

hnepi

The image features the word "hnepi" in a white, lowercase, serif font. The text is centered and enclosed within a white, thick, curved line that forms a partial circle above and below the letters. The background is a solid, dark blue color. The overall design is clean and modern.

“dropouts or stopouts or comebackers or potential completers”

1. leaving in the first few days / weeks – too early to register in the numbers;
2. not progressing from year 1 to year 2 (year 2 to year 3 for part-time students);
3. not completing the original learning objective;
4. not completing the original objective nor another qualification at the same level;
5. not completing the original objective nor another comparable qualification;
6. not completing any form of higher education, even if at a lower level than intended;
7. not completing the original objective in the original timeframe;
8. not completing the original objective in the original timeframe + three years;
9. not completing the original objective at the original institution;
10. not completing the original objective anywhere else; and
11. never completing the original objective.

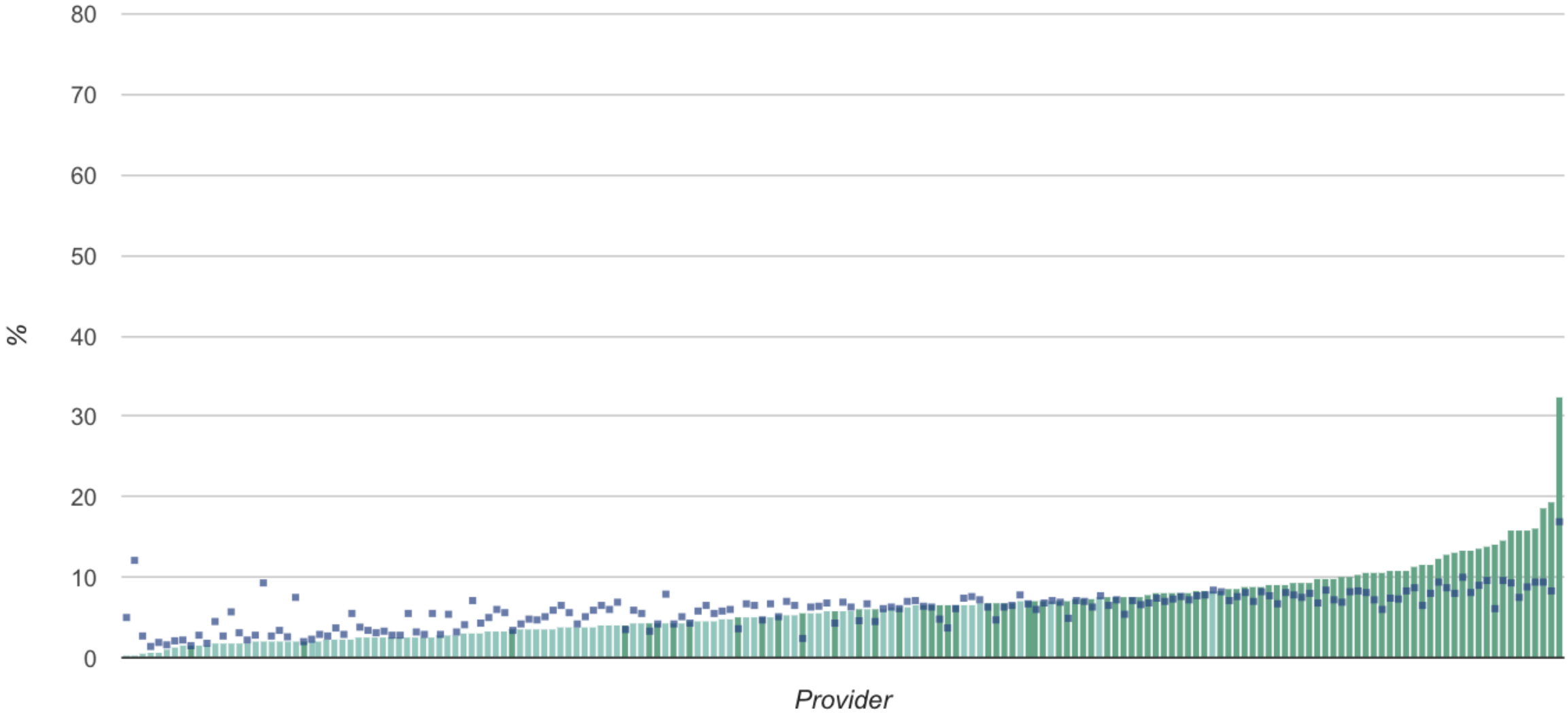


Chart 7 - Percentage of UK domiciled full-time entrants who did not leave within 50 days of commencement not continuing in HE after their first year

