

## Appendix A: An explanation of our performance indicators

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

These individual outcomes are described in more detail below:

- **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.
- **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.
- **Withdrawal:** indicates that the student withdrew from their studies before the programme ended. There are two withdrawal figures; Early and Further as explained below and it is the combined figure of the two that is presented in the PI publication.
  - **Early withdrawal:** indicates that the student has withdrawn from the programme before 25 per cent of the course has elapsed.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.

These three categories are used throughout to describe performance across courses of various duration in terms of hours of learning required to complete the course year plus age groups, level and gender, subject groups and other groups of interest such as minority ethnic groups or disability.

Each of these charts contains three percentage figures; the first describes the percentage of students who successfully completed the course year, the second is the percentage that completed the course year irrespective of their result and the third is the percentage of students who withdrew from their studies. These values have been calculated as a percentage of all enrolments. Where the number of enrolments is less than 50 the bar on the chart has been removed. This avoids spurious statistical accuracy in the published pass rates and reduces the risk of incorrect conclusions being drawn from pass rates based on small numbers.

## Appendix B: Calculations

### Examples

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

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

100 people have enrolled on the course which runs from September 2018 to June 2019 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 on the 1<sup>st</sup> of November. By this point the 10 students discussed above have withdrawn from their studies.

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 25 of the 100 students (25 per cent) did not complete their course.

**Overall withdrawal = 25 /100 = 25%**

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 performance indicator (PI) guidance notes for 2018-19 can be found at:

[College Performance Indicators Guidance notes for 2018-19](#)

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.
- 25 Student is on an interim year of a multi-year VQ programme and is on track and is still participating in the college programme.

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.

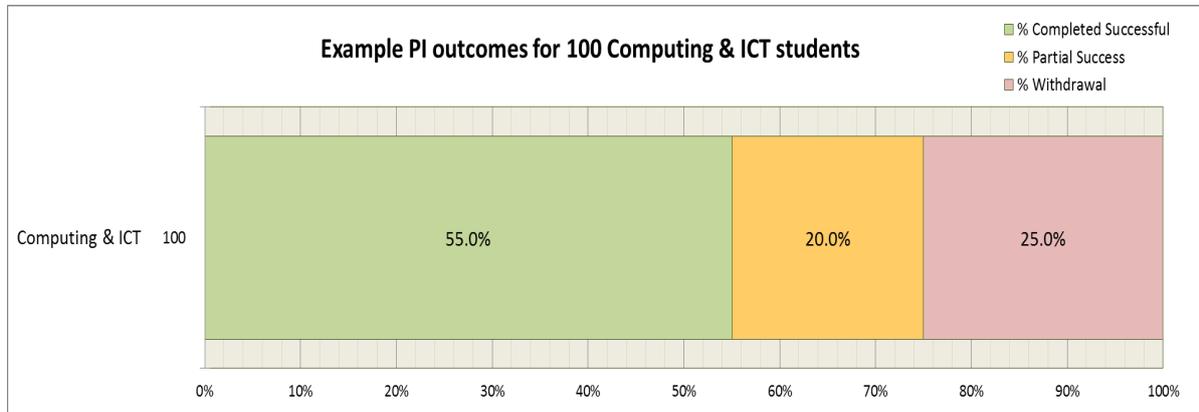
**Completed: Partial success = 20 / 100 =20%**

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



The 55 per cent refers to those completing successfully and the second percentage shows those completing with partial success. Therefore of the 75 per cent of students completing the programme 55 per cent completed successfully and 20 per cent completed with partial success. The remaining 25 per cent of students withdrew at a point during the academic year and did not complete their programme of study.

## Appendix C: Education Scotland – (HMIE) Mapping to superclass

ES – Subject  
Classification

Superclass

Art and design

**Arts and Crafts**

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

**Authorship/Photography/Publishing/Media**

<b>KH</b>	Print and Publishing
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**Construction and Property (Built Environment)**

<b>TJ</b>	Interior Design/Fitting/Decoration
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**Manufacturing/Production Work**

<b>WL</b>	Paper Manufacture
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Business,  
management and  
administration

**Business/Management/Office Studies**

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

**Sales, Marketing and Distribution**

<b>BA</b>	Marketing/Public Relations
<b>BB</b>	Export/Import/European Sales
<b>BC</b>	Retailing/Wholesaling/Distributive Trades
<b>BD</b>	Retailing/Distribution: Specific Types
<b>BE</b>	Sales Work
<b>BF</b>	E-Commerce

