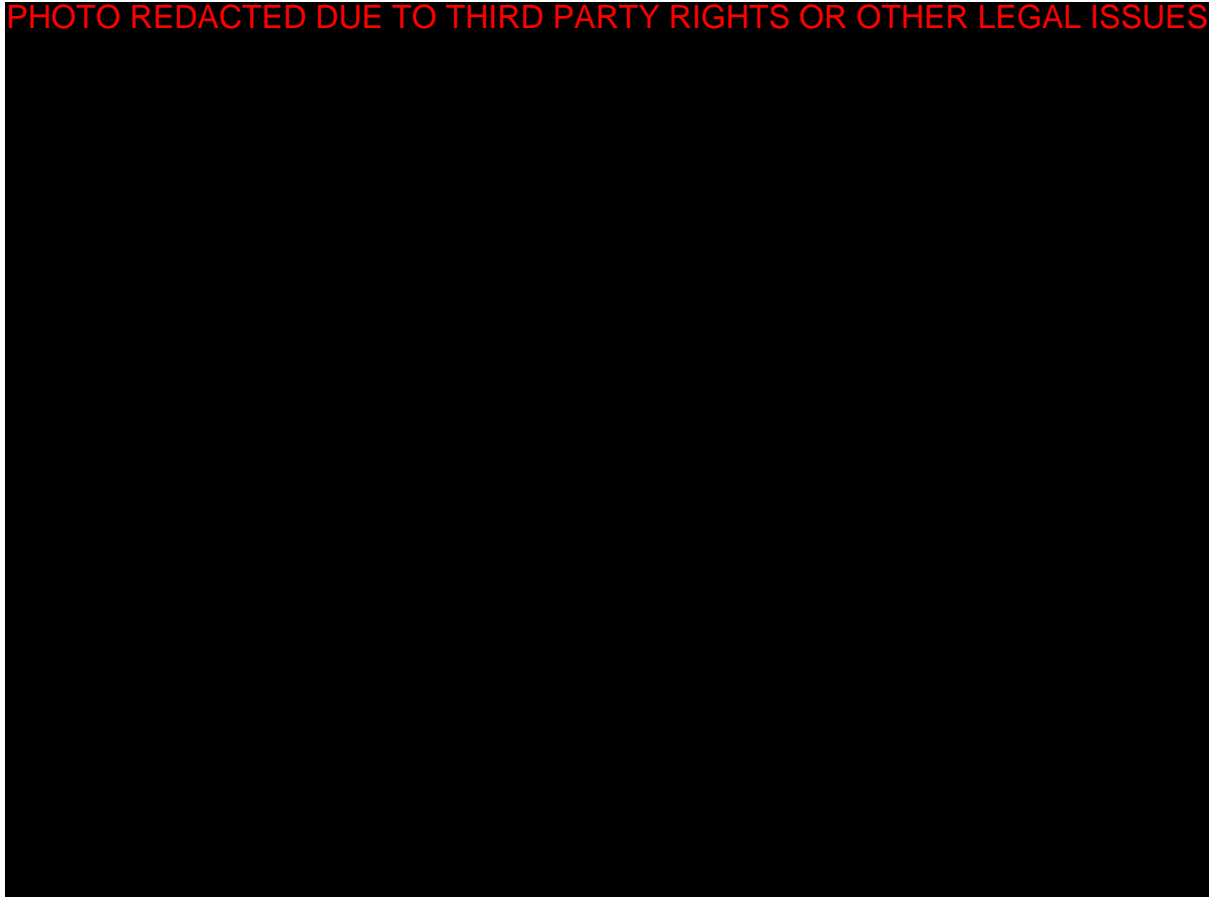




Scottish Funding Council
Promoting further and higher education

College Performance Indicators 2010-11

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1 Executive Summary

This is the tenth annual publication of Performance Indicators (PIs) for Scotland's colleges and covers the academic years (AYs) 2008-09 to 2010-11. This report includes information previously published in our baseline report series following a decision to rationalise our publications.

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

Scotland's College Statistics (baseline)

- full-time student numbers funded by SFC have increased by four per cent from 2009-10 to an all-time high of 79,631 in 2010-11;
- circular letter SFC/14/2010 stated that short courses lasting for under 10 hours would not be fundable by SFC from 2010-11 onwards and this and the increased demand for full-time places has contributed to a fall of 46,154 part time students funded by SFC;
- in AY 2010-11, the sector delivered two 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 million hours of learning;
- total student numbers now stand at 305,969;

College Performance Indicators

- colleges received £515,404,404 in teaching grants, including fees from the Student Awards Agency for Scotland (SAAS), to deliver this activity;
- in 2010-11 73 per cent of the 51,861 full-time further education (FE) students enrolled on recognised qualifications completed their studies irrespective of the result and 62 per cent successfully completed;
- this compares with 72 per cent and 60 per cent in 2009-10;
- in 2010-11 the remaining 27 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 17 per cent between this point and the end of the course;

- for full-time higher education (HE) students in 2010-11, 80 per cent of a total of 30,837 students completed their studies irrespective of the result and 67 per cent successfully completed;
- this compares with 78 per cent and 64 per cent in 2009-10;
- in 2010-11 the remaining 20 per cent of students are accounted for by six per cent of students withdrawing before the funding qualifying date and a further 14 per cent between this point and the end of the course;
- enrolments on programmes not leading to a recognised qualification have fallen by 24 per cent since 2009-10 with hours of learning on these programmes falling by around 1.15 million or 17 per cent;
- in 2010-11 students from the postcode areas in which the 20 per cent most deprived members of the population live accounted for 31 per cent of all FE activity and 24 per cent of all HE activity; and
- 93 per cent of staff had a formal teaching qualification in 2010-11 which is an increase of about 3.5 per cent over 2009-10.

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

Full copies of Education subject and college reviews, and overviews of provision are available from Education Scotland'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 Scottish Funding Council (SFC) has published PIs on college teaching activity for the past ten years. We have now combined our annual PI publication with our baseline report to provide a more complete picture of college activity and provide a useful context for the performance indicators.

The purposes of the indicators have been to inform stakeholders about the performance of the sector, and to help colleges evaluate their own performance 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.’

Students have a wide variety of motivations for studying at college and study across a wide 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 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 performance and will permit more informed comparisons across years or of 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 performance 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 Education Scotland (previously HMIE) to perform external quality reviews of college performance. HMIE reports are

available from Education Scotland's website:

www.hmie.gov.uk/SelectEstablishment.aspx?typeid=4

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

3 Scotland's colleges statistics 2010-11

The three main indicators of volume used to measure activity in Scotland's colleges are hours of learning, students and enrolments. Figure 1 details student and enrolments numbers and figure 1a shows learning hours over the period 2005-06 to 2010-11. In 2010-11 Scotland's colleges delivered just under 83 million hours of learning which is a decrease of less than one per cent on 2009-10 levels. Enrolments and student numbers have decreased from 2009-10 by 13 per cent and 12 per cent respectively.

Figure 1.1: Number of enrolments, students 2005-06 to 2010-11

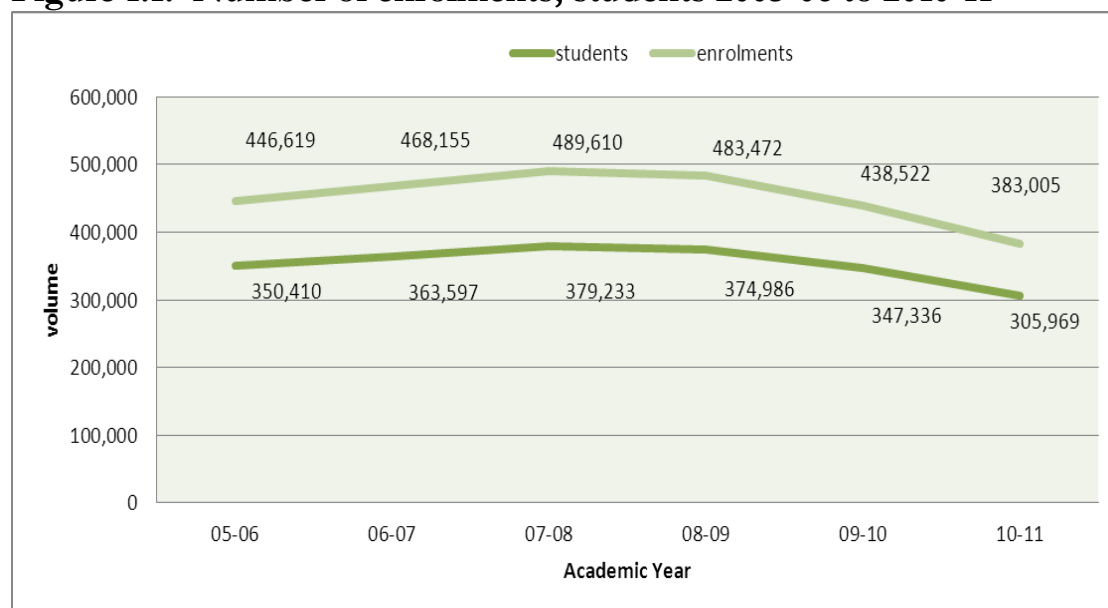


Figure 1.2: Hours of learning, 2005-06 to 2010-11

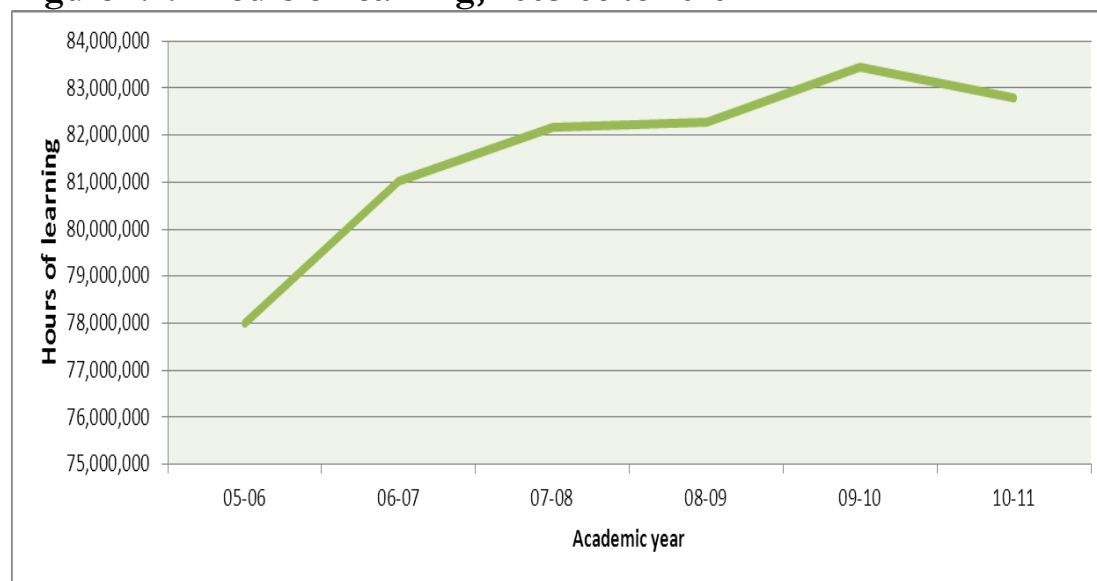


Figure 2.1 details the breakdown of students by mode and level of study over the period 2005-06 to 2010-11. Full-time student numbers have

increased year on year since 2005-06. Figure 2.1 also shows a drop in part-time student numbers in FE.

Figure 2.1: Students by mode of attendance and level of study, 2005-06 to 2010-11

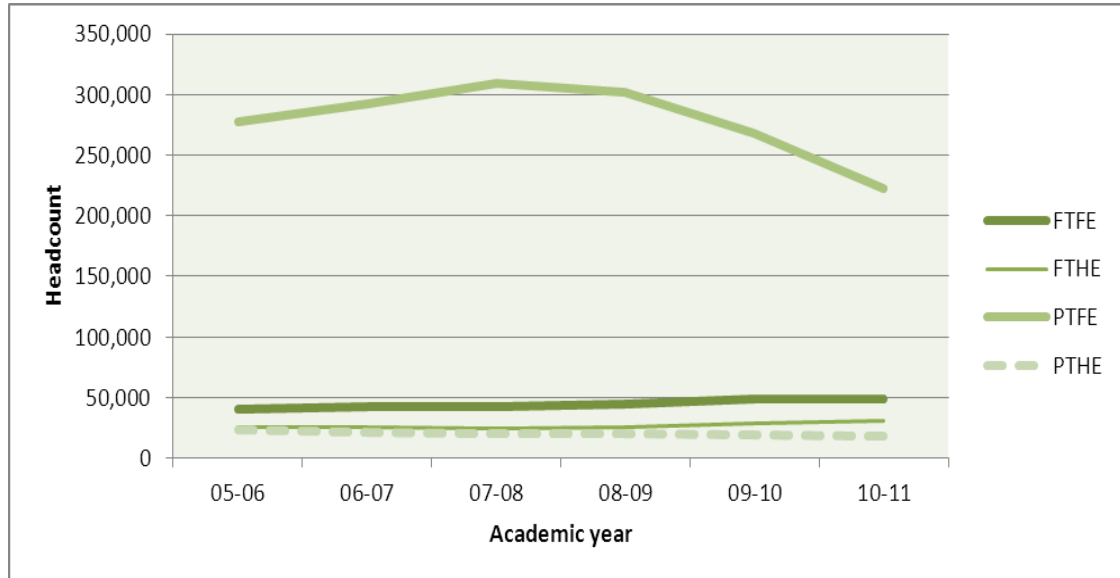


Figure 2.2 shows an increase in activity for full-time students and a drop in activity for part-time students. This is consistent with our guidance (paragraph 49 of circular SFC/14/2010) which stated that courses running under 10 hours would no longer be fundable and that priority should be given to younger students who favour full-time study.

