



SFC Guidance

College Performance Indicators 2016-17 Guidance

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Summary: Guidance notes on college performance indicators derived from student FES data: Academic Year 2016-17 student cohort.

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College Performance Indicators 2016-17 Guidance

Coverage and timing

1. This performance indicator guidance will be of interest to both lecturing and support staff and provides general instruction on course level success criteria and the recording of the FES 2 student record outcome for college performance indicator purposes.
2. Performance indicators derived from FES are based on the following fields: student record outcome, qualification aim of study (planned/expected programme outcome), SCQF and 'broadly comparable' level, credits, mode of attendance of programme, length of course, year of study and course end date. The most significant of these fields is the student record outcome although the others can significantly affect a college's result. The student outcome data should be completed for all students enrolled during the period 1 August to 31 July irrespective of when their course starts or ends.
3. The student record outcome should reflect the final result for activity undertaken up until the end of the academic year and when appropriate any resits for that activity.
4. If the student was enrolled on a spanning programme that spanned into the current academic year then a final outcome should be coded. If the programme spans into the next academic year then code (23) should be used indicating that the student's outcome is not yet available. Students that span into the next academic year will be excluded from the PI report.
5. There have been significant changes made to the Qualification Aim code list, with additional notes added to highlight that this should be used in conjunction with the SCQF and 'broadly comparable' level code (FES 1 Code List J) to accurately inform the students actual level of study. Colleges should be looking to redefine the qualification aim of these courses. A new list of qualification aims can be found in the final section of this document.
6. Where the student qualification assessment is not available because, for example, it is an externally examined course, the student outcome should be based on what the college believes to be correct at the time of completion.
7. The code 01 outcome 'Enrolled on programme/course but never attended' should only ever be used when a student has enrolled but never attends a timetabled teaching event. If a student attends at least one timetabled teaching event and then leaves the college, the most appropriate withdrawn Code of 02, 03, 04 or 10 must be used.
8. It is highly advisable that the success criteria for all programmes of study be

defined and made known to staff and students at the outset of the programme. The predetermined success criteria should then be used consistently to determine the final student outcomes at programme completion.

9. Success rates for college devised programmes consisting of stand-alone units and college subject should be based only on the proportion of externally assessed units achieved i.e. they must gain 70% of the assessed unit credits.
10. It is recognised that some units will span two or more academic years on non-spanning programmes. In these cases the 70% rule should be applied to the non-spanning units.
11. If a student leaves their programme before the end date of the course has been reached this student should be coded as withdrawn. However, if a student is successful in attainment of the course aim towards the end date of the course then they should not be withdrawn, but recorded with an appropriate student record outcome that befits the qualification aim of study and success criteria.
12. A ready reckoner has been provided in this guidance to aid understanding of the requirements for course final year success criteria by qualification aim and although this will be a useful first point of reference, it should always be read in conjunction with the full guidance.

Ready Reckoner: Final Course Year Success Criteria for Performance Indicators (PIs) by Qualification Aim

Success Criteria	QUALAIM CODE	Advanced (SCQF level 7 and above)	QUALAIM CODE	Non-Advanced (SCQF Level 6 and below)
Attainment of the whole group award	29	Advanced qualification not specified elsewhere	33	National Certificate Award (accredited group award)
	30	SQA Professional Development Award	35	SQA National Progression Award
	DC	HND or equivalent	36	SQA Skills for Work Award
	DD	HNC or equivalent	37	Non-advanced qualification not specified elsewhere
Attainment of whole vocational award	28	Scottish Vocational Qualification (SVQ) or National Vocational Qualification (NVQ)	31	Scottish Vocational Qualification (SVQ) or National Vocational Qualification (NVQ)
			32	SQA Professional Development Award
70% of externally assessed (accredited) credits	EE	HN Units only, but not leading to an award certificate	34	National Qualification Award (college devised non-accredited award)
			39	Non-advanced units only but not leading to an award certificate
Programmes offering only these awards (i.e. not as part of a 'bigger' award) are measured on student course attainment with external assessment grade on Nat.5, Higher, Adv Higher, Baccalaureate at level C and above to be deemed successful for PIs. Refer to PI Guidance for FT Highers programme success criteria.	KA	SQA Advanced Higher Award	38	SQA Higher Award
	26	Scottish Baccalaureate	KB	SQA National Award (e.g. National 4 and 5)
Attainment of all award components leading to membership status with the professional body	27	Professional Body Qualification		
Attainment of the degree	BA	First Degree (honours)		
	BB	First Degree (ordinary)		
Not included in PI reporting			PB	Programme not leading to recognised qualification (fully non-assessed courses including most non-vocational programmes)

