College Performance Indicators 2011-12

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College Performance Indicators 2011-12

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1 Executive Summary

This is the eleventh annual publication of Performance Indicators (PIs) for Scotland's colleges and covers the 2011-12 academic year (AY).

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

- in 2011-12, 75 per cent of 52,090 full-time further education (FE) students enrolled on recognised qualifications completed their studies irrespective of the result and 64 per cent successfully completed;

- the remaining 25 per cent of students are accounted for by nine per cent of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 16 per cent between this point and the end of the course;

- for full-time higher education (HE) students in 2011-12, 82 per cent of a total of 31,743 students completed their studies irrespective of the result and 69 per cent successfully completed;

- the remaining 18 per cent of students are accounted for by six per cent of students withdrawing before the funding qualifying date and a further 12 per cent between this point and the end of the course;

- in terms of staff qualifications 93 per cent had a formal teaching qualification in 2010-11 which is up by about 3.5 per cent from 2009-10.

Additional information regarding student enrolments is available on the Scottish Funding Council (SFC) Infact database.

Full copies of Education subject and college reviews, and overviews of provision are available from this website:
http://www.educationscotland.gov.uk/inspectionandreview/index.asp

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 ten years. 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 Government 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 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.

Comparisons 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 method of presentation and breakdown of PIs by subject groups, duration of study, age groups and gender gives readers a comprehensive view of college provision and performance, enabling a more informed comparison 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 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 online at:
http://www.educationscotland.gov.uk/inspectionandreview/index.asp
A combination of our PIs and these reports will of course give a fuller and more balanced overview of college delivery and outcomes.

3 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 42 colleges and for the Scottish college sector overall

1   Grants issued by the SFC and SAAS for teaching and student support, 2011-12

2   Enrolments by qualification aim of course, 2011-12

3   Hours of learning by qualification aim of course, 2011-12

4   Outcomes for FE student enrolments on recognised qualifications, 2009-10 to 2011-12

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10   Enrolments by HMIE subject grouping on FE courses lasting for 160 hours or more, 2011-12

11   Enrolments by HMIE subject grouping on HE courses lasting for 160 hours or more, 2011-12

12   Enrolments by key student groups on courses lasting for 160 hours or more, 2011-12

13   Performance against activity targets, 2010-11 and 2011-12

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 2011-12, except for the Staffing charts and Tariff Score chart which use 2010-11 data.

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 2011-12

This bar-chart illustrates the grants allocated to the college sector to fund individual colleges and to support students studying at these colleges.
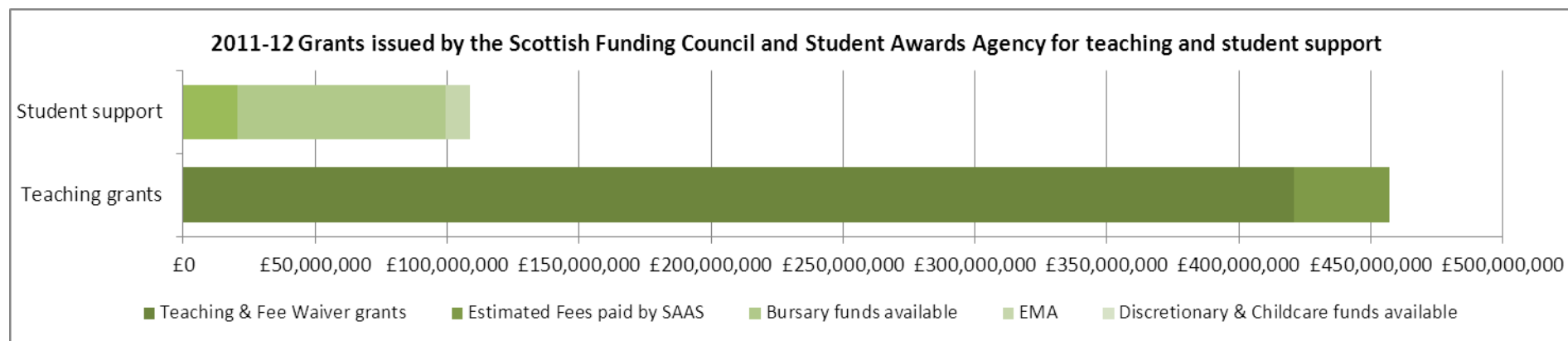
The legend across the bottom of the chart describes the breakdown of funds that make up the overall funding package to the college to fund teaching activity and provide student support to qualifying students. Each of these funds is described in more detail below:

- **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 2011-12 (circular SFC/09/2011)

- **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 (circular SFC/11/2011)

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- **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 AY and funds carried forward from the previous year. Student support guidelines are outlined within circular SFC/11/2011.

- **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/11/2011.

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

Average scores for qualification achieved at school for all school leavers, those leaving to study at HE level and those enrolled on a full-time FE or HE programme at this college

The bar chart below compares the average points score for qualifications achieved at school for full-time further and higher education college students in 2010-11 with the average points score for all school leavers in 2009-10 and those leaving school to study at HE level at a college or university in 2009-10.

Average scores for qualification achieved at school for all school leavers, those leaving to study at HE level and those enrolled on a Full time FE or HE programme at this college
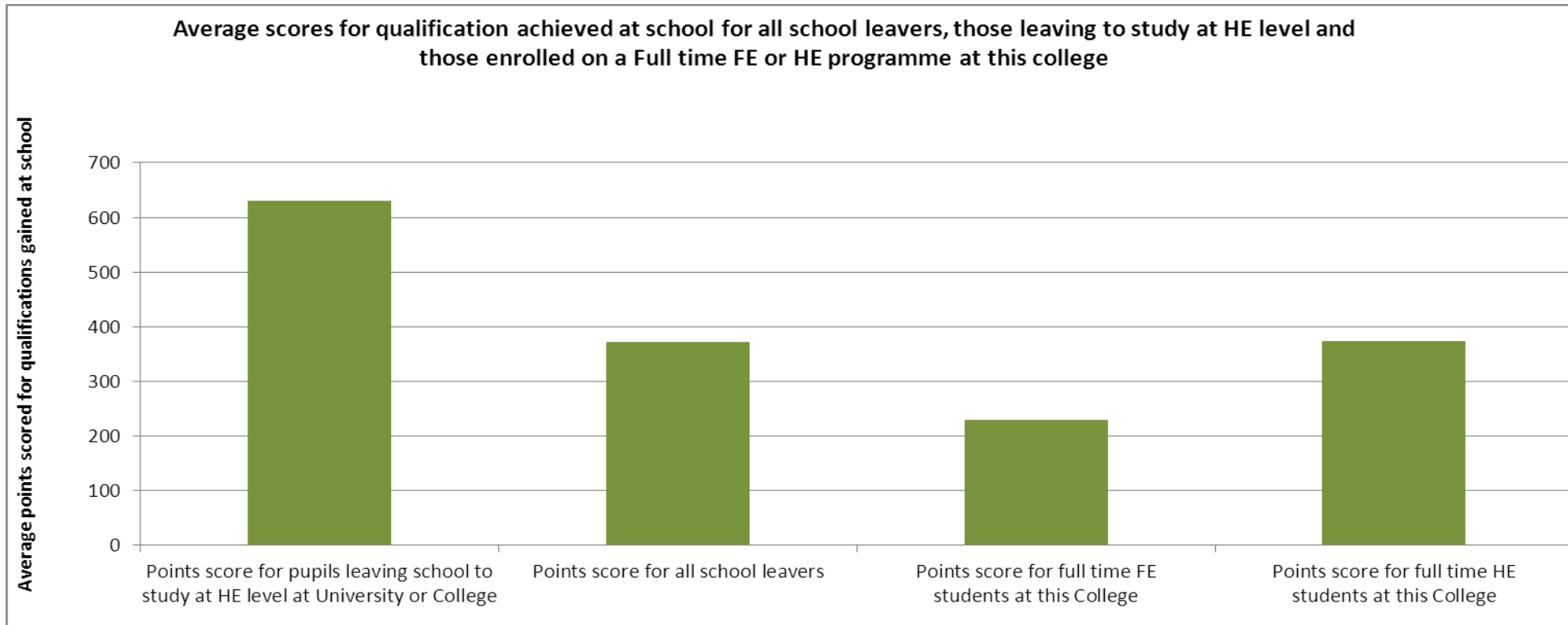
The average points score for full-time FE and HE college students in 2010-11 have been derived by linking the college records for these students aged 17 to 20 with the student attainment records held by the Scottish government for all school pupils. For example an FE college student aged 20 may have left school in 2006-07 and therefore the college record would have been matched to the achievement record at school in 2006-07.

Average points are derived by allocating points for each school qualification by level. Annex G provides details of points awarded for each qualification. By means of a summary an advanced higher at 'A grade is worth 120 points while a standard grade at level 7 would be 3 points.

In general, those learners choosing to go to college have achieved at a lower level at school than the average school leaver. This could be seen as an indicator of the additional challenges faced by colleges in relation to retaining and delivering successful outcomes for this group of learners.

It should be noted that the tariff score for those leaving school to study HE at university or College would be higher if it was for those school students leaving school to study HE at university alone. The chart clearly shows that full-time students studying HE at college do not achieve the average points score for those studying HE at university or college as shown above.

Please note that the publication does not include a tariff score chart for each individual institution.

Charts 2 & 3: Enrolments and hours of learning by qualification aim of course 2011-12

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.