Figure 2.2: Activity by mode and level

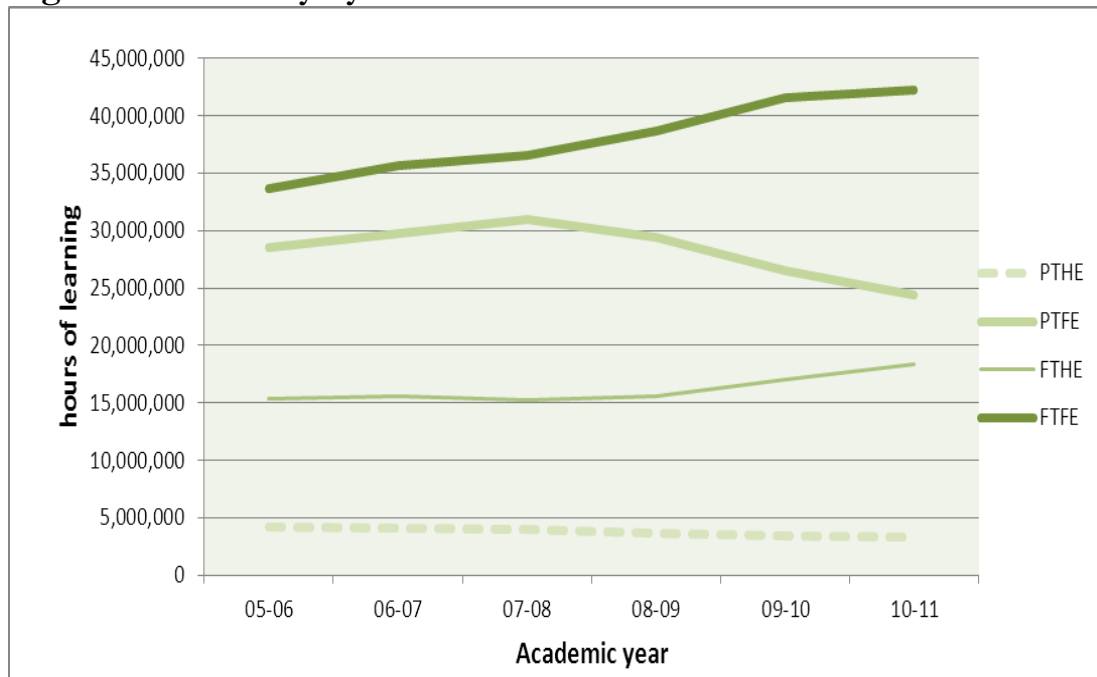


Figure 3 describes the proportion of activity for students of working age (18-59 for women, 16-64 for men) that can be shown to have a direct link to business. The proportion of business-related activity has decreased from 41 per cent in 2005-06 to 35 per cent in 2010-11. The largest decrease was seen between 2009-10 and 2010-11 with a three per cent change. The recession is likely to have impacted on these figures with employers less likely to enrol students on day release programmes.

Figure 3: Working age enrolments with a direct link to business (including percentage of working age population for all categories)

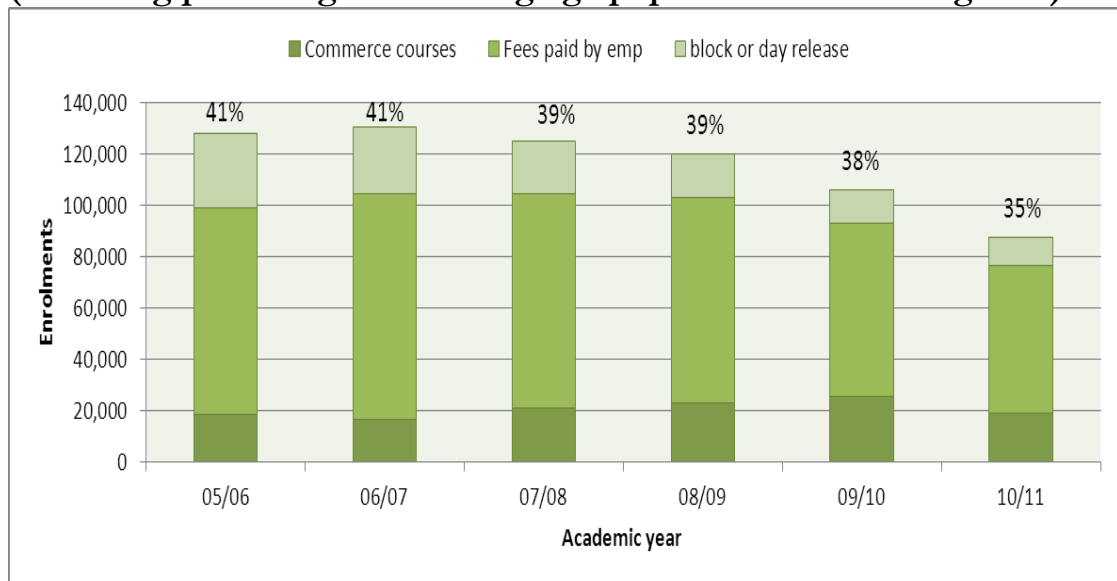


Figure 4 describes the ethnicity of students from non-white ethnic groups in Scotland's colleges for academic year 2010-11. Students from ethnic backgrounds other than white totalled 15,797 - about 5.1 per cent of all students.

Figure 4: The ethnic background of minority student groups, 2010-11

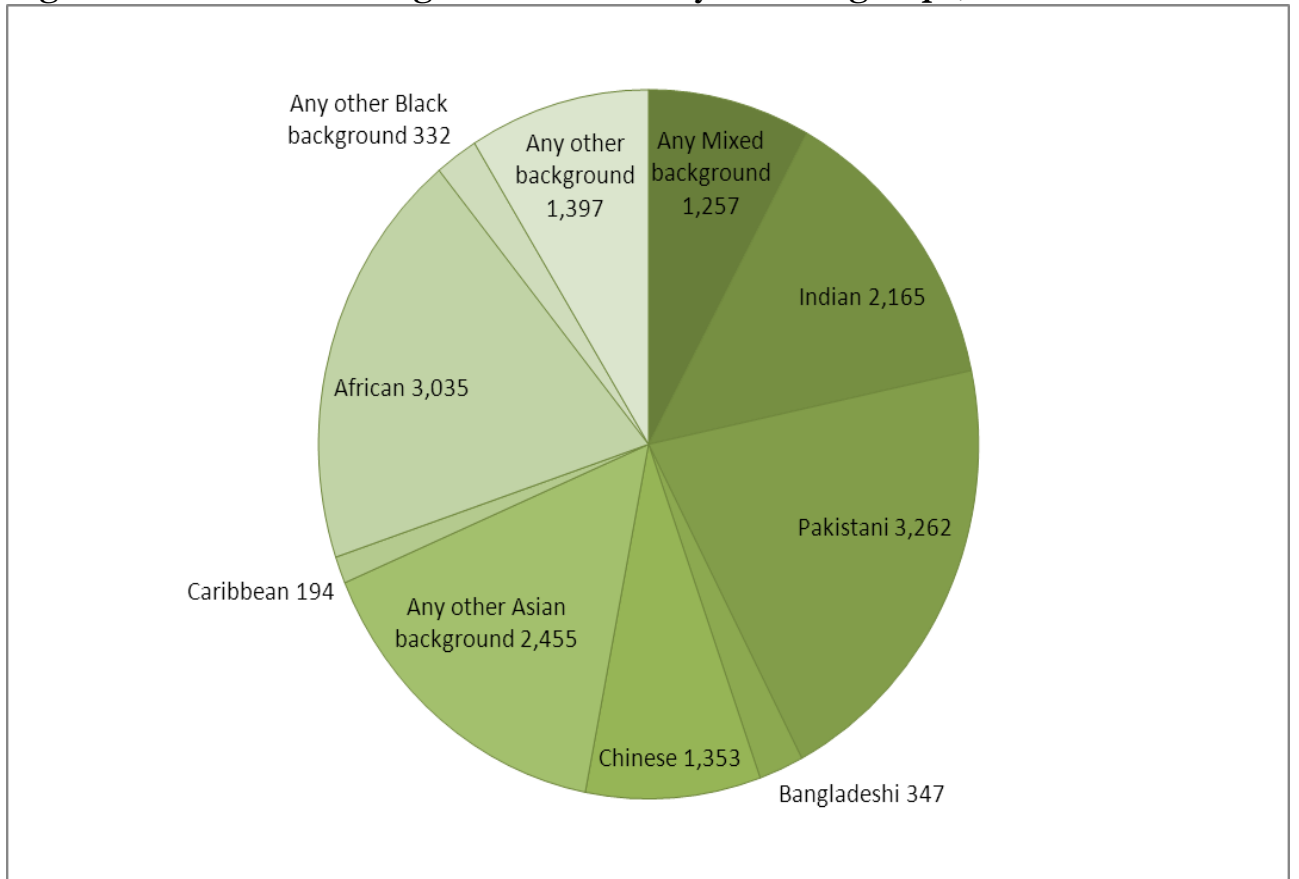
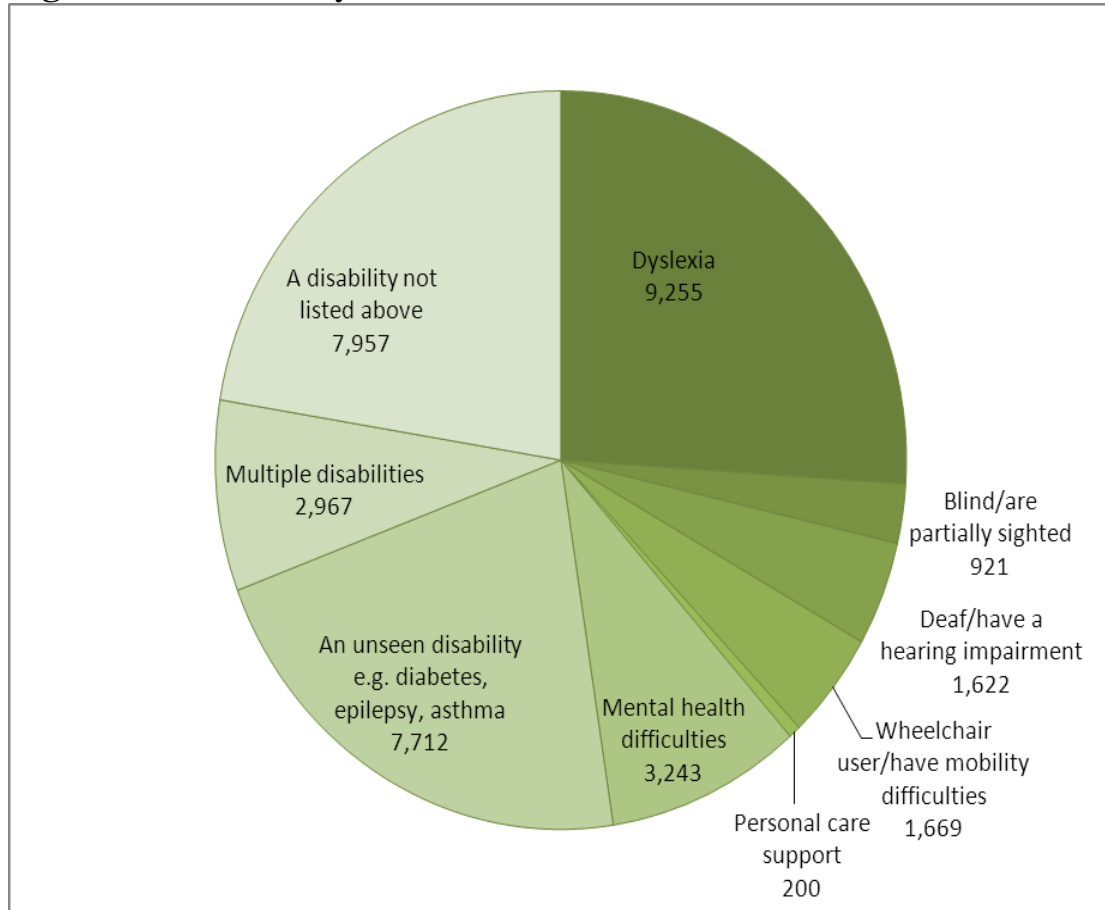


Figure 5 displays the number of students with particular disabilities on the basis of the student's own self-assessment.

Figure 5: Students by breakdown of recorded disabilities, 2010-11



There are 35,546 students who have a recorded disability, representing 12 per cent of the college population. There are 14,103 students aged 16 to 24 year olds with a recorded disability and this represents 11 per cent of students aged 16-24. This compares with 23 per cent of the Scottish population with a disability across all age groups (annual population survey 2010) including 10 per cent of the population aged 16 to 24.

Figure 6 provides a breakdown of subjects studied at college by gender:

- engineering, construction, nautical studies are heavily dominated by males (who account for over 85 per cent of students in these areas); and
- females dominate in Hairdressing, beauty and complementary therapies, care and art and design (accounting for over 70 per cent of students in these areas).

