



**College Leaver Destinations 2017-18**  
SFC Statistical Publication

## College Leaver Destinations 2017-18

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Summary: To inform stakeholders of the publication of the 2017-18 College Leaver Destinations measurements.

FAO: Principals and Directors of Scotland's colleges, students and parents.

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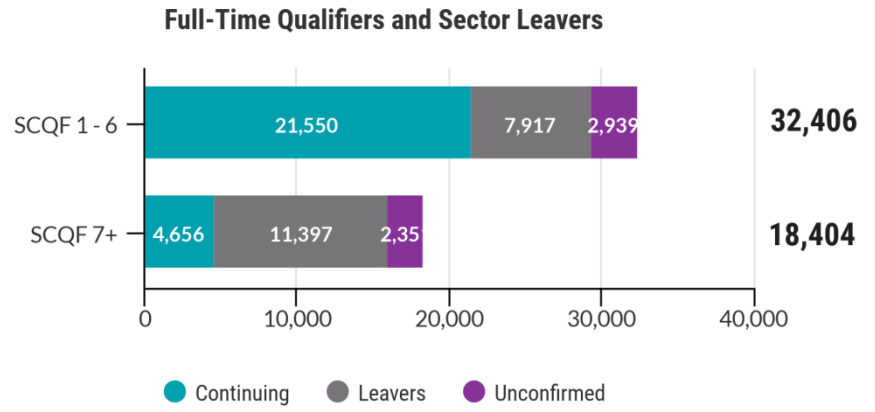
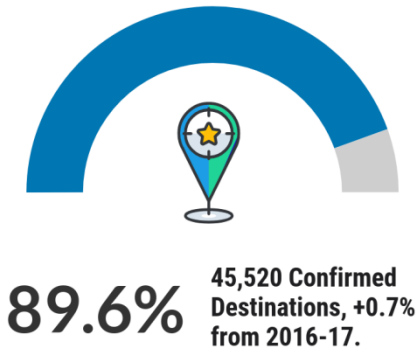
## Executive Summary

1. This publication provides information on the destinations of successful full-time college leavers in Scotland. It supports the Scottish Funding Council's work with colleges on outcome-based planning through Outcome Agreements and the Scottish Government's skills strategy, *Skills for Scotland* and *Developing the Young Workforce* – Scotland's Youth Employment strategy, by providing key measurements for progression to further study and employment for all age groups.
2. This is the fifth publication of College Leaver Destinations (CLD) for Scotland's colleges and covers the academic year 2017-18. This publication reports on the destinations of leavers 3-6 months after qualifying.
3. The key focus of this publication centres on **Sector Leavers** with the following showing the salient aspects for this group:
  - 19,314 qualifiers left the college sector and these Sector Leavers accounted for 42.4% of confirmed destinations.
  - 89.1% of Sector Leavers found positive destinations, an increase from last session's 88.3%.
  - 94.2% of qualifiers from SCQF (Scottish Credit and Qualifications Framework<sup>1</sup>) 7+ went on to positive destinations.
  - Unemployment and unavailability for work for Sector Leavers reduced to 10.9% from 11.7% last session – although broken down by SCQF the distribution is notable: 18.3% at SCQF 1-6 compared with 5.8% at SCQF 7+.
4. Other highlights from all **confirmed** destinations in 2017-18 (both Sector Leavers and those who remain in college for further study) are:
  - 50,810 students qualified in 2017-18, with destinations confirmed for 45,520 (89.6%) up from 88.9% last session.
  - 95.4% of confirmed qualifiers moved on to positive destinations, up from 95.0%.
  - For those students who remained in education at college, 86.8% progressed to a higher level of study on the SCQF compared with 82.4% last session.

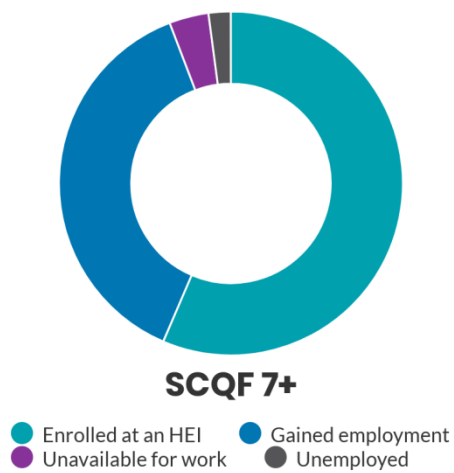
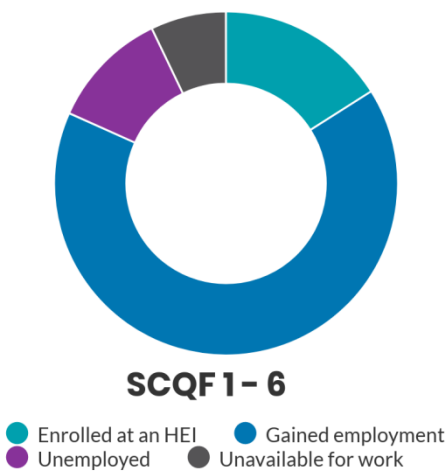
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<sup>1</sup> Where a programme is not formally SCQF credit rated a 'broadly comparable' level can be assigned. This has been done by either comparing across to SCQF from other national frameworks if the programme has a level on another framework, or if this is not the case, using the SCQF Level Descriptors to identify the most appropriate level of learning for the programme of study. References to SCQF in this publication should be assumed to reflect this definition.

# College Leaver Destinations 2017-18



## Confirmed destinations of Sector Leavers



**89.1%** Sector Leavers found positive destinations\*, up 0.8% from 2016-17.

**86.8%** of students who remained in college progressed to higher SCQF level of study, up 4.4%.

**10.9%** of Sector Leavers unemployed/unavailable overall down 0.8% from 2016-17.

**18.3%** of SCQF 1 - 6 Sector Leavers unemployed/unavailable, compared with 5.8% at SCQF 7+.

**95.4%** of confirmed qualifiers moved on to positive destinations, up 0.4% from 2016-17.

**94.2%** of SCQF 7+ qualifiers went on to positive destinations.

\*Positive destinations are defined as qualifiers moving into work or further study.