Our 2011-12 PI report is based on a different coverage from that of the Baseline Report and is not comparable. The PI report shows there were 77,154,840 hours of learning across 263,257 student enrolments. Students often enrol on more than one programme in a single AY. Students who do not meet the required funding date are excluded and students who are non-fundable are included as are students who have not yet completed their course.

Although 25 per cent of student enrolments (66,347) are on courses that do not lead to a recognised qualification only 6 per cent of the total learning hours are attributable to these students. The number of enrolments on non-recognised qualifications has fallen by 40 per cent since 2010-11 and the number of hours of learning has fallen by 1,259,703 which equates to 22 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 640 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 full-time programmes of 640 hours or more.

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

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 2011-12

■ 196,910 Student enrolments on recognised qualifications
■ 66,347 Student enrolments on non recognised qualifications

Hours of learning by qualification aim of course 2011-12

■ 72,703,480 hours of learning on recognised qualifications
■ 4,451,360 hours of learning on non recognised qualifications
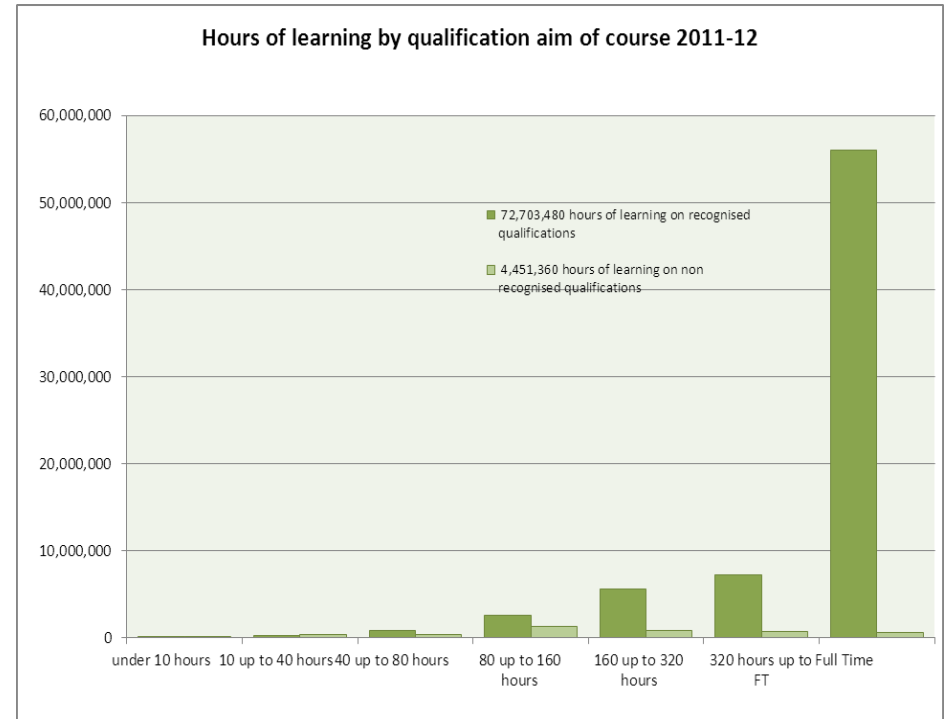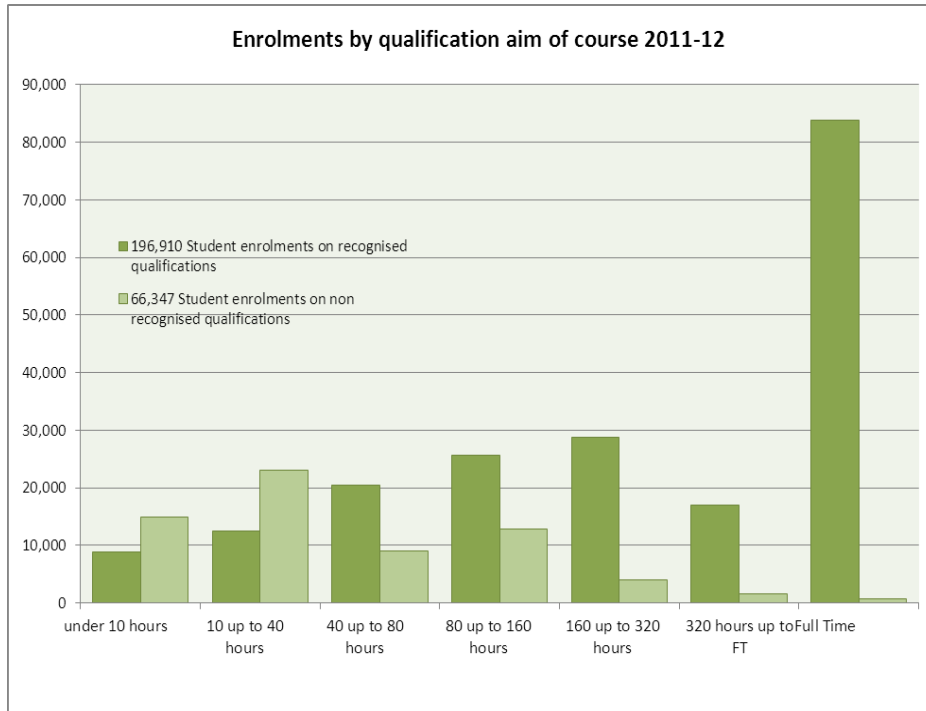
Of all enrolments on courses leading to Non-Recognised Qualifications (NRQs), just over 57 per cent are on courses lasting less than 40 hours, with 22 per cent on courses of less than 10 hours. Just one per cent of these student enrolments are classified as full-time. By comparing the chart on hours 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 67 hours of learning whilst the average for recognised qualifications is 369. This means that courses leading to recognised qualifications, on average, last around five 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 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 AY 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 to 12 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 5: Outcomes for Further Education student enrolments on recognised qualifications, 2009-10 to 2011-12

Outcomes for Further Education student enrolments on recognised qualifications

2011-12
Full Time	64%	75%
320 hours up to FT	73%	85%
160 up to 320 hours	73%	86%
80 up to 160 hours	77%	92%
40 up to 80 hours	78%	91%
10 up to 40 hours	88%	98%
under 10 hours	97%	100%

2010-11
Full Time	62%	73%
320 hours up to FT	70%	83%
160 up to 320 hours	72%	86%
80 up to 160 hours	79%	91%
40 up to 80 hours	74%	90%
10 up to 40 hours	88%	96%
under 10 hours	97%	100%

2009-10
Full Time	60%	72%
320 hours up to FT	73%	84%
160 up to 320 hours	69%	86%
80 up to 160 hours	77%	90%
40 up to 80 hours	75%	89%
10 up to 40 hours	85%	96%
under 10 hours	96%	99%

Legend: ■ Completed Successful ■ Completed partial success ■ Further Withdrawal □ Early withdrawal

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The FE recognised qualifications chart above provides an overview of success rates on FE recognised programmes from 2009-10 to 2011-12. 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 2011-12 we can see that 64 per cent of students on full-time programmes **completed successfully** whilst a total of 75 per cent completed irrespective of their final result. This means that 11 per cent completed with **partial success.** This leaves 25 per cent of students who withdrew before the programme ended with the withdrawal bars suggesting about nine per cent withdrew prior to the 25 per cent date and the remaining 16 per cent before the programme ended.

Chart 6: Students completing their FE course with partial success – proportion achieving banded rates (excluding students on courses lasting less than 160 hours)

Level of achievement for those students completing their FE course with partial success
(An overview of the 'completed partial success' group above on 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

1,525
2,247
1,344
3,136
2,379

The chart above provides more detailed information for the 10,631 students enrolled on FE programmes in 2011-12 who **completed with partial success** (as shown in the previous chart). It excludes students with fewer than 160 hours of study. It shows that half of these students gained at least 50 per cent of the units they enrolled on (3,136 + 2,247 = 5,383) while around 21 per cent (2,247) of these students gained at least 75 per cent of the units on their programme. At the other end of the scale 1,525 or 14 per cent of the students failed to gain any of the units for which they enrolled.

Chart 7: 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 2009-10 to 2011-12. 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 and this is reflected below with 69 per cent of students on full-time programmes **completing successfully** and a total of 82 per cent completing irrespective of their final result. These figures are comparable with the values of 64 per cent and 75 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

2011-12

Full Time	69% ... 82%
320 hours up to FT	77% 90%
160 up to 320 hours	76% 89%
80 up to 160 hours	72% 89%
40 up to 80 hours	76% 91%
10 up to 40 hours	91% 95%

2010-11

Full Time	67% ... 80%
320 hours up to FT	76% 91%
160 up to 320 hours	74% 88%
80 up to 160 hours	75% 91%
40 up to 80 hours	79% 93%

2009-10

Full Time	64% ... 78%
320 hours up to FT	74% 88%
160 up to 320 hours	72% 89%
80 up to 160 hours	71% 90%
40 up to 80 hours	78% 93%

Axis: 0 — 5,000 — 10,000 — 15,000 — 20,000 — 25,000 — 30,000 — 35,000

Legend: ■ Completed Successful ■ Completed partial success ■ Further Withdrawal ☐ Early withdrawal

