# College Performance Indicators 2009-10

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Contents section (click to view)

# 1 Executive Summary

This is the ninth annual publication of Performance Indicators (PIs) for Scotland's colleges and covers the academic years (AYs) 2008-09 and 2009-10. It is however the first in the series to be produced by the Scottish Funding Council (SFC) under the Official Statistics Code of Practice.

The presentation of our performance indicators has changed significantly since last year and is now more student focused and provides an overview of the student journey from day one to the end of the course year.

The main results for the college sector as a whole are:

- in AY 2009-10, the sector delivered four per cent above its hours of learning target with 39 out of the 41 colleges meeting their individual targets adjusted for leeway;

- as a result Scotland's colleges delivered 83,420,491 hours of learning to a total of 320,495 fundable students;

- colleges received £494,984,937 in teaching grants, including fees from the Student Awards Agency for Scotland (SAAS), to deliver this activity;

- in 2009-10 72 per cent of 51,410 full-time further education (FE) students enrolled on recognised qualifications completed their studies irrespective of the result and 60 per cent successfully completed;

- the remaining 28 per cent of students are accounted for by 10 per cent of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 18 per cent between this point and the end of the course;

- this compares with 72 per cent of 47,247 students successfully completing their studies irrespective of the result and 59 per cent successfully completing in 2008-09, the remaining 28 per cent of students are accounted for by 10 per cent of students withdrawing before the funding qualifying date and the remaining 18 per cent between this point and the end of the course;

- for full-time higher education (HE) students in 2009-10 78 per cent of a total of 28,894 students completed their studies irrespective of the result and 64 per cent successfully completed;

- the remaining 22 per cent of students are accounted for by seven per cent of students withdrawing before the funding qualifying date

- and a further 15 per cent between this point and the end of the course;

- the results for the 26,231 full-time HE students in 2008-09 were almost identical to those achieved in 2009-10;

- there has been a significant growth in full-time provision between 2008-09 and 2009-10 with a 10 per cent growth in full-time HE students and nine per cent in full-time FE in a single year;

- enrolments on programmes not leading to a recognised qualification have fallen by 20 per cent since 2008-09 with hours of learning on these programmes falling by around 1.25 million or 15 per cent;

- in 2009-10 students from the postcode areas in which the 20 per cent most deprived members of the population live made up 31 per cent of all FE activity and 24 per cent of all HE activity; and

- in terms of staff qualifications 89 per cent had a formal teaching qualification in 2009-10 which is down by about 0.5 per cent from 2008-09.

Additional information regarding student enrolments is available on the SFC Infact database: https://stats.sfc.ac.uk/infact/

Full copies of Her Majesty's Inspectorate of Education (HMIE) subject and college reviews, and overviews of provision are available from HMIE's website: http://www.hmie.gov.uk/SelectEstablishment.aspx?typeid=4

It is our aim to strive for continuing improvement and enhanced usability of this document. We welcome feedback from readers on matters of content and presentation. Please pass any comments to:

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## 2 Introduction

The SFC has published PIs on college teaching activity for the past nine years. The impetus for the PIs originated in a letter of guidance from the then Scottish Executive in which the SFC was asked to review and publish a range of PIs.

The purposes of the indicators have been to inform stakeholders about the performance of the sector, and to help colleges evaluate their own performance both across time and against other similar colleges thereby supporting a wider quality improvement agenda.

The Scottish Executive stated that 'good, robust and relevant performance indicators at college level are essential measurement tools for the promotion and sharing of good practice amongst colleges and that the SFC should 'review the range of PIs considered necessary, and then put in place appropriate mechanisms to establish, measure and publish these.'

This year the manner of presentation has changed substantially. The indicators are now more student-based and as a result will further help inform students' decisions when evaluating their learning options. The change in presentation is a result of consultation with stakeholders, in particular the Statistical Advisory Group for Further Education comprising members from the college sector, and our performance indicators advisory group.

In previous publications we presented the proportion of enrolments progressing past the first quarter of their programme of study (note that colleges are not able to claim any funding from the SFC for students who leave during the first quarter of their course), followed by the proportion progressing to the end of their course of those progressing past the first quarter and then finally the proportion successfully completing of all students completing irrespective of whether they passed or failed.

The new format still identifies these discrete student groups but these are now shown as joined up parts of the overall student journey from enrolment to successful completion.

Performance Indicators for 2008-09 have also been presented in the new format and are given to allow comparisons between years, and to show overall changes in the sector where appropriate. The new mode of presentation means that direct comparisons should not be made with figures in previous reports.

Readers will however be able to compare the re-presented 2008-09 performance indicators in this publication with the original performance indicators for 2008-09, published last year, to gain an understanding of the impact of the new method of presentation.

Students have a wide variety of personal motivations for studying at college and study across an extensive range of programmes from literacy and numeracy to engineering and agriculture with awards ranging from courses not providing a recognised qualification to higher national certificates and diplomas or degrees in partnerships with Universities.

Therefore, comparison of the PIs of individual colleges should take account of the contexts in which different colleges operate and allow for the expected differences in pass rates across years and colleges as a result of random variability. When such comparisons are made, care must be taken to compare colleges with similar provision and students.

Our new method of presentation and breakdown of PIs by subject groups, duration of study, age groups and gender should give the reader a more comprehensive view of college provision and success rates and will allow for more informed comparisons across years or similar provision delivered by other colleges.

It is recommended that the reader considers all charts presented for an individual college to gain a more rounded impression of college success rates and of factors that may lead to changes over time or across colleges.

Our PIs provide a quantitative measure of success rates for each college but the SFC also has a contract with HMIE (now Education Scotland) to perform external quality reviews of college performance. HMIE reports are available online at: www.hmie.gov.uk/SelectEstablishment.aspx?typeid=4

A combination of our PIs and these reports will of course give a fuller overview of college delivery and outcomes.

# 3 A description of our performance indicator charts

The following section provides a description of the 14 charts contained within our PI document for each of Scotland's 41 colleges and for the Scottish college sector overall. All examples relate to the actual sector values for 2009-10. The charts are shown in the order in which they are presented in the publication and cover topics such as funding issued to colleges, student achievement and qualifications held by staff. A full list of the charts contained within the publication is shown below.

1     Grants issued by the SFC and SAAS for teaching and student support, 2009-10

2     Enrolments by qualification aim of course, 2009-10

3     Hours of learning by qualification aim of course, 2009-10

4     Outcomes for FE student enrolments on recognised qualifications, 2008-09 and 2009-10

5     Outcomes for HE student enrolments on recognised qualifications, 2008-09 and 2009-10

6     Students completing their HE course with partial success – proportion achieving banded rates

7     Enrolments by age group for courses lasting 160 hours or more, 2009-10

8     Enrolments by level and gender on courses lasting for 160 hours or more, 2009-10

9     Enrolments by HMIE subject grouping on FE courses lasting for 160 hours or more, 2009-10

10    Enrolments by HMIE subject grouping on HE courses lasting for 160 hours or more, 2009-10

11    Enrolments by key student groups on courses lasting for 160 hours or more, 2009-10

12    Performance against activity targets, 2008-09 and 2009-10

13    Full-time equivalent staff, 2009-10

14    Percentage of full-time permanent teaching staff with a teaching qualification, 2008-09 and 2009-10

This publication and the charts within it are designed to be more intuitive than our previous PIs reports. However, it is recommended that readers study this section and the example calculations at the end of the document before considering the individual college charts included in the **accompanying Excel workbook.**

**Chart 1: Grants issued by the SFC for teaching and student support 2009-10**

This bar-chart illustrates the grants allocated to the college sector to fund individual colleges and to support students studying at these colleges.

**2009-10 Grants issued by the Scottish Funding Council and Student Awards Agency for teaching and student support**

| | |
|---|---|
| Student support | |
| Teaching grants | |

£0 £100,000,000 £200,000,000 £300,000,000 £400,000,000 £500,000,000 £600,000,000

■ Teaching grants  ■ Fees paid by SFC  ■ Estimated Fees paid by SAAS  ■ Discretionary & Childcare funds available  ■ Bursary funds available  ■ EMA
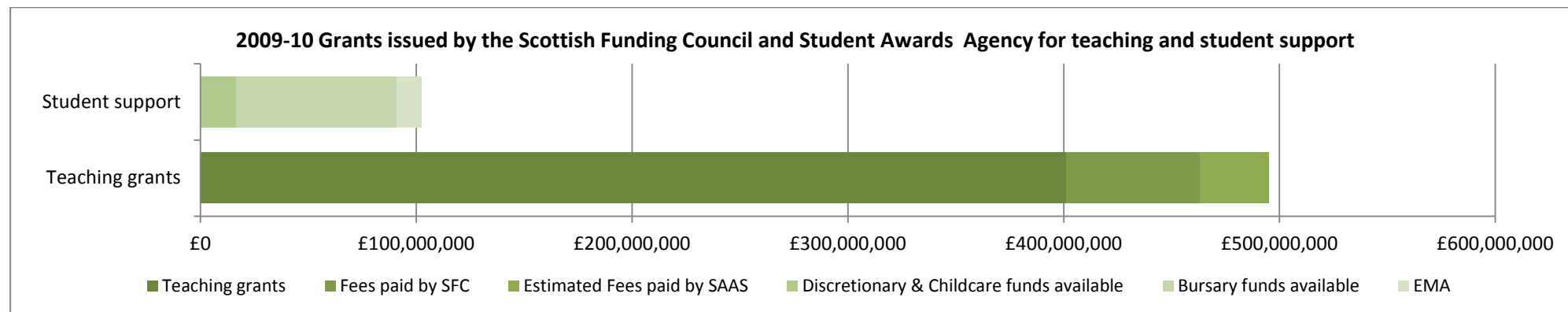
The legend across the bottom of the chart describes the breakdown of funds that make up the overall funding package to the college to fund teaching activity and provide student support to qualifying students. Each of these funds is described in more detail below:

- **Teaching grants**: these funds contribute towards the costs of delivering the programmes of study including academic, administrative, technical and support staff; and facilities, accommodation, equipment and materials. More detail on these grants can be found within our circular outlining college funding for 2009-10 (SFC/16/2009): www.sfc.ac.uk/news_events_circulars/Circulars/2009/SFC1609.aspx

9

- **Fees paid by SFC**: Scottish students are eligible to have their course fees paid by the SFC if they are enrolled on a full-time FE programme. These payments are made direct to the college and not to the student. Part-time students will also qualify for their fees to be paid by the SFC if the student receives certain types of benefit or meets one of the priority groups outlined in our fee waiver policy document (SFC/20/2009): www.sfc.ac.uk/news_events_circulars/Circulars/2009/SFC2009.aspx.
  Our 2009-10 fee waiver circular (SFC/08/2011) outlines the fee waiver grants paid to colleges for 2009-10: www.sfc.ac.uk/news_events_circulars/Circulars/2011/SFC0811.aspx.

- **Estimated fees paid by SAAS**: Scottish students are eligible to have their course fees paid by SAAS if they are enrolled on a full-time HE programme. Students from other areas may also qualify to have their fees paid if they meet the conditions specified in the SAAS guidance (http://www.saas.gov.uk/student_support/index.htm). The SFC has estimated these fees for each college based on our records of full-time HE students studying at Scotland's colleges.

- **Discretionary and Childcare funds available**: Childcare funds allow colleges to provide help towards the childcare costs of eligible students. Discretionary funds can be used to provide financial support to students at the discretion of their college. The total funds include grants from the SFC for the academic year and funds carried forward from the previous year. Student support guidelines are outlined within circular SFC/20/2009.

- **Bursary funds available:** The SFC provides colleges with funds to provide support to students studying at their college who are from families with low income or require help with living, accommodation, study or travel costs. Student support guidelines are outlined within circular SFC/20/2009.

- **Education Maintenance Allowance (EMA)**: Provides financial support for 16-19 year olds from low-income households who are attending non-advanced full-time education.

**Charts 2 & 3: Enrolments and hours of learning by qualification aim of course 2009-10**

The two charts below provide an outline of college activity split by 'recognised' and 'non-recognised' programmes and an aggregation of activity levels by bands of **hours of learning**[1] required to complete the course year.

A recognised qualification will lead to a national award such as National Certificates, Scottish Vocational Qualifications (SVQs), Higher National Diplomas (HND) or Higher National Certificates (HNC).