## Section 1: CLD Focus

5. As the CLD publication has evolved, Sector Leavers (those who have completed their journey in the college sector) have become the logical focus since this group allows observation of the effectiveness of the college sector in preparing students for life post-college. For this reason, the Sector Leavers are the primary focus of this year's publication.
6. Section 2.0 covers this Sector Leavers group in detail. All figures in this section are based on **confirmed destinations only** and breakdowns show numbers and proportions for SCQF1-6 to Higher Education Institution (HEI), SCQF7+ to HEI, Sector Leavers to work and Sector Leavers to negative destinations. Since the publication is concerned with where students go after leaving the college sector, this seems an appropriate division to provide an understanding of student movement and where work needs to be done.
7. Section 3.0 contains tables of SCQF progression for those who are continuing study in the sector. The tables here relate to previous publications to show trends.
8. The final sections provide the rationale for the CLD, and college/regional tables, this year including a sector leaver table for each college and region. These can be downloaded separately.

## Section 2: Sector Leavers

### Total qualifiers and confirmed destinations

9. In 2017-18 there were 50,810 student qualifiers from full-time courses. As a result of data matching exercises and supplementary surveys undertaken by the colleges, confirmed destinations account for 45,520 (89.6%) of these qualifiers which exceeds our 80% target for confirmed destinations.
10. Table 1 below provides an overview of the number of student qualifiers and confirmed destinations over the period 2013-14 to 2017-18.

Table 1: Student qualifiers and confirmed destinations 2013-14 to 2017-18

	CLD 2013-14	CLD 2014-15	CLD 2015-16	CLD 2016-17	CLD 2017-18
<b>Student Qualifiers</b>	52,556	50,198	50,682	50,298	50,810
<b>Confirmed Destinations</b>	45,144	43,387	44,183	44,716	45,520
<b>% Confirmed Destinations</b>	85.9%	86.4%	87.2%	88.9%	89.6%

- This table demonstrates the improving proportion of confirmed destinations year-on-year which strengthens the validity of the findings in this report.

### College Courses and Sector Leavers

- The CLD is concerned with successful full-time qualifiers from college courses. Full-time college courses are most commonly one year in duration and are designed to allow students to progress from lower level courses to more advanced courses via learning pathways. Course literature commonly signposts that 'course A' will enable progression to 'course B' and steer the student towards employment in a particular area after completion of a number of progressing courses.
- It is likely therefore that a student who enrolls at college after 4th year at school will have to study for a few years at college before they can expect to achieve a qualification at SCQF level 7 or 8. The journey is quicker depending on the point of entry and qualifications achieved prior to enrolment.
- In light of this, the qualifiers are divided into those who will continue studies within college following this successfully completed course and those who have completed the college component of their learner journey: the Sector Leavers.
- Sector Leavers are defined as those who do not stay in the college sector after qualifying and instead have moved into post-college destinations: work, study at university, or negative destinations such as unemployment after qualifying.

Table 2: 2017-18 Full-Time Qualifiers and Sector Leavers

	CLD Qualifiers 2017-18	Confirmed Destinations	Sector Leavers	Continuing College Study	Unconfirmed
SCQF 1-6	32,406	29,467 90.9%	<b>7,917</b> <b>24.4%</b>	21,550 66.5%	2,939 9.1%
SCQF 7+	18,404	16,053 87.2%	<b>11,397</b> <b>61.9%</b>	4,656 25.3%	2,351 12.8%
<b>Total</b>	50,810	45,520	<b>19,314</b>	26,206	5,290

- Table 2 shows the total qualifiers, confirmed destinations and Sector Leaver numbers by SCQF level division for the 2017-18 CLD. Here we can observe that the majority of SCQF 1-6 qualifiers stay on at college: 66.5% compared to 24.4% who left the sector. At SCQF 7+ the inverse is observable: the majority of qualifiers left the sector: 61.9% compared to 25.3% continuing at college.
- Chart A shows gradual change in the proportion of Sector Leavers from all levels from the confirmed destinations since 2015-16 (the period we have data of a quality allowing us to monitor the Sector Leavers). The trend for these leavers is to more positive destinations over the period 2015-16 to 2017-18. Positive



destinations this session increased for Sector Leavers by 0.8 percentage points (pp) to 89.1%.

Chart A: Sector Leaver Positive versus Negative Destinations

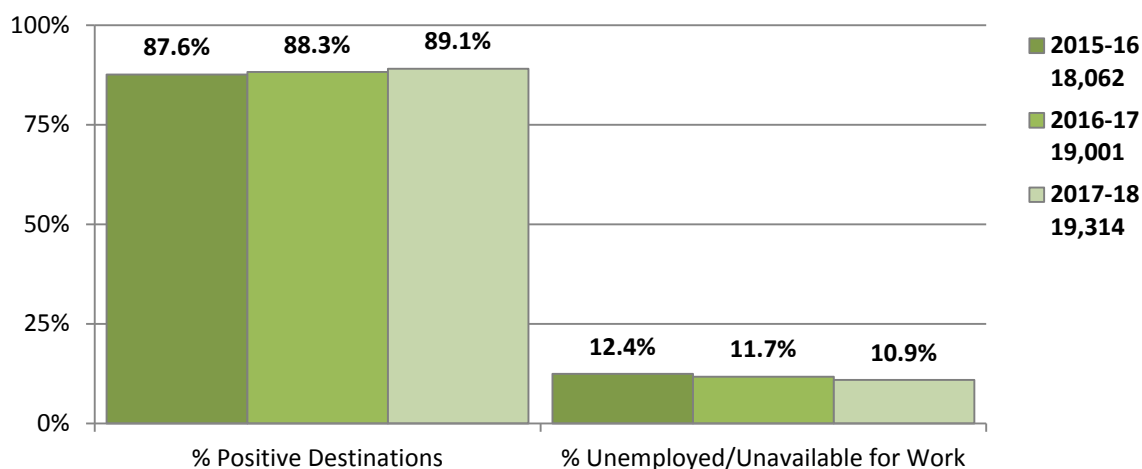


Table 3 Sector Leaver Comparison 2016-17 to 2017-18

	2016-17 Sector Leavers	% Sector Leavers	2017-18 Sector Leavers	% Sector Leavers		
<b>Qualifiers Leaving College Sector</b>	<b>19,001 / 44,716</b>	<b>42.5%</b>	<b>19,314 / 45,520</b>	<b>42.4%</b>	▼	
SCQF 1-6 to University	1,251	6.6%	1,267	6.6%	▼	
SCQF 7+ to University	6,582	34.6%	6,415	33.2%	▼	<b>89.1%</b> ▲
All levels into work	8,941	47.1%	9,519	49.3%	▲	
Unemployed	1,476	7.8%	1,305	6.8%	▼	<b>10.9%</b> ▼
Unavailable for work <sup>2</sup>	751	4.0%	808	4.2%	▲	
			100%			100%

18. Table 3 provides comparison of the destination proportions for students with confirmed destinations who left the sector in 2016-17 and 2017-18. Of the 19,314 Sector Leavers, the main movement was from SCQF 7+ moving on to university (which reduced by 1.4pp from 34.6% to 33.2%). By contrast, movement from all SCQF levels into work increased from 47.1% to 49.3%. In terms of negative destinations, unemployment again reduced this year from 7.8% to 6.8%.