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Chart 8: 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 5,034 students enrolled on HE programmes in 2011-12 who completed with partial success (as shown in the previous chart). It excludes students with fewer than 160 hours of study. It shows that half of these students gained at least 50 per cent of the units they enrolled on (1,397 + 1,147 = 2,544) while around 23 per cent (1,147) of these students gained at least 75 per cent of the units on their programme. At the other end of the scale 393 or eight per cent of the students failed to gain any of the units for which they enrolled.
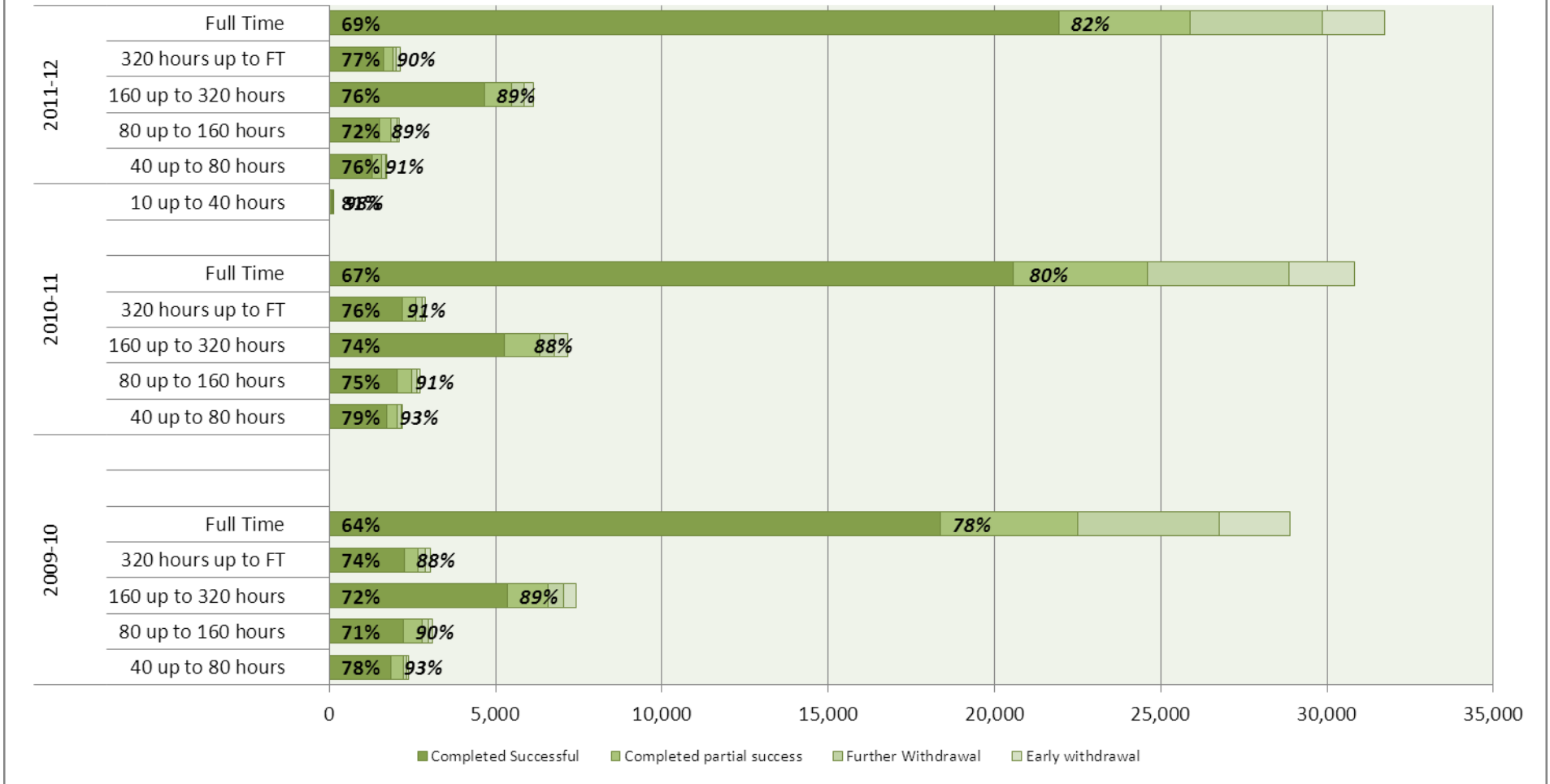

Students completing their HE course with partial success - proportion achieving banded rates
(An overview of the 'completed partial success' group above for courses lasting 160 hours or more)

- 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

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 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 9: Enrolments by age group for courses lasting 160 hours or more, 2011-12

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 2011-12

Age group	Completed: successful	Completed: Partial Success
40 and Over	76%	85%
25-39 year olds	72%	81%
20-24 year olds	68%	80%
16-19 year olds	67%	80%
under16	74%	87%

Legend: ■ Completed: successful ■ Completed: Partial Success ■ Further Withdrawal ■ Early withdrawal

X-axis: 0, 10,000, 20,000, 30,000, 40,000, 50,000, 60,000, 70,000
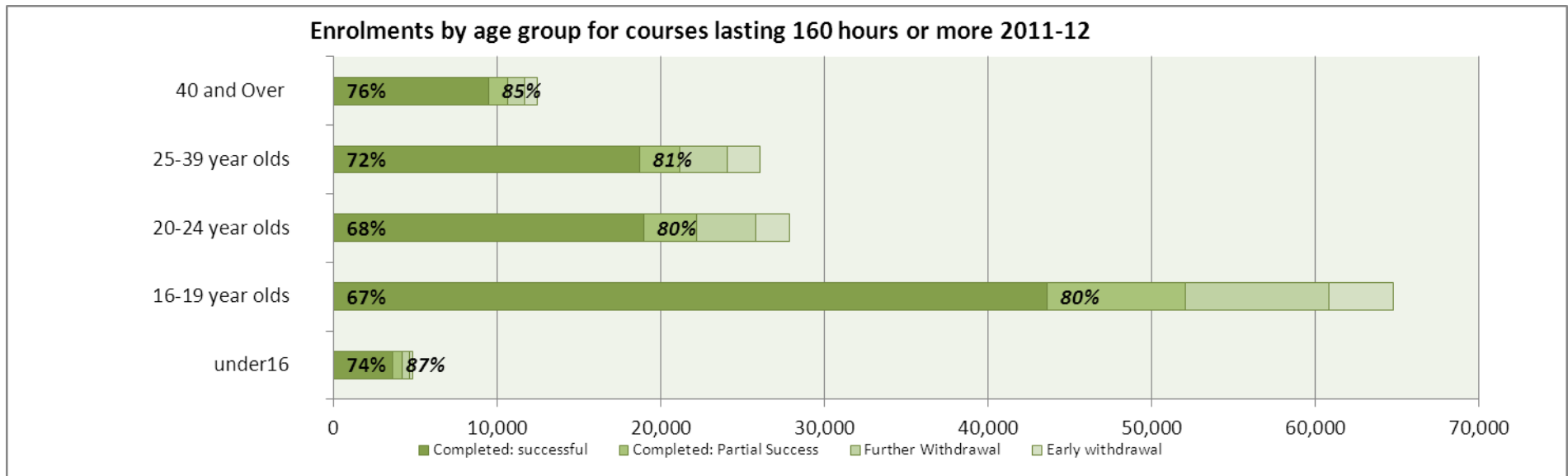
Chart 10: Enrolments by level and gender on courses lasting 160 hours or more, 2011-12

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. Figure 7 (baseline) shows females are more likely to study part-time.