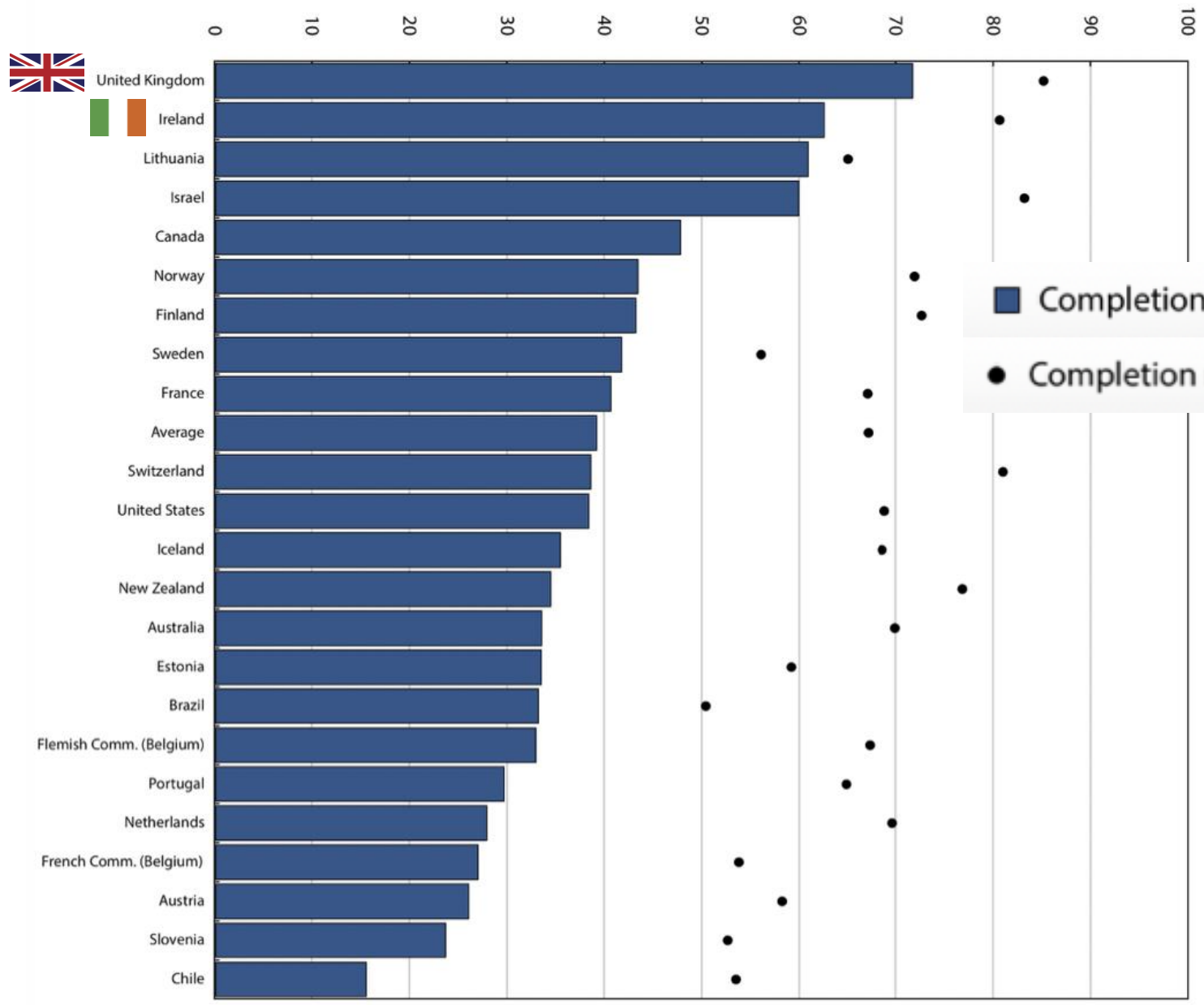
Age of entrants **Young**

Level of study **First degree**

Academic year of entry **2019/20**



Completion rate of full-time students who entered a bachelor's or equivalent programme (2017)⁴



Introduction

Non-continuation in higher education is rising up the political agenda. The Office for Students plans, for example, to judge the quality of courses at English higher education institutions by their continuation rates as well as the proportion of graduates progressing to managerial and professional employment or higher-level study.

There has been extensive discussion on the pros and cons of assessing courses by the destination of graduates.¹ But this has not been matched by a similarly close consideration of using continuation rates as another proxy for quality. This matters because there is no consensus on important issues, such as what an acceptable non-continuation rate is, whether it is damaging for individuals to leave a course before the original learning objective is met and how policymakers should respond to the issue.

There is not even a consensus on the best way to describe the phenomenon whereby some students enrol in higher education but then leave before completing their original target qualification.

In the vernacular, it is often described negatively as 'dropping out'. Policy experts sometimes speak of 'non-retention' and the published data for UK institutions from the Higher Education Statistics Agency (HESA) are described as showing 'non-continuation rates'. England's Office for Students sometimes refers to 'non-completion', while a report for the Welsh Government used 'withdrawal' and also noted the high number of possible alternative terms in academic literature on the issue:

Morgan (undated) adds 'departure', 'unsuccessful' and 'failed' to this list, and points out that Lox (1999) suggested there were 'nine definitions associated with drop-out or withdrawal', while Foster (2000) had identified thirteen possible definitions.²

Some of the terms describe slightly different things – for example, HESA's UK Performance Indicators track students from the year they enter to the following year for the following two years for part-time students, while the OECD uses the original theoretical duration of a course as well as another measure that adds a further three years.