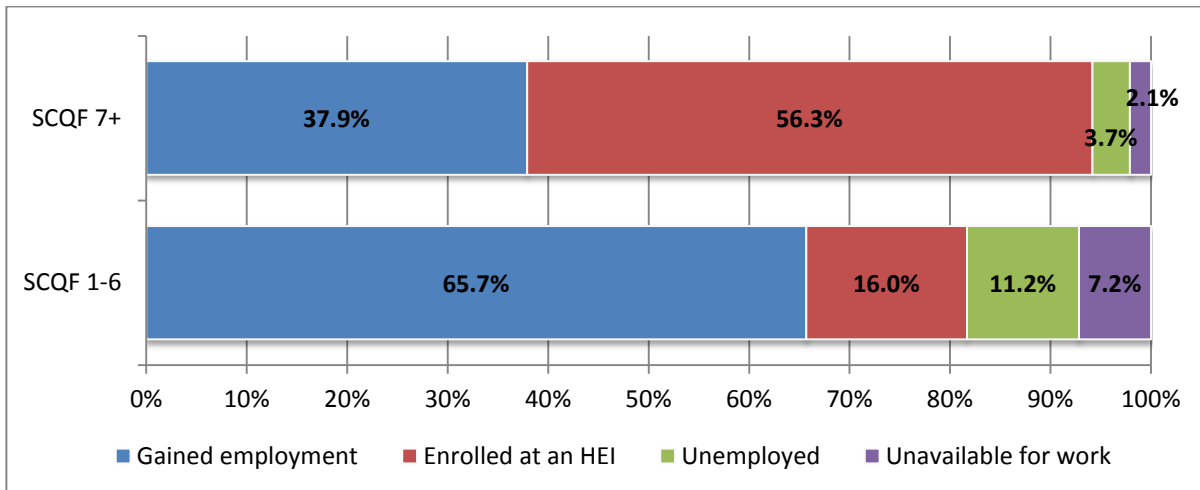
### Sector Leaver Analysis

19. Previous iterations of this publication have focused on confirmed destination analysis. Last session the focus shifted towards a greater understanding of

<sup>2</sup> See Glossary for definition of *unavailable for work*.

those who leave the sector as it is this group that highlights the effectiveness of the college sector in preparing students for their post-college world. This publication primarily focuses on Sector Leavers. Chart B provides a more detailed overview of destination proportions for both groups.

Chart B: Confirmed destination of Sector Leavers by level, 2017-18



20. Unemployment and unavailability for work again show those completing SCQF 1-6 courses are more likely to end up in unemployment (at just under three times the proportion), although both groups saw a drop in unemployment compared to last session: SCQF 1-6 decreased from 12.7% to 11.2%, and SCQF 7+ decreased from 4.4% to 3.7%. Those from SCQF 1-6 also saw a 0.5pp increase in unavailability for work at 7.2%, compared to a fairly static 2.1% for the SCQF 7+ leavers.
21. Combining the totals of those gaining employment or enrolling at an HEI shows 81.7% of leavers who studied at the SCQF 1-6 level moved to a positive destination, compared to 80.6% last session. For SCQF 7+ level students 94.2% went on to further study or employment, compared to 93.6% last session.
22. We can also observe some interesting differences between the destinations for those studying at SCQF 1-6 versus SCQF 7+ students at college, the most interesting being the difference between the proportion of students at these levels who enrol at an HEI. It is evident that a student completing an SCQF 7+ course at college will be better qualified to progress to an HEI than someone at SCQF 1-6<sup>3</sup>.
23. For employment destinations, SCQF 1-6 students are more likely to go into work than SCQF 7+ leavers. The proportion for the SCQF 1-6 group will be higher because fewer from this group progress to study at an HEI, but the differences are worth noting: 65.7% of leavers from SCQF 1-6 level courses gain

<sup>3</sup> See SFC's 2019 [Articulation publication](#) for details on movement from Scottish colleges to Scottish Universities.

employment within 3 to 6 months of leaving college compared to 37.9% for those completing SCQF 7+ programmes.<sup>4</sup> Both groups show an increase over last session's figures: SCQF 1-6 into work showing an increase of 1.2pp and SCQF 7+ showing a 3.0pp increase.

24. Examining the division of Sector Leavers by gender<sup>5</sup>, we find females account for 57.2%: 4,061 from SCQF 1-6 and 6,995 from SCQF 7+, totalling 11,056 female Sector Leavers. Males account for 42.6%: 3,840 from SCQF 1-6 and 4,390 from SCQF 7+, totalling 8,230 male Sector Leavers. Table 4 gives a more detailed breakdown of the post-college destinations for males and females by SCQF level.

Table 4: Sector Leaver Destinations by Gender

	SCQF 1-6				SCQF 7+					
	Total	HEI%	Work %	Unemployed %	Unavailable %	Total	HEI%	Work%	Unemployed %	Unavailable %
Male	3,840	7.9%	75.1%	13.4%	3.6%	4,390	60.6%	34.3%	3.8%	1.3%
Female	4,061	23.7%	56.9%	9.0%	10.5%	6,995	53.6%	40.2%	3.6%	2.6%

25. We can see that at SCQF 1-6 the main difference between the genders involves the proportions of females moving to study in HEIs which is more than three times the proportion of males from the same levels: 23.7% compared to 7.9% for males. Both males and females predominantly go into work from this level with males pursuing work post-college 75.1% of the time compared to females at 56.9%. Unemployment for females is two thirds of that of males at 9.0% compared to 13.4% while we see females almost three times more likely to be unavailable for work than males.
26. At SCQF 7+, the picture is very different and the distribution of destinations is less marked. At this level males are more likely to go on to university study than females (60.6% compared to 53.6%), while females are more likely to go into work at 40.2% compared to 34.3%. Again at this level females are more likely to be unavailable for work at twice the proportion of the male group: 2.6% to 1.3%.
27. SIMD distribution of Sector Leavers at SCQF 1-6 drops progressively from the most deprived (1,136) to the least deprived (343) - Table 5a<sup>6</sup>. Movement to university across deciles ranges from 13.7% (in the second most deprived decile) to 18.7% from decile eight. Although the three most deprived deciles do

<sup>4</sup> It should be noted that if the movement to study at an HEI is removed, we see that there is greater likelihood of those qualifying from SCQF 1-7 gaining employment than those who qualified from SCQF 1-6: 86.7% versus 78.2% respectively. The volume of movement at SCQF 7+ to HEIs masks this.