Non-recognised programmes may include activity designed to meet the needs of a local employer or students with learning difficulties. They may also be leisure programmes or other programmes designed to meet the needs of the individual but not leading to a recognised/national award. We have not included this activity in our performance indicators charts as it is less likely to be assessed and because these courses are often short in duration and less relevant to performance measurement. These non-recognised programmes can often be a student's first step back into learning and can lead to further study towards a recognised qualification soon after.

In 2009-10 Scotland's colleges delivered 83,420,491 hours of learning across 387,000 student enrolments. Students often enrol on more than one programme in a single academic year and therefore the actual number of students associated with the 387,000 enrolments is 320,495.

Although 38 per cent of student enrolments (145,484) are on courses that do not lead to a recognised qualification only eight per cent of the total learning hours are attributable to these students. The number of enrolments on non-recognised qualifications has fallen by 20 per cent since 2008-09 and the number of hours of learning has fallen by 1,222,514 which equates to 15 per cent. Around 95 per cent of college funding is based on hours of learning rather than student numbers and, therefore, the vast majority of funding is directed towards recognised qualifications.

The duration of a programme can range from as little as an hour in length to a full-time programme consisting of 720 hours or more. This large disparity in duration can have a significant impact on the retention rates of programmes. To overcome this issue we have created seven discrete groups of activity ranging from programmes where the duration is less than 10 hours to

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[1] Colleges' activity is measured using the student unit of measurement (SUM) where one SUM = 40 hours of learning

full-time programmes of 720 hours or more. By categorising activity in this way the reader should be able to better understand differences in provision across colleges and therefore make more informed comparisons of activity which can be determined to share similar characteristics.



Enrolments by qualification aim of course 2009-10

- 241,516 Student enrolments on recognised qualifications
- 145,484 Student enrolments on non recognised qualifications



Hours of learning by qualification aim of course 2009-10

- 76,572,376 hours of learning on recognised qualifications
- 6,848,115 hours of learning on non recognised qualifications
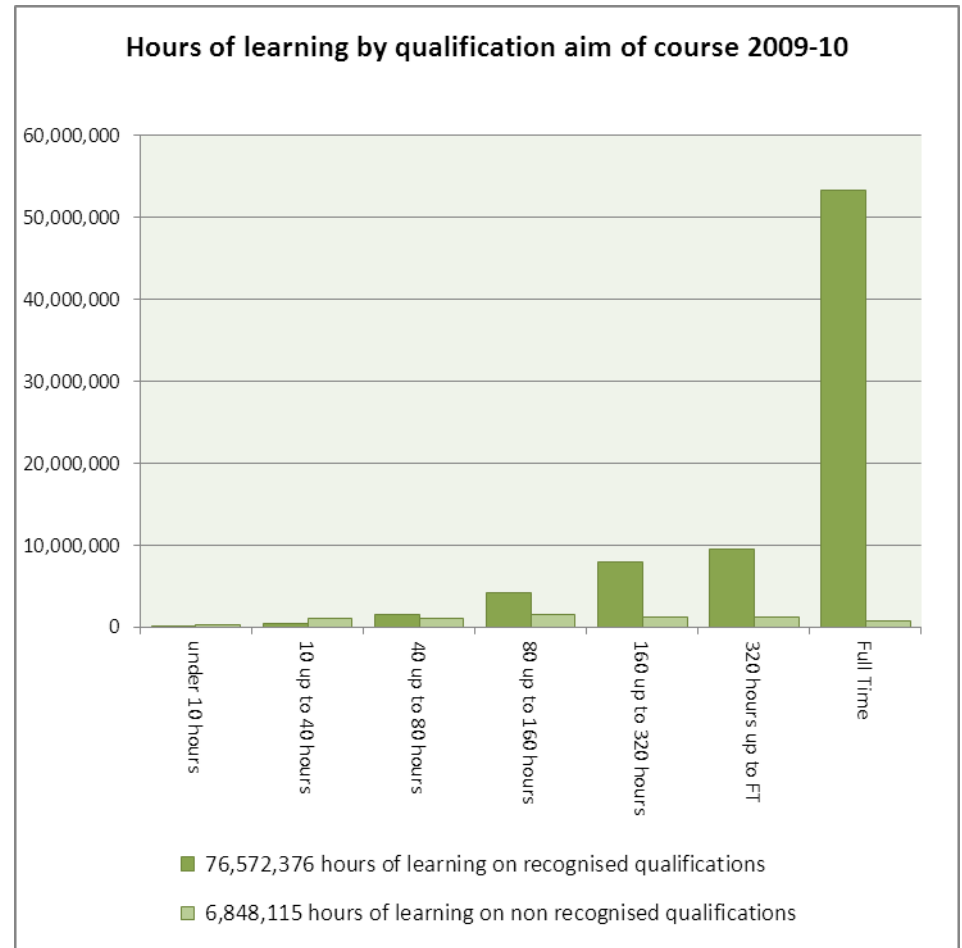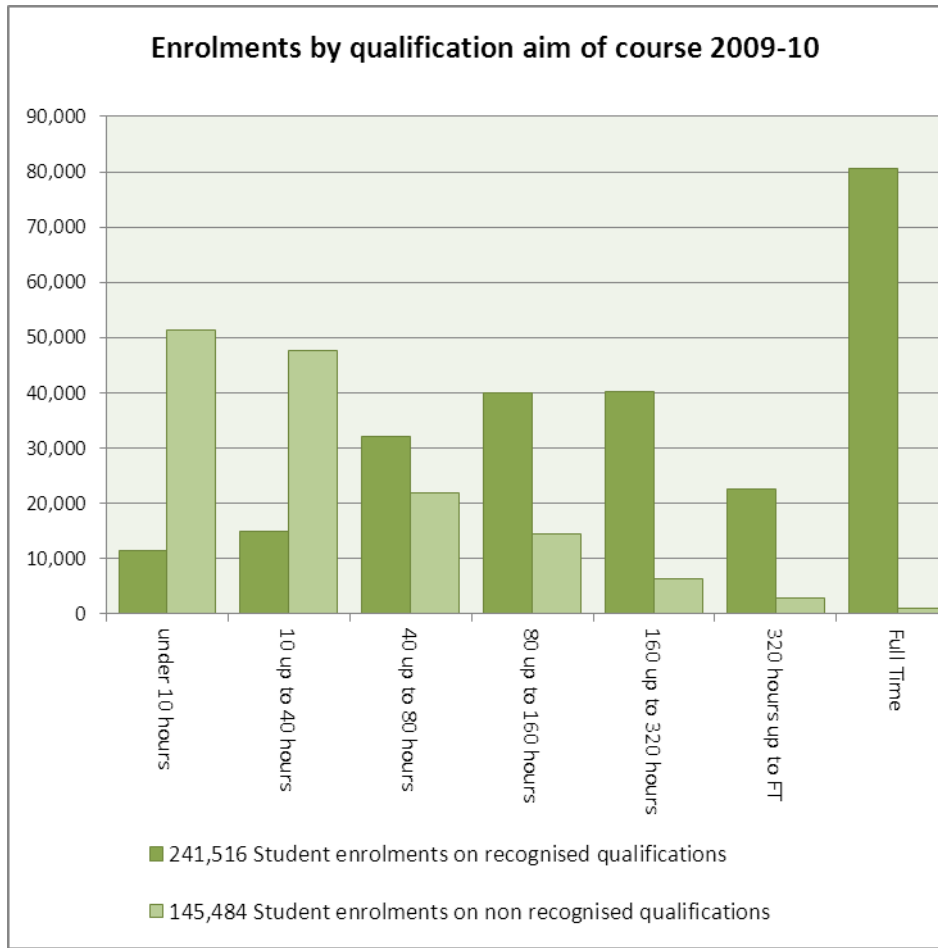
Of all enrolments on courses leading to Non-Recognised Qualifications (NRQs), just under 70 per cent are on courses lasting less than 40 hours, with 35 per cent on courses of less than 10 hours. Less than one per cent of these student enrolments are classified as full-time. By comparing the chart on hours of learning with the chart on enrolment numbers, we can work out average hours of learning for each of the hours of learning bands. The average enrolment on a non-recognised qualification accounts for 47 hours of learning whilst the average for recognised qualifications is 317. This means that courses leading to recognised qualifications, on average, last around seven times as long as those leading to a non-recognised qualification.

Annexes B, C & D provide a breakdown of learning hours by qualification of study, mode of study and age groups to provide a better understanding of the type of provision included within our bands of hours of learning.

**Charts 4 to 11 exclude courses that do not lead to a recognised qualification.**

Scotland's colleges provide the SFC with details of the courses that they deliver and the students who enrol on these courses. This data includes details of the student's results at the end of the academic year or withdrawal date if the student does not make it to the end of the course.

These individual outcomes are described in more detail below:

- **Early withdrawal** indicates that the student has withdrawn from the programme before 25 per cent of the course has elapsed. The SFC does not provide activity funding for students who leave before the 25 per cent date (also known as the funding qualifying date). These students may have left to take up a place at another college or higher education institution, to start a job or perhaps because they found they were unable to continue their studies for financial reasons or because they found the course unsuitable. Colleges often have waiting lists for their courses as they can be oversubscribed. However, it is often too late to replace students with someone from the waiting list at the time of withdrawal.

- **Further withdrawal** indicates that the student attended after the funding qualifying date but withdrew from their studies before the programme ended. The SFC pays the same price for students in this category as they do for a student who completes their programme.

- **Completed partial success**: indicates that the student completed the programme but did not gain the qualification. This could mean that the student has passed all units except one, or did not pass any units at all. It is generally accepted, however, that the student will have gained some benefit from completing their studies. There will also be instances where a student enrols at college to gain the qualifications to proceed to university. For example, they may enrol to study four Highers but then receive a conditional offer from a university based on passing just two Highers. In that scenario the student may decide to withdraw from two of the Highers to concentrate on passing the two required for entry to their university course.

- **Completed successful**: indicates that the student has completed the course year. If this is a one year course (which is true of most courses) the student will have gained the qualification they were aiming for. If the student was on a course of more than one year and was not in the final year they will have progressed to the next year of study and achieved at least 70 per cent of the units studied in the current year.

These four categories are used within charts 4, 5, 7, 8, 9, 10 and 11 which describe performance across courses of various duration in terms of hours of learning required to complete the course year plus age groups, level and gender, subject groups and other groups of interest such as minority ethnic groups or disability.

Each of these charts contains two percentage figures; the first describes the percentage of students who **successfully completed** the course year and the second is the percentage that **completed** the course year irrespective of their result. Both these values have been calculated as a percentage of all enrolments. Where the number of enrolments is less than 50, the bar that describes the activity levels will be shown but the success and completion rates will not. This avoids spurious statistical accuracy in the published pass rates and reduces the risk of incorrect conclusions being drawn from pass rates based on small numbers. Examples of these calculations can be found at Annex A.

**Chart 4: Outcomes for Further Education student enrolments on recognised qualifications, 2008-09 and 2009-10**
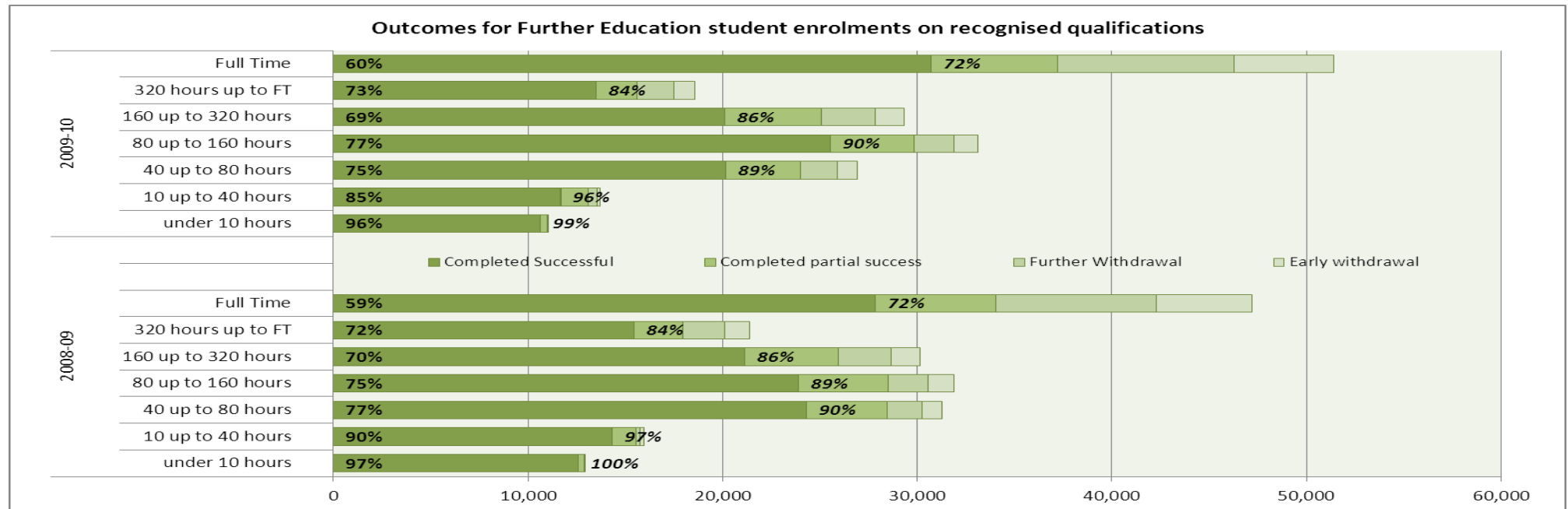


**Outcomes for Further Education student enrolments on recognised qualifications**

The FE recognised qualifications chart above provides an overview of success rates on FE recognised programmes for years 2008-09 and 2009-10. The figures are presented for both years to allow the reader to make comparisons over time and to reduce the risk of basing an assessment of performance on a snapshot of a single year when performance may vary over time.

