Perth College UHI

Evaluation Report and Enhancement Plan reporting covering AY 2018-19

Recruitment

Measure 1a: Credits delivered

Perth College delivered 24,627 credits against a core target of 23,655 and an ESF target of 1,200. Overall delivering 24,627 (99.1%) against an overall target of 24,855. We have seen a decline in full-time recruitment but an increase in part-time recruitment.

Measure 1b: Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (i.e. SIMD10 students).

2016-17	2017-18	2018-19
957 (3.8%)	1668 (6.4%)	1559 (6.3%)

Since 2016-17 we have seen an increase in recruitment levels for those from the most deprived 10% postcodes areas where the proportion of credits remains almost static in comparison to last academic year at 6.3%.

Measure 1c: The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced learners.

Category	2016-17	2017-18	2018-19
Gender ~ Male ~ Female ~ Other	 12948 (51.0%) 12383 (48.8%) 36 (0.14%)	 13452 (51.4%) 12631 (48.3%) 77 (0.29%)	 12064 (48.9%) 12530 (50.7%) 97 (0.39%)
Minority Ethnicity	914 (3.6%)	1040 (4.0%)	1037 (4.2%)
Disability	6836 (26.9%)	7058 (27.0%)	7450 (30.2%)
Age ~ Under 16 ~ 16-19 ~ 20-24 ~ 25+	 763 (3.0%) 13372 (52.7%) 4452 (17.5%) 6781 (26.7%)	 687 (2.6%) 13753 (52.6%) 4104 (15.7%) 7617 (29.1%)	 801 (3.2%) 12536 (50.8%) 3728 (15.1%) 7621 (30.9%)
Care Experienced	677 (2.67%)	769 (2.94%)	825 (3.34%)

Measure 2a: Number of senior phase age pupils studying vocational qualifications delivered by colleges

2016-17	2017-18	2018-19
145	171	158

Measure 2b: Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges.

2016-17	2017-18	2018-19
762 (3.0%)	900 (3.4%)	683 (2.8%)

Figures obtained from internal sources including our student information system and FES Summary Reports 2018-19.

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Measure 2c: Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision

2016-17	2017-18	2018-19
2312 (9.1%)	2497 (9.5%)	2141 (8.7%)

Whilst we engage fully with schools, working in partnership to put forward an agreed curriculum, we have overall seen a decline in recruitment with regards to school/college provision.

Measure 3: Volume and proportion of Credits delivered to learners enrolled on STEM courses

Category	2016-17	2017-18	2018-19
Total	6700 (26.4%)	6919 (26.4%)	6487 (26.3%)
IT	648 (9.67%)	658 (9.5%)	565 (8.7%)
Science/Maths	699 (10.43%)	637 (9.2%)	608 (9.38%)
Construction	1080 (16.12%)	1575 (22.77%)	1736 (26.76%)
Engineering	4273 (63.77%)	4048 (58.51%)	3579 (55.15%)

We continue to see a static state in the percentage of credits being delivered to learners on STEM courses. In particular we are seeing a year on year increase in the area of construction which correlates with the increase in demand with regards to modern apprenticeships. There is a noticeable decline in engineering which would correlate with a decline in full-time recruitment.

Measure 4a: Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)

Categories	Starters	Withdrawals		Partial Completion		Completed Successfully	
Full-time	1154	263	22.8%	107	9.3%	784	67.9%
Part-time	1217	143	11.8%	176	14.5%	898	73.8%
All	2371	406	17.1%	283	11.9%	1682	70.9%

Full-time: In comparison to 2017-18 where there were 1235 starters, the percentage of withdrawals remain static at 22.8%, partial completers has increase by 2.2 pp and those who completed successfully has decreased by 2.1 pp

Part-time: In comparison to 2017-18 where there were 1435 starters, the percentage of withdrawals has increased by 3.4 pp, partial completion has decreased by 3.2 pp and those who successfully completed remains relatively static at 73.8%

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As identified in our EREP report as areas of concern:

- retention is poor for school/college partnership learners who study a qualification over two years, however it is worth noting that most do end up on main stream provision studying the same subject
- part-time learners studying programmes as part of the school/college partnership and national qualifications (Higher and National 5) tend to not be as successful as other part time learners.

One additional factor that has resulted in a decrease to those being successful is with regards to the changes in National Qualifications (Highers and National 5) where the component element has now been removed and we can no longer offer and measure success on individual components, it has to be measured on the entire qualification.

Measure 4c: Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges

2016-17	2017-18	2018-19
90 (63.4%)	130 (76.5%)	107 (70.4%)

Although we have made significant progress since 2016-17 with regards to those completing their qualification successfully, this has decreased by 6.1pp.