<sup>5</sup> Other genders are not included in the analysis as numbers are too small.

<sup>6</sup> SIMD decile assignment is based on known postcodes so total counts for SIMD analysis are less than overall counts.

have three of the four lowest conversion rates to university, there is an array of conversion across all deciles. Movement to work follows a similar pattern for the SCQF 1-6 group. The lowest movement to work is from decile one at 58.3% (decile one) but the highest level is found in decile six at 71.8%.

28. It is those who are unemployed and unavailable for work that follow the deprivation index most closely. In general the more deprived, the more likely to be unemployed – with decile seven the only decile not to follow this pattern. The range is also wide, with 16.5% unemployed at decile one compared to 7.6% at the least deprived decile 10. Unavailability for work follows this same pattern.

Table 5a: SCQF 1-6 Sector Leaver Destinations by SIMD<sup>7</sup> 2016

		SCQF 1-6				
		Total	HEI%	Work %	Unemployed %	Unavailable %
Most Deprived	1	1,136	15.3%	58.3%	16.5%	9.9%
	2	1,099	13.7%	65.0%	12.5%	8.8%
	3	946	15.5%	61.8%	14.2%	8.5%
	4	899	16.2%	64.5%	11.7%	7.6%
	5	834	17.5%	66.3%	10.1%	6.1%
	6	770	14.2%	71.8%	8.8%	5.2%
Least Deprived	7	678	16.8%	68.0%	9.6%	5.6%
	8	680	18.7%	70.7%	5.9%	4.7%
	9	502	17.5%	70.3%	7.2%	5.0%
	10	343	17.2%	69.7%	7.6%	5.5%
		7,887	16.0%	65.7%	11.2%	7.1%

29. At SCQF 7+ examination of the deprivation index shows that numbers from the most-deprived deciles drop consistently until decile six when numbers level off around the one thousand mark per decile – Table 5b. In terms of movement post-college to university study, the less deprived the decile the more likely that university study is the destination: from decile one a Sector Leaver is likely to go to university just over half the time at 53.0%, while those least deprived go to university just under two-thirds of the time at 63.9%.
30. The highest level of work destinations at SCQF 7+ is from decile four at 41.9%, but there is a broad tendency that shows greater likelihood to enter work if you are in deciles one to five (the more deprived half) than six to ten. At the extremities, the least-deprived decile (decile 10) moved into positive destination 94.5% of the time compared to 92.4% from the most-deprived (decile one).

<sup>7</sup> [Scottish Index of Multiple Deprivation 2016](#): the Scottish Index of Multiple Deprivation (SIMD) is The Scottish Government's official tool to identify areas of multiple deprivation in Scotland.

31. Again we see those who are unemployed following the deprivation index most closely. As with SCQF 1-6, in general the more deprived, the more likely the qualifier is to become unemployed.

Table 5b: SCQF 7+ Sector Leaver Destinations by SIMD 2016

		SCQF 7+				
		Total	HEI%	Work%	Unemployed %	Unavailable %
Most Deprived	1	1,464	53.0%	39.4%	5.2%	2.4%
	2	1,417	52.6%	40.4%	4.4%	2.5%
	3	1,189	53.2%	40.1%	4.2%	2.5%
	4	1,168	52.2%	41.9%	3.3%	2.7%
	5	1,100	56.6%	37.7%	3.5%	2.1%
Least Deprived	6	977	55.7%	38.9%	3.0%	2.5%
	7	929	60.4%	36.5%	2.0%	1.1%
	8	1,026	61.1%	34.6%	2.7%	1.6%
	9	1,081	60.4%	34.7%	3.7%	1.2%
	10	978	63.9%	30.6%	3.3%	2.2%
		11,329	56.5%	37.8%	3.7%	2.1%

32. Table 6 below provides information by subject groupings. It is worth pointing out that some percentages are based on small numbers, which make some percentages less reliable than others. What is clear is the benefit of staying in college to SCQF 7 or above as the benefits to destinations are clear across the table.
33. As Table 6 shows, *Care* students from SCQF 1-6 have an equal likelihood of going to an HEI or to work: 43.0%. They also show a relatively low rate of negative destinations at 14.0%; while for those in *Care* subjects qualifying from SCQF 7+ we see a swing to going on to university study at 53.9% while negative destinations drop to 5.1% for this group.
34. *Computing and ICT* shows the third highest proportion of SCQF 7+ qualifiers going on to university study at 71.8% (ignoring the low numbers for *Languages and ESOL*), with only 5.0% from this level finding negative destinations. By contrast, those studying *Computing and ICT* at SCQF 1-6 tend to go into work (63.1%), however more than a third (34.4%) of the 157 qualifiers at this level found negative destinations from this level – the highest level of negative destinations for any group apart from *Special Programmes*.
35. Sector Leavers from *Engineering* from SCQF 1-6 shows a strong move into work at 88.1% - second only to *Nautical Studies* - while those qualifying from *Engineering* at SCQF 7+ show similar levels of progress to university study and in to work: 46.5% and 49.2% respectively. Negative destinations from

*Engineering* at SCQF 7+ are less than half that of SCQF 1-6: 4.3% compared to 10.0%.

36. At SCQF 1-6 negative destinations range from 7.5% to 34.4% (excluding *Special Programmes* for now). *Computing and ICT* (discussed above), *Media* and *Business, Management and Administration* show the highest proportions of negative destinations. At SCQF 7+ negative destinations range from 2.0% to 11.3% (ignoring zero values), with the groupings with the highest levels of negative destinations being *Hairdressing, Beauty and Complementary Therapies, Media* and *Nautical Studies*.
37. Last session this publication noted that qualifiers from SCQF 1-6 *Special Programmes*, which are generally designed for students with additional support for learning, saw the lowest levels of positive destinations at 51.1%, which equates to 48.9% negative destinations. This has improved slightly this year with the distribution being 52.8% positive to 47.2% negative, but with almost half still finding negative destinations there is still work to be done.