Notes:

Attainment of the qualification aim selected above will be noted in the academic session in which the programme completes. In EVERY academic session leading to the completion date, a 'student record outcome' is required for each student, indicating, full success or nonsuccess, progression (positive retention), withdrawal or, in some cases, early full success.

Student outcome versus qualification aim

13. The qualification aim of study is a key field for performance indicators and must be used as the standard when considering success on a programme of study. The success or otherwise of the study of the student should match the code in FES 1 qualification aim of the programme of study.

(Note: There may be infrequent circumstances where students may decide not to undertake any of the assessments, e.g. in mixed ability courses for ESOL students or for those with supported learning requirements. In these instances it is permissible to change the qualification aim code in the students FES 2 record to PB to accurately reflect the students' actual level of study and report the student outcome record as Code 14.)

14. In recording the success of a student on a programme of study, the overriding principle is firstly to determine whether or not the programme is a 'locally devised programme' or a 'national award'.
- If the programme leads to a national award then the criterion used to determine success is whether or not the student gained the award*.
 - If the programme does not lead to a national award then the 70 percent rule should be applied, unless the programme is not assessed in which case Code (14) 'completed programme/course, student not assessed as programme/course not designed to be assessed' is used. Under no circumstances should students be coded as Code 08 'Completed programme/course student assessed and successful' if they are enrolled on a programme that is not designed to be assessed i.e. Course qualification aim of study Code PB. Only assessed units should be considered within the 70% calculation for locally devised awards.

*if a substantive course consists of one small group award or a number of small group awards then the 70% rule applies (see example below).

15. Examples:
- A student record stated that the qualification aim for the student on an 18 credit FT non advanced programme was to achieve an awarding body accredited NC group award at 12 credits. If the student left having achieved 12 credits but actually failed to achieve the NC group award then the student outcome should be coded - (07) 'completed programme/course, student assessed but not successful'.
 - If a student is following a FT non advanced programme of study which incorporates a group award of fewer than 12 credits, then the 70% rule

applies. For example, a student on an 18 credit FT non advanced programme that includes a 6.5 credit PDA, the determining success factor would still be 70% of all assessed credits as success in the PDA alone would not be substantive.

- Two students are undertaking a one year college devised programme comprising 18 credits, 16 of which are assessed and awarding body accredited. The 70% threshold for success is 11.2 credits (only assessed units should be considered within the calculation). Student A attained 11 credits and Student B attained 12 credits. Student A would be coded as (07) 'completed programme/course, student assessed but not successful'. Student B would be coded as (08) 'completed programme/course, student assessed and successful'.
- An HND student left after Year 1 with an HNC. The student outcome should be coded as – (22) 'student completed first year of HND but has chosen to leave with HNC'. This recognises that the achievement of an HNC after first year is a substantial success and will allow students progression to employment and articulation to higher level study. We would expect that the student will be entered for and be certificated with the HNC qualification if this outcome code is recorded.
- Three students are undertaking the first year of a two year day-release non-advanced programme comprising 6 credits per year which are assessed and awarding body accredited. The 70% threshold for success is 4.2 credits.
 - Student A attained 3.5 credits and continues onto the second year and would be coded as (17) – 'Student has progressed to next year but did not gain 70% of the units undertaken.
 - Student B attained 6 credits and continues onto the second year and would be coded as (18) – 'Student has progressed to next year and has achieved 70% of the units undertaken'.
 - Student C attained 4.5 credits and decides not to continue on to the second year and would be coded as (20) – 'Student has achieved 70% of the credits undertaken but has chosen not to progress onto the next year'.
- A student enrolls on a programme starting in January and finishing in December of the same calendar year (spanning course). The student outcome should be coded (23).

