



# College Performance Indicators 2022-23 – Technical Annex



Scottish Funding Council  
Comhairle Maoineachaidh na h-Alba

SFC STATISTICS

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## Introduction

1. SFC has published PIs on college teaching activity for the past 20 years although PIs are not available on a consistent basis for all years. Links to previous publications going back to 2008-09 are provided and can be found on our website at: [College Performance Indicators](#).
2. The purpose of the indicators is to inform stakeholders about the performance of the sector. The reported PIs allow for the evaluation of performance of students by level of course and hours of study both over time and against other similar colleges. The PIs can be used, for example, to monitor and compare performance of groups of specific interest, such as disabled and care-experienced students, thereby supporting a wider improvement agenda within the sector. HE course qualifications are more likely to be standard across subjects and awards and results can be used more readily than FE courses for sector benchmarking.
3. Performance Indicators are available for colleges (further, tertiary, sixth-form) in other United Kingdom countries but due to the different cohort characteristics and performance indicator definitions these are not directly comparable with the Scottish college sector PIs.
4. The latest information available within the report is for academic year 2022-23. For full-time performance indicators results are shown over the period 2013-14 to 2022-23. For part-time courses results are shown from 2018-19 although earlier years are available from our website.
5. The reporting period was impacted by the ongoing Covid-19 pandemic and the requirement for public health control measures that continued throughout 2021-22. As a result of these circumstances, it is difficult to compare 2019-20 to 2021-22 results directly with previous years. SFC has presented data for several years, but full consideration should be given to these exceptional circumstances when comparing results over time.
6. The Performance Indicators report provides a broad coverage of activity on recognised qualifications and includes, in addition to SFC funded student activity, Skills Development Scotland (SDS) funded Foundation Apprenticeship courses and college-based university 'Associate' status students.
7. The Scottish college landscape has fundamentally changed since 2010 with the phased creation of larger colleges operating on a regional basis through merger. This has led to a reduction in the number of colleges from 45 in August 2010 to the 26 colleges in 2022-23.
8. Students have a wide variety of personal motivations for studying at college and study across an extensive range of programmes, from literacy and numeracy courses 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.

9. Our method of presentation and breakdown of PIs by subject groups, duration of study, age groups and sex give a comprehensive view of sector-wide provision and performance, enabling an informed comparison over time.
10. The PIs are based on student records submitted via the Further Education Statistics (FES) system. This is an automated data capture and record system which encompasses built-in iterative quality checks to ensure the data is correct and credible. Only when the data has passed will SFC permit the data to be used for PI purposes. In addition to our checks, every college Principal must also sign off the data as a true and accurate record for their college.
11. As an additional reassurance of consistency and quality, SFC contracts with Education Scotland (ES) to provide external assurance on quality and to support improvement in the college sector. ES publishes colleges' annual evaluative reports and enhancement plans together with a joint SFC/ES endorsement statement and these are available on Education Scotland's website under Further Education sector.
12. Our analytical team also conducts data quality checks to ensure the student records submitted by colleges are accurate and comparable across the sector.
13. Each of the charts in this publication 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 that withdrew from the course. These values have been calculated as a percentage of all enrolments.
14. For the purpose of improving data quality, this publication now excludes, in the majority of charts presented, students with fewer than 160 hours of study which ensures that the PIs are focused less on short duration courses and more on longer, more vocational courses which are more likely to be formally assessed and accredited.
15. When viewing individual college level PI data, where the number of enrolments is less than 23 in a category the results have been suppressed and are not shown. This avoids spurious statistical accuracy in the published success rates and reduces the risk of incorrect conclusions being drawn from success rates based on small numbers.
16. We provide on our website; alongside the publication, a separate Excel CRN PI Tool which provides an overview of individual college data together with multi-college regional and national data.
17. Links to individual College PIs and an explanation on how our performance indicators are presented and examples of how we calculate PIs can be found in the following appendices.

18. 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.

