

Appendix A: An explanation of our performance indicators

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- Early withdrawal indicates that the student has withdrawn from the programme before 25 per cent of the course has elapsed.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 enrolls 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 throughout to 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 on the chart has been removed. 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.

Appendix B: 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 2013 to July 2014 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 2013-14 can be found at:

http://www.sfc.ac.uk/guidance/SubmittingStatisticalInformation/FE_statistical_data/stats_guidance_notes_1314.aspx

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.

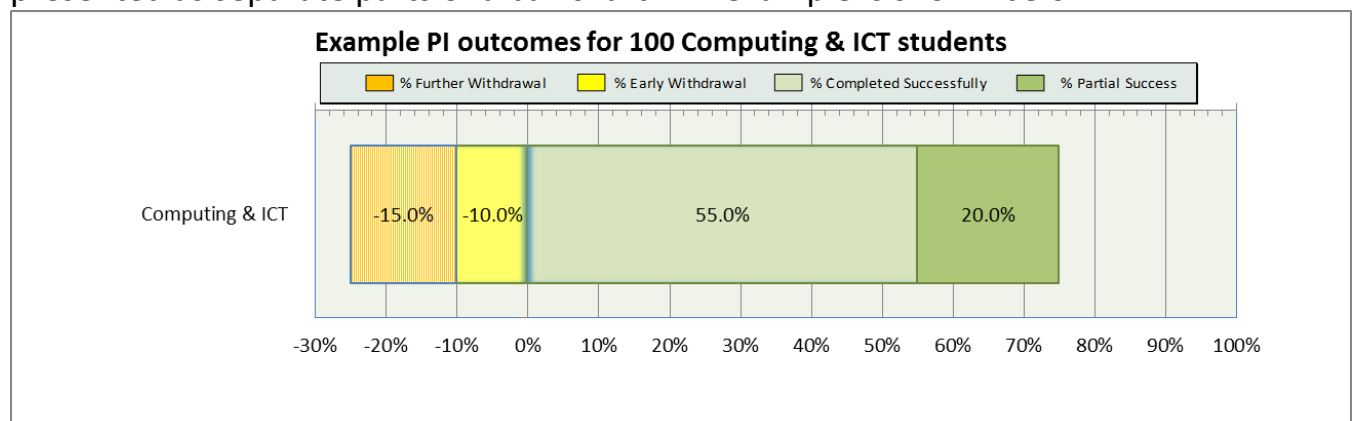
Completed: Partial success = 20 / 100 = 20

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:



The 55 per cent refers to those completing successfully and the second percentage shows those completing with partial success. Therefore of the 75 per cent of students completing the programme 55 per cent completed successfully and 20 per cent completed with partial success.

Appendix C: 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
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Manufacturing/Production Work

WL	Paper Manufacture
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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
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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
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Environmental Protection/Energy/Cleansing/Security

QB	Energy Economics/Management/Conservation
QD	Environmental Health/Safety

Science and Mathematics

RG	Land and Sea Surveying/Cartography
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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
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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
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Engineering

Environmental Protection/Energy/Cleansing/Security

QH	Security
QJ	Fire Prevention/Fire Fighting

Services to Industry

VE	Industrial Control/Monitoring
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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

Family Care/Personal Development/Personal Care and Appearance

**Hairdressing,
beauty and
complementary
therapies**

HK	Therapeutic Personal Care
HL	Hair/Personal Care Services

Health Care/Medicine/Health and Safety

PC	Complementary Medicine
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**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
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Manufacturing/Production Work

WM	Food/Drink/Tobacco (industrial)
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Transport Services

ZE	Aviation
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**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
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Languages and ESOL

Area Studies/Cultural Studies/Languages/Literature

FJ	Linguistic Studies
FK	Languages

Media

Area Studies/Cultural Studies/Languages/Literature

FC	Literature
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Authorship/Photography/Publishing/Media

KA	Communication/Media (general)
KB	Communication Skills
KC	Writing (authorship)
KD	Journalism
KF	Film/ Video Production
KG	Audio and Visual Media

Nautical studies

Engineering

XQ	Ship and Boat Building/Marine/Offshore Engineering
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Transport Services

ZF	Marine Transport
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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
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PD	Paramedical Services/Supplementary Medicine
PE	Medical Technology/Pharmacology
PF	Dental Services
PG	Ophthalmic 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
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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

Appendix D: 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 2014-15 and no result is available in session 2013-14.

Source of finance of course equals (5, 9) and course end date <='31JUL2014'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. Pls by age, gender, level and Education Scotland subject area exclude courses where the duration of the course is less than 160 hours.

Exclude enrolments where the student SUMs <4

6. Exclude students who achieve the 25 per cent cut-off date for funding, but have no SUMs.