- A student enrolls on a work based VQ programme that will take three years to complete. In the first two years if the student is still active and progressing then the student outcome should be coded (18).

Flexible courses (students continuing on final year)

16. Other key fields used in the interpretation of performance indicators are the 'year of study', 'length of programme' and 'mode of study'.
17. The FES 1 Code 16 'flexible learning' activity recognises that there will be occasions where a student will be 'continuing' on their programme of study even though the 'year of study' and 'length of programme' suggests that the student is already in their final year. In these cases no error message will be created. A continuing FES 1 Code 16 student should be coded as - (24).

Data returns for continuing students

18. It should be noted that student enrolments must be returned in the FES return for all years of study for any individual student. If for example a student takes three years to complete an ECDL programme then a student enrolment should be returned for all 3 years of study even if the credits were claimed in their first year. The use of continuing codes (17), (18) and (24) should be accompanied by a FES 2 return in the next academic year.
19. If a student is coded as continuing, e.g. 1st year FT HND to 2nd Year FT HND, but does not actually attend in the following session, the original coding must be changed to reflect the outcome of the first year only. This can be coded as (20) student has achieved 70% of the credits undertaken but has chosen not to progress onto next year, or (22) student completed first year of HND but has chosen to leave with an HNC, or (07) completed programme/course student assessed but not successful.

Coding the awarding body

20. If a programme of study has programme elements that are accredited by an awarding body then the FES 1 awarding body field should be coded. If the programme contains elements from more than one awarding body then the awarding body field should be coded to reflect the majority provider. The programme should only be FES 1 coded as (04) 'college' or (06) 'no awarding body' for the awarding body field **only** if there is no external involvement in the unit accreditation process. For example, a locally devised college programme comprising 12 SQA units and 6 non assessed credits must be coded at FES 1 'Awarding Body' Code (01) 'SQA'.

Success based on the students' personal learning and support plan

21. Where success is based on the student's personal learning and support plan (PLSP), it must be based on the original plan and not a plan revised for changes in the student's circumstances. It is expected that the PLSP is targeted to the student achieving the qualification coded under the qualification of study field and therefore the same measure of success would be applied to the student irrespective of the PLSP in the vast majority of cases.

FES 2 Outcome codes regarded as successful

22. The table below outlines the current FES 2 student record outcome codes and what is regarded to be positive, negative or not counted in relation to outcome and retention in the SFC published College sector performance indicator data.

Code	Outcome	Retention
01	Not used	Not used
02	Negative	Negative
03	Negative	Negative
04	Negative	Negative
05	*	*
07	Negative	Positive
08	Positive	Positive
10	Negative	Negative
14	Positive	Positive
16	Not used	Not used
17	Negative	Positive
18	Positive	Positive
20	Positive	Positive
21	Not used	Positive
22	Positive	Positive
23	Not used	Positive
24	Not used	Positive

*transferred students who transfer courses before the required funding date and students who meet the funding date but no funding is claimed are removed from PI calculations.

Calculating success for SQA National 5, Highers, Advanced Highers and Baccalaureate

23. For the determination of SFC performance indicators a Grade D award for SQA National 5, Highers, Advanced Highers and Baccalaureate will be counted as unsuccessful and only Grades A, B and C will be deemed as a successful outcome.

24. The following criteria should be used to derive the student outcome for students undertaking a programme of Highers.

Highers Undertaken	Highers Achieved	%	Result
1	1	100	PASS
2	1	50	FAIL
2	2	100	PASS
3	1	33	FAIL
3	2	67	PASS
3	3	100	PASS
4	1	25	FAIL
4	2	50	FAIL
4	3	75	PASS
4	4	100	PASS

Revised qualification code list for 2016-17

Advanced qualifications (SCQF Level 7 and above)