Figure 6: Gender balance by Education Scotland subject area, 2010-11

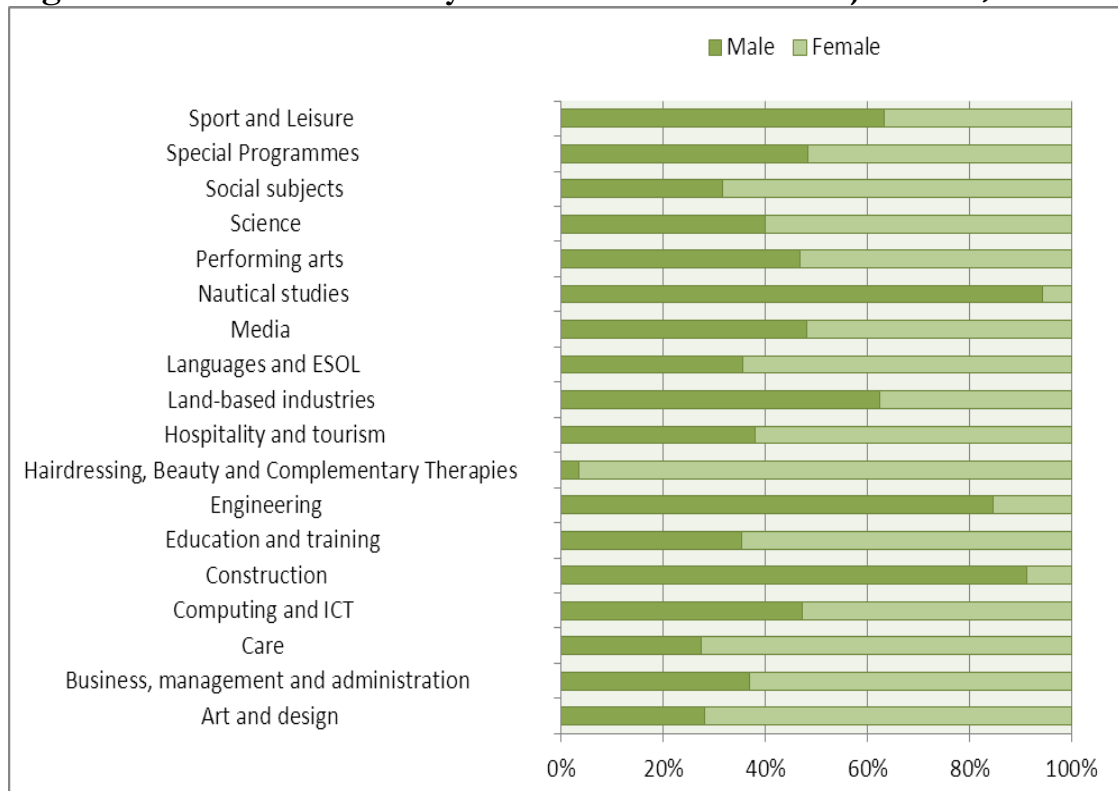
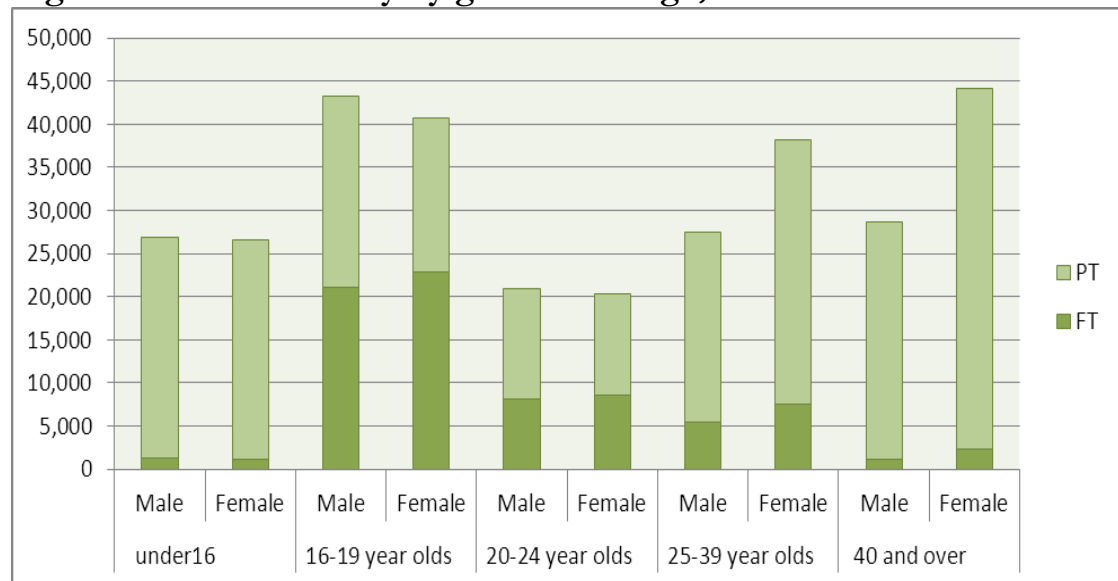


Figure 7 shows the age pattern by mode of study and gender of the students. It shows that students age 25 and over are more likely to be studying on a part-time basis and are also more likely to be female.

The gender split of students aged between 16 and 24 is more even with 51 per cent being male and 49 per cent female; similarly the mode of attendance of these students is almost 50:50 for each gender.

Most students under 16 are likely to study on a part-time basis; this is probably due to school college activity being delivered by colleges occurring during the school working day.

Figure 7: Mode of study by gender and age, 2010-11



4 A description of our performance indicator charts

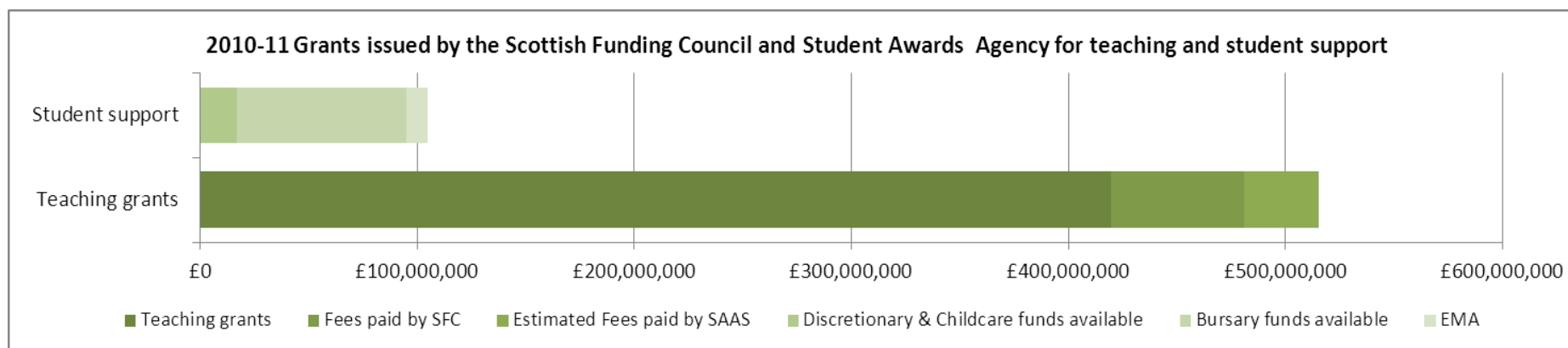
The following section provides a description of the 16 charts contained within our PI document for each of Scotland's 41 colleges and for the Scottish college sector overall:

- 1 Grants issued by the SFC and SAAS for teaching and student support, 2010-11
- 2 Enrolments by qualification aim of course, 2010-11
- 3 Hours of learning by qualification aim of course, 2010-11
- 4 Outcomes for FE student enrolments on recognised qualifications, 2008-09 to 2010-11
- 5 Students completing their FE course with partial success – proportion achieving banded rates
- 6 Outcomes for HE student enrolments on recognised qualifications, 2008-09 to 2010-11
- 7 Students completing their HE course with partial success – proportion achieving banded rates
- 8 Enrolments by age group for courses lasting 160 hours or more, 2010-11
- 9 Enrolments by level and gender on courses lasting for 160 hours or more, 2010-11
- 10 Enrolments by HMIE subject grouping on FE courses lasting for 160 hours or more, 2010-11
- 11 Enrolments by HMIE subject grouping on HE courses lasting for 160 hours or more, 2010-11
- 12 Enrolments by key student groups on courses lasting for 160 hours or more, 2010-11
- 13 Performance against activity targets, 2009-10 and 2010-11
- 14 Full-time equivalent staff, 2010-11
- 15 Percentage of full-time permanent teaching staff with a teaching qualification, 2009-10 and 2010-11

All examples relate to the actual sector values for 2010-11. 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. 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 2010-11

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



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 2010-11 (SFC/14/2010):
www.sfc.ac.uk/news_events_circulars/Circulars/2010/SFC1410.aspx;

- **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/20/2010):
www.sfc.ac.uk/news_events_circulars/Circulars/2010/SFC2010.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/20/2010;
- **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/20/2010; and
- **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 2010-11

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

A recognised qualification is 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 later.

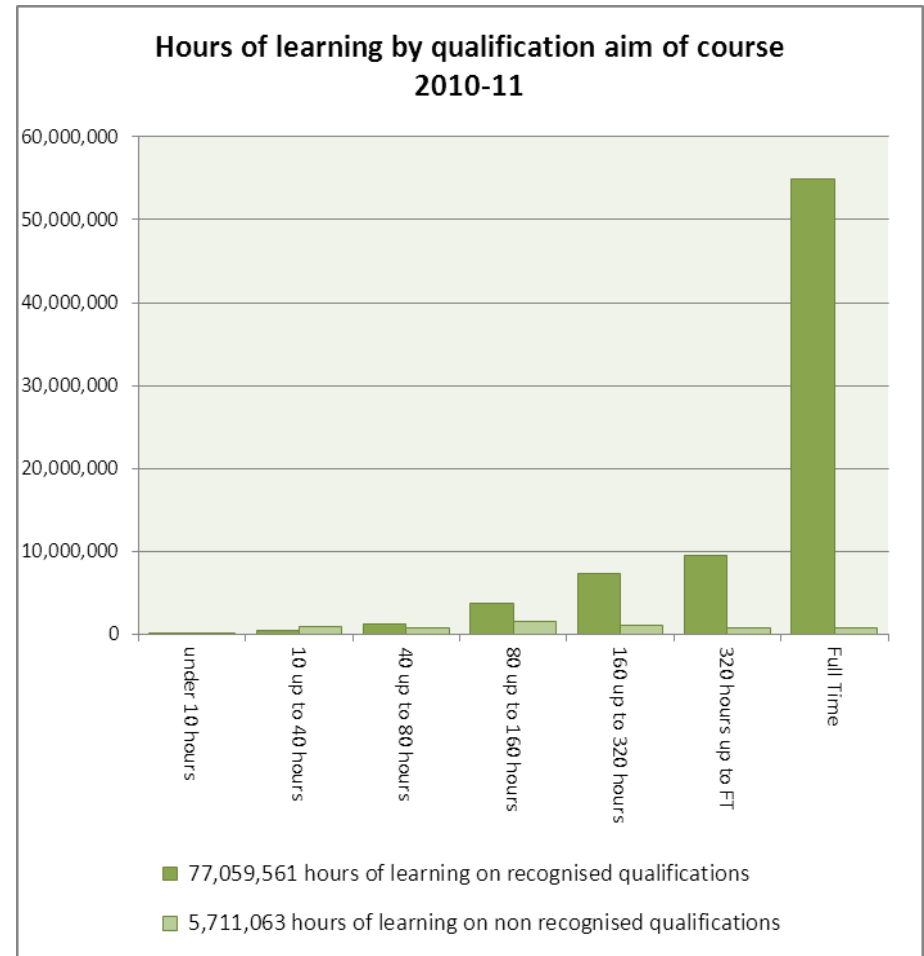
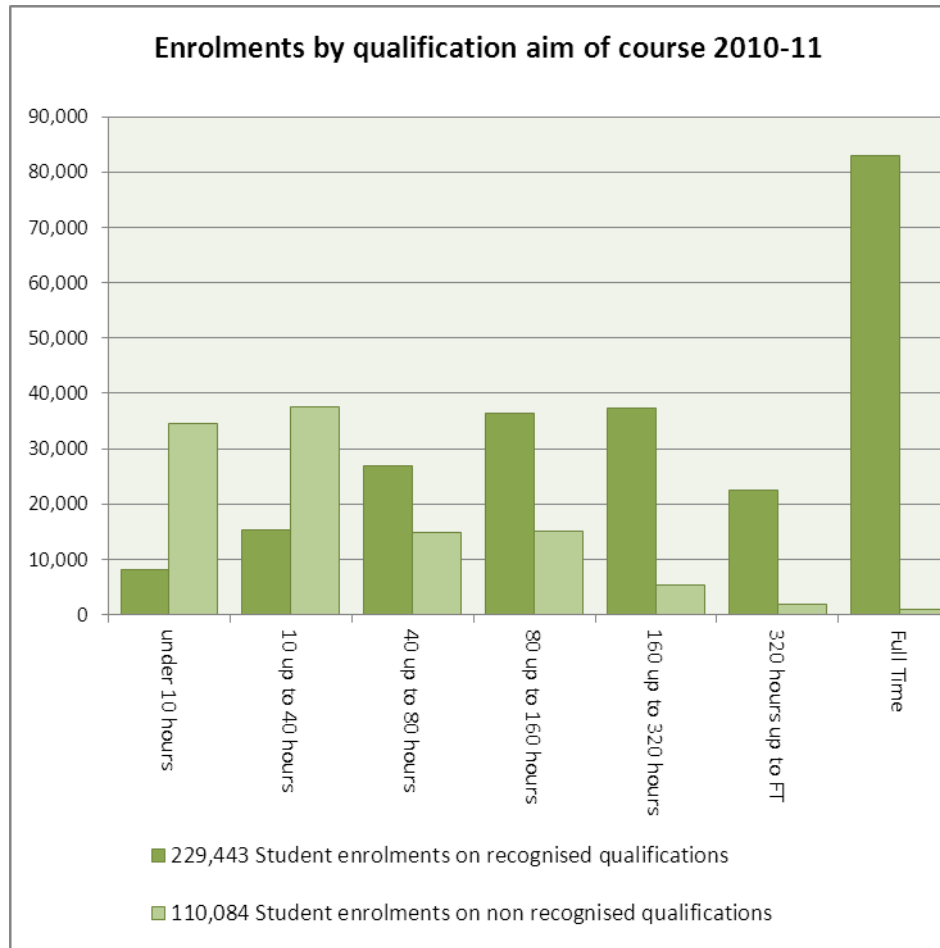
In 2010-11 Scotland’s colleges delivered 82,770,624 hours of learning across 339,527 student enrolments. Students often enrol on more than one programme in a single academic year and therefore the actual number of students associated with the 339,527 enrolments is 284,427. The figures in chart 2 and chart 3 do not match hours of learning or headcount in figure 1 on page 8 as they do not include enrolments where the full cost of the course is paid by a body other than SFC (see Annex G).