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

<b>EB</b>	Economics
<b>EC</b>	Law

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

<b>HE</b>	Personal Finance/Consumerism/Rights
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**Services to Industry**

<b>VD</b>	Quality and Reliability Management
<b>VH</b>	Facilities Management
<b>VJ</b>	Contracting (Business/Industry)

**Transport Services**

<b>ZM</b>	Logistics
<b>ZN</b>	Purchasing/Procurement and Sourcing
<b>ZP</b>	Distribution

Care

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

<b>HF</b>	Parenting/Carers
<b>HH</b>	Crisis/Illness Self Help

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

<b>PA</b>	Health Care Management/Health Studies
<b>PH</b>	Nursing
<b>PJ</b>	Semi-Medical/Physical/Psycho/Therapies
<b>PK</b>	Psychology
<b>PL</b>	Health and Safety
<b>PR</b>	Social/Family /Community Work
<b>PS</b>	Counselling/Advice Work/Crisis Support
<b>PT</b>	Caring Skills
<b>PV</b>	First Aid

Computing and ICT

**Information Technology and Information**

<b>CA</b>	Information and Communication Technology (general)
<b>CB</b>	Computer Science
<b>CC</b>	Using Software

<b>CD</b>	Information Work/ Information Use
<b>CE</b>	Libraries/Librarianship

**Construction**

**Arts and Crafts**

<b>JP</b>	Wood Cane and Furniture Crafts
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**Environmental Protection/Energy/Cleansing/Security**

<b>QB</b>	Energy Economics/Management/Conservation
<b>QD</b>	Environmental Health/Safety

**Science and Mathematics**

<b>RG</b>	Land and Sea Surveying/Cartography
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**Construction and Property (Built Environment)**

<b>TA</b>	Built Environment
<b>TC</b>	Property Surveying/Planning/Development
<b>TD</b>	Building Design/Architecture
<b>TE</b>	Construction
<b>TF</b>	Construction Management
<b>TG</b>	Building/Construction Operations
<b>TH</b>	Building Maintenance/Services
<b>TK</b>	Construction Site Work
<b>TL</b>	Civil Engineering
<b>TM</b>	Structural Engineering

**Manufacturing/Production Work**

<b>WK</b>	Woodworking/Furniture Manufacture
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**Education and training**

**Education/Training/Teaching**

<b>GA</b>	Education/Training/Learning (Theory)
<b>GB</b>	Teaching/Training
<b>GC</b>	Teaching/Training: Specific Subjects
<b>GD</b>	Education/School Administration
<b>GF</b>	Careers/Education Guidance Work

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

<b>HC</b>	Career Change/Access
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**Engineering**

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

<b>QH</b>	Security/Police/Armed Forces
<b>QJ</b>	Fire and Rescue Services

**Services to Industry**

<b>VE</b>	Industrial Control/Monitoring
<b>VF</b>	Industrial Design/Research and Development
<b>VG</b>	Engineering Services

### **Manufacturing/Production Work**

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

### **Engineering**

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

### **Oil/Mining/Plastics/Chemicals**

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

### **Transport Services**

<b>ZQ</b>	Transport Services
<b>ZR</b>	Aviation
<b>ZT</b>	Rail Transport
<b>ZV</b>	Road Transport
<b>ZX</b>	Driving/Road Safety

**Hairdressing,  
beauty and**

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

**complementary  
therapies**

<b>HK</b>	Therapeutic Personal Care
<b>HL</b>	Hair/Personal Care Services

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

<b>PC</b>	Complementary Medicine
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**Hospitality and  
tourism**

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

<b>NA</b>	Hospitality/Catering
<b>NB</b>	Food/Drink Services
<b>NC</b>	Catering Services
<b>ND</b>	Hospitality Operations
<b>NE</b>	Baking/Dairy/Food and Drink Processing
<b>NF</b>	Cookery
<b>NG</b>	Home Economics
<b>NH</b>	Food Science/Technology
<b>NK</b>	Tourism/Travel

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

<b>QE</b>	Cleansing
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**Manufacturing/Production Work**

<b>WM</b>	Food/Drink/Tobacco (industrial)
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**Land-based  
industries**

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

<b>QA</b>	Environmental Protection/Conservation
<b>QC</b>	Pollution/Pollution Control
<b>QG</b>	Funerary Services