Code	Description
BA	First Degree (honours)
BB	First Degree (ordinary)
DC	Higher National Diploma or equivalent
DD	Higher National Certificate or equivalent
EE	HN units only but not leading to an award certificate
KA	SQA Advanced Higher Award
26	Scottish Baccalaureate
27*	Professional Body Qualification
28*	Scottish Vocational Qualification or National Vocational Qualification
29*	Advanced qualification not specified elsewhere
30*	SQA Professional Development Award

Non-advanced qualifications (SCQF Level 6 and below)

31*	Scottish Vocational Qualification or National Vocational Qualification
32*	SQA Professional Development Award
33*	National Certificate Award (accredited group award)
34*	National Qualification Award (college devised no-accredited award)
35*	SQA National Progression Award
36*	SQA Skills for Work Award

37*	Non-advanced qualification not specified elsewhere
KB	SQA Higher Award
38*	SQA National Award
39*	Non-advanced units only but not leading to an award certificate
PB	Programme not leading to recognised qualification (fully non-assessed courses including most non-vocational programmes)

*New Qualification Aim codes introduced for 2016-17

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Appendix A: an explanation of our performance indicators

1. Scotland's colleges provide the SFC with details of the courses that they deliver and the students who enrol on these courses. This data includes details of the student's results at the end of the academic year or withdrawal date if the student does not make it to the end of the course.
2. These individual outcomes are described in more detail below:
 - Early withdrawal indicates that the student has withdrawn from the programme before 25% of the course has elapsed. The SFC does not provide activity funding for students who leave before the 25% date (also known as the funding qualifying date). These students may have left to take up a place at another college or higher education institution, to start a job or perhaps because they found they were unable to continue their studies for financial reasons or because they found the course unsuitable. Colleges often have waiting lists for their courses as they can be oversubscribed. However, it is often too late to replace students with someone from the waiting list at the time of withdrawal.
 - Further withdrawal indicates that the student attended after the funding qualifying date but withdrew from their studies before the programme ended. The SFC pays the same price for students in this category as they do for a student who completes their programme.
 - Completed partial success: indicates that the student completed the programme but did not gain the qualification. This could mean that the student has passed all units except one, or did not pass any units at all. It is generally accepted, however, that the student will have gained some benefit from completing their studies. There will also be instances where a student enrolls at college to gain the qualifications to proceed to university. For example, they may enrol to study four Highers but then receive a conditional offer from a university based on passing just two Highers. In that scenario the student may decide to withdraw from two of the Highers to concentrate on passing the two required for entry to their university course.
 - Completed successful: indicates that the student has completed the course year. If this is a one year course (which is true of most courses) the student will have gained the qualification they were aiming for. If the student was on a course of more than one year and was not in the final year they will have progressed to the next year of study and achieved at least 70% of the units studied in the current year.

Appendix B: Calculations

1. Examples

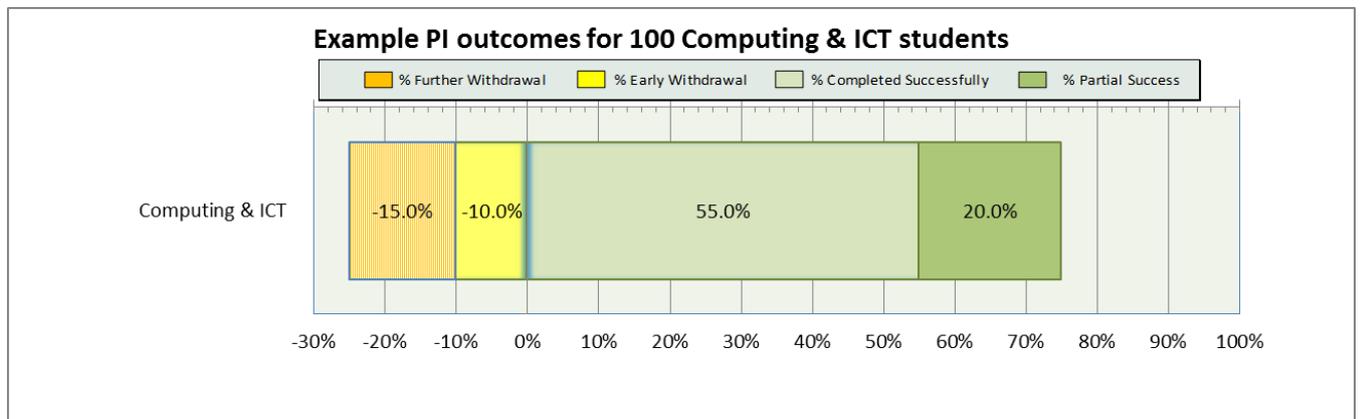
- The PIs included within the annual academic year publication are intended to provide an overview of the student journey from day one to the end of the programme.
- The example below refers to a full-time computing course but the same calculations would be applied for full-time, part-time or day release courses.
- 100 people have enrolled on the course which runs from September 2015 to June 2016 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 on the 1st of November. 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% 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% withdrew after the funding qualifying date.
- Further withdrawal = $15 / 100 = 15\%$.
- We now 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%) 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 2016-17](#)) can be found on our website.
- 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% 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% 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% our further withdrawal rate 15% and now our completed: Partial Success rate 20%.
- This would 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 published 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% refers to those completing successfully and the second percentage shows those completing with partial success. Therefore of the 75% of students completing the programme 55% completed successfully and 20% completed with partial success.