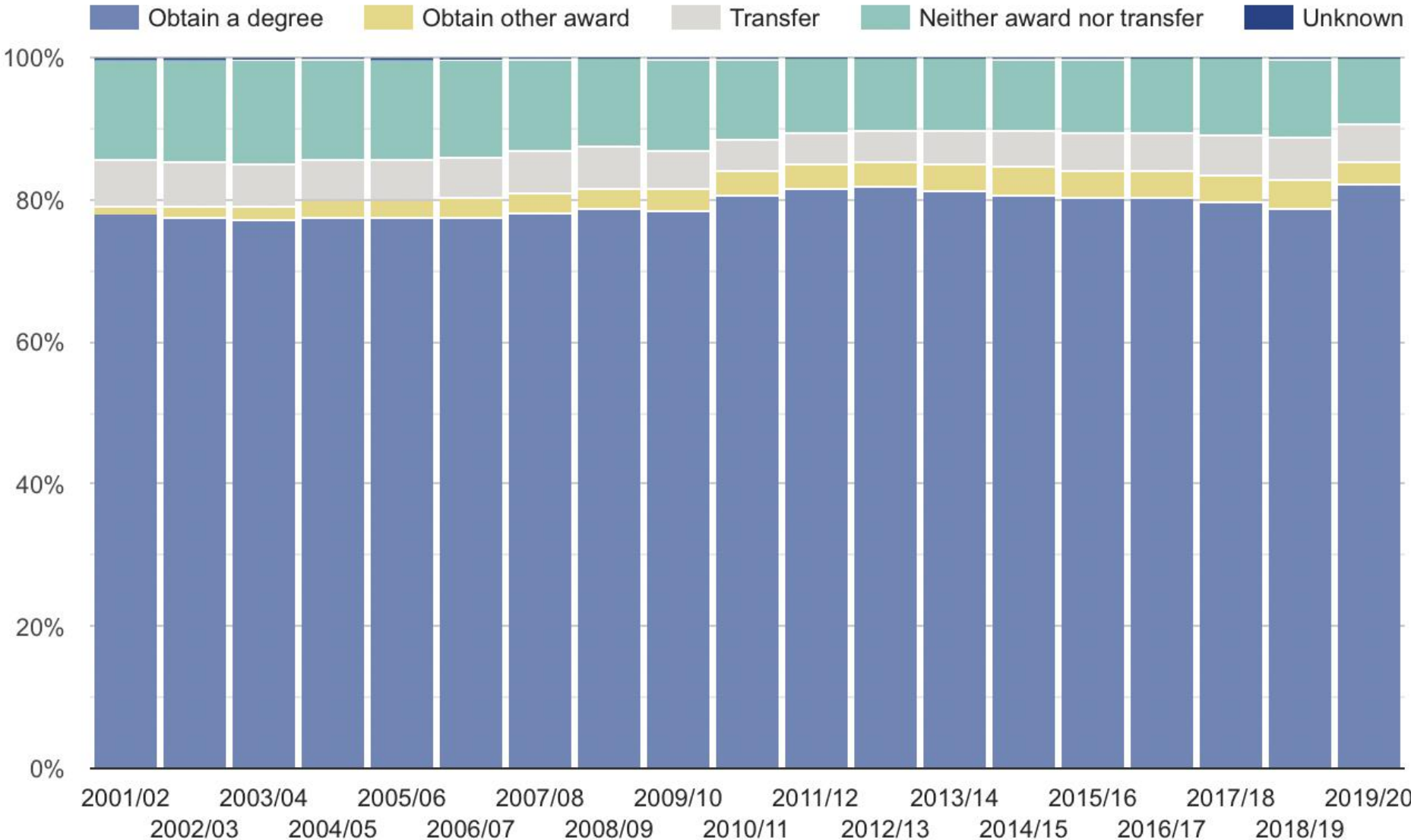
But despite the terminological confusion, all such measures describe a gap between learners' original stated intentions and their situation when they leave their course. A number of terms are used interchangeably in some of the pages that follow.