For 2009-10 we can see that 60 per cent of students on full-time programmes **completed successfully** whilst a total of 72 per cent completed irrespective of their final result. This means that 12 per cent completed with **partial success.** This leaves 28 per cent of students who withdrew before the programme ended with the withdrawal bars suggesting about 10 per cent withdrew prior to the 25 per cent date and the remaining 18 per cent before the programme ended.

**Chart 5: Outcomes for Higher Education student enrolments on recognised qualifications**

In terms of recognised programmes of HE, the chart below once again provides an overview of success rates for academic sessions 2008-09 and 2009-10. As with the FE chart, the figures are presented for both years to allow the reader to make comparisons over time and to reduce the risk of basing an assessment of performance on a snapshot of a single year when performance may vary over time.

The pass rates for HE programmes tend to be higher than FE programmes over the course year and this is reflected below with 64 per cent of students on full-time programmes **completing successfully** and a total of 78 per cent completing irrespective of their final result. These figures are comparable with the values of 60 per cent and 72 per cent for FE programmes but it should be noted that full-time HE programmes are more likely to be longer than a year in duration. For example, a full-time HND is likely to last for two years and therefore it is likely that the pass rate from day one to achieving the qualification will be lower than shown as there are likely to be further withdrawals or failures in the subsequent years.

**Outcomes for Higher Education student enrolments on recognised qualifications**



Outcomes for Higher Education student enrolments on recognised qualifications
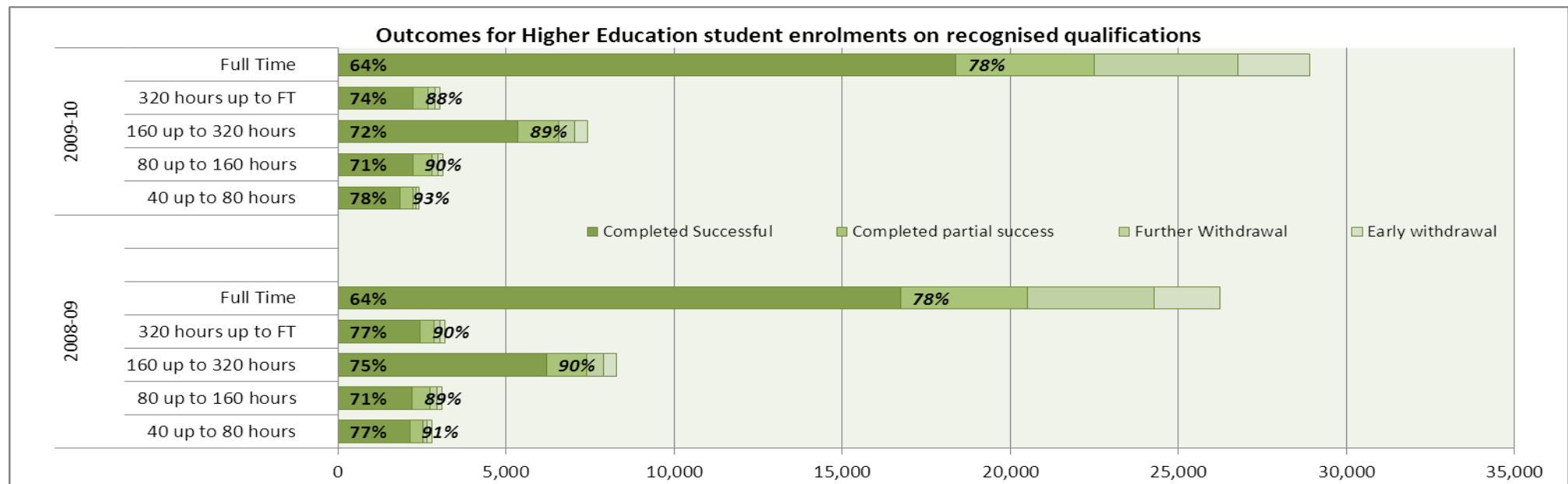
**Chart 6: Students completing their HE course with partial success – proportion achieving banded rates**

**(excluding students on courses lasting less than 160 hours)**

The chart below provides more detailed information for the 5,765 students enrolled on HE programmes in 2009-10 who completed with partial success (as shown in the previous chart). It shows that almost half of these students gained at least 50 per cent of the units they enrolled on (1,571 + 1,322 = 2,893) while around 23 per cent (1,322) of these students gained at least 75 per cent of the units on their programme. At the other end of the scale 638 or 11 per cent of the students failed to gain any of the units for which they enrolled.

**Students completing their HE course with partial success - proportion achieving banded rates**
**(An overview of the 'completed partial success' group above for courses lasting 160 hours or more )**

- 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

638
911
1,322
1,571
1,323

This chart shows that students who complete their programme are likely to achieve some measurable level of success even if they do not achieve the award they enrolled for.

17

The following five charts provide information on the age, gender, level, and subject groupings for programmes lasting for **160 hours or more**. We have chosen to concentrate on courses that last for at least 160 hours as we believe that these are more comparable across the sector and across years. A student studying for a 'Higher' would be expected to engage in 160 hours of learning.

**Chart 7: Enrolments by age group for courses lasting 160 hours or more, 2009-10**

Our figures show that students in the younger age groups are less likely to complete successfully than those in the older age groups. In reality the comparison is far more complex than first meets the eye. Younger students are more likely to enrol on full-time programmes which have a lower pass rate in comparison to part-time programmes. They may also be more likely to enrol on subjects that have lower pass rates or to withdraw from college because they have managed to get a place at university a month or so after their college course began. These charts allow for a more informed comparison of college activity but the reader should nevertheless take account of the specific environment in which each college operates and consider the relationship between the charts presented to gain a more rounded view of college performance. Viewing a single indicator in isolation leaves the reader open to drawing incorrect conclusions.



Enrolments by age group for courses lasting 160 hours or more 2009-10
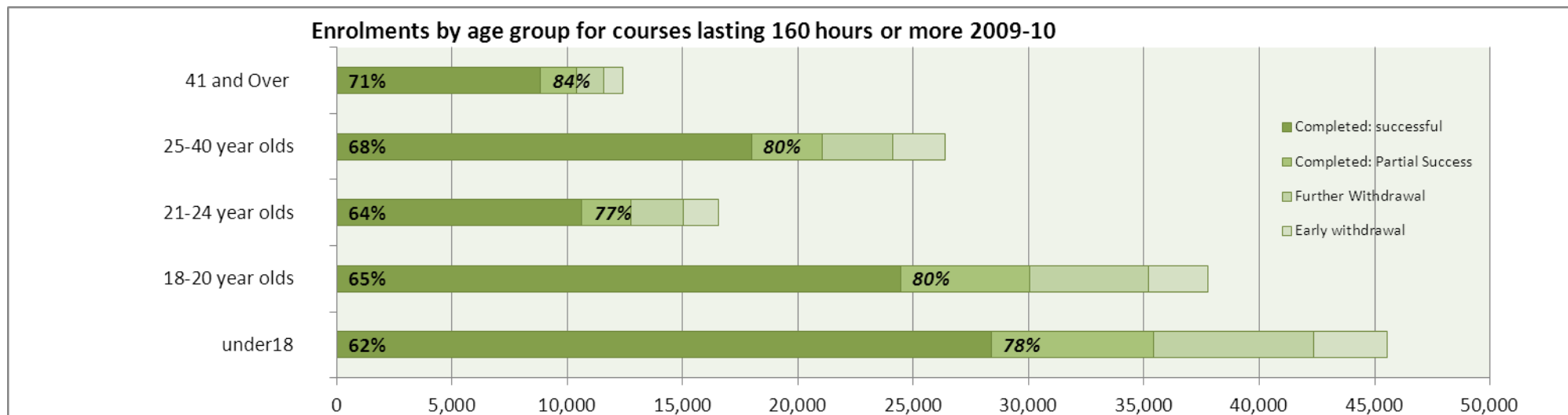
**Chart 8:  Enrolments by level and gender on courses lasting 160 hours or more, 2009-10**

Once again, the reader should be careful not to draw incorrect conclusions from a single chart.  The chart below seems to suggest that male students are more likely to successfully complete their FE programmes than female students.  Again it is important to consider the fuller picture and to understand the relationships between the various charts presented.  Subjects and modes of study are associated with different pass rates and the 'mix' of these may differ across genders and individual colleges.
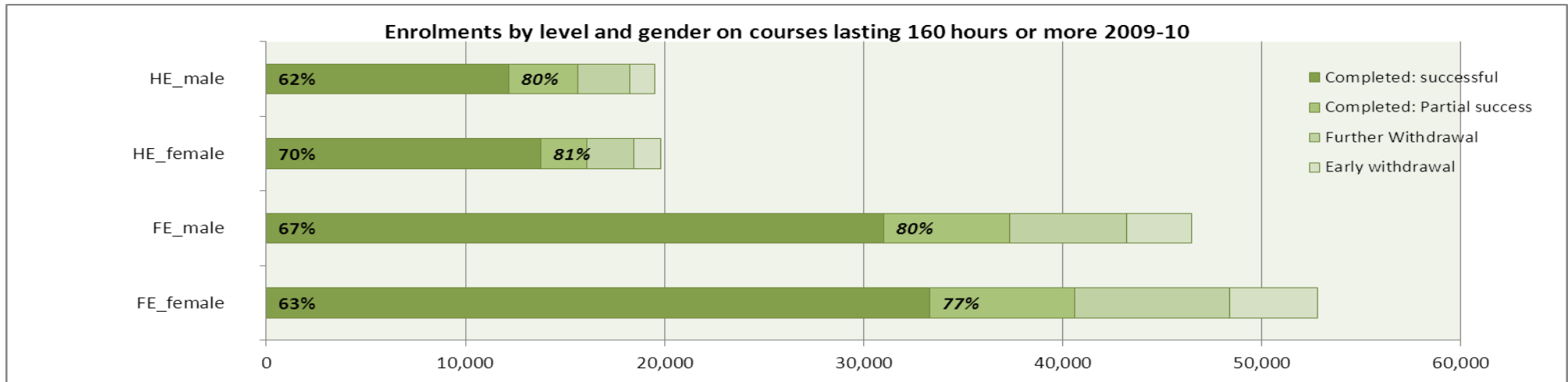


The chart shows that more than two thirds of enrolments are for students studying FE level programmes in 2009-10 and that females outnumber males.  The success rates are different across these groups and provide a more rounded picture of college performance when considered alongside the other charts presented for each college.

It should be easier to compare college results that show similar splits of FE and HE and male and female provision, especially if other indicators such as subjects, age groups and bands of hours of learning show a similar profile to the college of interest.

## Chart 9: Enrolments by HMIE subject groupings on FE courses lasting for 160 hours or more, 2009-10

The subject groupings are based on the subject classification for the course aggregated into areas considered similar by Her Majesty's Inspectorate of Education (HMIE). A subject mapping can be found at Annex E. There are two charts, one for FE level programmes and one for HE level programmes. Colleges offer a very wide ranging portfolio of courses and subject areas of study to potential students.