Appendix C: Education Scotland - HMIE Mapping to superclassII

ES - HMIE Subject
Classification

Superclass II

Art and design

Arts and Crafts

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

Authorship/Photography/Publishing/Media

KE	Photography
KH	Print and Publishing

Construction and Property (Built Environment)

TJ	Interior Design/Fitting/Decoration
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Manufacturing/Production Work

WL	Paper Manufacture
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Business,
management and
administration

Business/Management/Office Studies

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

Sales, Marketing and Distribution

BA	Marketing/PR
BB	Export/Import/European Sales
BC	Retailing/Wholesaling/Distributive Trades
BD	Retailing/Distribution: Specific Types
BE	Sales Work
BF	Physical Distribution

Information Technology and Information

CY	Information Systems/Management
CZ	Libraries/Librarianship

Politics/Economics/Law/Social Sciences

EB	Economics
EC	Law

Family Care/Personal Development/Personal Care and Appearance

HE	Personal Finance/Consumerism/Rights
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Services to Industry

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

Care

Family Care/Personal Development/Personal Care and Appearance

HF	Parenting/Carers
HH	Crisis/Illness/Self Help

Health Care/Medicine/Health and Safety

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

Computing and ICT

Information Technology and Information

CA	Computer Technology
CB	IT: Computer Science/Programming/Systems
CC	IT: Computer Use
CD	Using Software and Operating Systems

CE	Text/Graphics/Multimedia Presentation Software
CH	Software for Specific Applications/Industries
CX	Information Work/Information Use

Construction

Arts and Crafts

JP	Wood Cane and Furniture Crafts
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Environmental Protection/Energy/Cleansing/Security

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

Science and Mathematics

RG	Land and Sea Surveying/Cartography
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Construction and Property (Built Environment)

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

Manufacturing/Production Work

WK	Woodworking/Furniture Manufacture
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Education and training

Education/Training/Teaching

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

Family Care/Personal Development/Personal Care and Appearance

HC	Career Change/Access
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Engineering

Environmental Protection/Energy/Cleansing/Security

QH	Security
QJ	Fire Prevention/Fire Fighting

Services to Industry

VE	Industrial Control/Monitoring
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
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Catering/Food/Leisure Services/Tourism

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

**Special
Programmes**

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

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

Appendix D: Data selection

1. Data related only to courses where the main source of finance is Scottish Funding Council (SFC), Employability Fund (SDS) or the college has identified the student as 'Associate Student' status and that finish within the academic session.

2. Courses than span academic sessions are excluded as the student will not complete their programme until academic session 2017-18 and no result is available in session 2016-17.

Source of finance equals (5, 9) and course end date <='31JUL2017'd.

3. 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).

4. 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% required date or student end date is after required date but no funding has been claimed.

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

Exclude Qualification aim 'PB'.

6. PIs by age, gender, level and Education Scotland subject area exclude courses where the duration of the course is less than 160 hours.

Exclude enrolments where the student Credits <4.