Enrolments by level and gender on courses lasting 160 hours or more 2011-12

HE_male	68%	83%
HE_female	73%	84%
FE_male	69%	81%
FE_female	66%	78%

Legend: ■ Completed: successful ■ Completed: Partial success ■ Further Withdrawal ■ Early withdrawal
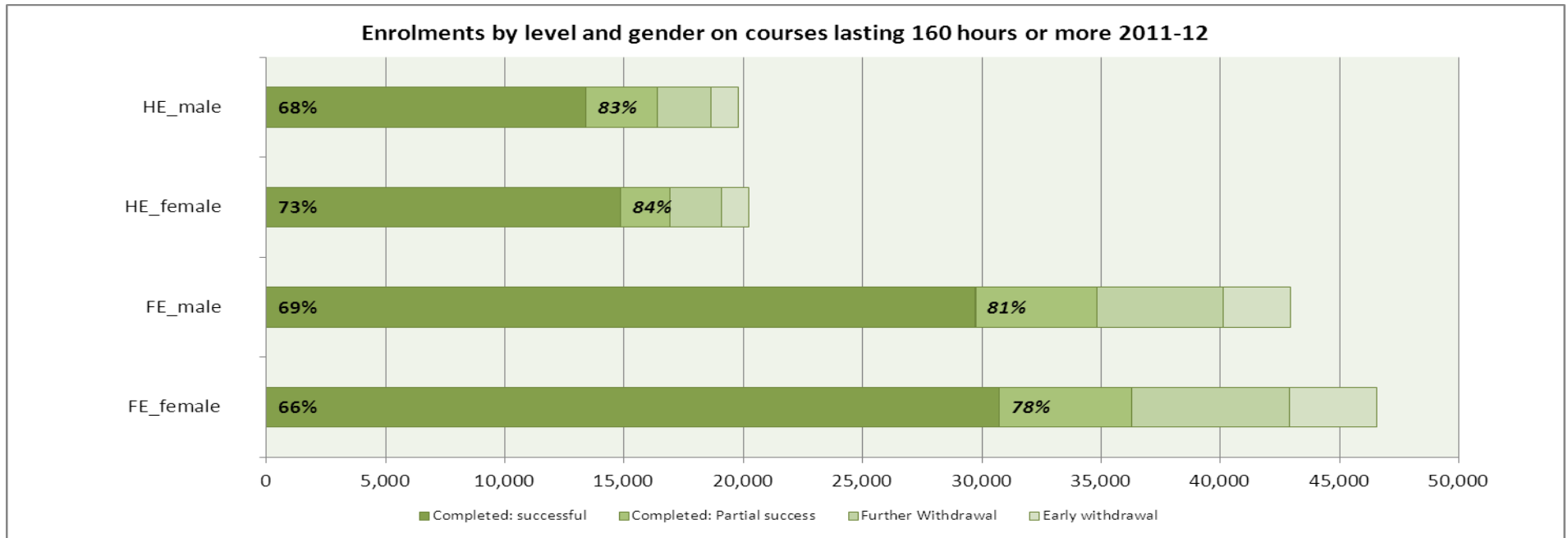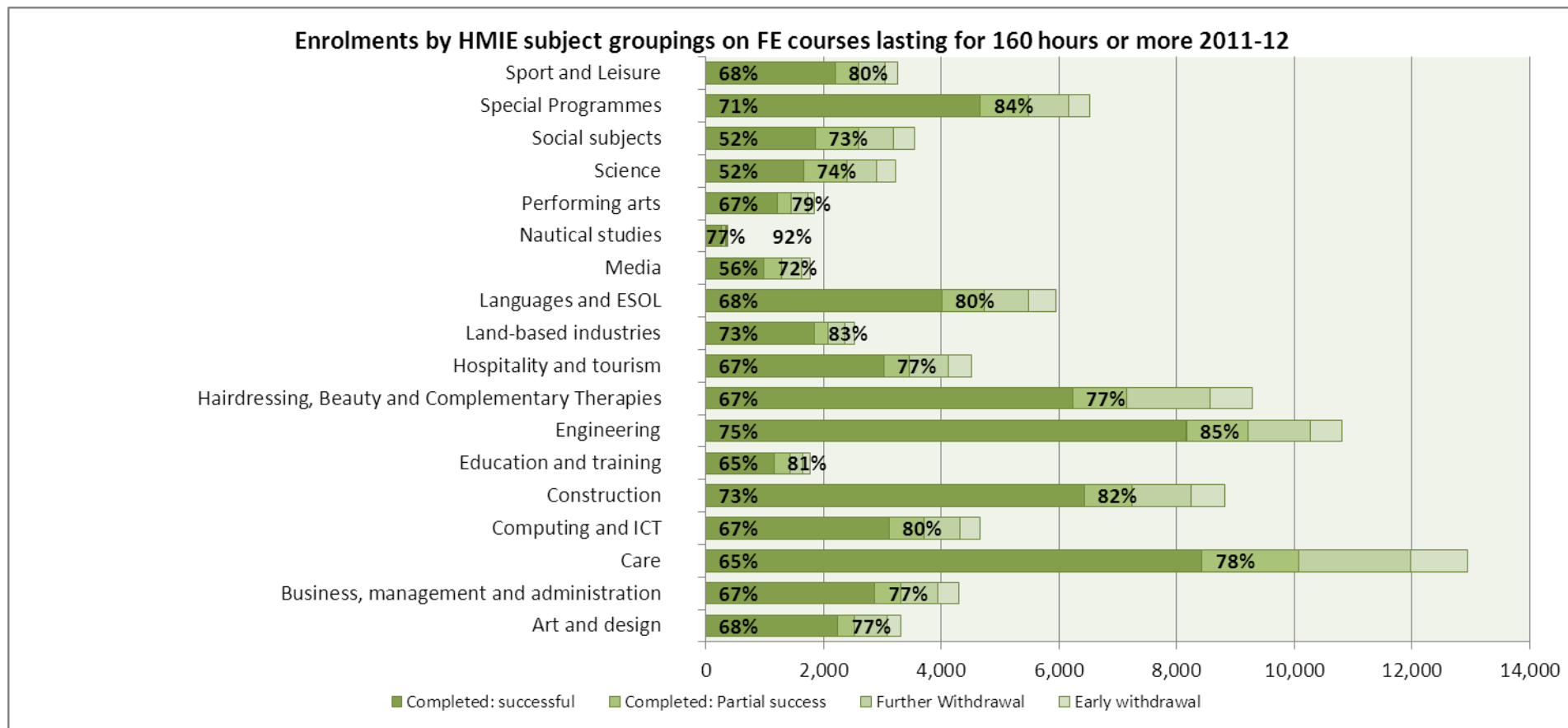
The chart shows that more than two thirds of enrolments are for students studying FE level programmes in 2011-12 and females outnumber males. The success rates are different across these groups and provide a more rounded picture of college performance when considered alongside the other charts presented for each college.

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 11: Enrolments by subject groupings on FE courses lasting for 160 hours or more, 2011-12

The subject groupings are based on the subject classification for the course aggregated into areas considered similar by Education Scotland. 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 2011-12

Subject	Completed: successful	Completed: Partial success
Sport and Leisure	68%	80%
Special Programmes	71%	84%
Social subjects	52%	73%
Science	52%	74%
Performing arts	67%	79%
Nautical studies	77%	92%
Media	56%	72%
Languages and ESOL	68%	80%
Land-based industries	73%	83%
Hospitality and tourism	67%	77%
Hairdressing, Beauty and Complementary Therapies	67%	77%
Engineering	75%	85%
Education and training	65%	81%
Construction	73%	82%
Computing and ICT	67%	80%
Care	65%	78%
Business, management and administration	67%	77%
Art and design	68%	77%

Legend: Completed: successful, Completed: Partial success, Further Withdrawal, Early withdrawal
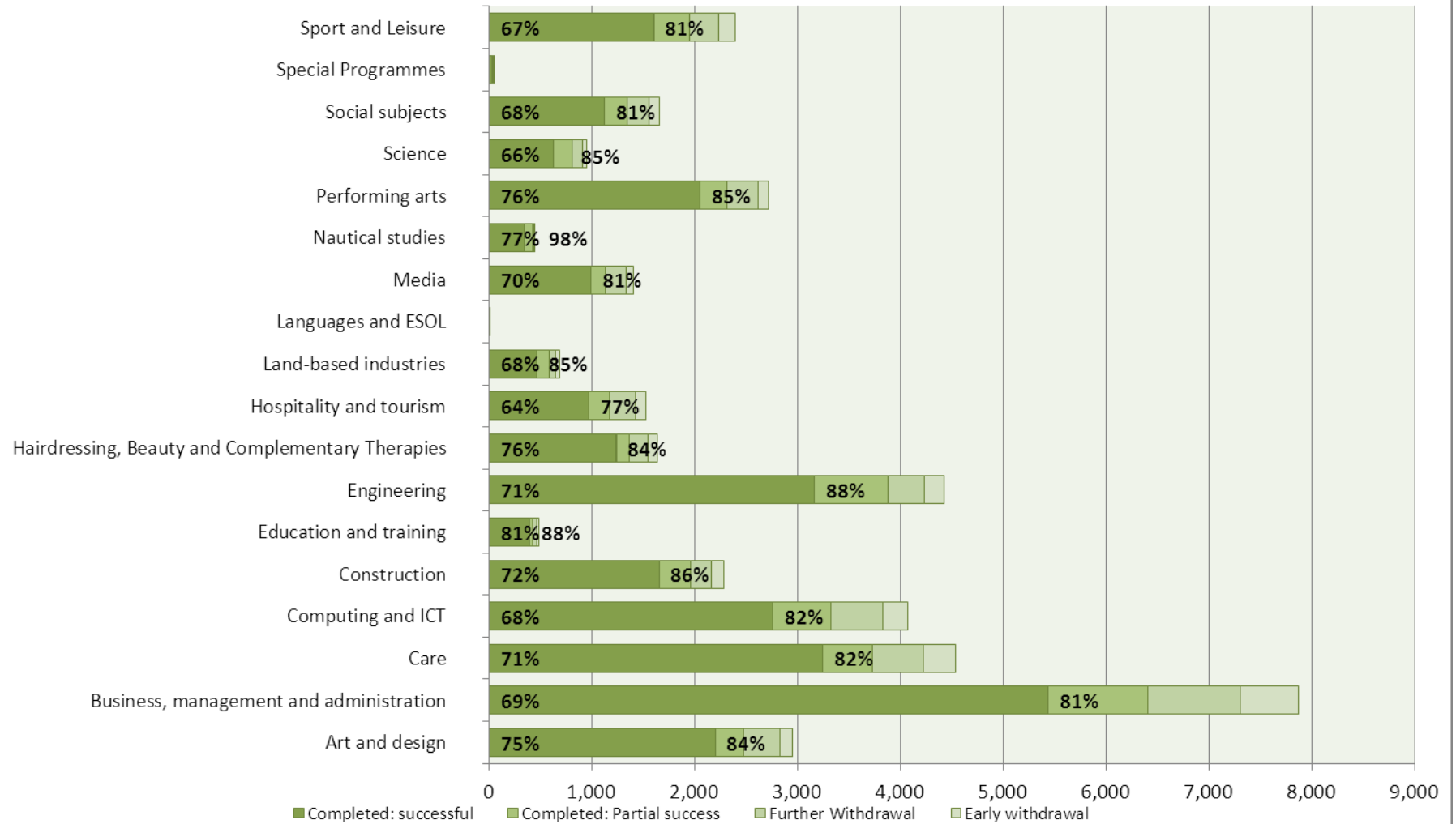
The chart above for FE programmes clearly shows that some subjects have lower success rates than others. Science, for example, shows a 52 per cent success rate whilst engineering stands at 75 per cent. This may be explained by many of the engineering students studying on day release from their jobs which 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 12: Enrolments by subject groupings on HE courses lasting for 160 hours or more, 2011-12