## An explanation of our performance indicators

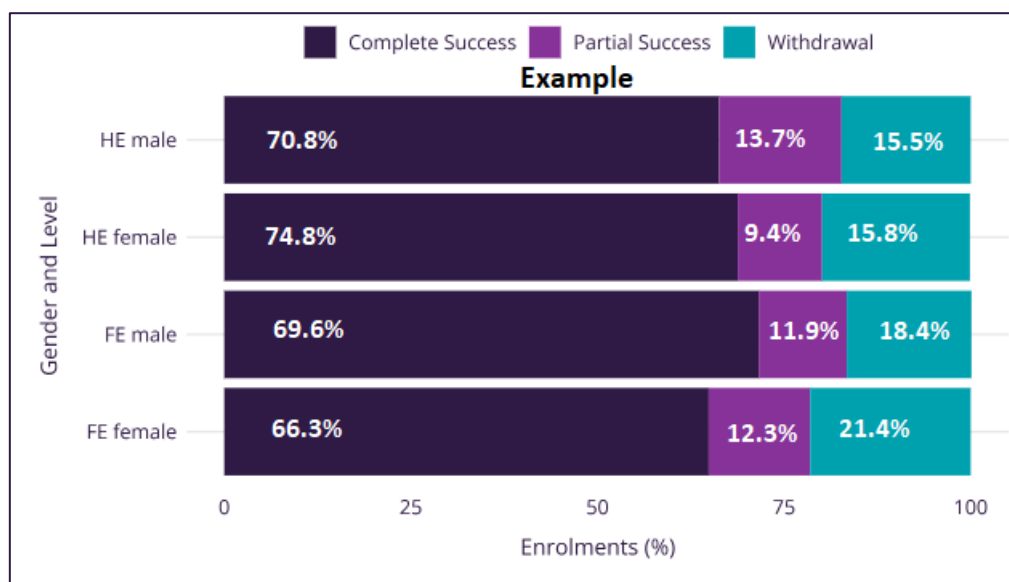
19. Scotland's colleges provide SFC with details of the courses that they deliver and the students who enrol on these courses. This data includes details of the student's results at the end of the academic year or withdrawal date if the student does not make it to the end of the course.
20. These individual 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. 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. SFC pays the same price for students in this category as they do for a student who completes their programme.
21. 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.
  22. 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 23 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.

## How our performance indicators are presented

23. Our college PIs - as exemplified below - show the success, partial success and withdrawal proportions stacked and labelled to show the full cohort<sup>1</sup>.



24. The bar to the left (**dark purple**) shows the percentage of students who have completed their course year successfully. This includes students who have progressed to a later year for multi-year courses.
25. Colleges must choose one of the student outcome options from our guidance notes that best describes the student result. The following student outcomes for nationally recognised programmes are considered to have completed successfully:
- Completed programme / course, student assessed and successful.
  - Student has progressed to next year and has achieved 70% of the credits undertaken.
  - Student has achieved 70% of the credits undertaken but has chosen not to progress onto the next year.
  - Student completed first year of a Higher National Diploma (HND) but has chosen to leave with a Higher National Certificate (HNC).
  - Student is on an interim year of a multi-year VQ programme and is on track and is still participating in the college programme.

<sup>1</sup> Chart proportions in the PI publication are rounded to one decimal place so total percentage may not always add up to 100%.

26. The middle bar (**light purple**) shows the percentage of students who have completed their course year but are not considered to be fully successful. For example, the student may have failed to achieve one or more units required for the course. The following two student outcomes are considered to have completed (with partial success):
- Completed programme / course, student assessed but not successful.
  - Student has progressed to next year but did not gain 70% of the credits undertaken.
27. The combination of these two bars shows the total percentage to have completed the course. For example, the FE Females bars shows that 66.3% of students completed successfully and a further 12.3% irrespective of the result. Therefore 78.6% completed the course in total.
28. The bar to the right (**teal**) represents those students who withdrew from their course after enrolment and for FE Females this shows that 21.4% of students withdrew from their course during the academic year.
29. The number of students enrolled on these courses is shown for each academic year to the left of the bar chart.
30. The Technical notes Appendix A below shows the breakdown of enrolments for nationally recognised programmes for further education and higher education full and part-time courses across each of the possible student outcomes.



## Calculations

31. 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.
32. 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.
33. 100 people have enrolled on the course which runs from September 2022 to June 2023 over 36 teaching weeks. Holidays do not count as teaching weeks.
34. **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.
35. 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.
36. **Two** more students dropped out in week 4 because they found the course too difficult.
37. 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.
38. Our funding qualifying date is reached on 1 November. By this point the 10 students discussed above have withdrawn from their studies.
39. The **Early withdrawal** indicator would therefore be derived by working out the percentage of withdrawals prior to the funding qualifying date of all enrolments.
40. 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.

$$\text{Early withdrawal} = 10 / 100 = 10\%$$

41. SFC does not pay the college any teaching grant for these 10 students.
42. Although withdrawals are seen as a negative indicator our example above shows that two students 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.
43. No one drops out in week 9 or 10 but this still leaves 26 weeks to go until the end of the course.