Measure 4e: Number and proportion of FT FE learners aged 16-19 successfully completing courses

2016-17	2017-18	2018-19
422 (63.7%)	447 (66.1%)	403 (64.0%)

Measure 4b: Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)

2016-17	2017-18	2018-19
56 (66.7%)	129 (70.9%)	102 (69.9%)

Since 2016-17 we have seen an increase in those students from SIMD10 successfully achieving a recognised qualification by 3.2pp. More noticeable this year are full-time students being more successful than part-time students by 9.5pp at 74.1%

Measure 4d: Proportion of enrolled care-experienced students successfully achieving a recognised qualification

2016-17	2017-18	2018-19
16 (45.7%)	21 (42.0%)	22 (52.4%)

Whilst we recognise that we have seen an increase in those students from a care experienced background successfully achieving a recognised qualification, we

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acknowledge that there may still be a stigma around those declaring and sharing with the College that they are care experienced. As identified in our EREP report, we are exploring alternative ways to further engage with this key group making sure they are aware of the benefits and support that is available for them that will hopefully have a positive impact on retention.

Measure 5: The number of starts for contracted apprenticeships (e.g. in CITB, SECTT)

2016-17	2017-18	2018-19
490	401	378

The areas predominantly involved in the delivery of contracted apprenticeship include automotive engineering, construction (CITB); plumbing (SNIPEF); electrical engineering (SECTT); hospitality; and health and social care. Whilst we fully engage and support employers we have are starting to see a decline in some areas of recruitment, these being automotive engineering, electrical engineering, hospitality, and health and social care.

Measure 6: The number and proportion of full-time learners with "work experience" as part of their programme of study

The College, where practicably possible has built into the full-time curriculum for nearly all of our courses an element of work experience which includes industrial/ business experience for students with local and national employers. In addition, a large number of our students participate in volunteering opportunities offered by employers and the third sector.

A variety of volunteering projects are also made available within the college, including externally funded internships, eg Campus Cycle Officer, currently working on implementing a cycle to college scheme.

Our Scholarship programme is designed to help students who are committed to their studies and are keen to develop their employability skills, each year we offer around 45 scholarships across the curriculum providing a variety of opportunities to work collaboratively with local employers. A large proportion of these provide professional mentoring and work placement projects, which enrich the student experience with a clear focus on employability. Our scholarship programme has led to a substantial number of participants taking up part time, full time employment with their mentor.

Measure 8: The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying

Based on the latest information available, 2017-18, those entering into a positive destination is 84%. Of which, 68.4% are continuing with their further study or training and 15.6% have entered into employment. Sector data shows that 66.7% continue with further study or training and 18.7% enter into employment.

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Measure 9: Student Satisfaction and Engagement Survey - the percentage of students Overall, satisfied with their college experience

Following on from the Early Student Experience Survey (ESES), the College developed in partnership with our UHI colleagues an electronic survey for the SSES. The first 10 questions are set by the Scottish Funding Council with a further 23 questions allowing us to capture specific qualitative data that would enable benchmarking. The overall student satisfaction is 91%.

It is to be noted that the Student Funding Council target response rate was 50%. UHI response target for the SSES was agreed and set at 60%. At the time of the survey there were disruptions (industrial action) to students with their studies and this may have been a factor in our response rate only being 46%. Moving forward we will be looking at ways to increase these participation rates.

Schools College Partnership

There have been substantial changes in personnel associated with Perth College/Perthshire school's partnership, these have included new appointments to: Perth College UHI school lead, Perth College UHI Foundation apprenticeship coordinator, Perth and Kinross Council Education and Children's services staff – DYW Lead, QIO for secondary education, Interim Head of Education & Children's Services Education Scotland - Regional Lead

Within this context, the college has been working at re-establishing the Strategic College Partnership and is about to launch a new college/schools strategy, that clearly establishes common principles, based on equal commitment to common goals, and a focus on working towards establishing a cultural change in the way that we engage in the collaborative development of vocational programmes of leaning in our communities.

Our school's activity ambition at levels other than DYW will have the purpose of either delivering the needs of the STEM Strategy or addressing gender imbalance in STEM curriculum areas' and our school curriculum is being recategorized as follows:

- Senior Phase
- STEM
- Addressing gender imbalance

In addition, the College is a key partner with P&KC on the Highland Perthshire Learning Partnership Steering Group. This project's initial objective is to draft outline plan for the way in which we will work together to develop the action plan for presentation Life Long Learning committee in January 2021. The partnership will

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explore proposals to identify wider community use of Pitlochry High School and look at property and community facilities in conjunction with other services and partners.

We continue to focus on our Evaluative Report and Enhancement Plan 2019-2021, taking forward our plans accordingly.

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