Although 32 per cent of student enrolments (110,084) are on courses that do not lead to a recognised qualification only seven per cent of the total learning hours are attributable to these students. The number of enrolments on non-recognised qualifications has fallen by 24 per cent since 2009-10 and the number of hours of learning has fallen by 1,137,052 (17 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

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

problem we have created seven discrete groups of activity ranging from programmes where the duration is less than 10 hours to full-time programmes of 720 hours or more. By categorising activity in this way the reader should be better able to understand differences in provision across colleges and make more informed comparisons of activity based on similar characteristics.



Of all enrolments on courses leading to Non-Recognised Qualifications (NRQs), just over 65 per cent are on courses lasting less than 40 hours, with 31 per cent on courses of less than 10 hours. Less than one per cent of student enrolments on NRQs 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 52 hours of learning whilst the average for recognised qualifications is 336. Thus, 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 12 exclude courses that do not lead to a recognised qualification.

Scotland's colleges provide 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 continue to the end of the course.

These individual outcomes are described in more detail below:

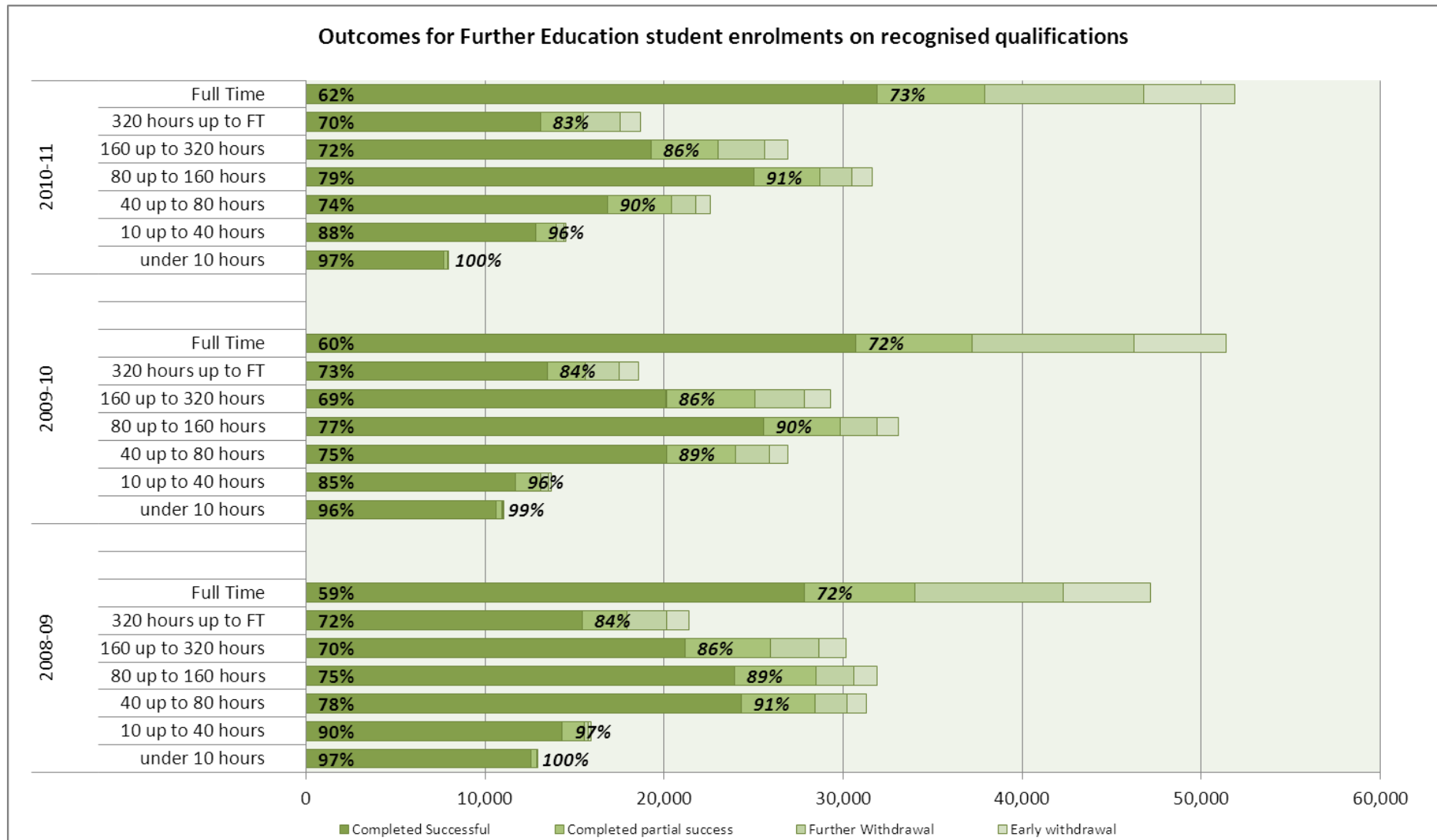
- **early withdrawal** indicates that the student has withdrawn from the programme before 25 per cent of the course has elapsed. The SFC does not provide activity funding for students who leave before the 25 per cent date (also known as the funding qualifying date). These students may have left to take 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 found the course unsuitable. Although colleges may have waiting lists for courses which are oversubscribed, it is often too late to replace students who withdraw with someone from the waiting list;
- **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 qualifications required to proceed to university. In this case they may enrol to study four Highers for example, but then receive a conditional offer from a university based on passing just two Highers. The student may then decide to withdraw from two of the Highers to concentrate on passing the two required for entry to their university course; and
- **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's duration and was not in the final year they will be eligible to progress to the next year of study and have achieved at least 70 per cent of the units studied in the current year.

These four categories are used within charts 4, to 12 which describe performance across courses of various durations in hours of learning required to complete the course. We also include analyses by age groups, level and gender, subject groups and other characteristics of interest such as ethnicity and 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 over-interpretation of statistical variability in published 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 courses leading to recognised qualifications, 2008-09 to 2010-11

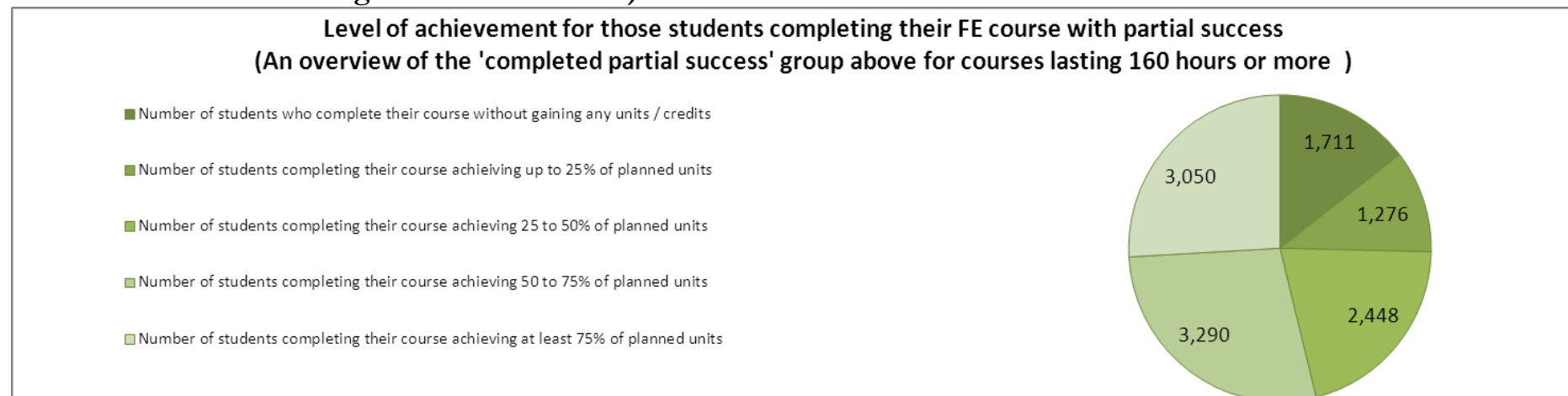


Outcomes for Further Education student enrolments on courses leading to recognised qualifications

Chart 4 above provides an overview of success rates on FE programmes leading to recognised qualifications from 2008-09 to 2010-11. The figures are presented 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 2010-11 we can see that 62 per cent of students on full-time programmes **completed successfully** whilst a total of 73 per cent completed irrespective of their final result. Thus, 11 per cent completed with **partial success**. The remaining 27 per cent of students withdrew before the programme ended and the withdrawal bars show that about 10 per cent withdrew prior to the 25 per cent date and the remaining 17 per cent before the programme ended.

Chart 5: Students completing their FE course with partial success – proportion achieving banded rates (excluding students on courses lasting less than 160 hours)



The chart above provides more detailed information for the 11,775 students enrolled on FE programmes in 2010-11 who **completed with partial success** (as shown in the previous chart). Half of these students gained at least 50 per cent of the units for which they enrolled ($3,290 + 3,050 = 6,340$) while around 26 per cent (3,050) of these students gained at least 75 per cent of the units on their programme. 1,711 or 15 per cent of the students failed to gain any of the units for which they enrolled.

Chart 6: Outcomes for Higher Education student enrolments on courses leading to recognised qualifications

Chart 6 illustrates success rates for Higher Education programmes leading to recognised qualifications for academic sessions 2008-09, 2009-10 and 2010-11. As with the FE chart, the figures are presented for three 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 with 67 per cent of students on full-time programmes **completing successfully** and a total of 80 per cent completing irrespective of their final result. The comparable figures for FE programmes are 62 per cent and 73 per cent but it should be noted that full-time HE programmes may 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 may be further withdrawals or failures in earlier or subsequent years.