44. 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.
45. 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.
46. The Christmas holidays begin in week 15 and unfortunately **five** students simply don't return after the holiday period.
47. Exams begin in February which is week 18 and another **three** students withdraw before the second semester begins.
48. There are no more withdrawals until the Easter holidays when one more student decides to stop attending as they were behind with their studies.
49. **One** final student withdraws in week 32 for personal reasons.
50. 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.
51. 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.
52. 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 =  $15 / 100 = 15\%$**

53. 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 =  $25 / 100 = 25\%$**

54. 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.
55. Our performance indicator (PI) guidance notes for 2022-23 can be found at: [College Performance Indicators Guidance 2022-23](#)
56. Our 2022-23 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.
57. 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.
58. 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%**

59. 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.
60. This would of course mean that 55 of the initial 100 enrolments gained the qualification they aimed for:

**Completed: Successful = 55 / 100 = 55%**

61. These three groups are the building blocks of our PIs. 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:



62. 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.

## Data selection

63. 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.
64. Courses than span academic sessions are excluded as the student will not complete their programme until academic session 2023-24 and no result is available in session 2022-23.

Exclude student outcome (23)

Source of finance of course equals (5, 9) and course end date <='31JUL2023'd

65. 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, 24)

66. 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.

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

Exclude Qualification aim 'PB'

68. 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

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## Appendix A: Technical notes

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1. The PIs are based on student records submitted by colleges via the Further Education Statistics (FES) system. There are around 300,000 student records in our FES system (in any academic year) and we are constantly working to improve the underlying data quality.
2. The FES returns include the course / exam result for each student funded by SFC and SDS employability fund activity delivered by colleges. Our [College Performance Indicators Guidance](#) outlines the different options to record the outcome for the student on a recognised qualification for the academic year period. This includes options for student withdrawals, transfers, success and failures and continuation to the next stage of the course.
3. We collect a student record for each funded individual. SFC working with the college sector continues to improve protective characteristics data collection, disclosure, coverage, and quality.
4. Colleges submit their returns via our FES Online web tool which performs around 270 separate validations on each record. These validations are updated on an annual basis based on feedback from our statistical advisory and performance indicator groups.
5. As well as performing data validation, our FES Online system provides colleges with management reports which include performance indicators. These reports include the published Performance Indicators for the college which we ask the college to confirm as accurate.
6. Other reports include performance indicators for each course run by the college which enables colleges to evaluate the national PI values by confirming those at course level which are more closely managed by the relevant course teams. Colleges can submit files to FES Online as part of an iterative process until they are happy with their data quality and performance indicators. This enables course teams to examine the management reports and update the student records appropriately until they are happy that the results reflect the success rates for their course.
69. SFC consults with our statistical advisory groups and with the College Development Network to provide an annual set of [College Performance Indicators Guidance](#) to help ensure student results are coded consistently across the sector.
7. In addition to our FES and current PI guidance notes SFC also provides the performance indicator and student outcome datasets to Education Scotland for use within college evaluations and thematic reviews. This helps ensure the accuracy of our



data and provides a richer context in which the results can be reviewed. Education Scotland publishes colleges' annual evaluative reports and enhancement plans and these are available on [Education Scotland's website](#) under Further Education sector.

8. SFC conducted several college consultations and quality checks before the 2022-23 performance indicators were finalised. These consultations and checks ensure the data quality of the 2022-23 student records to ensure our performance indicators continue to be based on accurate data.
9. SFC allocated £521.6 million in teaching and fee waiver grant to colleges to deliver learning activity and an additional £135 million to provide financial student support in 2022-23. This excludes additional funding for strategic projects. As a result, colleges undergo a significant audit of their student records to ensure these funds are being spent in line with guidance. These audits include checking that student withdrawals are being properly managed and recorded and that the correct credits are being claimed for students. Our PIs are based on these same records and therefore the robust audit process helps ensure the accuracy of our student records.

Student Outcome	Enrolments			
	Full time		Part time	
	HE	FE	HE	FE
Transferred to another programme course within the college	11	85	4	49
Withdrawn from programme/course and commenced employment	678	1,412	123	625
Withdrawn from programme/course and now studying in a HEI	68	53	3	92
Withdrawn from programme/course and destination unknown	4,494	9,151	952	9,152
Withdrawn from programme/course and now studying elsewhere (not HEI)	52	120	3	536
Completed programme/course, student assessed but not successful	3,354	4,651	1,122	11,668
Student has progressed to next year but did not gain 70% of the assessed credits undertaken	247	71	276	321
Completed programme/course, student not assessed (student on a recognised qualification but outcome recorded as not assessed)	0	18	2	197
Completed programme/course, student assessed and successful	12,779	23,759	7,080	65,425
Student has progressed to next year and has achieved 70% of the assessed credits undertaken	3,682	1,555	1,656	3,509
Student has achieved 70% of the assessed credits undertaken but has chosen not to progress onto the next year	156	14	25	88
Student is on an interim year of a multi-year VQ programme and is on track and is still participating in the college programme	2	1,810	356	7,006
Student completed first year of an HND but has chosen to leave with an HNC	268	0	0	0
<b>Totals</b>	<b>25,791</b>	<b>42,699</b>	<b>11,602</b>	<b>98,668</b>