January 2021

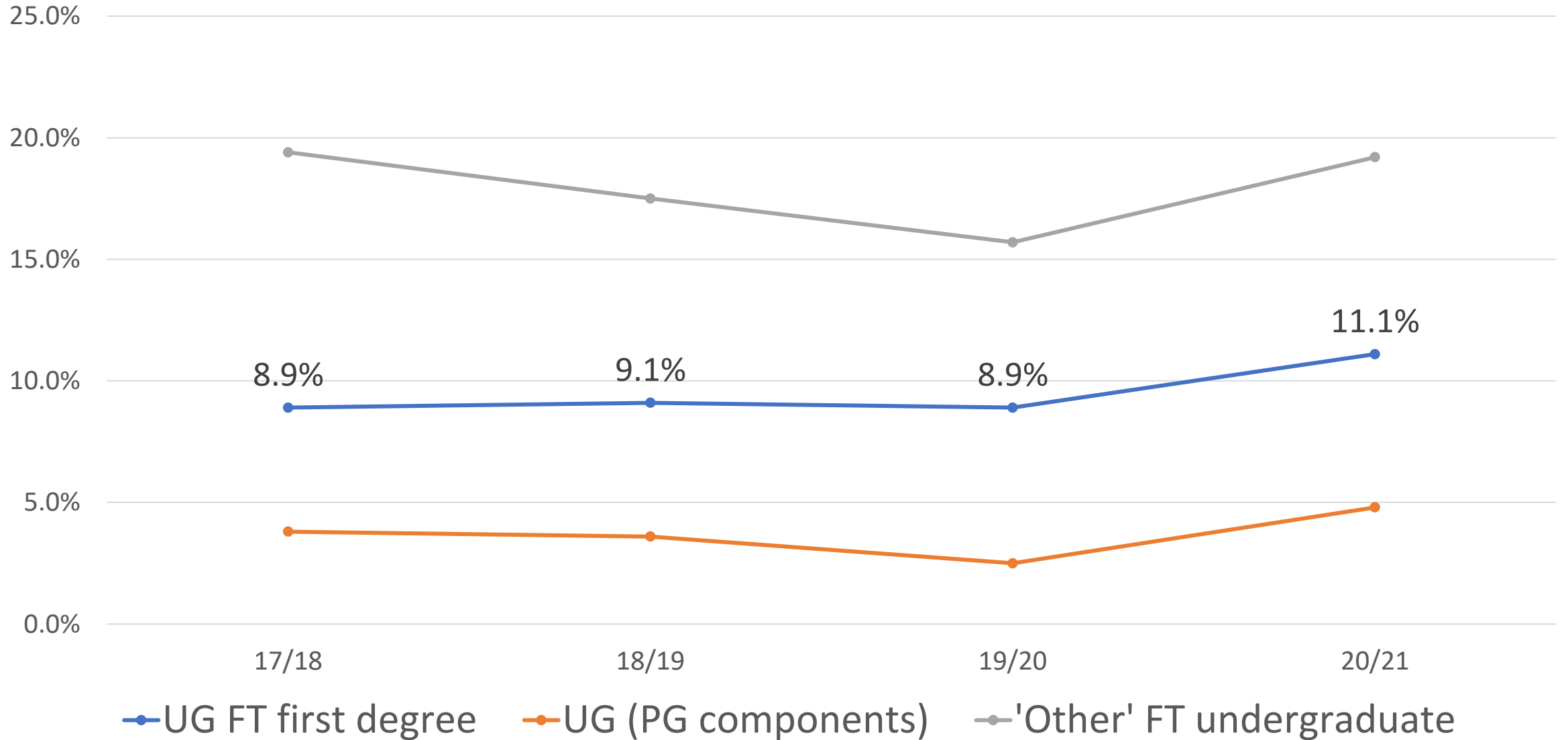
Education at a Glance 2019
OECD INDICATORS

Chart 9 - Projected learning outcomes of UK domiciled full-time first degree starters by academic year of entry

Academic years of entry 2001/02 to 2019/20



Undergraduate non-continuation rates



University dropout rates reach new high, figures suggest

🕒 28 September 2023



GETTY IMAGES

| Most students who are eligible take up a student loan offer, government figures show



Education

College dropout rates climb amid concern over student mental health

Almost 7,000 students did not progress to the second year of their course in 2021/2022

🗨️ Expand



Fifteen per cent of students failed to progress to the second year of their course in 2021/22. Photograph: Bryan O'Brien



DROP OUT DILEMMA? APPRENTICESHIPS CAN HELP!

by Liam Croney | 18 September 2023

With a remarkable 91% of apprentices staying in work after the course has ended, it's time to delve into the benefits of apprenticeships and how they offer a promising solution to the dropout dilemma.

The screenshot shows the top navigation bar of the 'fe news' website. On the left is a hamburger menu icon. The logo 'fe news' is in the center, with 'fe' in black and 'news' in a rainbow gradient. To the right is a search icon and a 'Sign in' link. Below the navigation bar is a large, bold, black headline: 'Government figures show that almost half of all apprentices are now dropping out of their course'.