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 2011-12

Subject	Completed: successful	Completed: Partial success
Sport and Leisure	67%	81%
Special Programmes		
Social subjects	68%	81%
Science	66%	85%
Performing arts	76%	85%
Nautical studies	77%	98%
Media	70%	81%
Languages and ESOL		
Land-based industries	68%	85%
Hospitality and tourism	64%	77%
Hairdressing, Beauty and Complementary Therapies	76%	84%
Engineering	71%	88%
Education and training	81%	88%
Construction	72%	86%
Computing and ICT	68%	82%
Care	71%	82%
Business, management and administration	69%	81%
Art and design	75%	84%

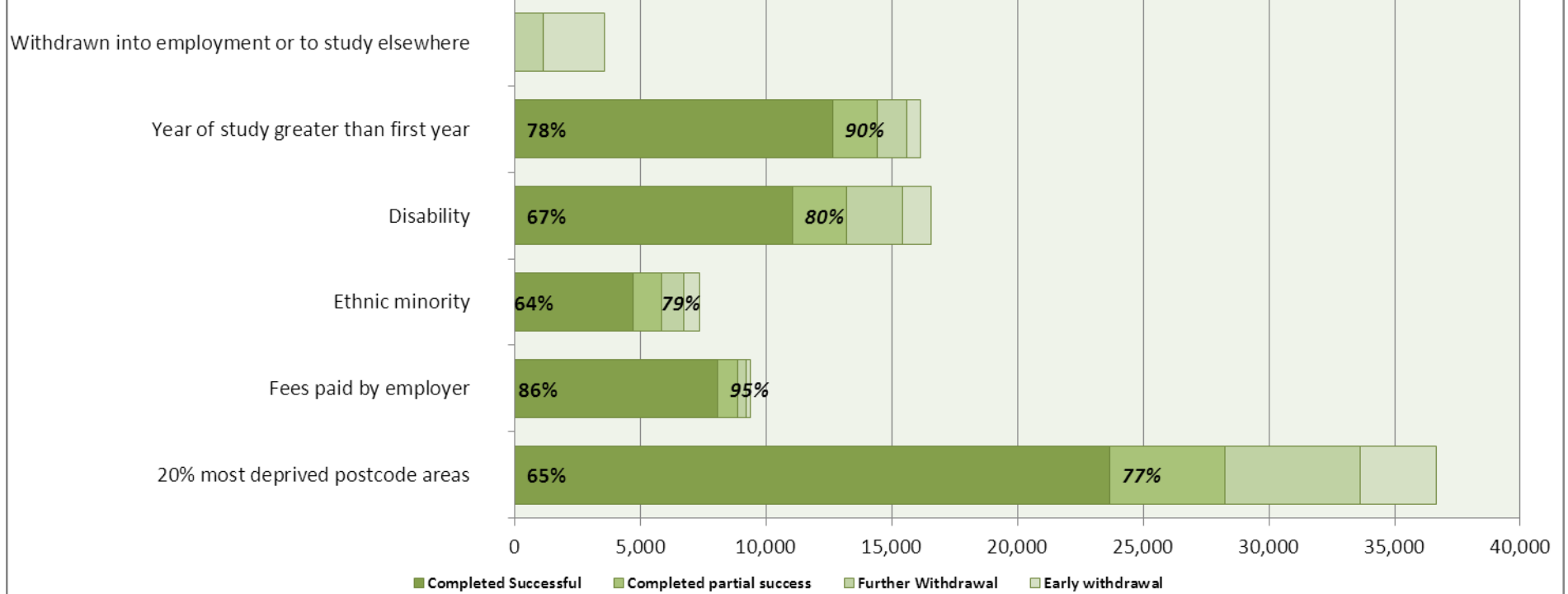Legend: Completed: successful / Completed: Partial success / Further Withdrawal / Early withdrawal

Chart 13: Enrolments by key student groups for courses lasting 160 hours or more, 2011-12

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 2011-12

Category	
Withdrawn into employment or to study elsewhere	
Year of study greater than first year	78% · 90%
Disability	67% · 80%
Ethnic minority	64% · 79%
Fees paid by employer	86% · 95%
20% most deprived postcode areas	65% · 77%

Legend: ■ Completed Successful ■ Completed partial success ■ Further Withdrawal □ Early withdrawal

Chart 14: Performance against activity levels, 2010-11 and 2011-12

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 95 per cent of their target or their teaching grant can be reduced.

Note the targets are those as published in the main grant letter and include additional targets associated with European Social Fund (ESF) and Partnership Action for Continuing Employment (PACE) projects. The activity delivered is also all inclusive encompassing the ESF and PACE figures. The overall effect is that the sector is shown as exceeding their target by 1.8 per cent. Even when taking into account the additional targets, if those had been excluded, the sector would still have exceeded the target by 4.1 per cent. All colleges met their targets or fell within the leeway for 2011-12.
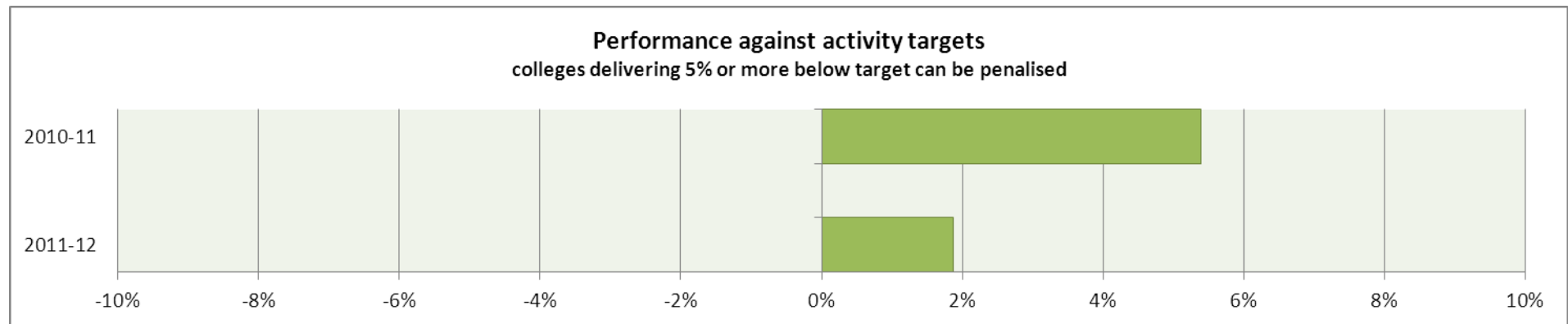
Chart 15: Full-time equivalent staff, 2010-11

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/0910/staffing0910.aspx

Full-time equivalent teaching staff, 2010-11

4,153 | 1,153

Permanent full-time Teaching Staff | Other Teaching Staff
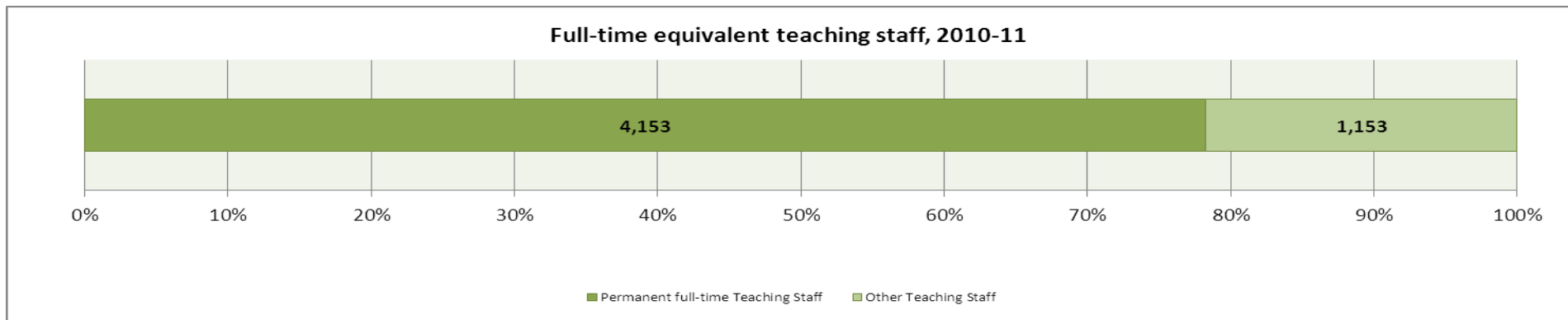
Chart 16: Percentage of full-time permanent teaching staff with a teaching qualification