## Appendix B: Colleges in Scotland

College	Region
North East Scotland College <a href="http://www.nescol.ac.uk">www.nescol.ac.uk</a>	Aberdeen and Aberdeenshire
Ayrshire College <a href="http://www.ayrshire.ac.uk">www.ayrshire.ac.uk</a>	Ayrshire
Borders College <a href="http://www.borderscollege.ac.uk">www.borderscollege.ac.uk</a>	Borders
Forth Valley College <a href="http://www.forthvalley.ac.uk">www.forthvalley.ac.uk</a>	Forth Valley
Dumfries & Galloway College <a href="http://www.dumgal.ac.uk">www.dumgal.ac.uk</a>	Dumfries and Galloway
Edinburgh College <a href="http://www.edinburghcollege.ac.uk">www.edinburghcollege.ac.uk</a>	Edinburgh and Lothians
Fife College <a href="http://www.fife.ac.uk">www.fife.ac.uk</a>	Fife
Glasgow Kelvin College <a href="http://www.glasgowkelvin.ac.uk">www.glasgowkelvin.ac.uk</a>	Glasgow
Glasgow Clyde College <a href="http://www.glasgowclyde.ac.uk">www.glasgowclyde.ac.uk</a>	
City of Glasgow College <a href="http://www.cityofglasgowcollege.ac.uk">www.cityofglasgowcollege.ac.uk</a>	
Argyll College UHI <a href="http://www.argyll.uhi.ac.uk">www.argyll.uhi.ac.uk</a>	
Inverness College UHI <a href="http://www.inverness.uhi.ac.uk">www.inverness.uhi.ac.uk</a>	Highlands and Islands
Lewis Castle College UHI <a href="http://www.lewis.uhi.ac.uk">www.lewis.uhi.ac.uk</a>	
Moray College UHI <a href="http://www.moray.ac.uk">www.moray.ac.uk</a>	
North Highland College UHI <a href="http://www.northhighland.uhi.ac.uk">www.northhighland.uhi.ac.uk</a>	
Orkney College UHI <a href="http://www.orkney.uhi.ac.uk">www.orkney.uhi.ac.uk</a>	
Perth College UHI <a href="http://www.perth.uhi.ac.uk">www.perth.uhi.ac.uk</a>	
Shetland College UHI <a href="http://www.shetland.uhi.ac.uk">www.shetland.uhi.ac.uk</a>	
West Highland College UHI <a href="http://www.whc.uhi.ac.uk">www.whc.uhi.ac.uk</a>	
South Lanarkshire College <a href="http://www.south-lanarkshire-college.ac.uk">www.south-lanarkshire-college.ac.uk</a>	Lanarkshire
New College Lanarkshire <a href="http://www.nclanarkshire.ac.uk">www.nclanarkshire.ac.uk</a>	
Dundee and Angus College <a href="http://www.dundeeandangus.ac.uk">www.dundeeandangus.ac.uk</a>	Tayside
West College Scotland <a href="http://www.westcollegescotland.ac.uk">www.westcollegescotland.ac.uk</a>	West
West Lothian College <a href="http://www.west-lothian.ac.uk">www.west-lothian.ac.uk</a>	West Lothian
Sabhal Mòr Ostaig UHI <a href="http://www.smo.uhi.ac.uk">www.smo.uhi.ac.uk</a>	
Newbattle Abbey College <a href="http://www.newbattleabbeycollege.ac.uk">www.newbattleabbeycollege.ac.uk</a>	
Scotland's Rural College <a href="http://www.sruc.ac.uk">www.sruc.ac.uk</a>	
Key:	
Large college - delivering activity of greater than 25,000 credits	
Small college - delivering activity of less than 25,000 credits	