Outcomes for Higher Education student enrolments on recognised qualifications

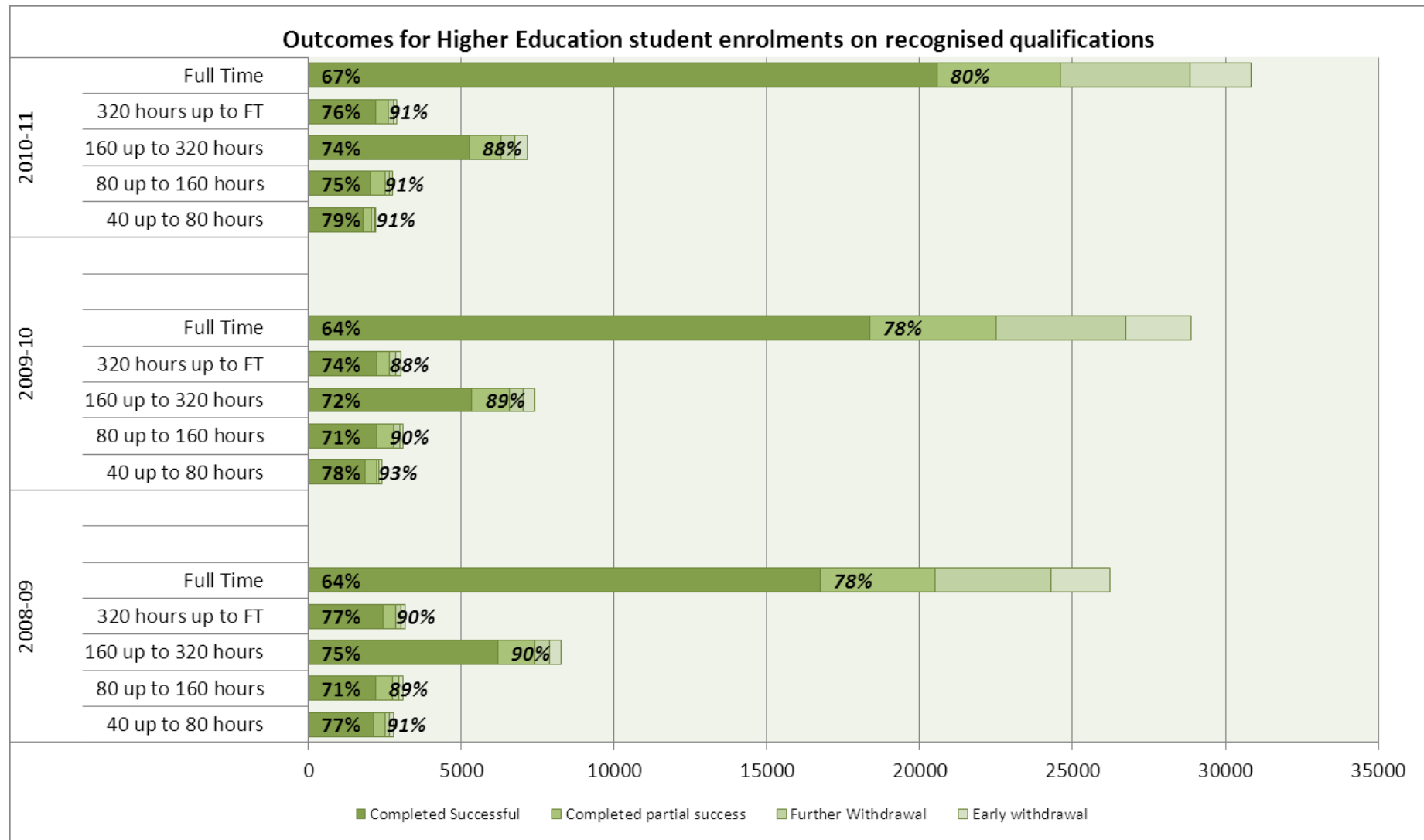
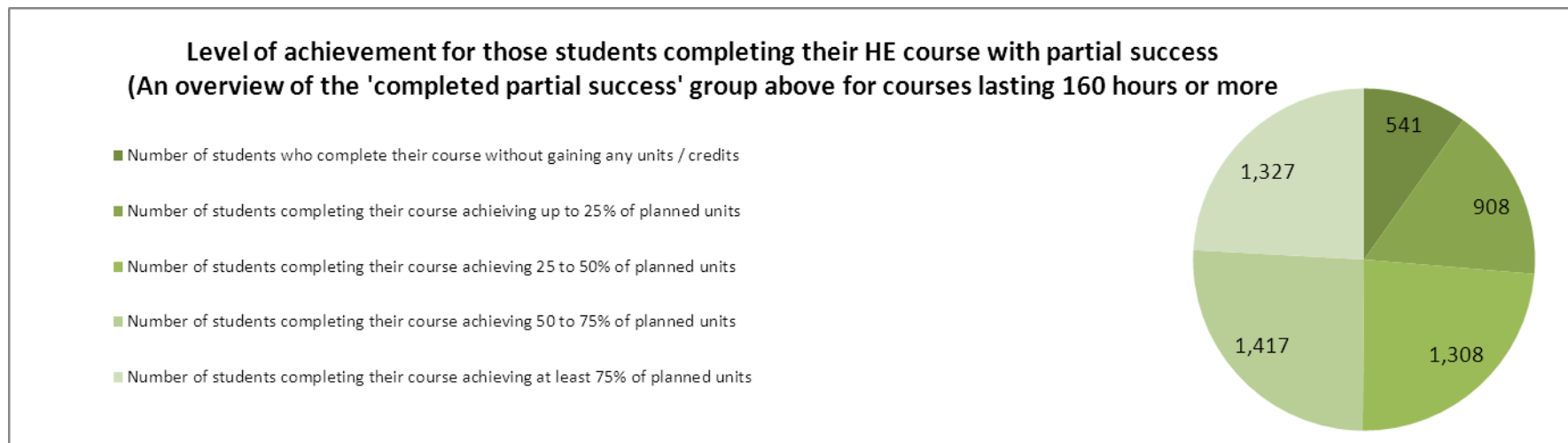


Chart 7: Students completing their HE course with partial success – proportion achieving banded rates (excluding students on courses lasting less than 160 hours)

Chart 7 provides more detailed information for the 5,501 students enrolled on HE programmes in 2010-11 who completed with partial success (as shown in the previous chart). Almost half of these students gained at least 50 per cent of the units for which they enrolled (1,417 + 1,327 = 2,744) while around 24 per cent (1,327) of these students gained at least 75 per cent of the units on their programme. 541 or 10 per cent of the students failed to gain any of the units for which they enrolled.



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.

The following five charts provide information on the age, gender, level, and subject groupings related to programmes lasting **160 hours or more**. We believe courses of 160 hours or more are more comparable across the sector and across years. A student studying for a ‘Higher’ for example would be expected to engage in 160 hours of learning.

Chart 8: Enrolments by age group for courses lasting 160 hours or more, 2010-11

While the figures show that students in younger age groups are less likely to complete successfully than those in the older age groups, the situation is more complex than meets the eye. Younger students are more likely to enrol on full-time programmes which have a lower pass rate than part-time programmes. They may also be more likely to enrol on subjects with lower pass rates or to withdraw from college because they have obtained a place at university shortly after their college course began. The following charts permit more informed comparisons but the reader should take account of the specific environment in which each college operates and consider the relationship between the charts presented to obtain a rounded view of college performance. Considering an indicator in isolation may lead to incorrect conclusions.

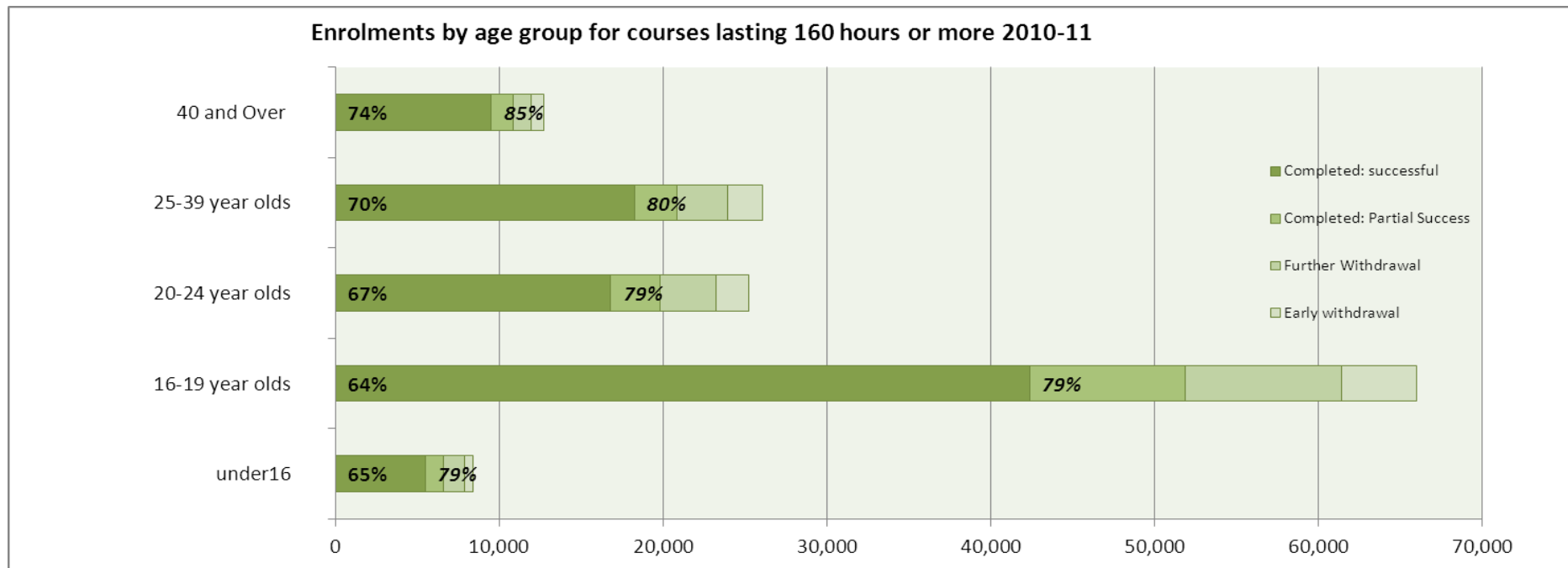
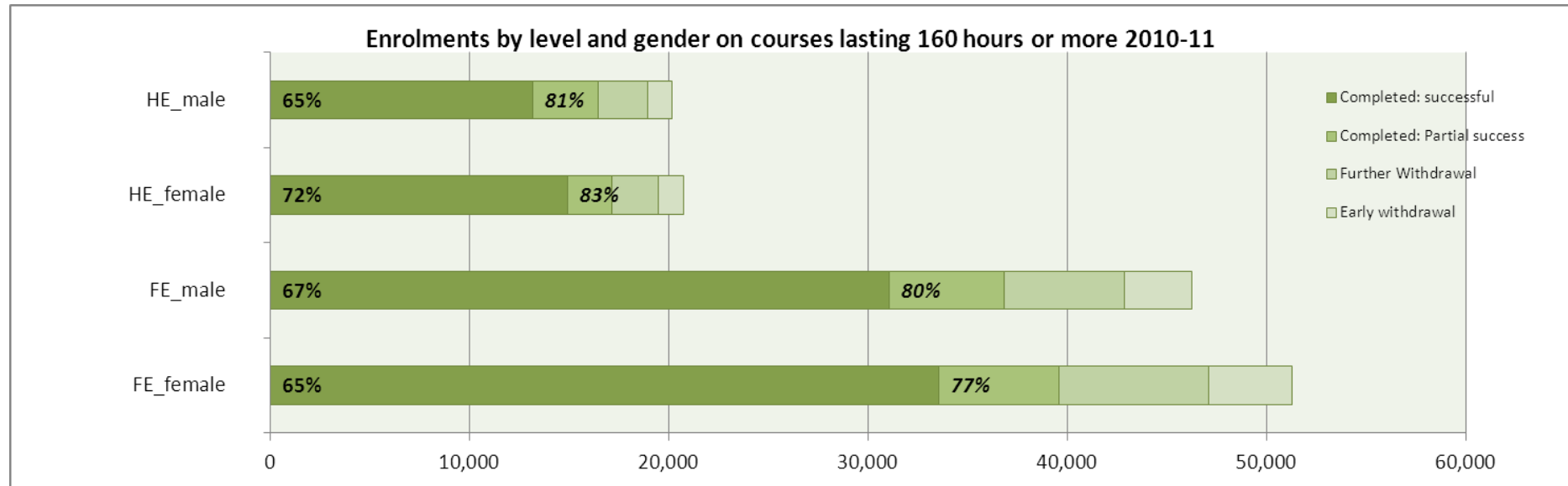


Chart 9: Enrolments by level and gender on courses lasting 160 hours or more, 2010-11

Once again, the reader should be careful not to over interpret a single chart. The chart below indicates that male students are more likely to successfully complete their FE programmes than female students. However subjects and modes of study are associated with different pass rates and the ‘mix’ of these may differ across genders and individual colleges. Figure 7 on page 14 shows females are more likely to study part-time.



For courses included in this indicator more than two thirds of enrolments are for students studying FE level programmes in 2010-11 and 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.

Comparing results for colleges with 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 will in general be more informative than when these factors differ between compared colleges.

Chart 10: Enrolments by subject groupings on FE courses lasting for 160 hours or more, 2010-11

The subject groupings are aggregated into areas considered similar by Education Scotland. A subject mapping can be found at Annex E. We provide 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.

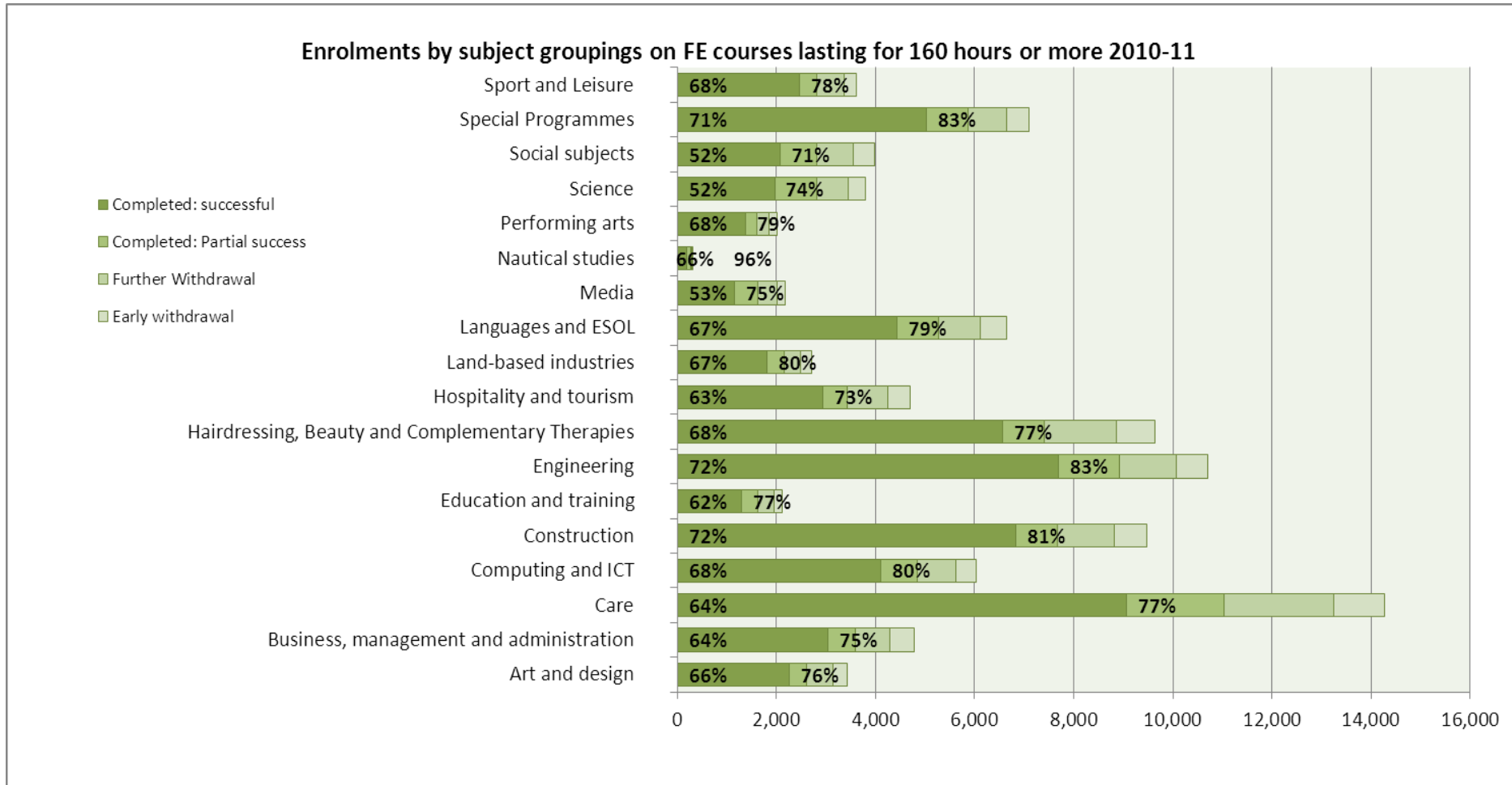


Chart 10 above for FE programmes shows variation in success rates by subject. The success rate in Science, for example, is 52 per cent whilst construction stands at 72 per cent. This might be explained by many of the construction students being more highly motivated as a result of studying on day release from their jobs, whilst those in the science group are more likely to be studying full-time (and full-time study has a lower pass rate than part-time). Programmes of Highers are also more likely to fall into the science group and completion and pass rates for these can be influenced by changing priorities amongst students, as mentioned earlier in connection with university entrance qualifications.