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

2009-10 | 89%
2010-11 | 93%
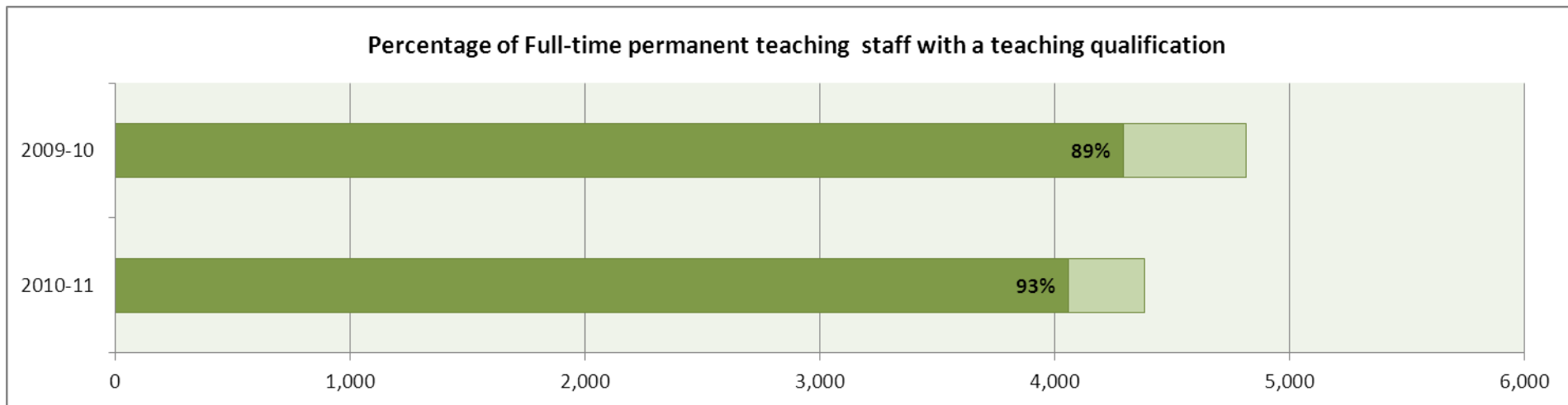
4 An overview of performance indicators for Scotland's colleges

The college sector has undergone considerable change in recent years. Between 2005-06 and 2011-12 there has been around a steady increase in full-time students especially at HE level.

Colleges are delivering fewer programmes to those studying on a part-time basis, particularly courses of a duration of less than 40 hours where activity has decreased significantly in 2011-12 as they did in the previous year.

This is in accord 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 our main grant letter for 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.

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.

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 another SFC publication; The Baseline report.

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 full-time FE student enrolments leading to a recognised qualification for academic years, 2010-11 and 2011-12.

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

Results for full-time FE provision are shown for AYs 2010-11 and 2011-12 in the chart below.

A comparison of completed successful student outcomes for those enrolled on Full-time FE National qualifications (Values above the line show a higher success rate in 2011-12 than 2010-11)
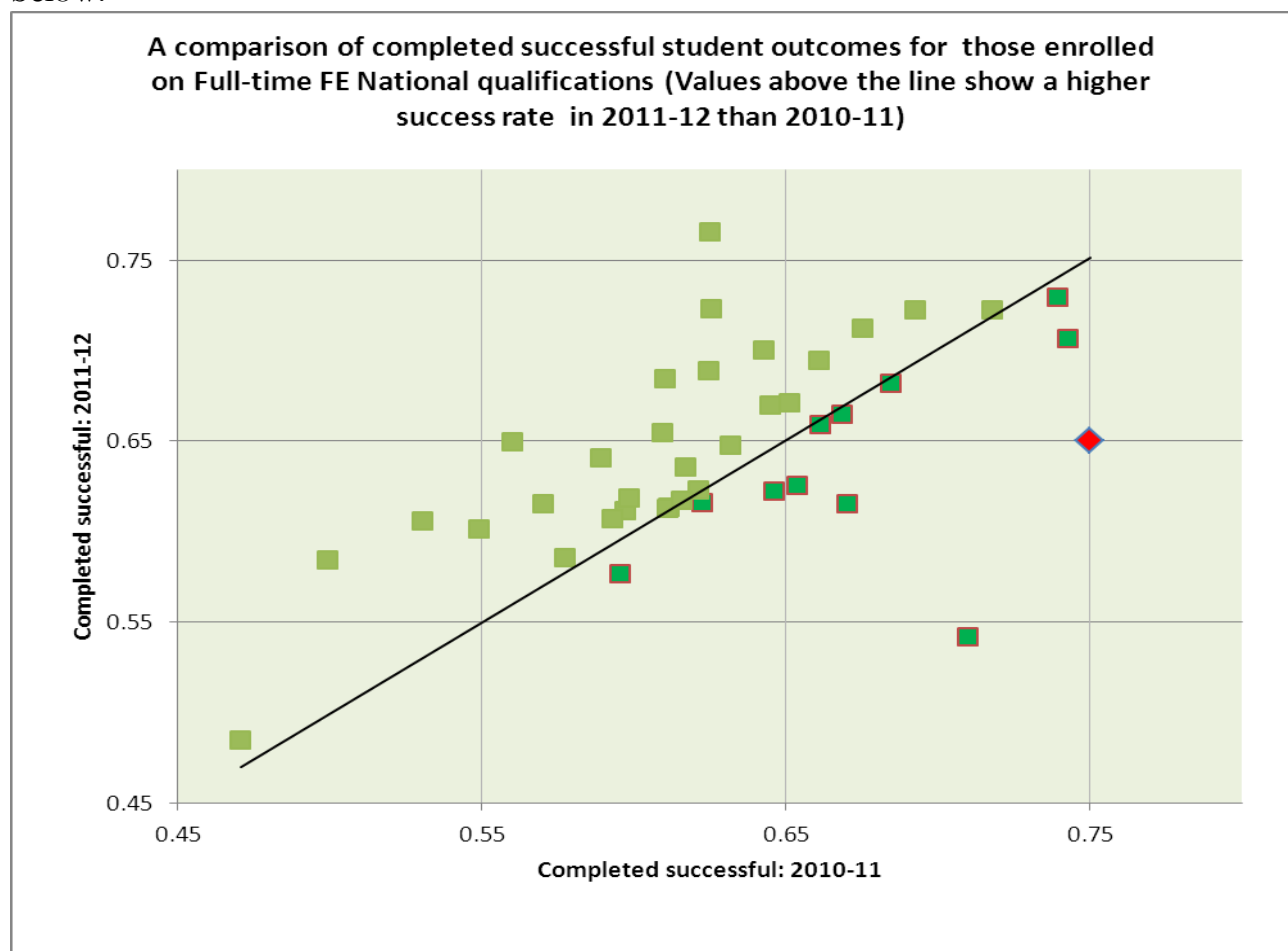
The chart plots success rates for each college in 2010-11 and 2011-12. The position of each point shows the value for 2010-11 on the horizontal axis (reading across from left to right) and for 2011-12 on the vertical axis (reading bottom to top). To illustrate how the chart should be read we have added a dummy value using a red diamond that shows a college achieving 75 per cent in 2010-11 and 65 per cent in 2011-12.

If a college attains the same success rates for 2010-11 and 2011-12, then their result will lie on the black line. If their result in 2011-12 has improved from the position in 2010-11, then the college value will be shown above the line and below if the success rate has fallen between 2010-11 and 2011-12. We have shown the data points in dark green if the success rate is lower in 2011-12 than it was in 2010-11 and in light green if the success rate improved over the two years.

The sector pass rate stood at 61.7 per cent in 2010-11 and increased to 63.6 per cent for 2011-12. In total, 29 of the 40 colleges show an increase in their achievement rate in 2011-12. Most college results are above the black line indicating better performance over the two years.

A comparison of success rates for full-time HE student enrolments leading to a recognised qualification for academic years 2010-11 and 2011-12.

The chart below provides the same information for full-time HE provision.

Again we have shown the data points in dark green if the success rate is lower in 2011-12 than it was in 2010-11 and in light green if the success rate improved over the two years.
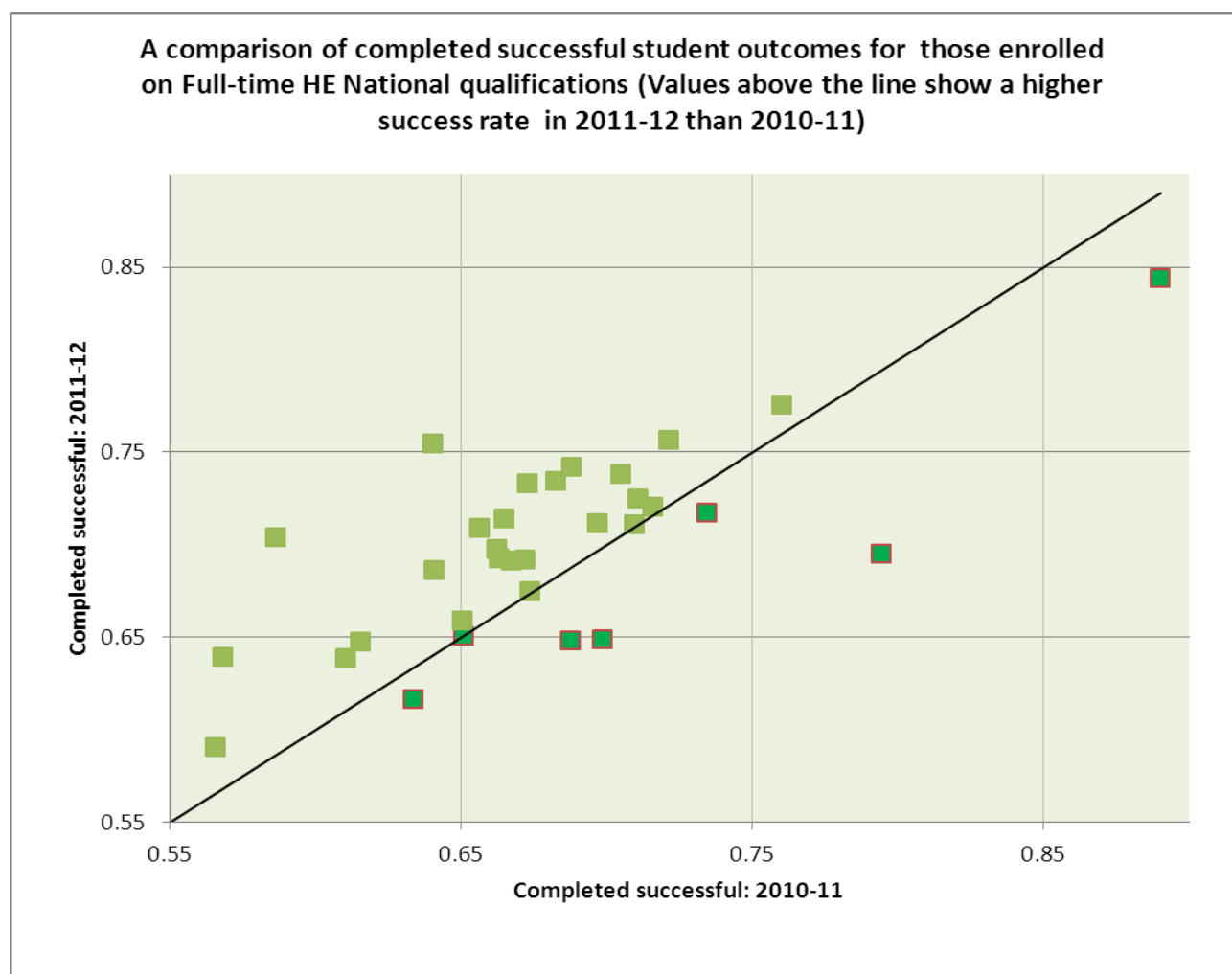
The success rate increased in 25 of the 32 colleges while the sector pass rate increased from 66.7 per cent to 69.1 per cent. Some college results are distant from the black line indicating a different performance over the two years.