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

**ES – Subject**                      **Superclass**

**Classification**

**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**

**KH**      Print and Publishing

**Construction and Property (Built Environment)**

**TJ**      Interior Design/Fitting/Decoration

**Business,  
management and  
administration**

**Manufacturing/Production Work**

**WL** Paper Manufacture

**Business/Management/Office Studies**

**AA** Business (general)

**AB** Management (general)

**AC** Public Administration

**AD** International Business Studies/Briefings

**AE** Enterprises

**AF** Management Skills (specific)

**AG** Management Planning and Control Systems

**AJ** Human Resources Management

**AK** Financial Management/Accounting

**AL** Financial Services

**AM** Call Centres

**AY** Administration/Office Skills

**AZ** Typing/Shorthand/Secretarial Skills

**Sales, Marketing and Distribution**

**BA** Marketing/Public Relations

**BB** Export/Import/European Sales

**BC** Retailing/Wholesaling/Distributive Trades

**BD** Retailing/Distribution: Specific Types



<b>BE</b>	Sales Work
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<b>BF</b>	E-Commerce
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#### **Politics/Economics/Law/Social Sciences**

<b>EB</b>	Economics
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<b>EC</b>	Law
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#### **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
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<b>VH</b>	Facilities Management
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<b>VJ</b>	Contracting (Business/Industry)
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#### **Transport Services**

<b>ZM</b>	Logistics
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<b>ZN</b>	Purchasing/Procurement and Sourcing
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<b>ZP</b>	Distribution
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#### **Family Care/Personal Development/Personal Care and Appearance**

<b>HF</b>	Parenting/Carers
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Care

<b>HH</b>	Crisis/Illness Self Help
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### Health Care/Medicine/Health and Safety

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

### Information Technology and Information

<b>CA</b>	Information and Communication Technology (general)
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<b>CB</b>	Computer Science
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<b>CC</b>	Using Software
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<b>CD</b>	Information Work/ Information Use
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<b>CE</b>	Libraries/Librarianship
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## 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
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<b>QD</b>	Environmental Health/Safety
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### 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
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<b>TC</b>	Property Surveying/Planning/Development
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<b>TD</b>	Building Design/Architecture
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<b>TE</b>	Construction
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<b>TF</b>	Construction Management
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<b>TG</b>	Building/Construction Operations
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<b>TH</b>	Building Maintenance/Services
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<b>TK</b>	Construction Site Work
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<b>TL</b>	Civil Engineering
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<b>TM</b>	Structural Engineering
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### 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)
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<b>GB</b>	Teaching/Training
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<b>GC</b>	Teaching/Training: Specific Subjects
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<b>GD</b>	Education/School Administration
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<b>GF</b>	Careers/Education Guidance Work
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#### **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
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<b>QJ</b>	Fire and Rescue Services
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#### **Services to Industry**

<b>VE</b>	Industrial Control/Monitoring
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<b>VF</b>	Industrial Design/Research and Development
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<b>VG</b>	Engineering Services
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#### **Manufacturing/Production Work**

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

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

<b>YA</b>	Mining/Quarrying/Extraction
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<b>YB</b>	Oil and Gas Operations
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<b>YC</b>	Chemicals/Materials Engineering
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<b>YD</b>	Metallurgy/Metals Production
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<b>YE</b>	Polymer Science/Technology
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**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  
complementary  
therapies****Family Care/Personal Development/Personal Care and  
Appearance**

<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
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<b>NH</b>	Food Science/Technology
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<b>NK</b>	Tourism/Travel
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#### **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
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<b>QC</b>	Pollution/Pollution Control
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<b>QG</b>	Funerary Services
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#### **Agriculture Horticulture and Animal Care**

<b>SA</b>	Agriculture/Horticulture (general)
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<b>SC</b>	Crop Protection/Fertilisers/By-products
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<b>SD</b>	Crop Husbandry
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<b>SE</b>	Gardening/Floristry
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<b>SF</b>	Amenity Horticulture
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<b>SG</b>	Forestry/Timber Production
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<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
<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



## Sport and leisure

<b>DF</b>	Classics
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**Politics/Economics/Law/Social Sciences**

<b>EA</b>	Government/Politics
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<b>ED</b>	Social Sciences
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<b>EE</b>	Social Studies
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**Area Studies/Cultural Studies/Languages/Literature**

<b>FB</b>	Culture/Gender/Folklore
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<b>FM</b>	Area/Diaspora Studies
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**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
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<b>MB</b>	Air Sports
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<b>MC</b>	Water Sports
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<b>MD</b>	Athletics Gymnastics and Combat Sports
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<b>ME</b>	Wheeled Sports
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<b>MF</b>	Winter Sports
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<b>MG</b>	Ball and Related Games
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<b>MH</b>	Country/Animal Sports
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<b>MJ</b>	Indoor Games
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**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