**Agriculture Horticulture and Animal Care**

<b>SA</b>	Agriculture/Horticulture (general)
<b>SC</b>	Crop Protection/Fertilisers/By-products
<b>SD</b>	Crop Husbandry
<b>SE</b>	Gardening/Floristry
<b>SF</b>	Amenity Horticulture
<b>SG</b>	Forestry/Timber Production
<b>SH</b>	Animal Husbandry
<b>SJ</b>	Fish Production/Fisheries
<b>SK</b>	<b>Agricultural/Horticultural Engineering/Farm Machinery</b>
<b>SL</b>	Agricultural/Horticultural Maintenance
<b>SM</b>	Rural/Agricultural Business Organisation
<b>SN</b>	Veterinary Services

<b>SP</b>	Pets/Domestic Animal Care
<b>SQ</b>	Land Based Studies

**Manufacturing/Production Work**

<b>WJ</b>	Leather Footwear and Fur
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**Languages and ESOL**

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

<b>FJ</b>	Linguistic Studies
<b>FN</b>	Languages

**Media**

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

<b>FC</b>	Literature
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**Authorship/Photography/Publishing/Media**

<b>KA</b>	Communication/Media
<b>KB</b>	Communication Skills
<b>KC</b>	Writing (authorship)
<b>KD</b>	Journalism
<b>KJ</b>	Moving Image/Photography/Media Production

**Nautical studies**

**Engineering**

<b>XQ</b>	<b>Ship and Boat Building/Marine/Offshore Engineering and Maintenance</b>
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**Transport Services**

<b>ZS</b>	Marine Transport
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**Performing arts**

**Performing Arts**

<b>LA</b>	Performing Arts (general)
<b>LB</b>	Dance
<b>LC</b>	Theatre and Dramatic Arts
<b>LD</b>	Variety Circus and Modelling
<b>LE</b>	Theatre Production
<b>LF</b>	Music Studies
<b>LG</b>	Music of Specific Kinds/Cultures
<b>LH</b>	Music Performance/Playing
<b>LJ</b>	Musical Instrument Making/Repair
<b>LK</b>	Music Technology / Production

**Science**

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

<b>PB</b>	Medical Sciences
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<b>PD</b>	Paramedical Services/Supplementary Medicine
<b>PE</b>	Medical Technology/Pharmacology
<b>PF</b>	Dental Services
<b>PG</b>	Ophthalmic Services

### Science and Mathematics

<b>RA</b>	Science
<b>RB</b>	Mathematics
<b>RC</b>	Physics
<b>RD</b>	Chemistry
<b>RE</b>	Astronomy/Space Science
<b>RF</b>	Earth Sciences
<b>RH</b>	Life Sciences
<b>RJ</b>	Materials Science
<b>RK</b>	Agricultural Science

### Social subjects

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

<b>DA</b>	Humanities/General Studies/Combined Studies
<b>DB</b>	History
<b>DC</b>	Archaeology
<b>DD</b>	Religion
<b>DE</b>	Philosophy
<b>DF</b>	Classics

#### Politics/Economics/Law/Social Sciences

<b>EA</b>	Government/Politics
<b>ED</b>	Social Sciences
<b>EE</b>	Social Studies

#### Area Studies/Cultural Studies/Languages/Literature

<b>FB</b>	Culture/Gender/Folklore
<b>FM</b>	Area/Diaspora Studies

### Sport and leisure

#### Family Care/Personal Development/Personal Care and Appearance

<b>HJ</b>	Personal Health/Fitness/Appearance
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#### Sports Games and Recreation

<b>MA</b>	Sports Studies/Combined Sports
<b>MB</b>	Air Sports
<b>MC</b>	Water Sports
<b>MD</b>	Athletics Gymnastics and Combat Sports
<b>ME</b>	Wheeled Sports
<b>MF</b>	Winter Sports
<b>MG</b>	Ball and Related Games

<b>MH</b>	Country/Animal Sports
<b>MJ</b>	Indoor Games

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

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

**Special Programmes**

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

<b>HB</b>	Personal and Self Development
<b>HD</b>	Basic Skills
<b>HG</b>	People with Disabilities: Skills/Facilities

## Appendix D: Data selection

Data related only to courses where the main source of finance of course is Scottish Funding Council (SFC), Skills Development Scotland (SDS) or the college has identified the student as 'Associate Student' status 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 2019-20 and no result is available in session 2018-19.

*Exclude student outcome (23)*

*Source of finance of course equals (5, 9) and course end date <='31JUL2019'd*

2. Remove student records where the student enrolled but did not attend, student has deceased, assessed programmes where the student was not assessed or 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, 21, and 24)*

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 Education Scotland subject area exclude courses where the duration of the course is less than 160 hours.

*Exclude enrolments where the student Credits <4*