Table 6: Sector Leavers by Subject Area

	SCQF 1-6					SCQF 7+				
	Total	HEI%	Work %	Unemployed %	Unavailable %	Total	HEI %	Work %	Unemployed %	Unavailable %
Art and design	252	44.4%	36.1%	9.9%	9.5%	847	60.1%	31.2%	5.7%	3.1%
Arts and Crafts										
Business, management and administration	234	5.6%	67.1%	15.0%	12.4%	1,896	67.9%	26.7%	3.2%	2.2%
Care	1,107	43.0%	43.0%	6.4%	7.6%	2,173	53.9%	41.0%	3.4%	1.7%
Computing and ICT	157	2.5%	63.1%	23.6%	10.8%	975	71.8%	23.2%	4.1%	0.9%
Construction	815	0.5%	79.0%	17.5%	2.9%	291	72.2%	23.4%	2.1%	2.4%
Education and training	123	2.4%	73.2%	13.8%	10.6%	237	16.9%	75.5%	4.6%	3.0%
Engineering	1,413	1.9%	88.1%	8.5%	1.5%	841	46.5%	49.2%	2.7%	1.5%
Hairdressing, beauty and complementary therapies	877	0.9%	76.7%	9.7%	12.7%	514	3.7%	85.0%	7.2%	4.1%
Hospitality and Tourism	544	1.7%	79.0%	12.5%	6.8%	440	41.8%	51.4%	3.2%	3.6%
Land-based industries	398	1.3%	80.4%	12.3%	6.0%	23	17.4%	73.9%	0.0%	8.7%
Languages and ESOL	335	9.6%	67.5%	6.9%	16.1%	5	100%	0.0%	0.0%	0.0%
Media	71	11.3%	57.7%	18.3%	12.7%	596	48.0%	41.6%	7.0%	3.4%
Nautical studies	53	0.0%	92.5%	3.8%	3.8%	102	1.0%	89.2%	9.8%	0.0%
Performing arts	59	25.4%	62.7%	8.5%	3.4%	564	41.7%	52.0%	3.9%	2.5%
Science	330	67.3%	23.0%	5.5%	4.2%	470	71.3%	24.7%	2.3%	1.7%
Social subjects	512	61.3%	26.8%	6.3%	5.7%	744	88.3%	9.7%	1.2%	0.8%
Special Programmes	335	0.0%	52.8%	29.6%	17.6%	-	-	-	-	-
Sport and leisure	302	5.0%	76.8%	13.6%	4.6%	681	56.1%	39.6%	2.3%	1.9%
All	7,917	16.0%	65.7%	11.2%	7.2%	11,397	56.3%	37.9%	3.7%	2.1%

### Course relationship to work destinations

38. Of those Sector Leavers who moved into work (9,519 qualifiers), 7,449 gave information on the relationship between their studies and their work. This was 78.3% of this group. Table 7 shows two-thirds of Sector Leavers who answered this question found work related to their course of study.

Table 7: Course Relationship to work

<b>Overall Cohort:</b>		
Work related to course	4,956	66.5%
Work not related to course	2,493	33.5%
<b>Total</b>	<b>7,449</b>	

39. Table 8 shows work relationship to course by subject groupings. Figures were far better this year in establishing work to study relationships, but we still find some strange anomalies in this data. The proportions where the relationship is unknown vary from 1.8% to 49.3% unknown in comparison to last session's 9.6% to 62.2%. But again it is unlikely that only 38.2% of those studying engineering are obtaining jobs related to their studies with current STEM priorities. Examining those with the highest relationship between course and work, there continues to be a correlation between those subjects which are industry driven and those which include work placements that is worthy of observation.
40. The darker column shows the values for work that is related to study if we exclude the unknowns which serves to highlight which subject areas need to be more diligent in providing this information to improve accuracy.



Table 8: Course Relationship to Work by Subject Grouping

	Totals	Work related to course (% of known only)		Work related to course		Work not related to course		Work relationship unknown	
Art and design Arts and Crafts	355	137	43.5%	137	38.6%	178	50.1%	40	11.3%
Business, management and administration	664	362	62.8%	362	54.5%	214	32.2%	88	13.3%
Care	1,367	992	80.7%	992	72.6%	237	17.3%	138	10.1%
Computing and ICT	325	149	55.4%	149	45.8%	120	36.9%	56	17.2%
Construction	712	212	58.7%	212	29.8%	149	20.9%	351	49.3%
Education and training	269	211	84.7%	211	78.4%	38	14.1%	20	7.4%
Engineering	1,659	634	73.6%	634	38.2%	227	13.7%	798	48.1%
Hairdressing, beauty and complementary therapies	1,110	717	71.8%	717	64.6%	281	25.3%	112	10.1%
Hospitality and Tourism	656	407	71.7%	407	62.0%	161	24.5%	88	13.4%
Land-based industries	337	200	69.2%	200	59.3%	89	26.4%	48	14.2%
Languages and ESOL	226	119	53.6%	119	52.7%	103	45.6%	4	1.8%
Media	289	120	48.2%	120	41.5%	129	44.6%	40	13.8%
Nautical studies	140	102	95.3%	102	72.9%	5	3.6%	33	23.6%
Performing arts	330	152	50.0%	152	46.1%	152	46.1%	26	7.9%
Science	192	109	62.6%	109	56.8%	65	33.9%	18	9.4%
Social subjects	209	32	19.9%	32	15.3%	129	61.7%	48	23.0%
Special Programmes	177	95	76.0%	95	53.7%	30	16.9%	52	29.4%
Sport and leisure	502	206	52.6%	206	41.0%	186	37.1%	110	21.9%
	<b>9,519</b>	<b>4,956</b>	<b>66.5%</b>	<b>4,956</b>	<b>52.1%</b>	<b>2,493</b>	<b>26.2%</b>	<b>2,070</b>	<b>21.7%</b>

### Section 3: SCQF Progression in the qualifiers going on to further study (all levels)

41. A great deal of work continues to be carried out to ensure SCQF levelling and broadly comparable levels are accurate to allow observation of progression within the learner journeys. Ideally progression upwards in SCQF should be evident as students move from one course to another, however it is not as clear cut as this as some students require learning at a similar level for a different skill – such as those working in construction – to afford them versatility, and others may be enhancing specific areas after qualifying at a higher level in a subject, for example qualifying in art then doing a jewellery course. Table 9 shows SCQF movement for those who continued in study after qualifying for all known SCQF levels.