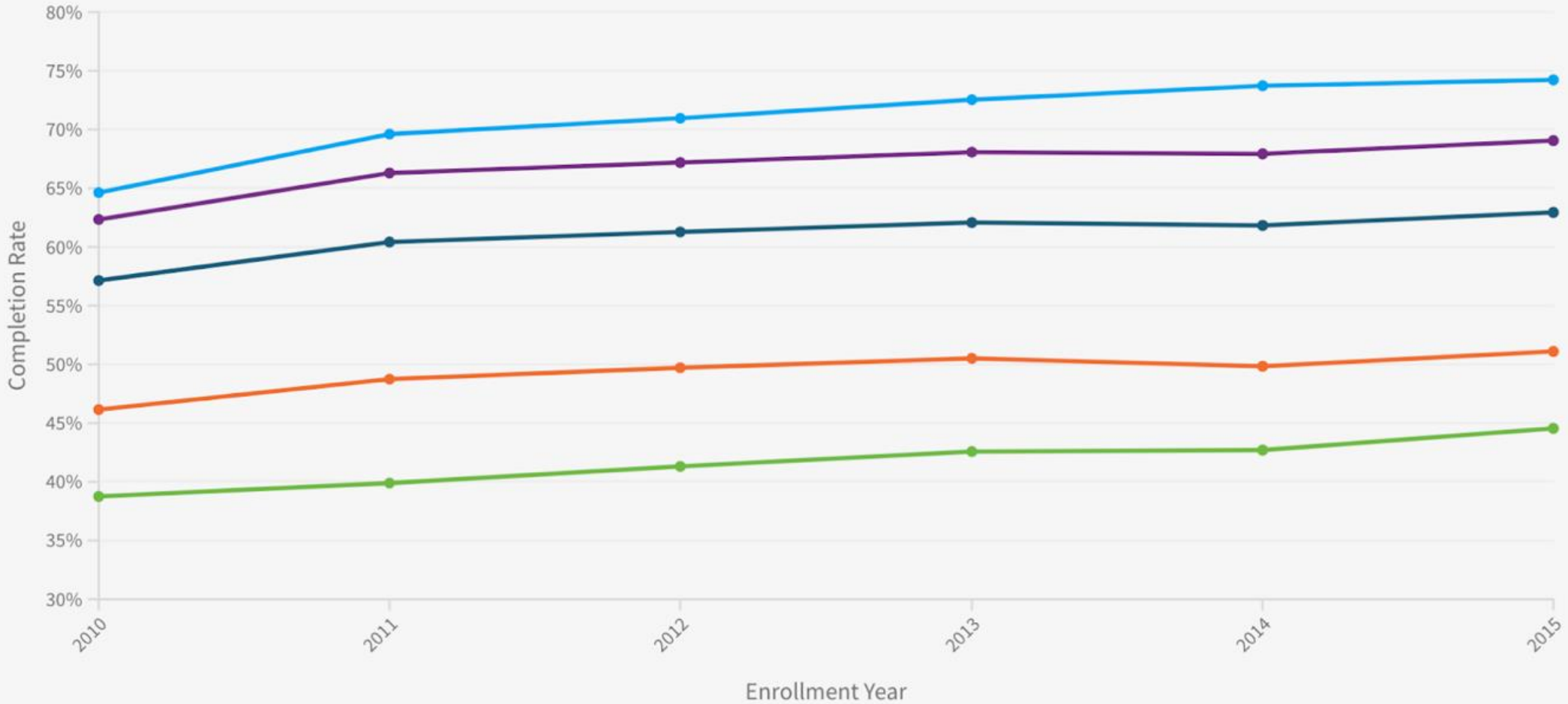
Completion Over Time

Completion rates by gender and race/ethnicity

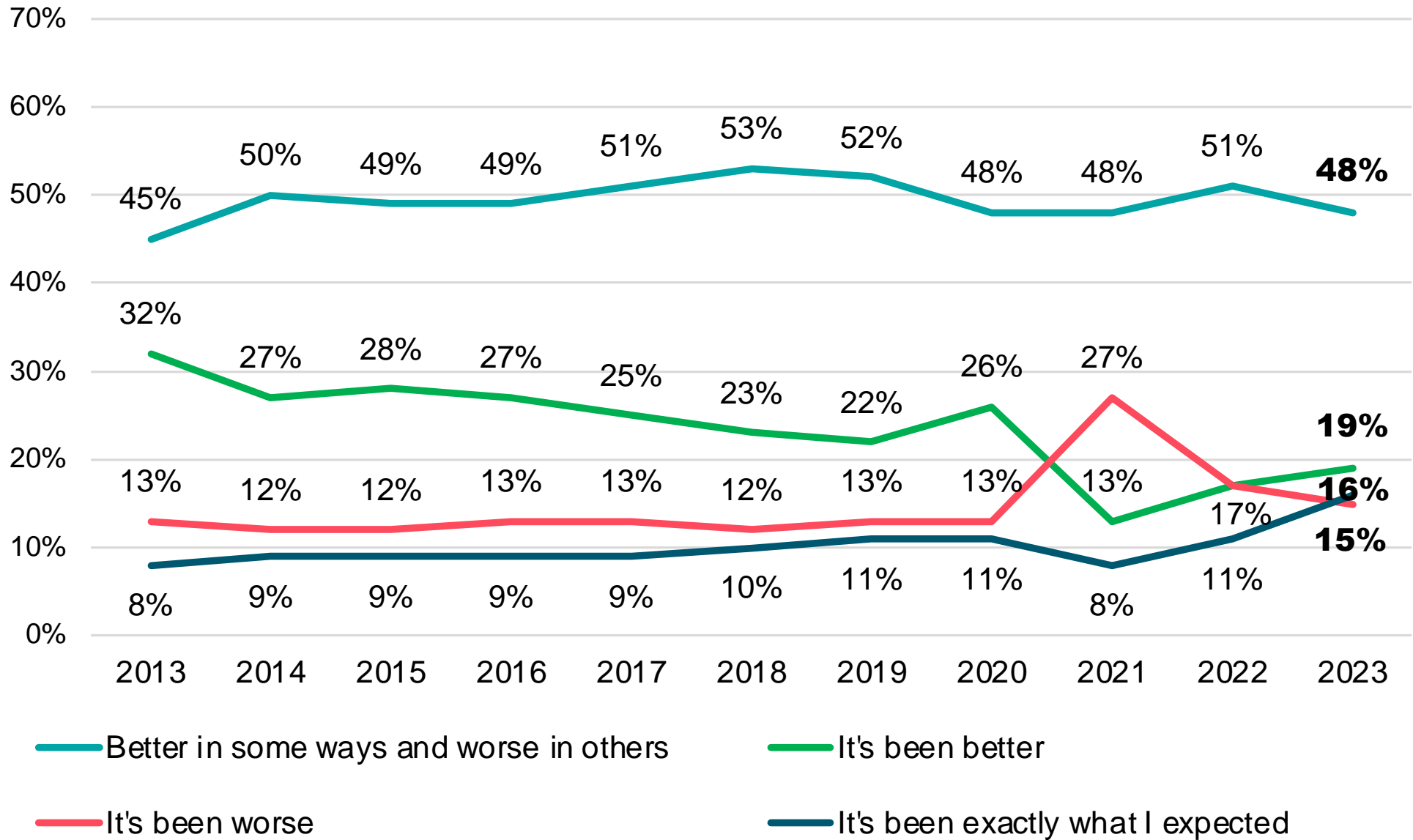