**Enrolments by HMIE subject groupings on FE courses lasting for 160 hours or more 2009-10**

| Subject | Completed: successful | Completed: Partial success |
|---|---|---|
| Sport and Leisure | 66% | 78% |
| Special Programmes | 71% | 82% |
| Social subjects | 54% | 73% |
| Science | 52% | 75% |
| Performing arts | 65% | 78% |
| Nautical studies | 64% | 93% |
| Media | 57% | 76% |
| Languages and ESOL | 63% | 79% |
| Land-based industries | 70% | 83% |
| Hospitality and tourism | 62% | 74% |
| Hairdressing, Beauty and Complementary Therapies | 67% | 76% |
| Engineering | 74% | 84% |
| Education and training | 66% | 80% |
| Construction | 75% | 83% |
| Computing and ICT | 54% | 79% |
| Care | 62% | 76% |
| Business, management and administration | 63% | 75% |
| Art and design | 64% | 75% |

Legend: Completed: successful, Completed: Partial success, Further Withdrawal, Early withdrawal

Axis: 0, 2,000, 4,000, 6,000, 8,000, 10,000, 12,000, 14,000, 16,000

The chart above for FE programmes clearly shows that some subjects have lower success rates than others. Science, for example, shows a 52 per cent success rate whilst construction stands at 75 per cent. This may be explained by many of the construction students studying on day release from their jobs which can make them more motivated whilst those in the science group are more likely to be studying full-time which in itself has a lower pass rate. Programmes of Highers are also more likely to fall into the science group and we are aware that these pass rates can be influenced by changing priorities amongst students, for example, initially enrolling for four Highers but only completing two as this is sufficient to gain entry to their chosen university.

**Chart 10:  Enrolments by HMIE subject groupings on HE courses lasting for 160 hours or more, 2009-10**

Similar issues exist for HE programmes with some subjects being more likely to be made up of students studying on day release from their employer, in which case the student has extra motivation to do well.  Similarly, some of these courses will have a greater mix of full-time programmes or students from younger age groups.

Once again, to get the best out of these charts the reader should consider the relationships between the charts and knowledge of the context in which the college operates.  In itself the chart can provide useful information on volumes and success rates but, by considering the other information provided for the college and for other similar colleges, it is possible to gain a more rounded view of how the college is performing and how it may be expected to perform.



Enrolments by HMIE subject groupings on HE courses lasting for 160 hours or more 2009-10
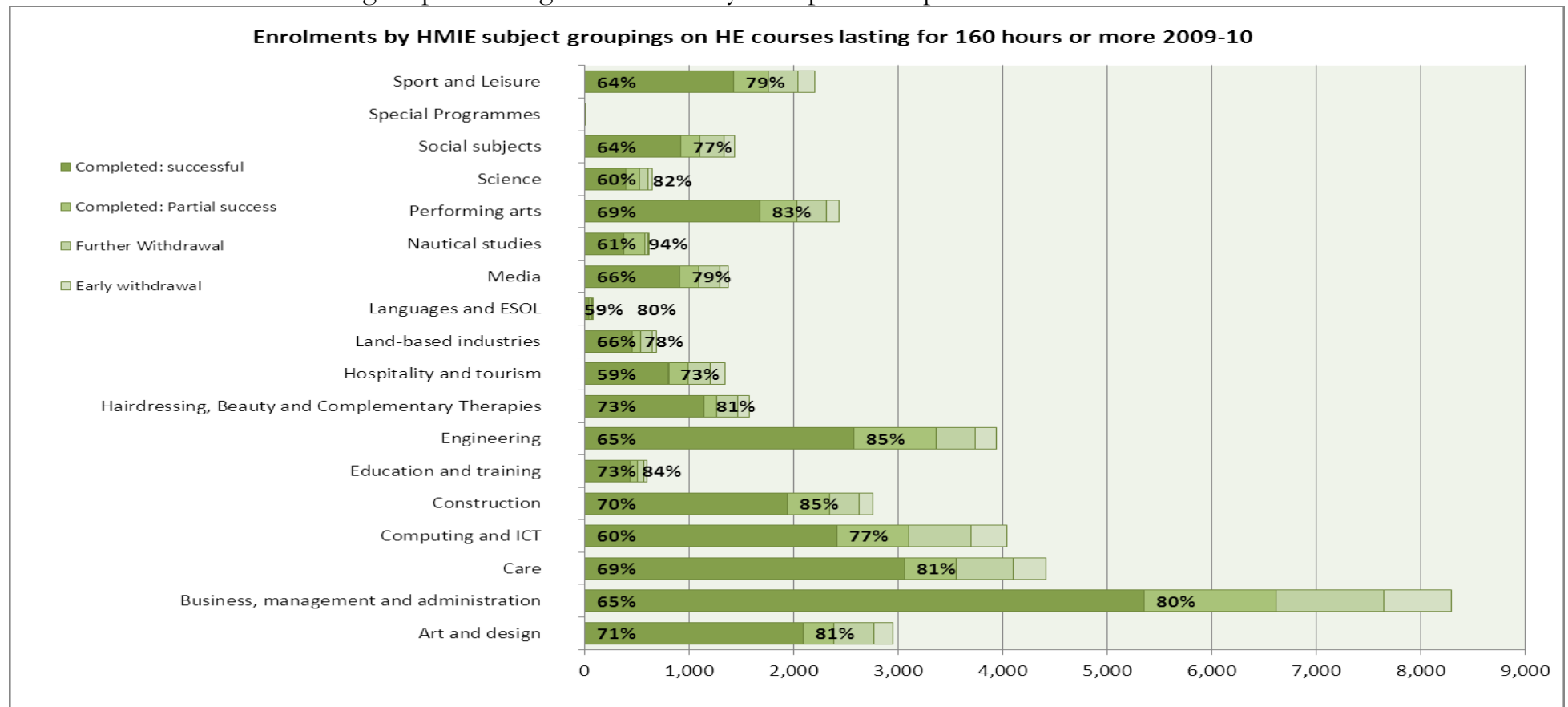
## Chart 11:  Enrolments by key student groups for courses lasting 160 hours or more, 2009-10

The chart below has been designed to highlight groups of interest to various stakeholders and to go some way towards identifying factors that may affect the success rates for an individual college.  For example, a college with a high number of students on day release from their employer or supported by their employer in some other way is likely to have a high pass rate for these students and this may be enough to affect overall pass rates.  Similarly, students who receive student support are more likely to be successful than those who do not and this may also have an effect on pass rates.

On the other hand students from deprived areas are likely to do less well than other groups and therefore a college with a high number of enrolments from these areas may achieve lower pass rates.

It should be noted that the chart also shows the volume of students who withdraw from their studies for positive reasons such as to study at a university or to commence employment.

### Enrolments by key groups for courses lasting 160 hours or more 2009-10

| Group | Completed Successful | |
|---|---|---|
| Withdrawn into employment or to study elsewhere | | |
| Year of study greater than first year | 78% | 90% |
| Disability | 64% | 78% |
| Ethnic minority | 57% | 76% |
| Fees paid by employer | 82% | 93% |
| 20% most deprived postcode areas | 60% | 74% |
| Lone parent | 67% | 77% |
| FE FT over 20 years old no maintenance | 61% | 71% |
| FE FT over 20 years old received Maintenance | 72% | 81% |

Legend:
- Completed Successful
- Completed partial success
- Further Withdrawal
- Early withdrawal

X-axis: 0, 5,000, 10,000, 15,000, 20,000, 25,000, 30,000, 35,000, 40,000, 45,000

**Chart 12: Performance against activity levels, 2008-09 and 2009-10**

Colleges receive funding from the SFC to deliver a target number of hours of learning. These hours of learning are weighted by the cost of teaching in different subject areas. For example, engineering courses tend to require specialist equipment and therefore have a higher weight than business courses that are more likely to be classroom based. Colleges must deliver within 98 per cent of their target or their teaching grant can be reduced.



Performance against activity targets
colleges delivering 2% or more below target can be penalised
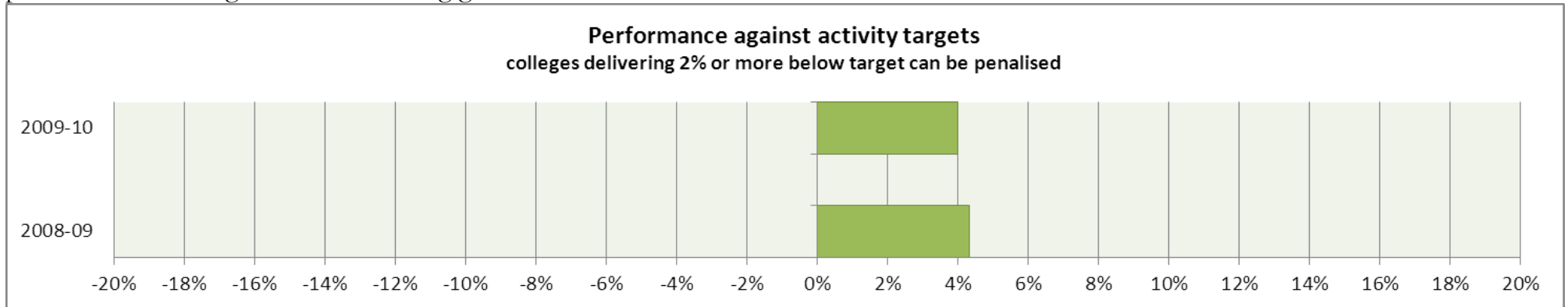
**Chart 13: Full-time equivalent staff, 2009-10**

The bar-chart in this figure illustrates the percentage of full-time equivalent staff in FE colleges in 2009-10. Just over 70 per cent of all staff in Scotland's colleges are permanent full-time teaching staff. More details on staffing in Scotland's colleges are available at: www.sfc.ac.uk/statistics/facts_figures/0910/staffing0910.aspx



Full-time equivalent teaching staff, 2009-10

4,390     1,978

■ Permanent full-time Teaching Staff    ■ Other Teaching Staff
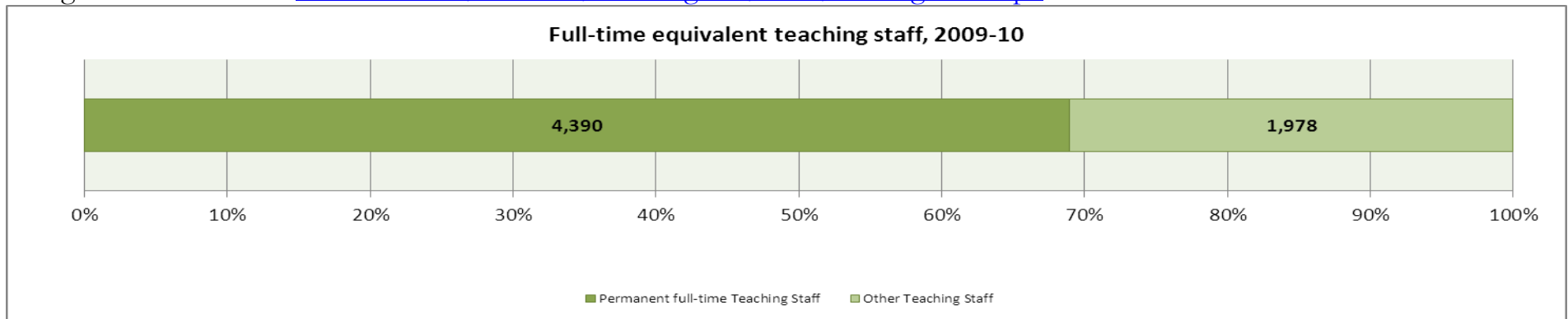
**Chart 14: Percentage of full-time permanent teaching staff with a teaching qualification**

This bar-chart measures the percentage of full-time teaching staff with a teaching qualification recognised by the General Teaching Council.