Chart 11 for HE programmes shows a 59 per cent success rate for Hospitality and a 76 per cent for Hairdressing. Figure 6 on page 13 provides a subject breakdown by gender and shows both subjects are dominated by females although Hospitality is more balanced.

Chart 11: Enrolments by subject groupings on HE courses lasting for 160 hours or more, 2010-11

To avoid misleading interpretation of these charts the reader should consider the relationships between the charts and the context in which the college operates. The charts provide useful information on volumes and success rates but, by considering the other information provided for a college and for other similar colleges, it is possible to gain a more rounded view of how a college is performing and how it may be expected to perform.

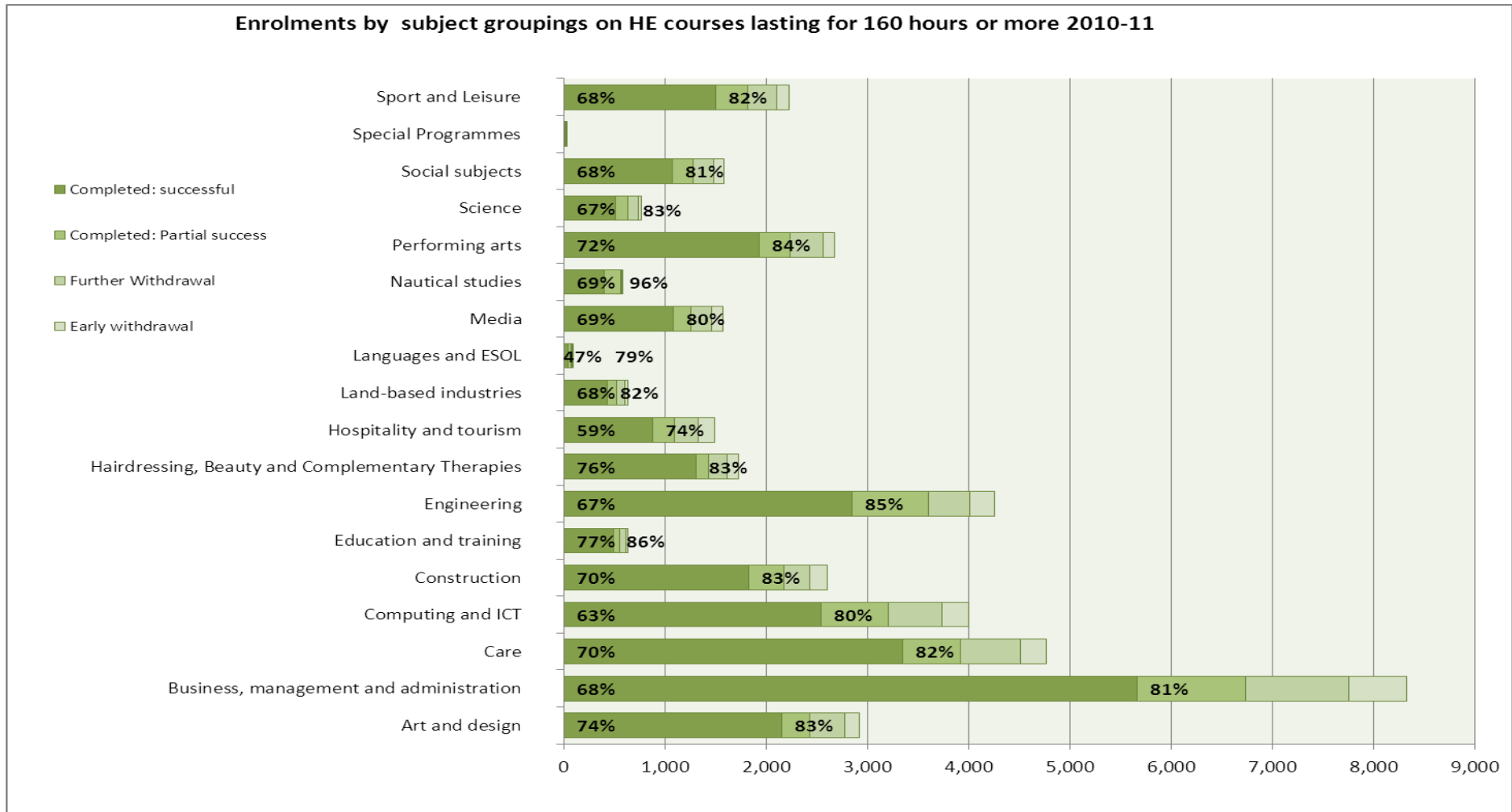


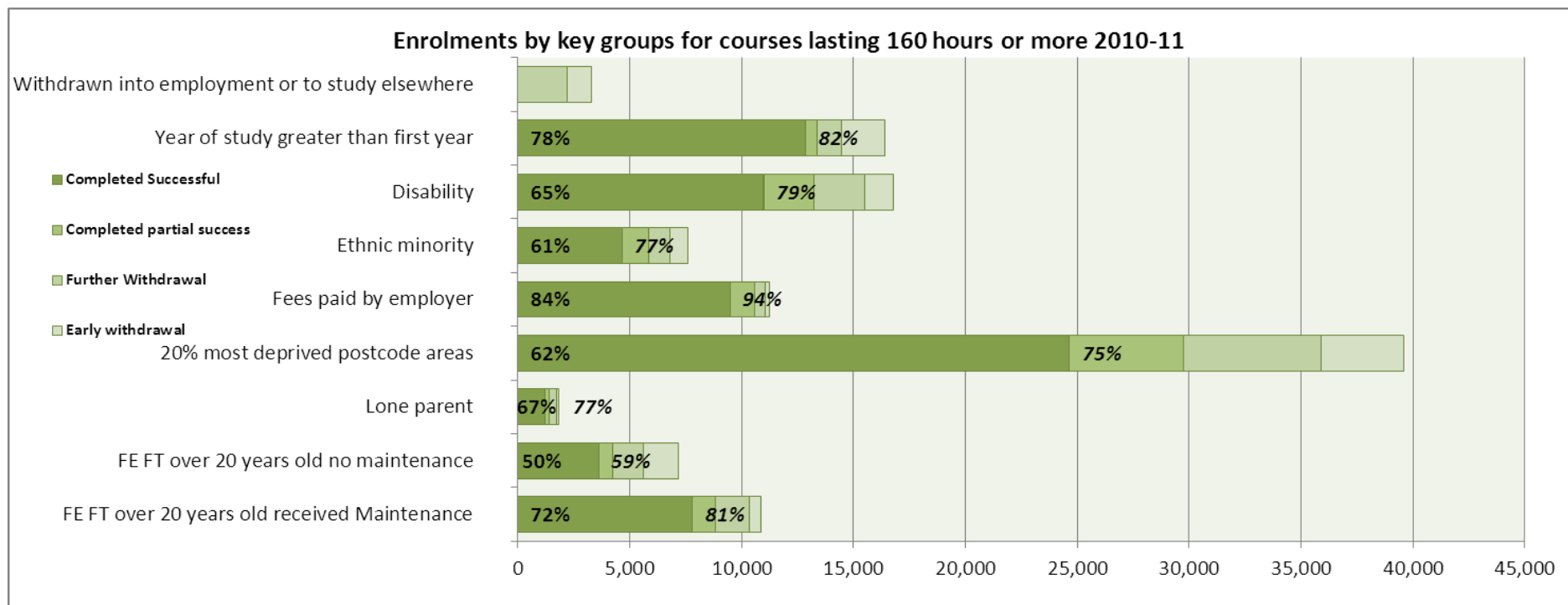
Chart 12: Enrolments by key student groups for courses lasting 160 hours or more, 2010-11

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

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.

The student support information in the chart below is based on 2009-10 data. In last year's publication the numbers reported for FE FT over 20 years old with no maintenance, only included students who received some level of student support (e.g. travel costs, study expense, childcare or discretionary funds). The restated figures for 2009-10 now include all full-time students irrespective of whether they received any form of student support or not.



The early withdrawal rate is greatest for those full-time FE students over 20 who did not receive a maintenance grant. This may be because the student withdrew before their maintenance grant was confirmed or perhaps because they were reliant on a maintenance grant for which they did not qualify.

Chart 13: Performance against activity levels, 2009-10 and 2010-11

Colleges receive funding from the SFC to deliver a target number of hours of learning which 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. Colleges delivered just over two per cent above target in 2010-11.

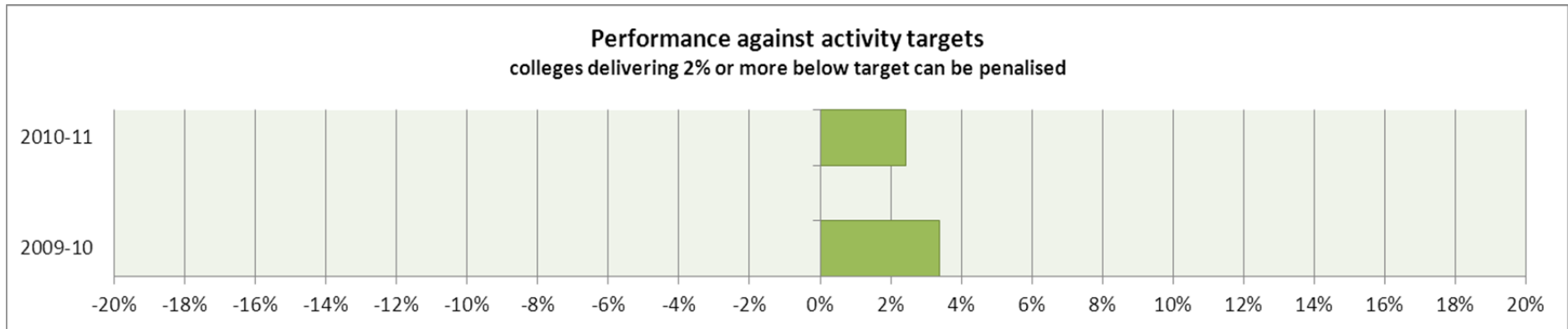


Chart 14: Full-time equivalent staff, 2010-11

The bar-chart in this figure illustrates the percentage of full-time equivalent staff in FE colleges in 2010-11. 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/1011/staffing1011.aspx

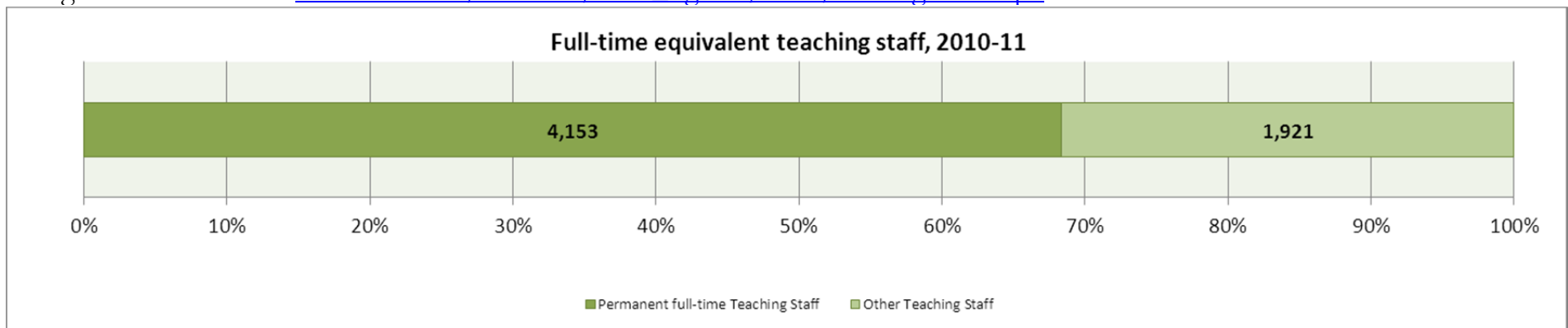
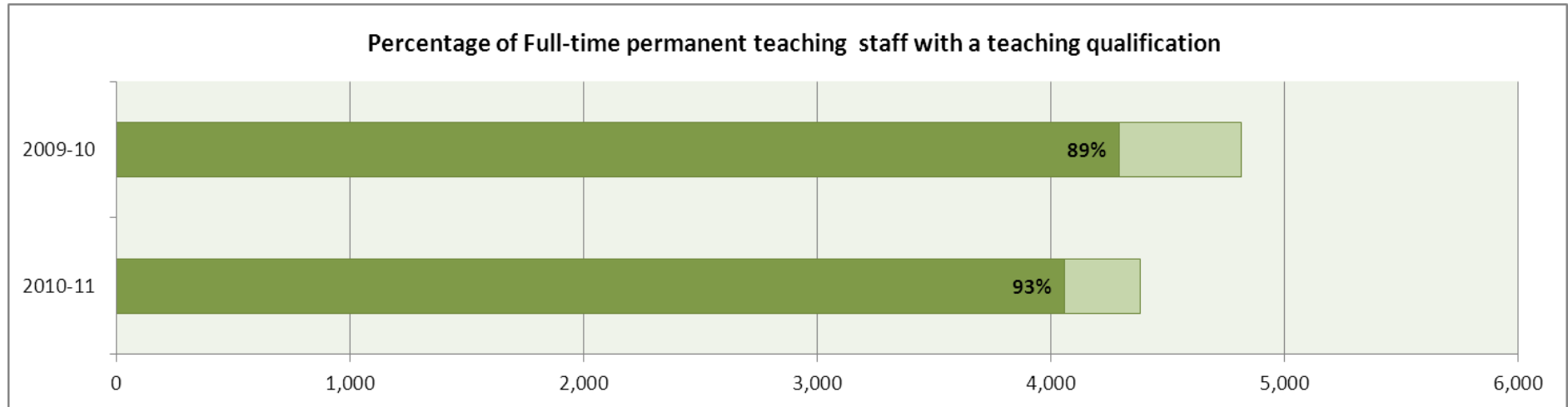


Chart 15: Percentage of full-time permanent teaching staff with a teaching qualification

This bar-chart measures the percentage of full-time teaching staff with a teaching qualification recognised by the General Teaching Council. The percentage qualified increased to 93 per cent in 2010-11 whilst the actual teaching staff numbers reduced to 4,382.