Any college degree within six years

All genders Female Male

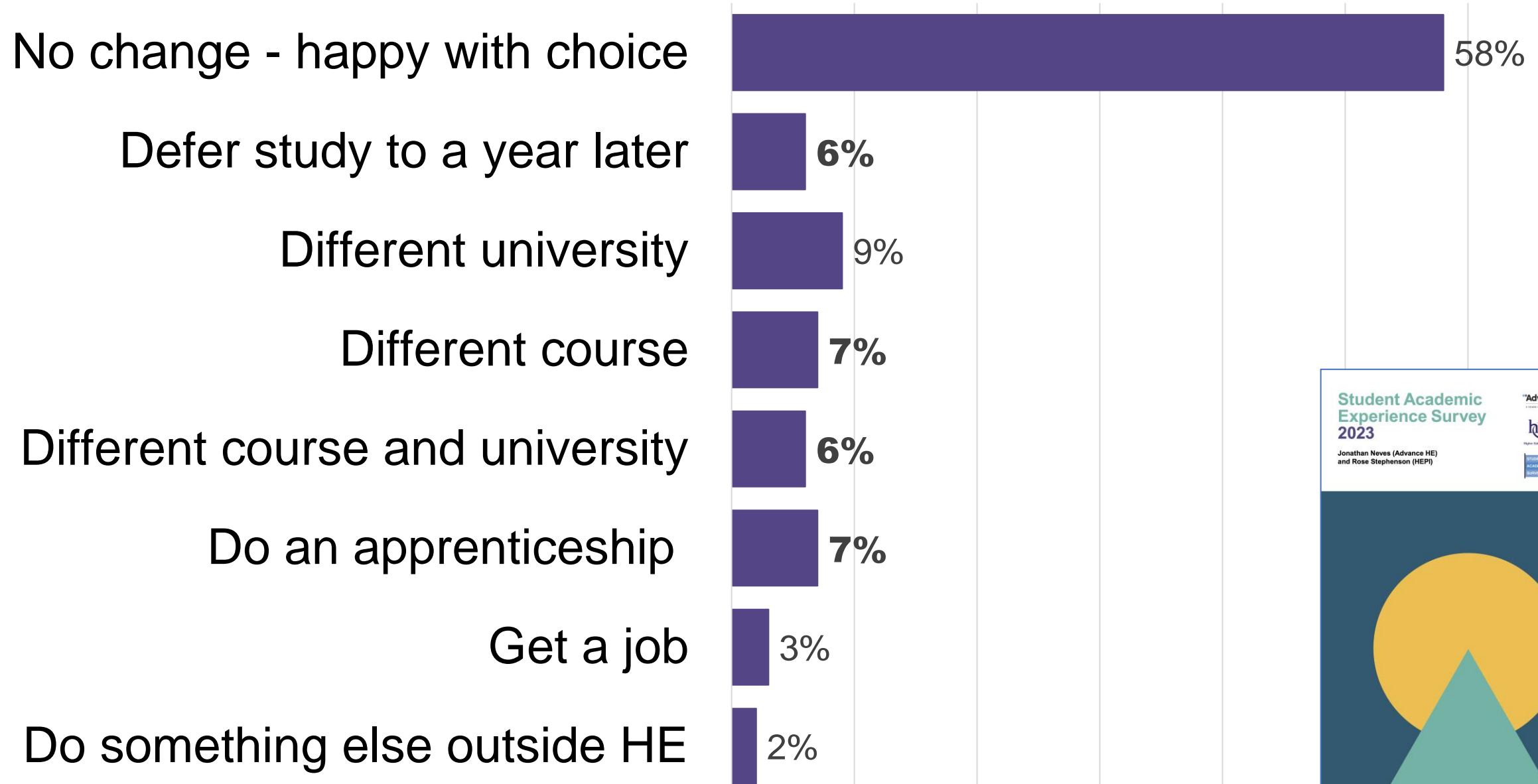
Asian Black Hispanic White All races/ethnicities