It should also be noted that there are more full-time HE students in 2011-12 and pass rates are lower for these students than those studying part-time.

A comparison of success rates by subject groups for academic years 2010-11 and 2011-12

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 2010-11 and 2011-12 for programmes with a duration of 160 hours or more.

Subject groups for courses lasting 160 hours or more
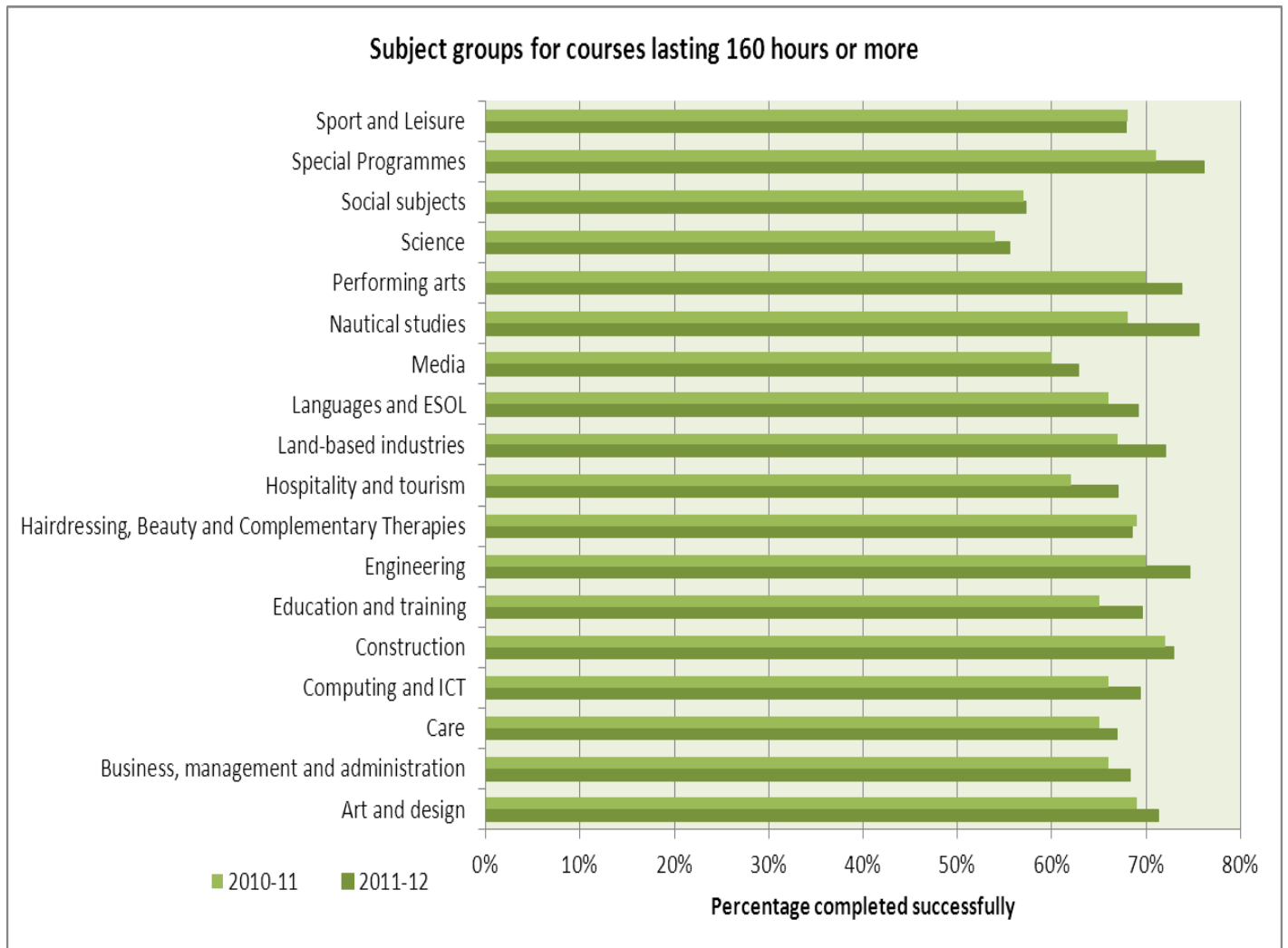
There has been an increase in the pass rates in most subject areas across the two years at the subject level. The subject area that showed the largest increase was Nautical Studies by eight per cent.

A comparison of success rates by age of student for academic years 2010-11 & 2011-12

The chart below compares 2011-12 with 2010-11 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 an increase in success rates over the two years in all age bands.
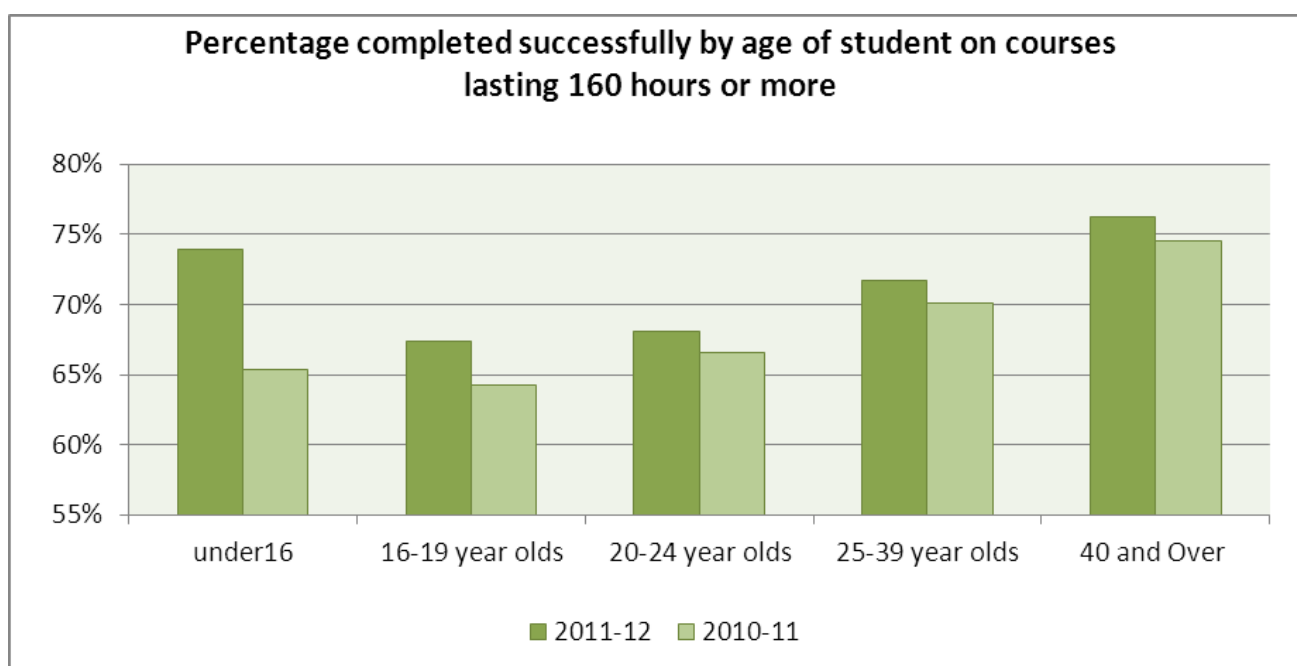
Younger students are more likely to be enrolled on full-time programmes which generally have lower success rates than shorter programmes.