**Percentage of Full-time permanent teaching staff with a teaching qualification**

| Year | Percentage |
|------|------------|
| 2008-09 | 90% |
| 2009-10 | 89% |

(Horizontal axis: 0, 1,000, 2,000, 3,000, 4,000, 5,000, 6,000)
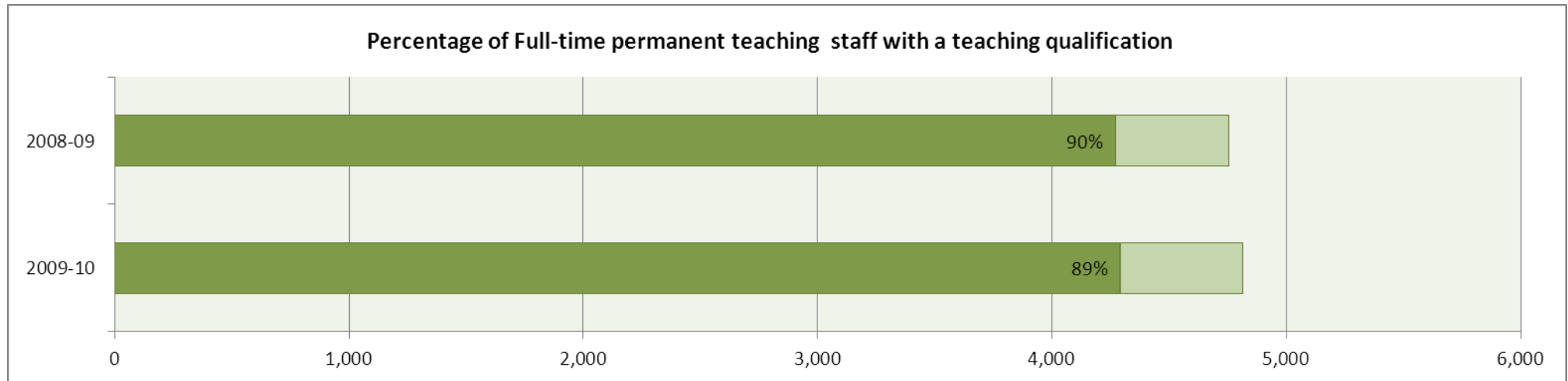
# 4 An overview of performance indicators for Scotland's colleges

The college sector has undergone considerable change in recent years. Between 2005-06 and 2009-10 there has been around a 17 per cent rise in full-time students to 81,532, with overall hours of learning rising to 83,420,491.

In 2008-09, there were 75,020 full-time students enrolled at college so the year-on-year increase is 6,512 full-time students between 2008-09 and 2009-10 or nine per cent in a single year. This shows acceleration in the growth of full-time student numbers.

In general, colleges are delivering fewer programmes to those studying part-time but the increased delivery to full-time students means that hours of learning increased by over one per cent between 2008-09 and 2009-10.

This accords with the SFC policy of reducing student numbers on leisure programmes and short courses lasting for less than 10 hours. This change in policy for short courses is described in paragraph 49 of circular SFC/14/2010 and paragraph 21 of circular SFC/16/2009, our main grant letters for AY 2009-10 and AY 2010-11.

SFC asked colleges to replace these very short programmes with more substantial programmes of study and to prioritise additional places for those aged 16 to 24 who were not in employment, education or training.

Many short programmes consisted of only one or two hours of learning. As a full-time FE programme requires at least 720 hours of learning it could take as many as 720 enrolments on very short programmes to equal the learning hours required for one enrolment on a full-time programme.

The increase in full-time students may have had an impact on overall success rates as full-time students are less likely to complete their programmes. These programmes require commitment over a longer period of time and pass rates can be lower as students are required to achieve more units/credits than those enrolled on short part-time courses.

In 2009-10 students from the postcode areas in which the 20 per cent most deprived members of the population live made up 31 per cent of all FE hours of learning and 24 per cent of all HE hours of learning. This is an increase from 2008-09 and can be partly explained by the increase in the proportion of full-time students from the 20 per cent most deprived

postcode areas with 30 per cent of students living in these areas in 2008-09 and 32 per cent in 2009-10.

Further information from the SFC on Scotland's colleges is available from the sources below.  Student numbers may differ across these publications as the reports are prepared for different purposes.  For example, our PI report excludes students who begin courses in January and finish in December of the same year, as results will not be available for these students until the course ends.  However, activity related to these students will be included in the other reports.

Scotland's Colleges: A Baseline Report for Academic Year 2009-10:
[www.sfc.ac.uk/web/FILES/ReportsandPublications/Scotlands_Colleges_A_Baseline_Report_for_Academic_Year_200910_-_Feb2011.pdf](http://www.sfc.ac.uk/web/FILES/ReportsandPublications/Scotlands_Colleges_A_Baseline_Report_for_Academic_Year_200910_-_Feb2011.pdf)

The Infact database on college courses and students is available on the SFC website:
[www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx](http://www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx)

# A comparison of success rates for FE student enrolments leading to a recognised qualification for academic years, 2008-09 and 2009-10.

The next two graphs plot data relating to successful achievement rates in each of the colleges. Activity below 160 hours is excluded to improve comparability across the colleges.

Results for FE provision are shown for academic years 2008-09 and 2009-10 in the chart below.

**A comparison of completed successful student outcomes for those enrolled on FE national qualifications lasting 160 hours or more**
**(values above line show an improved success rate in 2009-10 from 2008-09)**

Y-axis: **2009-10 % FE completed successful** (50% to 100%)
X-axis: **2008-09 % FE completed successful** (50% to 100%)
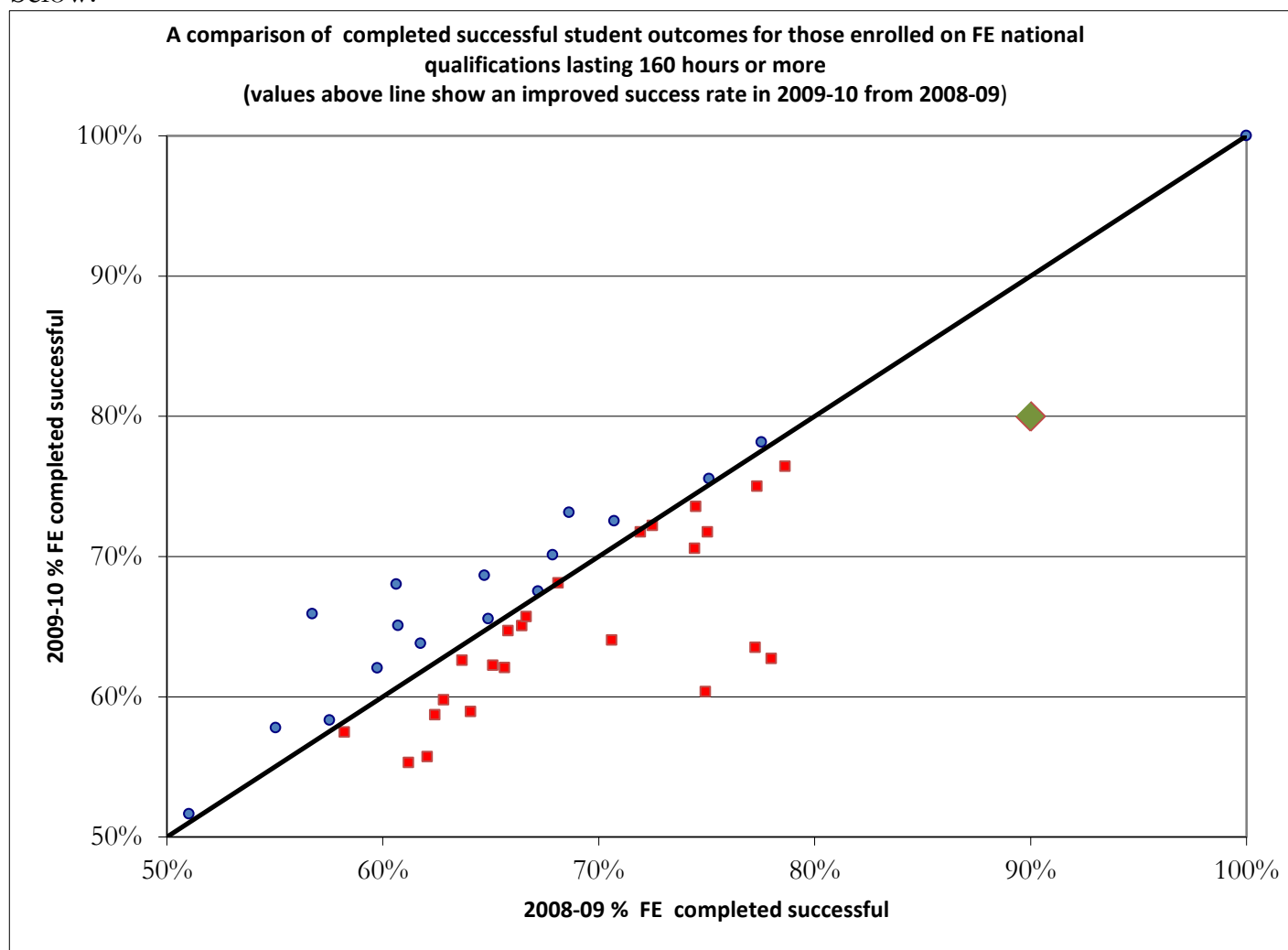
The chart plots success rates for each college in 2008-09 and 2009-10. The position of each point shows the value for 2008-09 on the horizontal axis (reading across from left to right) and for 2009-10 on the vertical axis (reading bottom to top). To illustrate how the chart should be read we have added a dummy value using a green diamond that shows a college achieving 90 per cent in 2008-09 and 80 per cent in 2009-10.

If a college attains the same success rates for 2008-09 and 2009-10, then their result will lie on the black line. If their result in 2009-10 has improved from the position in 2008-09, then the college value will be shown above the line and below if the success rate has fallen between 2008-09 and 2009-10. We have shown the data points in red if the success rate is lower in 2009-10 than it was in 2008-09 and in blue if the success rate improved over the two years.

28

The sector pass rate stands at 65 per cent for both years but 17 of the 41 colleges show an increase in their achievement rate in 2009-10. Most college results are close to the black line indicating a similar performance over the two years. One college is shown as achieving 100 per cent success in both 2008-09 and 2009-10 – the college in question is Sabhal Mor Ostaig a small college offering specialist Gaelic provision.

**A comparison of success rates for HE student enrolments leading to a recognised qualification for academic years 2008-09 and 2009-10.**

The chart below provides the same information for HE provision.

Again we have shown the data points in red if the success rate is lower in 2009-10 than it was in 2008-09 and in blue if the success rate improved over the two years.



A comparison of completed successful student outcomes for those enrolled on HE national qualifications lasting 160 hours or more
(values above line show an improved success rate from 2008-09 to 2009-10 )
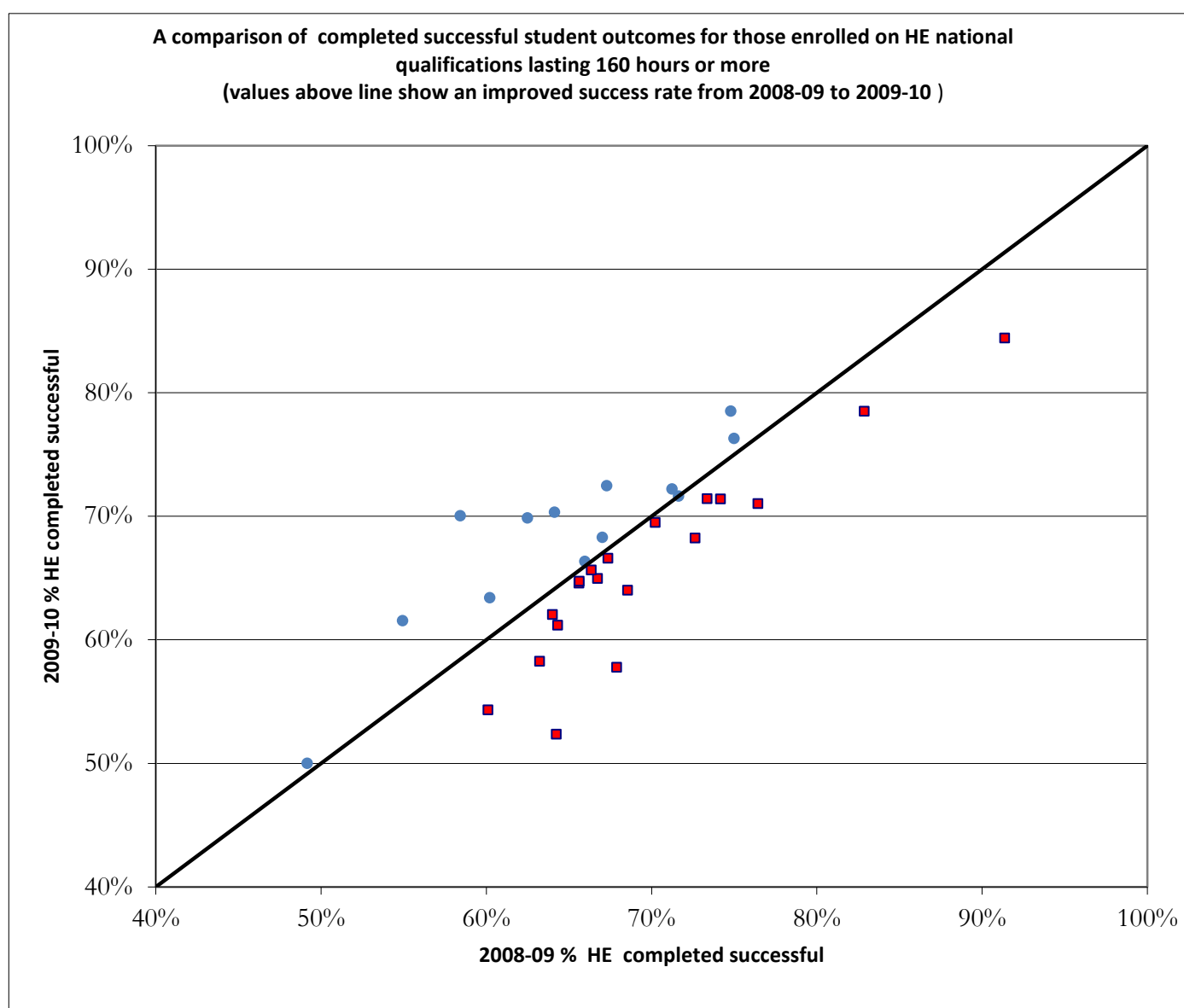
The success rate increased in 13 of the 32 colleges while the sector pass rate reduced slightly from 67 per cent to 66 per cent. Most college results are close to the black line indicating a similar performance over the two years.