5 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 was around a 17 per cent rise in numbers of full-time students to 81,532, with overall hours of learning rising to 83,420,491. This trend continued into 2010-11 with full-time student numbers increasing especially at HE level.

Colleges now deliver fewer programmes to those studying on a part-time basis, with a particular decline in courses with duration of less than 40 hours. Increased delivery to full-time students means that hours of learning have decreased by less than one per cent between 2009-10 and 2010-11, with 82,770,624 learning hours delivered in 2010-11. Colleges still delivered two per cent above target despite this small fall in hours of learning.

This outcome accords with the SFC policy of reducing student numbers on leisure programmes and short courses lasting for less than 10 hours. The change in policy on 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 account for the number of 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 2010-11 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. 32 per cent of all full-time students reside in the 20 per cent most deprived areas.

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.

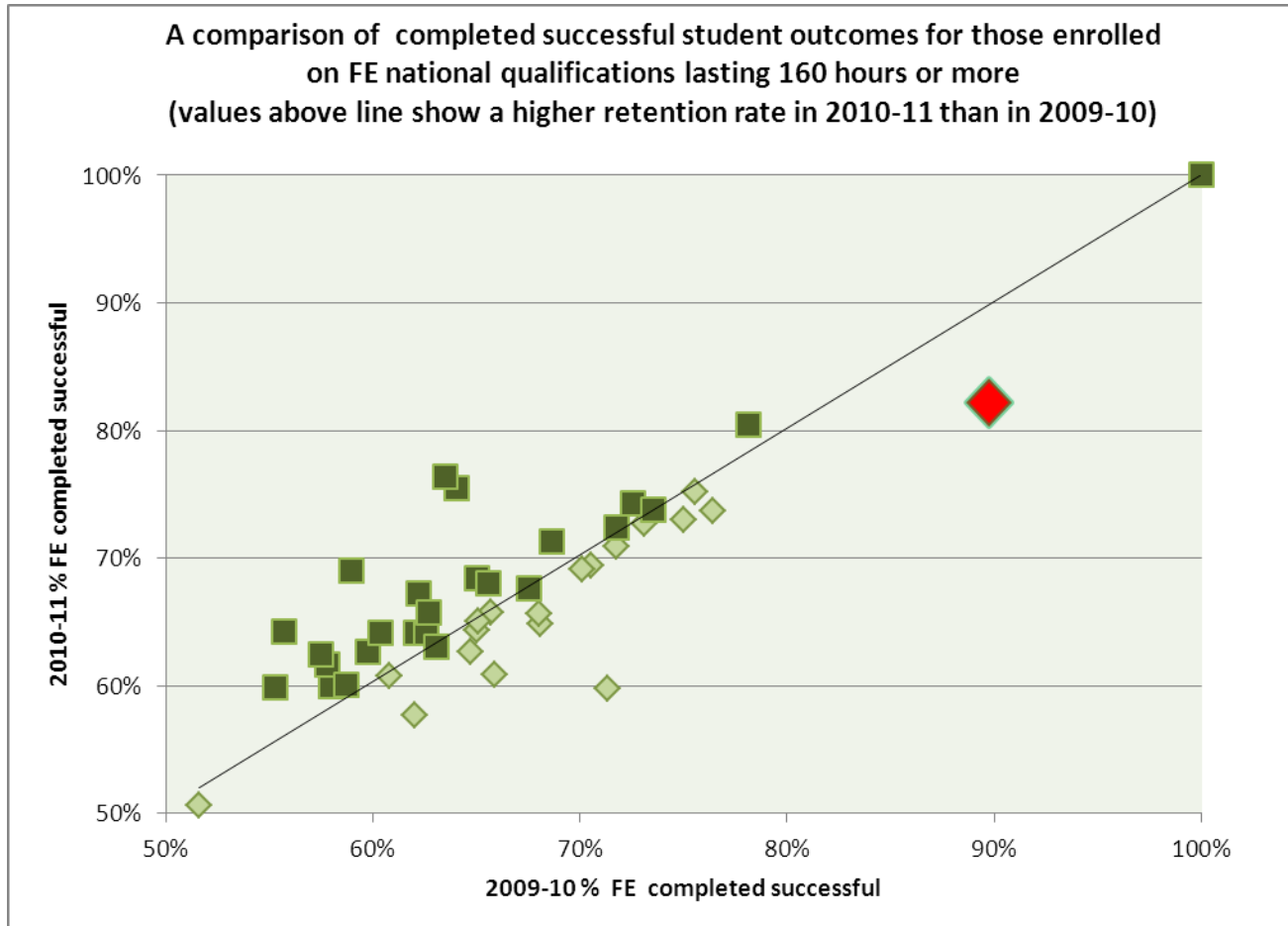
The Infact database on college courses and students is available on the SFC website:

www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx

A comparison of success rates for FE student enrolments leading to a recognised qualification for academic years, 2009-10 and 2010-11.

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 2009-10 and 2010-11 in the chart below.



The chart plots success rates for each college in 2009-10 and 2010-11. The position of each point shows the value for 2009-10 on the horizontal axis (reading across from left to right) and for 2010-11 on the vertical axis (reading bottom to top). To illustrate how the chart should be read we have added a dummy value using a red diamond that shows a college achieving 90 per cent in 2009-10 and 83 per cent in 2010-11.

If a college attains the same success rates for 2009-10 and 2010-11, then their result will lie on the black line. If their result in 2010-11 has improved from the position in 2009-10, then the college value will be shown above the line and if the success rate has fallen between 2009-10 and 2010-11 the corresponding point will be below the line. We have shown the data points in light green if the success rate is lower in 2010-11 than it was in 2009-10 and in dark green if the success rate improved over the two years.

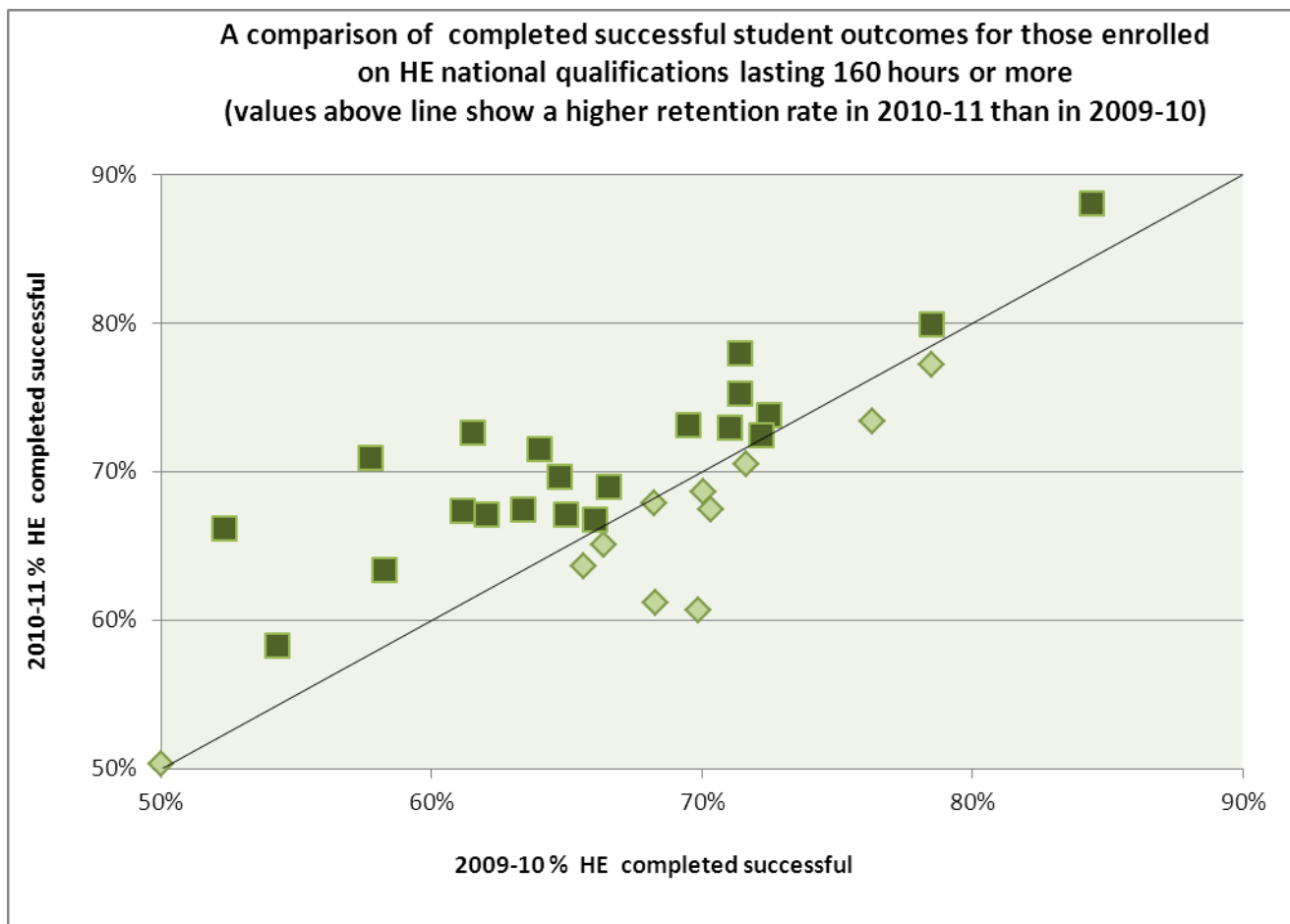
The sector pass rate stands at 66 per cent for both years but 25 of the 41 colleges show an increase in their achievement rate in 2010-11. Most college results are close to the black line indicating a similar performance over the two years. Sabhal Mor Ostaig a small college

offering specialist Gaelic provision is shown as achieving one hundred per cent success in both 2009-10 and 2010-11.

A comparison of success rates for HE student enrolments leading to a recognised qualification for academic years 2009-10 and 2010-11.

The chart below provides the same information for HE provision.

Again we have shown the data points in light green if the success rate is lower in 2010-11 than it was in 2009-10 and in dark green if the success rate improved over the two years.