Table 9: SCQF Progression for continued study (college and university)

Starting SCQF level	Count	Moving to a lower level	Staying at the same level	Progress to a higher level
1	31	0.0%	19.4%	80.6%
2	458	0.4%	39.3%	60.3%
3	1,032	2.9%	25.2%	71.9%
4	3,816	2.1%	14.7%	83.2%
5	8,176	3.1%	14.7%	82.3%
6	9,067	3.5%	8.5%	88.1%
7	5,980	1.7%	2.3%	96.0%
8	4,910	3.1%	6.8%	90.1%
9	139	19.4%	14.4%	66.2%
10	28	25.0%	46.4%	28.6%
	<b>33,637</b>	<b>2.9%</b>	<b>10.3%</b>	<b>86.8%</b>

42. As the table above demonstrates, for those continuing in study in college or university, the vast majority progress upwards: 86.8% (up from 86.3% last session). It is notable the highest conversion to upward movement is at SCQF 7, at 96.0%, where the HNC allows progress to HND at college as well as entry or articulation onto a degree. Of those not progressing upwards, we see 10.3% moving to study at the same level, i.e. widening their skillset at the same level, while 2.9% progress to a lower level, down from 3.5% last session.

#### Section 4: Further Information

43. The CLD measures are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.
44. It is our aim to continue to improve the quality of the dataset to facilitate comprehensive and accurate analysis for destinations of college students. As always, special note should be made of the efforts of the college sector in going the extra mile to secure as many confirmed destinations as possible. Again, the sector drove down the number of unconfirmed from 11.1% to 10.4%. The SFC extends its thanks to the efforts put in by those who are so central to this publication. We will continue the work to reduce the number of unconfirmed destinations next year through matching, our approach to collection and refinement of the process to further improve analysis. We would welcome feedback to inform modifications to the publication coverage and presentation.
45. Please pass any comments to Dr Scott Montgomery, email: [smontgomery@sfc.ac.uk](mailto:smontgomery@sfc.ac.uk).

## College Leaver Destinations 2017-18 Supplement: Developing Scotland's Young Workforce (KPI 4)

46. The SCQF progression of qualifiers continuing to further study is one of the central aspects of *Developing Scotland's Young Workforce* and KPI 4 which measures how many full-time qualifiers aged 16-24 progress under the definition of KPI 4. This is defined as those students who have successfully completed a full-time course, before moving into employment or higher level study.
47. Again this year, colleges and SFC have worked together to ensure that courses of study in this 2017-18 CLD collection are correctly mapped to SCQF levels for both the original course, and for continuing study, to allow us accurately to state what proportion of qualifiers moved forward, stayed the same or moved down with regard to SCQF.
48. Central to the KPI 4 is progression upwards in terms of SCQF level where a destination was to continue in education. Of the 16-24 year old cohort (36,061), 24,542 qualifiers continued to further study. Of these, the SCQF level for the destination course was ascertained for 24,299 with 21,006 moving upwards one or more SCQF levels (86.4% of those continuing study up from 86.0%). Table S1.0 shows SCQF movement from 2017-18 to 2018-19.

Table S1.0: 16-24 Group SCQF movement

Starting SCQF level	Count	Moving to a lower level	Staying at the same level	Progress to a higher level
1	31	0.0%	19.4%	80.6%
2	321	0.6%	41.1%	58.3%
3	769	3.8%	28.9%	67.4%
4	2,791	2.8%	16.5%	80.7%
5	5,682	2.9%	15.6%	81.5%
6	6,262	3.7%	8.5%	87.8%
7	4,509	1.6%	1.7%	96.6%
8	3,848	2.9%	6.4%	90.7%
9	73	26.0%	16.4%	57.5%
10	13	30.8%	23.1%	46.2%
	<b>24,299</b>	<b>2.9%</b>	<b>10.6%</b>	<b>86.4%</b>

49. The other aspect of the KPI 4 concerns those entering work (including Modern Apprenticeships) and training. Table S1.1 gives figures for those in the 16-24 group who meet these requirements.

Table S1.1: 16-24 Group Modern Apprenticeships/training/work

Qualifying Course SCQF Level	Modern Apprenticeship	Training	Work
	1	0	0
2	0	1	10
3	30	11	80
4	211	54	420
5	903	62	1,136
6	368	15	839
7	283	4	960
8	113	5	1,295
9	0	0	59
10	0	0	114
	<b>1,908</b>	<b>152</b>	<b>4,917</b>

50. The KPI 4 is calculated as the proportion of 16-24 year old students who fall into the following categories: those moving upwards in SCQF, those in training, those in Modern Apprenticeships and those in other work. In the 2017-18 CLD this gives: 21,006 moving upwards in SCQF + 152 in training + 1,908 in Modern Apprenticeships + 4,917 in work = 27,983 qualifiers. This equates to **85.6%** of confirmed qualifiers (**27,983/32,702**) up 0.3pp from 85.3% in 2016-17 (see Table S1.2).

Table S1.2: KPI 4 comparison 2016-17 to 2017-18

	CLD 2016-17			CLD 2017-18		
		All Qual	Conf.Dest		All Qual	Conf.Dest
<b>SCQF Progression</b>	21,035	58.1%	<b>64.0%</b>	21,006	58.3%	<b>64.2%</b>
<b>Training</b>	277	0.8%	<b>0.8%</b>	152	0.4%	<b>0.5%</b>
<b>Modern Apprenticeship</b>	2,182	6.0%	<b>6.6%</b>	1,908	5.3%	<b>5.8%</b>
<b>Work</b>	4,515	12.5%	<b>13.7%</b>	4,917	13.6%	<b>15.0%</b>
<b>Total</b>	<b>28,009</b>	<b>77.3%</b>	<b>85.3%</b>	<b>27,983</b>	<b>77.6%</b>	<b>85.6%</b>
Confirmed Destinations	<b>32,844</b>			<b>32,702</b>		
Total Qualifiers	<b>36,229</b>			<b>36,061</b>		

## College Leaver Destinations 2017-18 Supplement: College Destinations

51. Scotland has 26 colleges divided among the 13 regions. Many are single college regions, while some have a number of colleges in the region, e.g. Highlands and Islands, Glasgow and Lanarkshire. The colleges vary considerably in their geographical locations, course provision as well as the needs of the industries of the local areas. As such, direct comparison of the colleges is not always valuable.
52. The student full-time qualifiers from colleges vary considerably from 54 in Newbattle Abbey College to 5,696 at City of Glasgow College, with the five largest colleges each having well over 4,000 qualifiers in 2017-18.
53. Table S2.1 gives detail of individual college confirmed destination rates; Table S2.2 gives percentages of college cohorts in positive/other/negative/unconfirmed destinations; Table S2.3 shows the positive/negative split; while Table S2.4 covers the college figures for those entering study/work/other/negative destinations. Table S2.5 gives Sector Leaver information per college.