**A comparison of success rates by subject groups for academic years 2008-09 and 2009-10**

The previous charts and maps showed the results over the two year period for individual colleges. The chart below takes a different perspective and provides a comparison of success rates across HMIE subject groups between 2008-09 and 2009-10 for programmes with a duration of 160 hours or more.

**HMIE subject groups for courses lasting 160 hours or more**
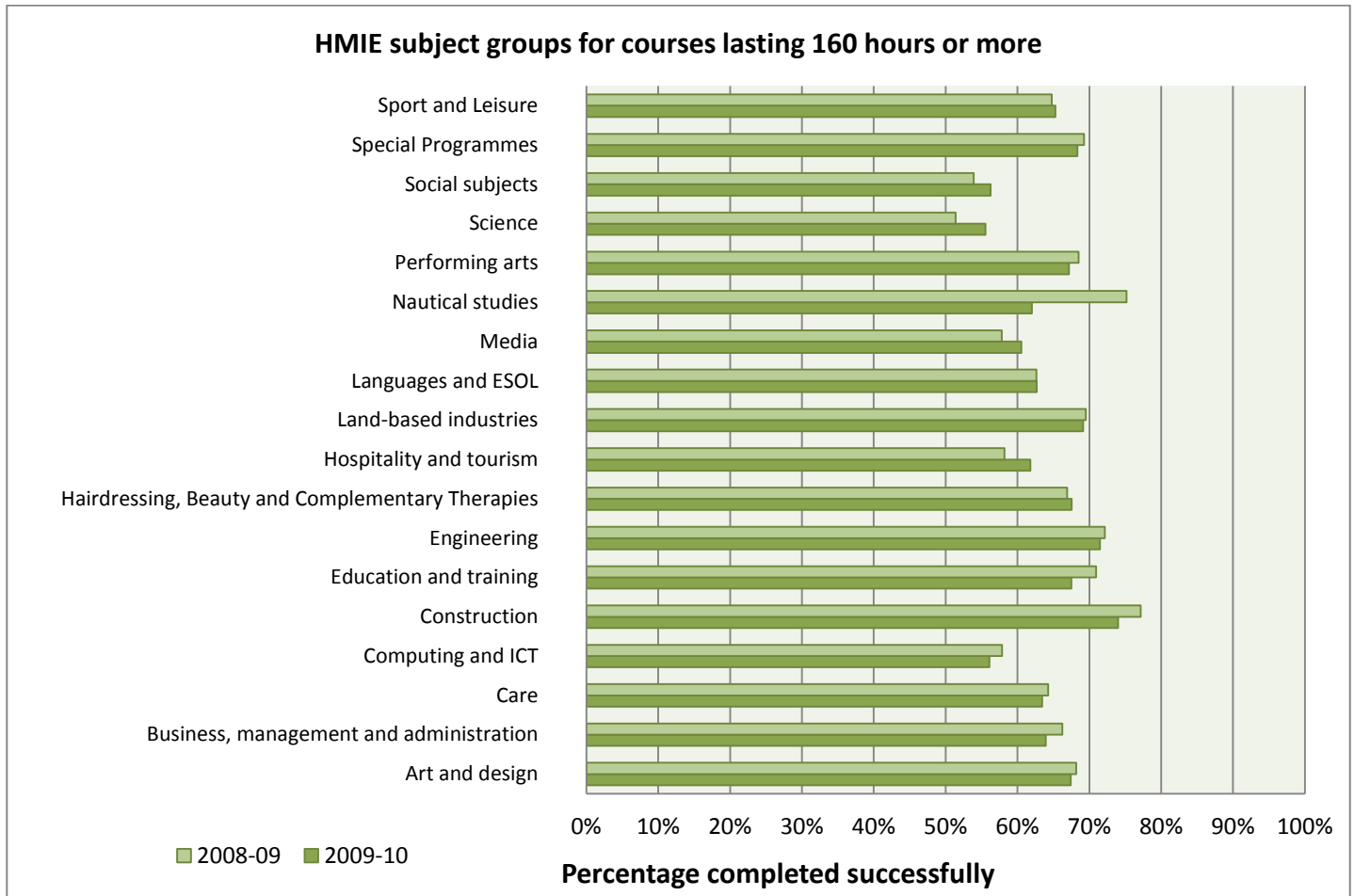


There has been little change in pass rates across the two years at the subject level with the notable exceptions of Nautical Studies where the success rate declined by 13 per cent and Science where the pass rate increased by four per cent.

**A comparison of success rates by age of student for academic years 2008-09 and 2009-10**

The chart below compares 2009-10 with 2008-09 in terms of the percentage of students successfully achieving their qualification aim for programmes with a duration of 160 hours or more by age group. Individual college charts and sector values show differences in success rates across the age bands hence it was considered appropriate to present this breakdown as changes in the age distributions may affect overall pass rates.

The choice of age bands reflects the SFC's prioritisation of activity for those aged 16 to 24 and it is useful to have more detailed information within this age range.

The figure shows a small but consistent decline in success rates over the two years in all age bands.

**Percentage completed successfully by age of student on courses lasting 160 hours or more**
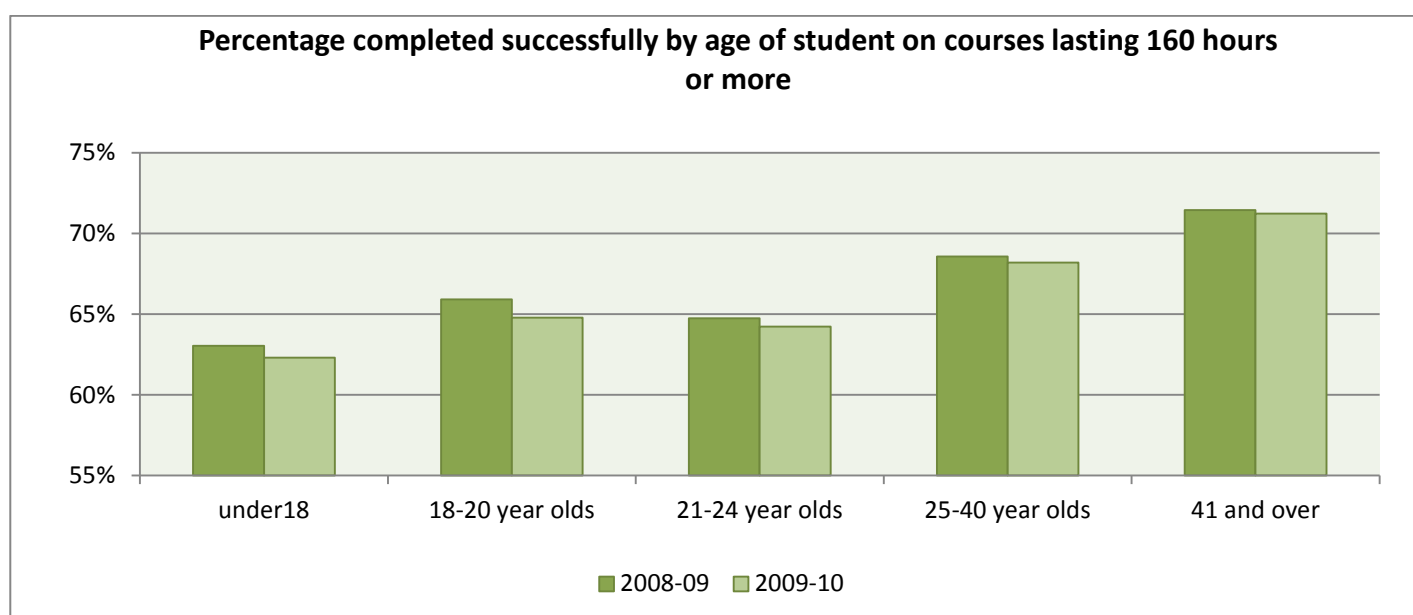


The charts presented for individual colleges, our Infact database and baseline reports together show that younger students are more likely to be enrolled on full-time programmes which generally have lower success rates than shorter programmes.

Subject choices also differ across the age groups and these factors will impact on the success rates for the individual age groups and across colleges. The reader should consider contextual factors such as differences in hours of study or subject mix when comparing success rates in order to improve the appropriateness of comparisons. Factors such as levels of deprivation should also be considered when comparing success rates.

We intend to develop our analysis over time and are happy to receive feedback on the type of analysis our readers would like to see to help us to improve future reports.

## Annex A: Calculations

### Examples

The PIs included within this publication are intended to provide an overview of the student journey from day one to the end of the programme.

This example refers to a full-time computing course but the same calculations would be applied for full-time, part-time or day release courses.

100 people have enrolled on the course which runs from September 2010 to July 2011 over 36 teaching weeks. Holidays do not count as teaching weeks.

**Two** students drop out in the first week, one because they were offered a job and the other because they felt the course was not as they had hoped.

Another **three** students drop out in week 3, 2 because they had applied for student support only to find that the means testing had shown they were ineligible and therefore unable to fund their living expenses. The other withdrew because they were offered a place at University starting in October.

**Two** more students dropped out in week 4 both because they found the course too difficult.

All other students continued their studies until week 8 when a further **three** students withdrew. Two of these students simply stopped attending and the other was fortunate enough to start work with a local IT company.

Our funding qualifying date is reached in week 9 when a quarter of the required days of attendance pass. By this point the 10 students discussed above have withdrawn from their studies.

One of our main indicators is the number of students who withdraw prior to the funding qualifying date. The **Early withdrawal** indicator would therefore be derived by working out the percentage of withdrawals prior to the funding qualifying date of all enrolments.

We know that 100 students started on the course and that 10 withdrew before the funding qualifying date therefore 10 per cent withdrew prior to the funding qualifying date.

**Early withdrawal = 10 / 100 =10%**

*SFC does not pay the college any teaching grant for these 10 students.*

*Although withdrawals are seen as a negative indicator our example above shows that two students actually left to commence employment and another to take up a place at University. Most people, probably including the students in question, would not see these as negative outcomes and the reader should be aware that students withdraw for various reasons.*

No one drops out in week 9 or 10 but this still leaves 26 weeks to go until the end of the course.

The **first** student to drop out after the funding qualifying date withdraws in week 11 but they don't tell the college why they have chosen to stop their studies.

Another **one** student drops out in week 13 and a further **three** in week 14. One of these students has left to start a new job another for personal reasons and the remaining two as the course has become too difficult.

The Christmas holidays begin in week 15 and unfortunately **five** students simply don't return after the holiday period.

Exams begin in February which is week 18 and another **three** students withdraw before the second semester begins.

There are no more withdrawals until the Easter holidays when **one** more student decides to stop attending as they were behind with their studies.

**One** final student withdraws in week 32 for personal reasons.

In total that's **15** additional students who have withdrawn between the funding qualifying date and the end of the programme. One of these was to start a job.

Another of our main indicators is the number of students who withdraw between the funding qualifying date and the end of the programme. The **Further withdrawal** indicator would therefore be derived by working out the percentage of withdrawals between the funding qualifying date and the end of the programme.

We know that 100 students started on the course and that 15 withdrew between the funding qualifying date and the end of the course therefore 15 per cent withdrew after the funding qualifying date.