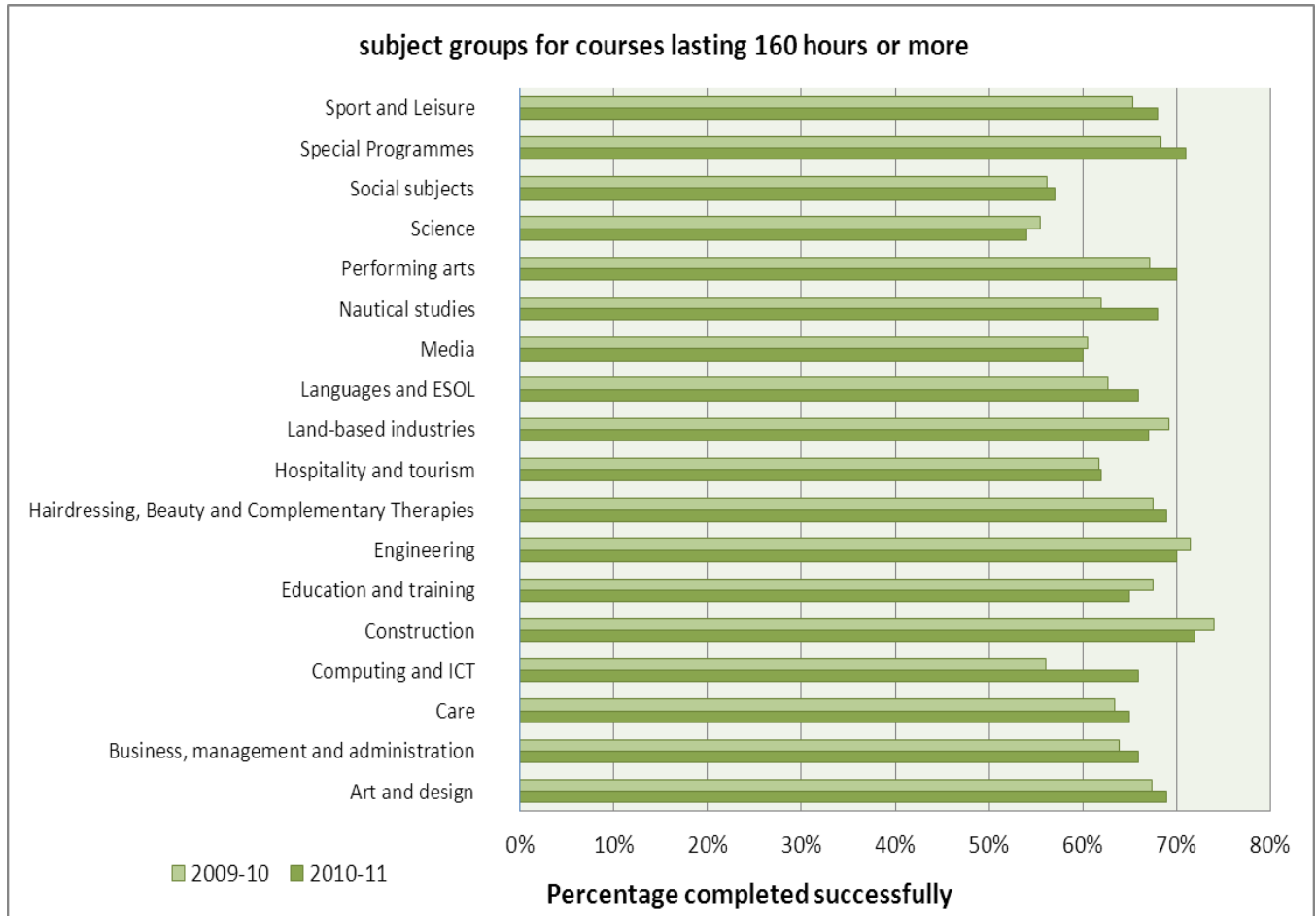


The success rate increased in 21 of the 32 colleges while the sector pass rate increased from 66 per cent to 69 per cent.

It should be noted that there are more full-time HE students in 2010-11 and pass rates are lower for these students than those studying part-time.

A comparison of success rates by subject groups for academic years 2009-10 and 2010-11

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 2009-10 and 2010-11 for programmes with a duration of 160 hours or more.



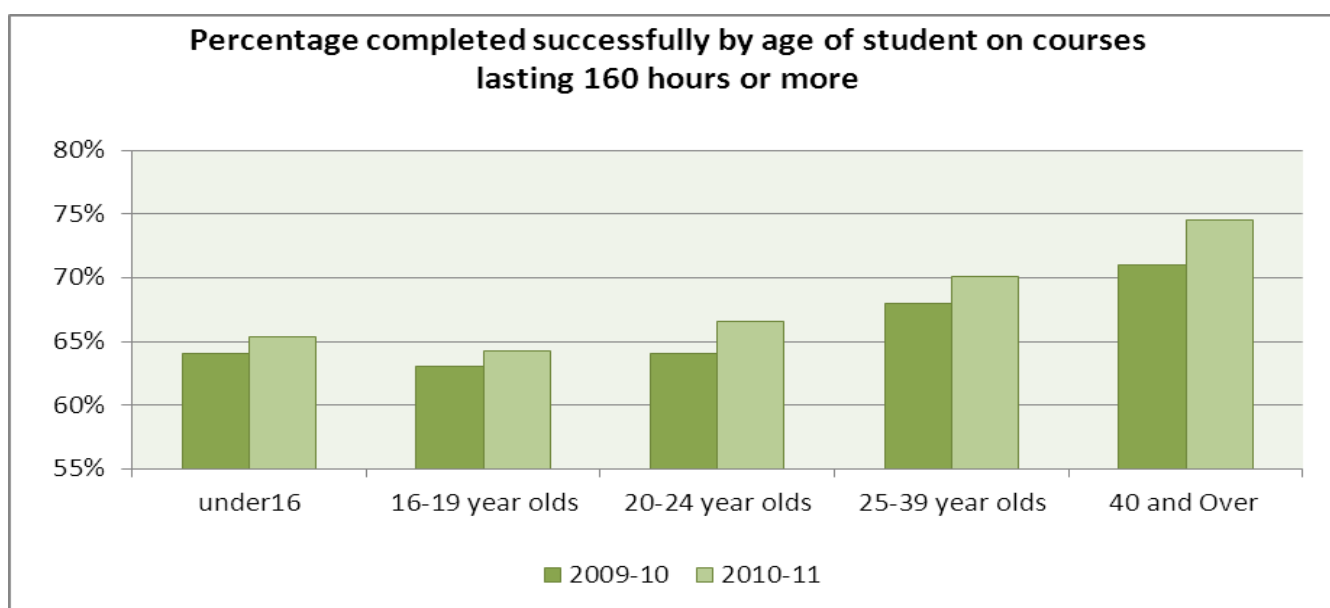
There has been a slight increase in the pass rates in most subject areas across the two years at the subject level. The subject areas that showed the largest increase were Computing and ICT and Nautical studies by 10 per cent and six per cent respectively. The education and training subject area showed the largest drop from 2009-10 with a decrease of three per cent.

A comparison of success rates by age of student for academic years 2009-10 and 2010-11

The chart below compares 2010-11 with 2009-10 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. The figures are categorised by age of student as this is related to outcome.

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 an increase in success rates over the two years in all age bands.



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 by age group and these 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, two 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.

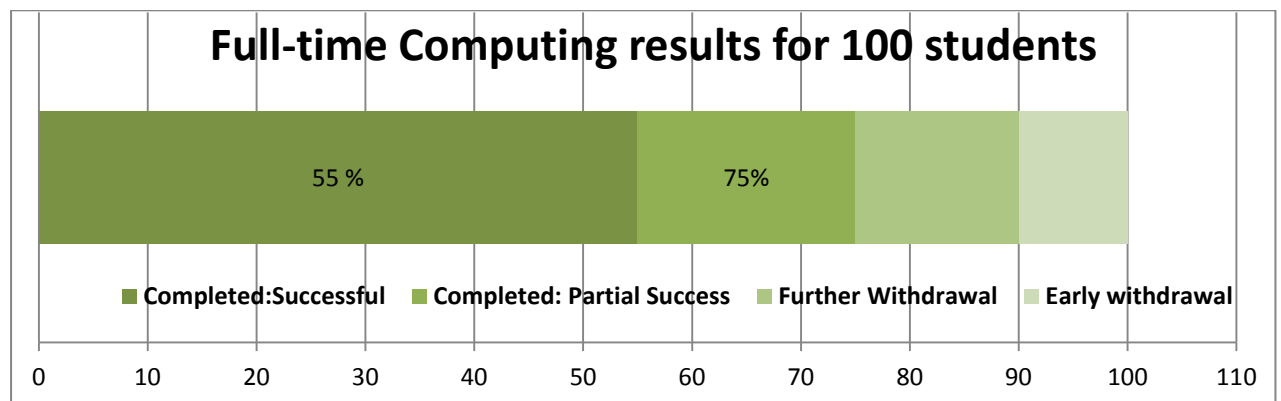
Completed: Partial success = 20 / 100 = 20

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:



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

	Under 10hrs	10 to 40 hours	40 up to 80 hours	80 up to 160 hours	160 up to 320 hours	320 hours up to FT	Full Time	Total
Postgraduate diploma			1	26	30	3	11	71
1st degree (honours)							60	60
1st Degree (ordinary)			1	23	19	81	331	455
Fellowship of professional body			1	19				20
Graduateship of professional body				6	57	27	29	119
Membership of professional body		10	55	93	125	16		299
Associateship of professional body			14	73	65			152
SVQ or NVQ Level 5			1	3	5			9
Diploma (HNC/D level for diplomates and degree holders			3	39	119	11	168	340
HND or Equivalent			85	92	410	478	16,253	17,318
HNC or Equivalent			83	293	4,493	943	13,393	19,205
SVQ or NVQ: Level 4			104	153	182	341		780
Advanced Certificate (bridge to HNC/D)		1	3	37	113	274	16	444
Advanced Certificate not specified elsewhere	21	51	352	337	367	62		1,190
Advanced Diploma not specified elsewhere		24	136	241	449	213	385	1,448
Advanced Certificate (comprising HN units only)	6	9	216	283	266	129	156	1,065
HN units only but not leading to certificate	3	11	1,557	1,280	777	494	53	4,175
SVQ: Level 3	10	428	1,249	638	2,043	4,034	2,019	10,421
NVQ: Level 3		40	60	5	148	257	346	856
GSVQ / GNVQ: Level 3			5	16	31	45	117	214
SVQ: Level 2	12	204	381	450	2,401	1,263	3,765	8,476
NVQ: Level 2	29	7	106	58	215	180	669	1,264
GSVQ / GNVQ: Level 2			9	3	5	26	311	354
SVQ: Level 1		3	26	20	408	306	964	1,727
NVQ: Level 1			9			1	57	67
GSVQ / GNVQ: Level 1				20	4		15	39
Advanced Higher (Group Award)					52			52
Higher (Group Award)			80	221	1,716	83	2,233	4,333
Intermediate 2 (Group Award)		109	159	273	682	201	3,034	4,458
Intermediate 1 (Group Award)	3	142	355	2,622	830	170	297	4,419
Access (Group Award)			23	83	22	16	217	361
Highest level of study (course or unit) Advanced Higher		5	7	1	84	82	164	343
Highest level of study (course or unit) Higher		110	783	1,323	3,863	1,229	7,374	14,682
Highest level of study (course or unit) Intermediate 2		112	2,317	1,042	2,245	2,024	5,272	13,012
Highest level of study (course or unit) Intermediate 1		685	1,773	3,069	1,546	1,156	1,914	10,143
Highest Level of Study (course or unit) Access		229	993	711	529	523	943	3,928
Other Non-Advanced Certificate or equivalent	2,750	4,474	2,373	9,769	4,358	2,721	7,753	34,198
Other Non-Advanced Diploma or equivalent			31	126	91	3	920	1,171
Other SCE / GCE / GCSE examination only			1	6	314	2	360	683
National Certificate Modules alone, not leading to any qualification listed above	212	1,294	6,647	4,879	3,061	3,101	10,822	30,016
Any other recognised qualification	5,033	7,463	6,955	8,001	5,265	1,929	2,430	37,076
Course not Leading to recognised qualification (including most non-vocational courses)	34,590	37,629	14,745	15,042	5,244	1,975	859	110,084
Total	42,669	53,040	41,699	51,376	42,634	24,399	83,710	339,527

Annex C: Enrolments by mode of attendance

	Under 10hrs	10 to 40 hours	40 up to 80 hours	80 up to 160 hours	160 up to 320 hours	320 hours up to FT	Full Time	Total
Short full-time	789	1,900	649	595	989	3,913		8,835
Block release	58	239	400	250	1,431	3,311		5,689
Day Release	20,965	4,785	4,459	6,049	8,655	3,087		48,000
Other part-time day	15,215	25,339	15,780	22,586	16,429	6,996		102,345
Evenings only and weekends	1,442	14,953	10,740	5,574	6,104	771		39,584
Assessment of work based learning	18	141	1,287	936	2,032	1,082		5,496
Distance Learning	40	423	1,569	1,561	658	206		4,457
Locally based learning	30	16	280	410	528	104		1,368
College based private study	302	277	320	118	66	7		1,090
Other open learning or directed private study	381	1,572	3,903	8,477	3,172	215		17,720
Flexible Learning	3,429	3,395	2,309	4,816	2,517	994		17,460
Full-time			2	3	15		83,710	83,730
part-time but previously met old full-time criteria			1	1	38	3,713		3,753
Total	42,669	53,040	41,699	51,376	42,634	24,399	83,710	339,527

Annex D: Enrolments by age

	Under 10hrs	10 to 40 hours	40 up to 80 hours	80 up to 160 hours	160 up to 320 hours	320 hours up to FT	Full Time	Total
under16	21,558	7,769	5,889	15,973	5,125	2,065	2,506	60,885
16-19 year old	4,413	4,911	5,924	6,492	12,680	9,756	46,818	90,994
20-24 Year old	2,568	3,634	4,437	4,470	5,760	3,964	16,948	41,781
25-39 years old	5,956	10,583	10,553	11,002	10,132	5,221	13,617	67,064
40 and over	8,174	26,143	14,896	13,439	8,937	3,393	3,821	78,803
Total	42,669	53,040	41,699	51,376	42,634	24,399	83,710	339,527

Annex E: Education Scotland 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
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QD	Environmental Health/Safety
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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
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
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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
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

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. Exclude records for students who enrolled but did not attend, students who died or programmes where the 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. Exclude 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. Exclude records for courses of less than 160 hours duration.

Exclude enrolments where the student SUMs <4

Annex G: Coverage of student statistics and performance indicators

	Baseline	PIs
Total enrolments 2010-11	401,148	401,148
Students who withdraw before the funding qualifying date	18,143	
Courses spanning into next academic year		7,269
Courses fully funded by other bodies		26,566
Students who enrolled but withdrew before course commenced		2,878
Students who transferred to another programme before reaching the funding qualifying date		1,606
Students on fundable programmes but funded from other sources		23,302
Programmes not leading to a recognised qualification		110,084
Total	383,005	229,443