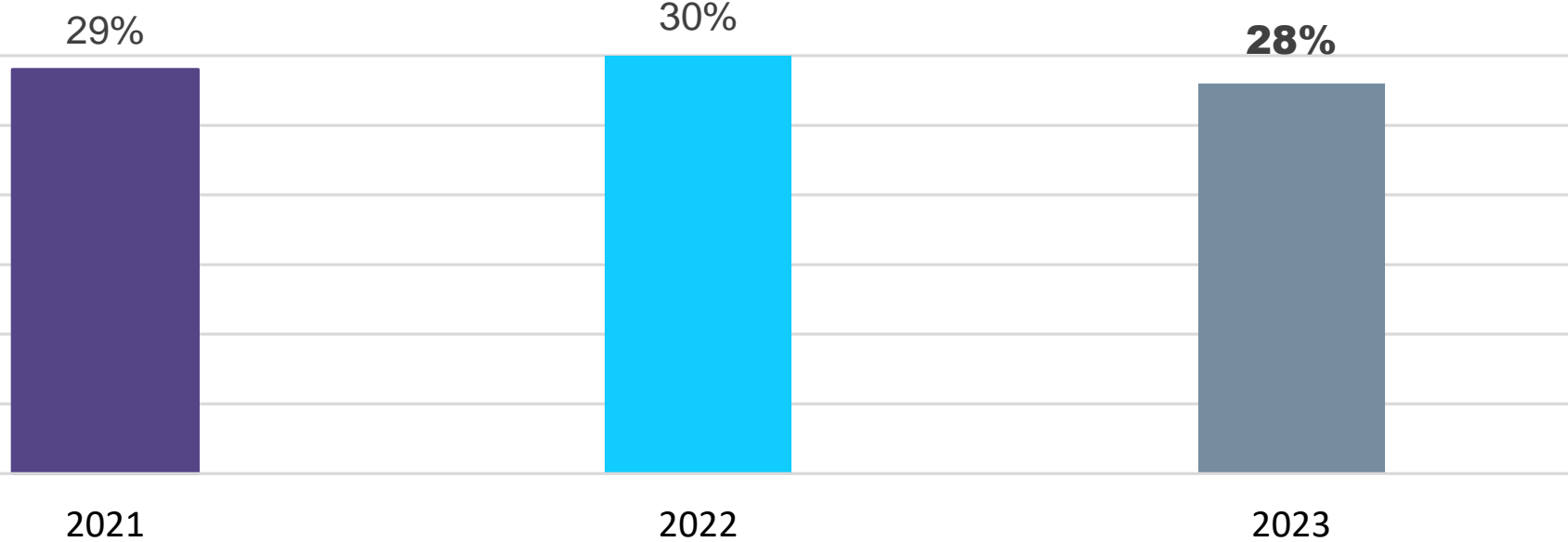
Experience compared to expectations



Q12bi. Thinking about your academic experience, knowing what you know now, if you had a second chance to start again, would you do any of the following?



% considered withdrawing from or leaving university



Q12fii. What was the main (or most recent) reason that led you to consider leaving?



Access and participation plans



TEF 2023 ratings

See the outcomes of TEF 2023

English universities face fines over dropout and employment rates


Criteria on career outcomes, drop-out rates and degree attainment unveiled for system of sanctions