**Further withdrawal = 15 / 100 =15%**

We now of course know that 10 students withdraw before the funding qualifying date and that 15 withdraw between the funding qualifying date and the end of the course. This means that 75 of the 100 students (75 per cent) completed their course.

Our PIs however are designed to differentiate between those who complete and achieve the qualification they were aiming for and those who complete but with a lesser level of success.

Our further education statistics (FES) guidance notes for 2009-10 can be found at:
http://www.sfc.ac.uk/web/FILES/Guidance_SubmittingInfo_FEStatsdata_0910/0910_FES2_Guidance_Notes.pdf

Code List I on page 24 provides a list of student outcomes that are used to define the result for each student.

Our PIs include the following outcomes for those completing their programmes of study.

**07      Completed programme/course, student assessed but not successful.**
08      Completed programme/course, student assessed and successful.
14      Completed programme student not assessed as programme is not designed to be assessed.
**17      Student has progressed to next year but did not gain 70 per cent of the credits undertaken.**
18      Student has progressed to next year and has achieved 70 per cent of the credits undertaken.
20      Student has achieved 70 per cent of the credits undertaken but has chosen not to progress onto the next year.
22      Student completed first year of an HND but has chosen to leave with an HNC.

If a student has their result coded as 07 or 17 above they are considered to have completed with partial success. These students may have passed all but one unit or no units but they are still likely to have gained some benefit from completing their studies.

In our computing example 20 students have been coded as either codes 07 or 17 and therefore are considered to have completed with partial success.

**Completed: Partial success = 20 / 100 =20**

We have already established that our early withdrawal rate was 10 per cent our further withdrawal rate 15 per cent and now our completed: Partial Success rate 20 per cent.

This would of course mean that 55 of the initial 100 enrolments gained the qualification they aimed for:

**Completed: Successful = 55 / 100 = 55**

These four groups are the building blocks of our PIs. The SFC believes that these four indicators are best viewed as a whole and therefore these data are presented as separate parts of a bar-chart. An example is shown below:



**Full time Computing results for 100 students**

55 %   75%

■ Completed:Successful  ■ Completed: Partial Success  ■ Further Withdrawal  ■ Early withdrawal

0    10    20    30    40    50    60    70    80    90    100    110
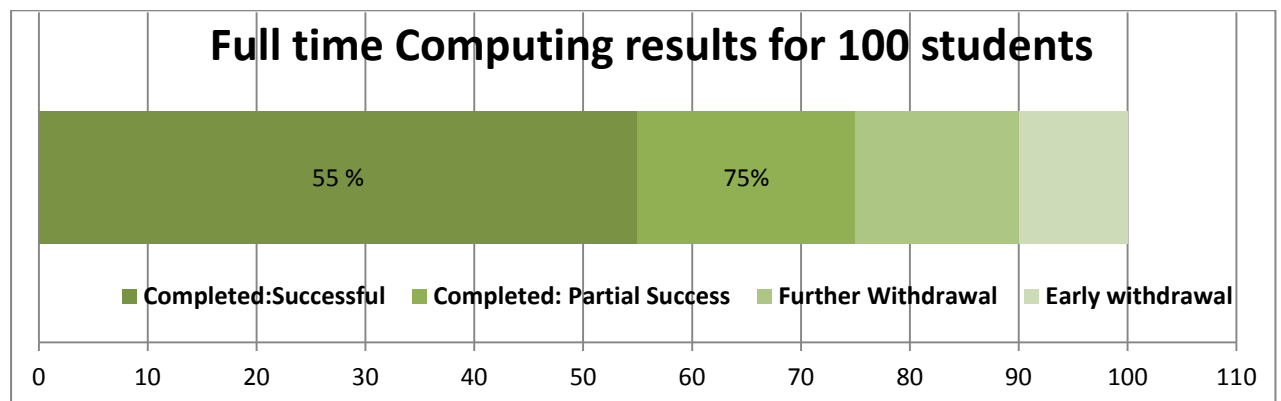
The 55 per cent refers to those completing successfully and the second percentage provides the cumulative total of those completing. Therefore of the 75 per cent of students completing the programme 55 per cent completed successfully and 20 per cent completed with partial success.

# Annex B: Enrolments by qualification aim

| | 1.Under 10hrs | 2.Under 40hrs | 3. under 80hrs | 4. Under 160 hrs | 5. Under 320 hrs | 6. Over 320 hrs but less than FT | 7. Full Time | Total |
|---|---|---|---|---|---|---|---|---|
| Postgraduate diploma | | | 3 | 26 | 46 | | 9 | 84 |
| 1st degree (honours) | | | | | 4 | | 80 | 84 |
| 1st Degree (ordinary) | | | 18 | 14 | 65 | 66 | 245 | 408 |
| Fellowship of professional body | | | | 16 | | | | 16 |
| Graduateship of professional body | | | | 8 | 20 | 62 | 34 | 124 |
| Membership of professional body | | | 59 | 136 | 101 | 29 | | 325 |
| Associateship of professional body | | | 31 | 94 | 116 | | | 241 |
| SVQ or NVQ Level 5 | | | 1 | | 2 | | | 3 |
| Diploma (HNC/D level for diplomates and degree holders | | | 27 | 109 | 116 | 11 | 140 | 403 |
| HND or Equivalent | | 1 | 164 | 276 | 645 | 585 | 16,635 | 18,306 |
| HNC or Equivalent | | 1 | 192 | 458 | 5,013 | 1,055 | 12,965 | 19,684 |
| SVQ or NVQ: Level 4 | | 2 | 70 | 190 | 146 | 352 | | 760 |
| Advanced Certificate (bridge to HNC/D) | | | 19 | 25 | 158 | 267 | | 469 |
| Advanced Certificate not specified elsewhere | 43 | 55 | 323 | 641 | 428 | 117 | | 1,607 |
| Advanced Diploma not specified elsewhere | | 19 | 117 | 312 | 380 | 141 | 146 | 1,115 |
| Advanced Certificate (comprising HN units only) | 2 | 12 | 147 | 298 | 122 | 195 | 37 | 813 |
| HN units only but not leading to certificate | | 10 | 1,586 | 1,162 | 973 | 484 | 13 | 4,228 |
| SVQ: Level 3 | 80 | 366 | 1,315 | 686 | 2,089 | 4,766 | 2,044 | 11,346 |
| NVQ: Level 3 | | 280 | 35 | 3 | 199 | 291 | 434 | 1,242 |
| GSVQ / GNVQ: Level 3 | | | | | 19 | 8 | 165 | 192 |
| SVQ: Level 2 | 40 | 112 | 365 | 689 | 2,139 | 1,684 | 3,895 | 8,924 |
| NVQ: Level 2 | | 72 | 89 | 88 | 317 | 201 | 693 | 1,460 |
| GSVQ / GNVQ: Level 2 | | | 14 | 11 | | 2 | 185 | 212 |
| SVQ: Level 1 | | 6 | 43 | 66 | 316 | 297 | 870 | 1,598 |
| NVQ: Level 1 | | | 120 | | 45 | 17 | 291 | 473 |
| GSVQ / GNVQ: Level 1 | | | | 55 | 78 | | 17 | 150 |
| Advanced Higher (Group Award) | | | | | 30 | | 21 | 51 |
| Higher (Group Award) | | 113 | 110 | 258 | 1,276 | 54 | 1,791 | 3,602 |
| Intermediate 2 (Group Award) | | 285 | 33 | 472 | 613 | 88 | 1,969 | 3,460 |
| Intermediate 1 (Group Award) | 20 | 208 | 281 | 2,214 | 567 | 222 | 336 | 3,848 |
| Access (Group Award) | | | 13 | 239 | 58 | 60 | 214 | 584 |
| Higher | | 5 | 22 | 1 | 61 | 60 | 48 | 197 |
| Highest level of study (course or unit) Higher | | 89 | 633 | 580 | 3,705 | 403 | 5,469 | 10,879 |
| Highest level of study (course or unit) Intermediate 2 | | 55 | 1,323 | 816 | 1,615 | 907 | 3,853 | 8,569 |
| Highest level of study (course or unit) Intermediate 1 | | 196 | 1,067 | 2,540 | 1,040 | 652 | 979 | 6,474 |
| Highest Level of Study (course or unit) Access | | 184 | 577 | 360 | 464 | 336 | 1,064 | 2,985 |
| Other Non-Advanced Certificate or equivalent | 3,767 | 2,858 | 2,448 | 9,033 | 4,194 | 2,585 | 7,461 | 32,346 |
| Other Non-Advanced Diploma or equivalent | | 14 | 68 | 95 | 81 | 16 | 641 | 915 |
| Other SCE / GCE / GCSE examination only | | 1 | 12 | 8 | 334 | 8 | 296 | 659 |
| National Certificate Modules alone, not leading to any qualification listed above | 32 | 1,709 | 12,706 | 7,886 | 5,953 | 5,071 | 16,891 | 50,248 |
| Any other recognised qualification | 7,437 | 7,930 | 7,207 | 8,629 | 5,589 | 1,901 | 2,962 | 41,655 |
| Course not Leading to recognised qualification (including most non-vocational courses) | 53,195 | 52,041 | 22,968 | 14,663 | 7,029 | 2,909 | 1,186 | 153,991 |
| **Total** | **64,616** | **66,624** | **54,206** | **53,157** | **46,146** | **25,902** | **84,079** | **394,730** |

# Annex C: Enrolments by mode of attendance

| | 1.Under 10hrs | 2.Under 40hrs | 3. under 80hrs | 4. Under 160 hrs | 5. Under 320 hrs | 6. Over 320 hrs but less than FT | 7. Full Time | Total |
|---|---|---|---|---|---|---|---|---|
| Shortfull-time | 478 | 2024 | 1202 | 534 | 1712 | 3968 | | **9918** |
| Block release | 178 | 195 | 274 | 386 | 1629 | 4396 | | **7058** |
| Day Release | 27262 | 7051 | 6312 | 6941 | 9805 | 3736 | | **61107** |
| Other part-time day | 28809 | 30413 | 21374 | 21402 | 18072 | 7079 | | **127149** |
| Evenings only and weekends | 2522 | 20915 | 12356 | 6613 | 6925 | 751 | | **50082** |
| Assessment of work based learning | 148 | 163 | 1231 | 1112 | 1546 | 1115 | | **5315** |
| Distance Learning | 43 | 372 | 1987 | 1861 | 930 | 178 | | **5371** |
| Locally based learning | 47 | | 673 | 239 | 628 | 133 | | **1720** |
| College based private study | 12 | 48 | 98 | 154 | 25 | | | **337** |
| Other open learning or directed private study | 924 | 2076 | 3918 | 9980 | 2550 | 143 | | **19591** |
| Flexible Learning | 4192 | 3367 | 4727 | 3898 | 2279 | 713 | | **19176** |
| Full-time | | | 1 | 2 | 15 | | 84079 | **84097** |
| Part-time but previously met old full-time criteria | | | 54 | 35 | 30 | 3690 | | **3809** |
| | **64615** | **66624** | **54207** | **53157** | **46146** | **25902** | **84079** | **394730** |

# Annex D: Enrolments by age

| | 1.Under 10hrs | 2.Under 40hrs | 3. under 80hrs | 4. Under 160 hrs | 5. Under 320 hrs | 6. Over 320 hrs but less than FT | 7. Full Time |
|---|---|---|---|---|---|---|---|
| under18 | 38,057 | 13,628 | 15,508 | 18,609 | 14,295 | 8,015 | 27,291 |
| under21 | 2,914 | 3,297 | 4,164 | 4,138 | 7,311 | 5,772 | 27,932 |
| under25 | 3,117 | 3,765 | 4,095 | 3,967 | 4,685 | 2,893 | 11,345 |
| under41 | 8,994 | 14,949 | 13,136 | 12,764 | 11,047 | 5,937 | 13,945 |
| over41 | 11,533 | 30,985 | 17,304 | 13,679 | 8,808 | 3,285 | 3,566 |
| | **64,615** | **66,624** | **54,207** | **53,157** | **46,146** | **25,902** | **84,079** |

# Annex E: HMIE Mapping to superclassII

| HMI Subject Classification | | Superclass II |
|---|---|---|

**Art and design**

**Arts and Crafts**

| JA | Art Studies/Fine Arts |
|---|---|
| JB | Art Techniques/Practice |
| JC | Design (non-industrial) |
| JD | Museum/Gallery/Conservation Skills |
| JE | Collecting/Antiques |
| JF | Crafts: Leisure/General |
| JG | Decorative Leisure Crafts |
| JH | Decorative Metal Crafts/Jewellery |
| JK | Fashion/Textiles/Clothing (craft) |
| JL | Fabric Crafts/Soft Furnishings |
| JR | Glass/Ceramics/Stone Crafts |

