%	11.7%
Hairdressing, Beauty and Complementary Therapies 151	57.6%	12.6%	29.8%
Media 122	55.7%	13.1%	31.1%
Care 285	53.0%	15.4%	31.6%
Social subjects 89	48.3%	6.7%	44.9%

The above chart does not represent every subject area covered by the College. Those that are excluded are not substantial in terms of student numbers, for inclusion in this publication (i.e. Art and Design; Computing and ICT; and Science).

It should be noted that, in comparison to the sector and discounting the practical nature and challenges faced throughout COVID, Sport and Leisure students have performed better by 21.6pp; Hospitality and Tourism have performed better by 11.9pp; Business, Management and Administration have performed better by 10.5pp; Special Programmes have performed better by 7.1pp; Engineering have performed better by 1.7pp; and Construction have performed better by 1.0pp.

Chart F – Outcomes by level and gender on courses lasting 160 hours or more

Chart F. Outcomes by level and gender on courses lasting 160 hours or more

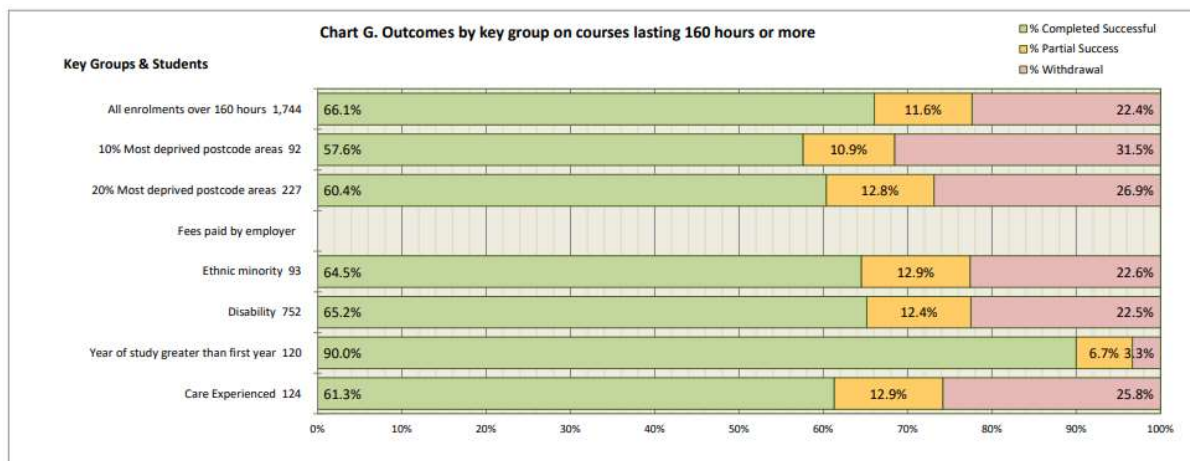| Gender & Students	% Completed Successful	% Partial Success	% Withdrawal
FE Females 824	60.1%	12.9%	27.1%
FE Males 891	71.7%	10.4%	17.8%

Overall, males tend to be more successful than females. In previous years we saw a start in the narrowing of this gap, however the figures show that this has started to widen once more.

When this is broken down into mode of attendance, both genders appear to perform better with part-time study and again more so in the areas of modern apprentices and those studying vocational qualifications as part of securing their employment and promotion.

In comparison to the sector, the gender gap was not as prominent, however the figures are now starting to show this gap widening across the entire sector, with males outperforming females. Sector data informs us that females have performed better than Perth UHI by 1.8pp, but males studying at UHI Perth have performed better by 3.2pp.

Chart G – Outcomes by key group on courses lasting 160 hours or more

Chart G. Outcomes by key group on courses lasting 160 hours or more

Key Groups & Students	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours 1,744	66.1%	11.6%	22.4%
10% Most deprived postcode areas 92	57.6%	10.9%	31.5%
20% Most deprived postcode areas 227	60.4%	12.8%	26.9%
Fees paid by employer			
Ethnic minority 93	64.5%	12.9%	22.6%
Disability 752	65.2%	12.4%	22.5%
Year of study greater than first year 120	90.0%	6.7%	3.3%
Care Experienced 124	61.3%	12.9%	25.8%

In almost all categories, in comparison to last years performance, we have made improvements. Students who are care experienced, estranged, or are a carer (paid or not), have a key contact at the College who they can request support throughout their learner journey. It should be noted that one of our most significant improvements in the 'key group's' category is care experienced, where our success has improved by 5.0pp. Measuring this against the sector, we are 8.8pp higher.

For those who disclose a disability, we have improved our performance in comparison to last year by 2.7pp and, and we have performed better than the sector by 3.6pp. Further analysis in disability informs us that those who disclosed a mental health illness or those who disclosed more than one disability were less successful in comparison to other disabilities disclosed, 60.2% and 63.6% respectively. Overall success rates for other disabilities is 71.6%

It is worth noting that throughout Perth and Kinross, public transport, including bus travel continued to be disrupted throughout 2021-22, which in turn will have had a direct impact on student engagement and success.

It should be recognised that committing to full-time studies during and throughout the pandemic has been more challenging for our students, however part time learners have not experienced the same negative impact and appear to have coped better with the transition to more hybrid models of learning.

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May 2023

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May 2023