**Note:** all values under five have been removed from the following tables.

Table S2.1: College Qualifier Destination Confirmation Rate

COLLEGE		Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)	
AYRSHIRE COLLEGE	▽	4,526	3,961	565	87.5%	▲
BORDERS COLLEGE	▲	682	606	76	88.9%	▽
DUMFRIES AND GALLOWAY COLLEGE	▽	925	838	87	90.6%	▽
DUNDEE AND ANGUS COLLEGE	▲	3,862	3,362	500	87.1%	▲
EDINBURGH COLLEGE	▽	5,203	4,519	684	86.9%	▽
FIFE COLLEGE	▲	3,345	3,210	135	96.0%	▲
FORTH VALLEY COLLEGE	▽	1,511	1,415	96	93.6%	▲
NEWBATTLE ABBEY COLLEGE	▽	54	52	0	96.3%	▲
NORTH EAST SCOTLAND COLLEGE	▲	3,853	3,721	132	96.6%	▽
SCOTTISH RURAL COLLEGE (SRUC)	▽	508	484	24	95.3%	▲
WEST COLLEGE SCOTLAND	▽	4,779	4,075	704	85.3%	▲
WEST LoTHIAN COLLEGE	▲	1,397	1,263	134	90.4%	▽
CITY OF GLASGOW COLLEGE	▲	5,696	5,096	600	89.5%	▽
GLASGOW CLYDE COLLEGE	▲	4,146	3,530	616	85.1%	▲
GLASGOW KELVIN COLLEGE	▽	1,574	1,379	195	87.6%	▲
NEW COLLEGE LANARKSHIRE	▲	4,635	4,183	452	90.2%	▽
SOUTH LANARKSHIRE COLLEGE	▲	1,412	1,340	72	94.9%	▲
ARGYLL COLLEGE (UHI)	▽	136	127	9	93.4%	▽
INVERNESS COLLEGE (UHI)	▲	759	725	34	95.5%	▲
LEWS CASTLE COLLEGE (UHI)	▽	85	82	0	96.5%	▲
MORAY COLLEGE (UHI)	▽	439	399	40	90.9%	▲
NORTH HIGHLAND COLLEGE (UHI)	▽	216	205	11	94.9%	▽
ORKNEY COLLEGE (UHI)	▽	42	40	0	95.2%	▲
PERTH COLLEGE (UHI)	▲	819	720	99	87.9%	▽
SHETLAND COLLEGE (UHI)	▽	62	60	0	96.8%	▽
WEST HIGHLAND COLLEGE (UHI)	▽	144	128	16	88.9%	▽
<b>NATIONAL</b>	▲	<b>50,810</b>	<b>45,520</b>	<b>5,290</b>	<b>89.6%</b>	▲

Table S2.2: College positive/other/negative/unconfirmed (all)

COLLEGE	Positive		Other		Negative		Unconfirmed	
AYRSHIRE COLLEGE	▲	3,797 83.9%	65 1.4%		99 2.2%		565 12.5%	
BORDERS COLLEGE	▼	569 83.4%	14 2.1%		23 3.4%		76 11.1%	
DUMFRIES AND GALLOWAY COLLEGE	▼	791 85.5%	21 2.3%		26 2.8%		87 9.4%	
DUNDEE AND ANGUS COLLEGE	▲	3,174 82.2%	54 1.4%		134 3.5%		500 12.9%	
EDINBURGH COLLEGE	▼	4,334 83.3%	84 1.6%		101 1.9%		684 13.1%	
FIFE COLLEGE	▲	3,047 91.1%	53 1.6%		110 3.3%		135 4.0%	
FORTH VALLEY COLLEGE	▲	1,330 88.0%	17 1.1%		68 4.5%		96 6.4%	
NEWBATTLE ABBEY COLLEGE	▲	52 96.3%	0 0.0%		0 0.0%		0 0.0%	
NORTH EAST SCOTLAND COLLEGE	▲	3,540 91.9%	54 1.4%		127 3.3%		132 3.4%	
SCOTTISH RURAL COLLEGE (SRUC)	▲	450 88.6%	11 2.2%		23 4.5%		24 4.7%	
WEST COLLEGE SCOTLAND	▲	3,885 81.3%	67 1.4%		123 2.6%		704 14.7%	
WEST LOTHIAN COLLEGE	▼	1,212 86.8%	13 0.9%		38 2.7%		134 9.6%	
CITY OF GLASGOW COLLEGE	▼	4,899 86.0%	47 0.8%		150 2.6%		600 10.5%	
GLASGOW CLYDE COLLEGE	▼	3,430 82.7%	10 0.2%		90 2.2%		616 14.9%	
GLASGOW KELVIN COLLEGE	▲	1,326 84.2%	16 1.0%		37 2.4%		195 12.4%	
NEW COLLEGE LANARKSHIRE	▼	3,949 85.2%	53 1.1%		181 3.9%		452 9.8%	
SOUTH LANARKSHIRE COLLEGE	▼	1,257 89.0%	12 0.8%		71 5.0%		72 5.1%	
ARGYLL COLLEGE (UHI)	▲	119 87.5%	0 0.0%		5 3.7%		9 6.6%	
INVERNESS COLLEGE (UHI)	▲	685 90.3%	10 1.3%		30 4.0%		34 4.5%	
LEWS CASTLE COLLEGE (UHI)	▲	79 92.9%	0 0.0%		0 0.0%		0 0.0%	
MORAY COLLEGE (UHI)	▲	384 87.5%	6 1.4%		9 2.1%		40 9.1%	
NORTH HIGHLAND COLLEGE (UHI)	▼	193 89.4%	0 0.0%		9 4.2%		11 5.1%	
ORKNEY COLLEGE (UHI)	▲	40 95.2%	0 0.0%		0 0.0%		0 0.0%	
PERTH COLLEGE (UHI)	▼	688 84.0%	14 1.7%		18 2.2%		99 12.1%	
SHETLAND COLLEGE (UHI)	▼	59 95.2%	0 0.0%		0 0.0%		0 0.0%	
WEST HIGHLAND COLLEGE (UHI)	▼	118 81.9%	0 0.0%		6 4.2%		16 11.1%	
<b>NATIONAL</b>	▲	<b>43,407 85.4%</b>	<b>632 1.2%</b>		<b>1,481 2.9%</b>		<b>5,290 10.4%</b>	