Subject choices also differ 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 2011 to July 2012 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 2011-12 can be found at:
http://www.sfc.ac.uk/guidance/SubmittingStatisticalInformation/FE_statistical_data/Data2011-12/fes_1112.aspx

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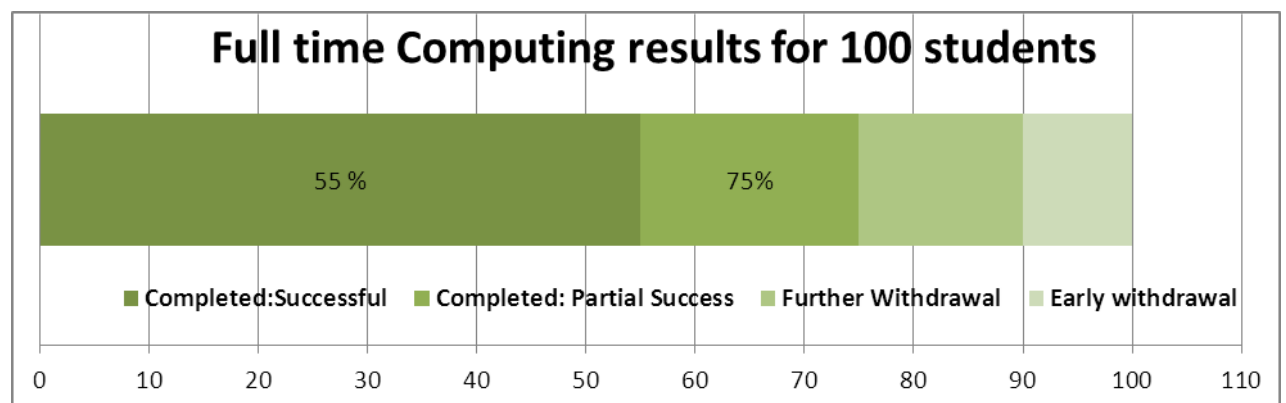
The 55 per cent refers to those completing successfully and the second percentage provides the cumulative total of those completing. Therefore of the 75 per cent of students completing the programme 55 per cent completed successfully and 20 per cent completed with partial success.

Annex B: Enrolments by qualification aim

Qualification	Under 10hrs	10 to 40 hrs	40 to 80 hrs	80 to 160 hrs	160 to 320 hrs	320 hrs to FT	Full Time	Total
Masters (taught)					5			**5**
Postgraduate diploma				8	16			**24**
First degree (honours)							64	**64**
First degree (ordinary)			2	30	52	22	433	**539**
Graduateship of professional body					84	29		**113**
Membership of professional body		50	68	29	73	8		**228**
Associateship of professional body			27	48	80			**155**
SVQ or NVQ: Level 5				2	4	1		**7**
Diploma (HNC/D level for diploma and degree holders)			6	1	83	37	132	**259**
HND or equivalent			75	168	315	461	18,847	**19,866**
HNC or equivalent			79	399	3,965	687	13,491	**18,621**
SVQ or NVQ: Level 4		27	50	91	141	182		**491**
Advanced Certificate (bridge to HNC/D)				4	100	166	8	**278**
Advanced Certificate not specified elsewhere		25	143	345	530	148	3	**1,194**
Advanced Diploma not specified elsewhere		3	61	156	258	158	121	**757**
Advanced Certificate (comprising HN units only)	1		192	243	177	127	16	**756**
HN units only but not leading to certificate		8	1,275	1,062	875	344	65	**3,629**
SVQ: Level 3	11	280	742	644	1,531	3,571	2,312	**9,091**
NVQ: Level 3			67	20	138	194	233	**652**
GSVQ/GNVQ: Level 3		21	14	16	22	19	102	**194**
SVQ: Level 2		9	503	492	1,717	1,674	3,615	**8,010**
NVQ: Level 2	14		17	68	108	43	565	**815**
GSVQ/GNVQ: Level 2		1			42	9	249	**301**
SVQ: Level 1			25	110	625	121	868	**1,749**
NVQ: Level 1			34			2	147	**183**
GSVQ/GNVQ: Level 1							15	**15**
Advanced Higher (group award)			16	18	106	13		**153**
Higher (group award)		50	94	177	1,289	113	2,413	**4,136**
Intermediate 2 (group award)		56	45	162	607	330	2,891	**4,091**
Intermediate 1 (group award)		34	356	1,602	727	97	365	**3,181**
Access (group award)			24	12		12	217	**265**
Highest level of study (unit) Advanced Higher		166	5	53	16	45	167	**452**
Highest level of study (unit) Higher		139	1,036	960	3,391	1,280	9,820	**16,626**
Highest level of study (unit) Intermediate 2		291	2,104	1,029	2,299	1,816	6,983	**14,522**
Highest level of study (unit) Intermediate 1	4	761	1,614	3,261	1,676	1,419	2,382	**11,117**
Highest level of study (unit) Access	11	277	1,621	1,032	1,217	1,182	1,260	**6,600**
Other Non Advanced Certificate or equivalent	6,344	5,686	4,934	9,212	3,573	1,607	7,596	**38,952**
Other Non-Advanced Diploma or equivalent			15	50	65	43	1,129	**1,302**
Certificate of Sixth Year Studies (CSYS)							14	**14**
Other SCE/GCE/GCSE examinations only			14	43	443		147	**647**
National Units alone (formerly National Certificate modules), not leading to any qualification listed above	4	403	3,196	2,901	1,549	1,269	7,706	**17,028**
Any other recognised qualification	3,070	4,962	3,167	3,215	2,338	612	1,729	**19,093**
Programme not leading to recognised qualification (including most non?vocational programme)	19,890	24,249	10,237	13,446	5,166	1,675	779	**75,442**
Total	**29,349**	**37,498**	**31,858**	**41,109**	**35,403**	**19,516**	**86,884**	**281,617**

Annex C: Enrolments by mode of attendance

Mode	Under 10hrs	10 to 40 hrs	40 to 80 hrs	80 to 160 hrs	160 to 320 hrs	320 hrs to FT	Full Time	Total
Short full time	373	1,565	583	729	1,525	2,536		**7,311**
Block release		227	277	134	1,234	2,904		**4,776**
Part time (day release)	10,268	5,572	2,949	4,844	7,332	2,795		**33,760**
Other part-time day programme	12,611	16,533	10,453	15,914	13,371	5,551		**74,433**
Evenings only and weekends	1,442	10,009	7,930	3,914	5,548	745		**29,588**
Assessment of work based learning	120	80	1,113	975	1,753	1,045		**5,086**
Distance learning		675	1,859	1,438	768	186		**4,926**
Locally based learning		26	357	110	353	75		**921**
College based private study		219	153	22	14	6		**414**
Other open learning or directed private study systems	122	850	2,622	8,772	1,243	81		**13,690**
Flexible learning	4,413	1,740	3,552	4,247	1,924	691		**16,567**
Full-Time			2	1	32		86,884	**86,919**
Part-Time, but previously met old full-time criteria		2	8	9	306	2,901		**3,226**
Total	**29,349**	**37,498**	**31,858**	**41,109**	**35,403**	**19,516**	**86,884**	**281,617**

Annex D: Enrolments by age

Age	Under 10hrs	10 to 40 hrs	40 to 80 hrs	80 to 160 hrs	160 to 320 hrs	320 hrs to FT	Full Time	Total
under16	7,757	3,414	3,259	8,462	3,767	735	678	28,072
16-19 year old	4,629	5,668	5,904	6,491	11,181	7,875	47,096	88,844
20-24 Year old	2,701	3,817	4,049	4,636	5,602	3,677	20,376	44,858
25-39 years old	5,828	8,204	8,185	9,893	8,462	4,453	14,697	59,722
40 and over	8,434	16,395	10,461	11,627	6,391	2,776	4,037	60,121
Total	29,349	37,498	31,858	41,109	35,403	19,516	86,884	281,617

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

KF	Film/ Video Production
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 2011-12 and no result is available in session 2010-11.

   Source of finance of course equals (5, 9) and course end date <='31JUL2011'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

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

Annex G: Tariff Score

Unified Points Score Scale

The Unified Points Score Scale is an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. A full list of courses, awards and corresponding tariff points is listed below. The tariff score of a pupil is calculated by simply adding together all the tariff points accumulated from all the different course levels and awards he/she attains.

The relativities between types of certification are taken from the principle that the value of an A award at one level is as close as possible to, but lower than, the value of a C award at the next level above. For example, a pupil getting five Standard Grades would collect between 40 and 190 points, based on lowest to highest possible results. Five Standard Grades with the highest result along with three Highers and one Advanced Higher at A, would amount to 526 points.

Course Level	Award	Tariff Points
Advanced Higher	A	120
CSYS	A	120
Advanced Higher	B	100
CSYS	B	100
Advanced Higher	C	80
CSYS	C	80
Advanced Higher	D	72
Higher	A	72
Higher	B	60
Higher	C	48
Higher	D	42
Intermediate 2	A	42
Standard Grade	1	38
Intermediate 2	B	35
Intermediate 2	C	28
Standard Grade	2	28
Intermediate 2	D	24
Intermediate 1	A	24
Standard Grade	3	22
Intermediate 1	B	20
Advanced Higher	Unit	20
Intermediate 1	C	16
Standard Grade	4	16

Higher	Unit	12
Intermediate 1	D	12
Standard Grade	5	11
Standard Grade	6	8
Access 3	Cluster	8
Intermediate 2	Unit	7
Unallocated Unit	(NC Module)	6
Unallocated Unit	(Short Course)	6
Intermediate 1	Unit	4
Standard Grade	7	3
Access 3	Unit	2
Access 2	Unit	1
Baccalaureate Interdisciplinary project	1	60
Baccalaureate Interdisciplinary project	2	50
Baccalaureate Interdisciplinary project	3	40