**Authorship/Photography/Publishing/Media**

| KE | Photography |
|---|---|
| KH | Print and Publishing |

**Construction and Property (Built Environment)**

| TJ | Interior Design/Fitting/Decoration |
|---|---|

**Manufacturing/Production Work**

| WL | Paper Manufacture |
|---|---|

**Business, management and administration**

**Business/Management/Office Studies**

| AA | Business/Finance (general) |
|---|---|
| AB | Management (general) |
| AC | Public Administration |
| AD | International Business Studies/Briefings |
| AE | Enterprises |
| AF | Management Skills |
| AG | Management Planning and Control Systems |
| AJ | Human Resources Management |
| AK | Financial Management/Accounting |
| AL | Financial Services |
| AY | Office Skills |
| AZ | Typing/Shorthand/Secretarial Skills |

**Sales, Marketing and Distribution**

| BA | Marketing/PR |
|---|---|
| BB | Export/Import/European Sales |
| BC | Retailing/Wholesaling/Distributive Trades |
| BD | Retailing/Distribution: Specific Types |

| BE | Sales Work |
|----|------------|
| BF | Physical Distribution |

**Information Technology and Information**

| CY | Information Systems/Management |
|----|--------------------------------|
| CZ | Libraries/Librarianship |

**Politics/Economics/Law/Social Sciences**

| EB | Economics |
|----|-----------|
| EC | Law |

**Family Care/Personal Development/Personal Care and Appearance**

| HE | Personal Finance/Consumerism/Rights |
|----|--------------------------------------|

**Services to Industry**

| VB | Production/Operations Management |
|----|----------------------------------|
| VC | Purchasing/Procurement and Sourcing |
| VD | Quality and Reliability Management |

**Care**

**Family Care/Personal Development/Personal Care and Appearance**

| HF | Parenting/Carers |
|----|------------------|
| HH | Crisis/Illness/Self Help |

**Health Care/Medicine/Health and Safety**

| PA | Health Care Management/Health Studies |
|----|----------------------------------------|
| PH | Nursing |
| PJ | Semi-Medical/Physical/Psycho/Therapies |
| PK | Psychology |
| PL | Occupational Health and Safety |
| PM | Social Care/Social Work Skills |
| PN | Family/Community Work/Youth Advice Work |
| PP | Crisis Support/Counselling |
| PQ | Child Care Services |

**Computing and ICT**

**Information Technology and Information**

| CA | Computer Technology |
|----|---------------------|
| CB | IT: Computer Science/Programming/Systems |
| CC | IT: Computer Use |
| CD | Using Software and Operating Systems |
| CE | Text/Graphics/Multimedia Presentation Software |
| CH | Software for Specific Applications/Industries |
| CX | Information Work/Information Use |

**Construction**

**Arts and Crafts**

| JP | Wood Cane and Furniture Crafts |
|----|--------------------------------|

**Environmental Protection/Energy/Cleansing/Security**

| QB | Energy Economics/Management/Conservation |
|----|-------------------------------------------|

| QD | Environmental Health/Safety |
|----|------------------------------|

**Science and Mathematics**

| RG | Land and Sea Surveying/Cartography |
|----|-------------------------------------|

**Construction and Property (Built Environment)**

| TA | Built Environment (general) |
|----|------------------------------|
| TC | Property: Surveying/Planning/Development |
| TD | Building Design/Architecture |
| TE | Construction (general) |
| TF | Construction Management |
| TG | Building/Construction Operations |
| TH | Building Services |
| TK | Construction Site Work |
| TL | Civil Engineering |
| TM | Structural Engineering |

**Manufacturing/Production Work**

| WK | Woodworking/Furniture Manufacture |
|----|------------------------------------|

**Education and training**

**Education/Training/Teaching**

| GA | Education Theory/Learning Issues |
|----|-----------------------------------|
| GB | Teaching/Training |
| GC | Teaching/Training: Specific Subjects |
| GD | Education/School Organisation |
| GE | Training/Vocational Qualifications |
| GF | Careers/Education Guidance Work |

**Family Care/Personal Development/Personal Care and Appearance**

| HC | Career Change/Access |
|----|------------------------|

**Engineering**

**Environmental Protection/Energy/Cleansing/Security**

| QH | Security |
|----|-----------|
| QJ | Fire Prevention/Fire Fighting |

**Services to Industry**

| VE | Industrial Control/Monitoring |
|----|--------------------------------|
| VF | Industrial Design/Research and Development |
| VG | Engineering Services |

**Manufacturing/Production Work**

| WA | Manufacturing (general) |
|----|--------------------------|
| WB | Manufacturing/Assembly |
| WC | Instrument Making/Repair |
| WD | Testing Measurement and Inspection |
| WE | Chemical Products |
| VF | Glass/Ceramics/Concretes Manufacture |
| WG | Polymer Processing |
| WH | Textiles/Fabrics (industrial) |

**Engineering**

| | |
|----|----|
| XA | Engineering/Technology (general) |
| XD | Metals Working/Finishing |
| XE | Welding/Joining |
| XF | Tools/Machining |
| XH | Mechanical Engineering |
| XJ | Electrical Engineering |
| XK | Power/Energy Engineering |
| XL | Electronic Engineering |
| XM | Telecommunications |
| XN | Electrical/Electronic Servicing |
| XP | Aerospace/Defence Engineering |
| XR | Road Vehicle Engineering |
| XS | Vehicle Maintenance/Repair |
| XT | Rail Vehicle Engineering |

**Oil/Mining/Plastics/Chemicals**

| | |
|----|----|
| YA | Mining/Quarrying/Extraction |
| YB | Oil and Gas Operations |
| YC | Chemicals/Materials Engineering |
| YD | Metallurgy/Metals Production |
| YE | Polymer Science/Technology |

**Transport Services**

| | |
|----|----|
| ZA | Transport (general) |
| ZD | Freight Handling |
| ZG | Rail Transport |
| ZH | Driving Road Safety |
| ZJ | Road Transport Operation |
| ZL | Motor Trade Operations |

**Hairdressing, beauty and complementary therapies**

**Family Care/Personal Development/Personal Care and Appearance**

| | |
|----|----|
| HK | Therapeutic Personal Care |
| HL | Hair/Personal Care Services |

**Health Care/Medicine/Health and Safety**

| | |
|----|----|
| PC | Complementary Medicine |

**Hospitality and tourism**

**Catering/Food/Leisure Services/Tourism**

| | |
|----|----|
| NA | Hotel/Catering (general) |
| NB | Food/Drink Services |
| NC | Catering Services |
| ND | Hospitality Services |
| NE | Baking/Dairy/Food and Drink Processing |
| NF | Cookery |
| NG | Home Economics |

| | |
|---|---|
| NH | Food Science/Technology |
| NK | Tourism/Travel |

**Environmental Protection/Energy/Cleansing/Security**

| | |
|---|---|
| QE | Cleansing |

**Manufacturing/Production Work**

| | |
|---|---|
| WM | Food/Drink/Tobacco (industrial) |

**Transport Services**

| | |
|---|---|
| ZE | Aviation |

**Land-based industries**

**Environmental Protection/Energy/Cleansing/Security**

| | |
|---|---|
| QA | Environmental Protection/Conservation |
| QC | Pollution/Pollution Control |
| QG | Funerary Services |

**Agriculture Horticulture and Animal Care**

| | |
|---|---|
| SA | Agriculture/Horticulture (general) |
| SB | Agricultural Sciences |
| SC | Crop Protection/Fertilisers/By-products |
| SD | Crop Production |
| SE | Gardening/Floristry/Plant Sales |
| SF | Amenity Horticulture/Sports grounds |
| SG | Forestry/Timber Production |
| SH | Animal Husbandry |
| SJ | Fish Production/Fisheries |
| SK | Agricultural Engineering/Farm Machinery |
| SL | Agricultural/Horticultural Maintenance |
| SM | Rural/Agricultural Business Organisation |
| SN | Veterinary Services |
| SP | Pets/Domestic Animal Care |

**Manufacturing/Production Work**

| | |
|---|---|
| WJ | Leather Footwear and Fur |

**Languages and ESOL**

**Area Studies/Cultural Studies/Languages/Literature**

| | |
|---|---|
| FJ | Linguistic Studies |
| FK | Languages |

**Media**

**Area Studies/Cultural Studies/Languages/Literature**

| | |
|---|---|
| FC | Literature |

**Authorship/Photography/Publishing/Media**

| | |
|---|---|
| KA | Communication/Media (general) |
| KB | Communication Skills |
| KC | Writing (authorship) |
| KD | Journalism |

| KG | Audio and Visual Media |
|----|------------------------|

**Nautical studies**

**Engineering**

| XQ | Ship and Boat Building/Marine/Offshore Engineering |
|----|---------------------------------------------------|

**Transport Services**

| ZF | Marine Transport |
|----|------------------|

**Performing arts**

**Performing Arts**

| LA | Performing Arts (general) |
|----|---------------------------|
| LB | Dance |
| LC | Theatre and Dramatic Arts |
| LD | Variety Circus and Modelling |
| LE | Theatre Production |
| LF | Music History/Theory |
| LG | Music of Specific Kinds/Cultures |
| LH | Music Performance |
| LJ | Musical Instrument Technology |

**Science**

**Health Care/Medicine/Health and Safety**

| PB | Medical Sciences |
|----|------------------|
| PD | Paramedical Services/Supplementary Medicine |
| PE | Medical Technology/Pharmacology |
| PF | Dental Services |
| PG | Opthalmic Services |

**Science and Mathematics**

| RA | Science and Technology (general) |
|----|----------------------------------|
| RB | Mathematics |
| RC | Physics |
| RD | Chemistry |
| RE | Astronomy |
| RF | Earth Sciences |
| RH | Life Sciences |

**Social subjects**

**Humanities (History/Archaeology/Religious Studies/Philosophy)**

| DA | Humanities/General Studies/Combined Studies |
|----|---------------------------------------------|
| DB | History |
| DC | Archaeology |
| DD | Religious Studies |
| DE | Philosophy |

**Politics/Economics/Law/Social Sciences**

| EA | Government/Politics |
|----|---------------------|
| ED | Social Sciences General/Combined |
| EE | Social Studies |

**Area Studies/Cultural Studies/Languages/Literature**

| FB | Culture/Gender/Folklore |
|----|--------------------------|
| FL | Cultural/Area/Social/Diaspora Studies |

**Sport and leisure**

**Family Care/Personal Development/Personal Care and Appearance**

| HJ | Personal Health/Fitness/Appearance |
|----|-------------------------------------|

**Sports Games and Recreation**

| MA | Sports Studies/Combined Sports |
|----|---------------------------------|
| MB | Air Sports |
| MC | Water Sports |
| MD | Athletics Gymnastics and Combat Sports |
| ME | Wheeled Sports |
| MF | Winter Sports |
| MG | Ball and Related Games |
| MH | Country/Animal Sports |
| MJ | Indoor Games |

**Catering/Food/Leisure Services/Tourism**

| NL | Leisure/Sports Facilities Work |
|----|---------------------------------|
| NM | Country Leisure Facilities Work |
| NN | Arts/Culture/Heritage Administration |

**Special Programmes**

**Family Care/Personal Development/Personal Care and Appearance**

| HB | Self-Development |
|----|------------------|
| HD | Continuing Education (basic skills) |
| HG | Disabled People: Skills/Facilities |

## Annex F: Data selection

Data relate only to courses that are fundable by the SFC and that finish within the academic session.

1. Courses than span academic sessions are excluded as the student will not complete their programme until academic session 2010-11 and no result is available in session 2009-10.

   *Source of finance of course equals (9) and course end date <='31JUL2010'd*

2. Remove student records where the student enrolled but did not attend, student has deceased or programmes where the student mode of attendance is flexible over more than a year and there is no result available in this academic session.

   *Exclude student outcomes (01, 16 and 21)*

3. Remove transferred students who transfer courses before the required funding date and students who meet the funding date but no funding is claimed.

   *Exclude if student outcome is 5 and student end date is before the 25 per cent required date or student end date is after required date but no funding has been claimed.*

4. Non-recognised programmes are also removed as most of this data is not assessed or comparable across the sector.

   *Exclude Qualification aim 'PB'*

5. PIs by age, gender, level and HMIE subject area also excluded courses where the duration of the course is less than 160 hours.

   *Exclude enrolments where the student SUMs <4*