Richard Adams *Education editor*

Fri 30 Sep 2022 17:14 BST

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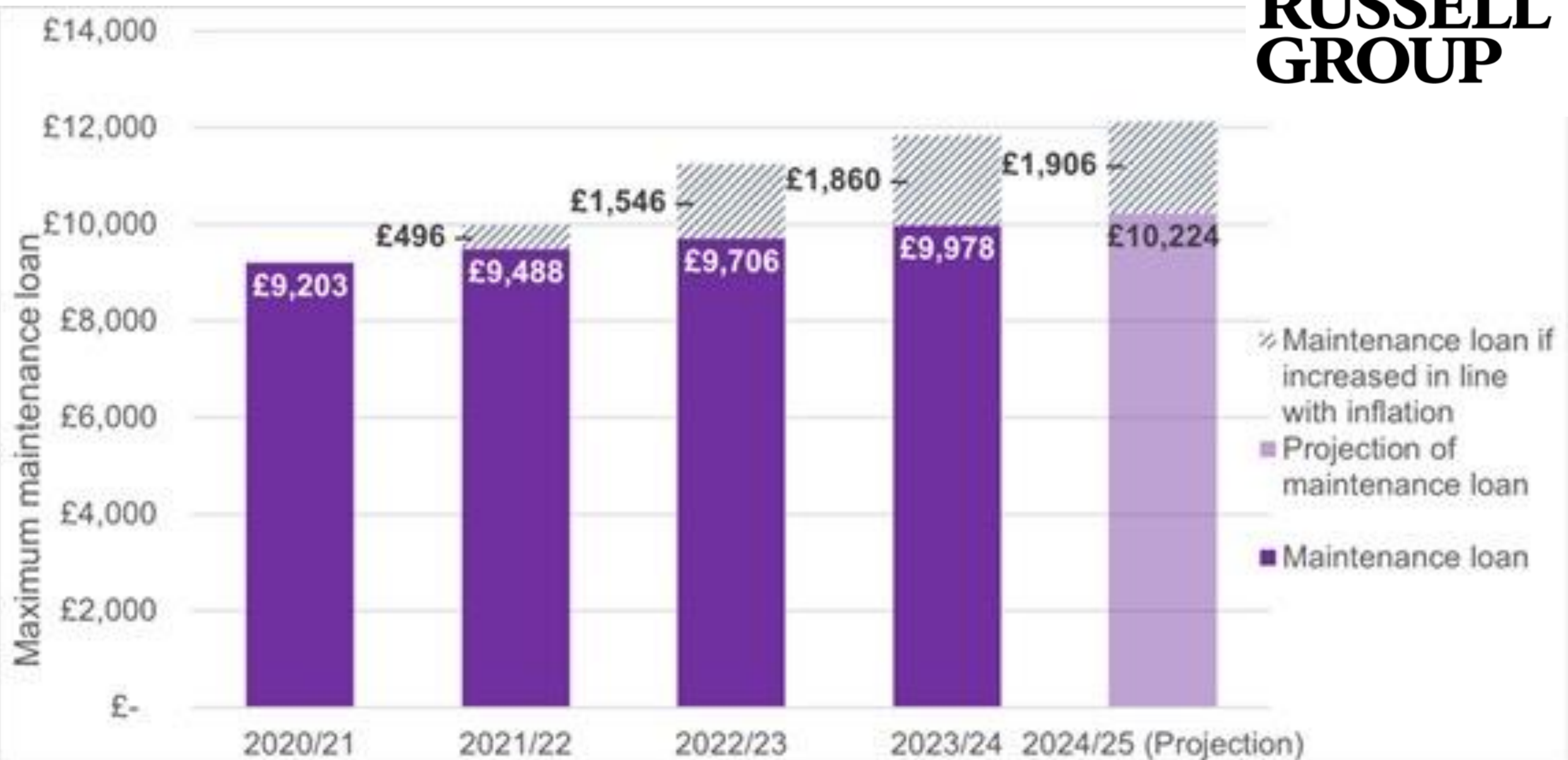
 The proportion of students who graduate is one of the thresholds on which universities will be judged. Photograph: Chris Radburn/PA

Numerical thresholds for condition B3

Level and mode of study	Continuation	Completion	Progression
FT Other UG	75%	65%	45%
FT First degree	80%	75%	60%
FT UG with PG components	85%	85%	75%
FT PGCE	85%	85%	85%
FT PG taught masters	80%	80%	70%
FT PG Other	80%	80%	85%
FT PG research	90%	75%	85%
PT Other UG	55%	55%	65%
PT First degree	55%	40%	70%



“Since 2015, I’ve worked directly on two major drives to strengthen quality in universities, and neither have worked.”
Iain Mansfield, former Special Adviser to the Secretary of State for Education





“There is widespread recognition of the importance of student analytics: using data based on students’ interactions with HEPs to understand them better, and thus spot early signs of disengagement and distress. However, the right data are not always held in the right place, in the right combination or seen by the right people. Data about individual students can also only tell us so much; they reveal neither what the specific problem is nor how best to solve it in each unique circumstance. However, as these data become more available and external expectations of the effectiveness of our interventions grow, **universities cannot not know what they know.**”

Professor Edward Peck, HE Student Support Champion

NEWS | UK

Universities minister Michelle Donelan unveils plan to 'revolutionise' higher education loans



MS DONELAN SAID THE NEW LIFELONG LOAN ENTITLEMENT, WILL CREATE A "FUNDAMENTAL AND SEISMIC SHIFT" IN THE WAY PEOPLE LEARN THROUGHOUT THEIR LIVES.

PARLIAMENT TV

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