Table S2.3: College positive/other/negative (confirmed)

COLLEGE	Positive		Other		Negative	
AYRSHIRE COLLEGE	▲	3,797 95.9%	65	1.6%	99	2.5%
BORDERS COLLEGE	▲	569 93.9%	14	2.3%	23	3.8%
DUMFRIES AND GALLOWAY COLLEGE	▲	791 94.4%	21	2.5%	26	3.1%
DUNDEE AND ANGUS COLLEGE	▼	3,174 94.4%	54	1.6%	134	4.0%
EDINBURGH COLLEGE	▼	4,334 95.9%	84	1.9%	101	2.2%
FIFE COLLEGE	▼	3,047 94.9%	53	1.7%	110	3.4%
FORTH VALLEY COLLEGE	▲	1,330 94.0%	17	1.2%	68	4.8%
NEWBATTLE ABBEY COLLEGE	▲	52 100.0%	0	0.0%	0	0.0%
NORTH EAST SCOTLAND COLLEGE	▲	3,540 95.1%	54	1.5%	127	3.4%
SCOTTISH RURAL COLLEGE (SRUC)	▼	450 93.0%	11	2.3%	23	4.8%
WEST COLLEGE SCOTLAND	▼	3,885 95.3%	67	1.6%	123	3.0%
WEST LoTHIAN COLLEGE	▼	1,212 96.0%	13	1.0%	38	3.0%
CITY OF GLASGOW COLLEGE	▼	4,899 96.1%	47	0.9%	150	2.9%
GLASGOW CLYDE COLLEGE	▼	3,430 97.2%	10	0.3%	90	2.5%
GLASGOW KELVIN COLLEGE	▼	1,326 96.2%	16	1.2%	37	2.7%
NEW COLLEGE LANARKSHIRE	▲	3,949 94.4%	53	1.3%	181	4.3%
SOUTH LANARKSHIRE COLLEGE	▼	1,257 93.8%	12	0.9%	71	5.3%
ARGYLL COLLEGE (UHI)	▲	119 93.7%	0	0.0%	5	3.9%
INVERNESS COLLEGE (UHI)	▼	685 94.5%	10	1.4%	30	4.1%
LEWS CASTLE COLLEGE (UHI)	▲	79 96.3%	0	0.0%	0	0.0%
MORAY COLLEGE (UHI)	▲	384 96.2%	6	1.5%	9	2.3%
NORTH HIGHLAND COLLEGE (UHI)	▶	193 94.1%	0	0.0%	9	4.4%
ORKNEY COLLEGE (UHI)	▲	40 100.0%	0	0.0%	0	0.0%
PERTH COLLEGE (UHI)	▼	688 95.6%	14	1.9%	18	2.5%
SHETLAND COLLEGE (UHI)	▼	59 98.3%	0	0.0%	0	0.0%
WEST HIGHLAND COLLEGE (UHI)	▼	118 92.2%	0	0.0%	6	4.7%
<b>NATIONAL</b>	▲	<b>43,407 95.4%</b>	<b>632</b>	<b>1.4%</b>	<b>1,481</b>	<b>3.3%</b>



Table S2.4: College work/study/ other/negative (confirmed)

COLLEGE	Work		Study		Other		Negative	
AYRSHIRE COLLEGE	▲	665 16.8%	▶	3,132 79.1%	65	1.6%	99	2.5%
BORDERS COLLEGE	▲	202 33.3%	▽	367 60.6%	14	2.3%	23	3.8%
DUMFRIES AND GALLOWAY COLLEGE	▽	210 25.1%	▲	581 69.3%	21	2.5%	26	3.1%
DUNDEE AND ANGUS COLLEGE	▲	677 20.1%	▽	2,497 74.3%	54	1.6%	134	4.0%
EDINBURGH COLLEGE	▽	885 19.6%	▲	3,449 76.3%	84	1.9%	101	2.2%
FIFE COLLEGE	▲	873 27.2%	▽	2,174 67.7%	53	1.7%	110	3.4%
FORTH VALLEY COLLEGE	▲	429 30.3%	▽	901 63.7%	17	1.2%	68	4.8%
NEWBATTLE ABBEY COLLEGE	▽	0 0.0%	▲	51 98.1%	0	0.0%	0	0.0%
NORTH EAST SCOTLAND COLLEGE	▲	998 26.8%	▲	2,542 68.3%	54	1.5%	127	3.4%
SCOTTISH RURAL COLLEGE (SRUC)	▲	188 38.8%	▽	262 54.1%	11	2.3%	23	4.8%
WEST COLLEGE SCOTLAND	▲	693 17.0%	▽	3,192 78.3%	67	1.6%	123	3.0%
WEST LOTHIAN COLLEGE	▲	314 24.9%	▽	898 71.1%	13	1.0%	38	3.0%
CITY OF GLASGOW COLLEGE	▽	879 17.2%	▲	4,020 78.9%	47	0.9%	150	2.9%
GLASGOW CLYDE COLLEGE	▽	515 14.6%	▶	2,915 82.6%	10	0.3%	90	2.5%
GLASGOW KELVIN COLLEGE	▽	191 13.9%	▲	1,135 82.3%	16	1.2%	37	2.7%
NEW COLLEGE LANARKSHIRE	▽	869 20.8%	▲	3,080 73.6%	53	1.3%	181	4.3%
SOUTH LANARKSHIRE COLLEGE	▽	299 22.3%	▶	958 71.5%	12	0.9%	71	5.3%
ARGYLL COLLEGE (UHI)	▲	42 33.1%	▲	77 60.6%	0	0.0%	5	3.9%
INVERNESS COLLEGE (UHI)	▲	222 30.6%	▽	463 63.9%	10	1.4%	30	4.1%
LEWS CASTLE COLLEGE (UHI)	▲	25 30.5%	▽	54 65.9%	0	0.0%	0	0.0%
MORAY COLLEGE (UHI)	▽	40 10.0%	▲	344 86.2%	6	1.5%	9	2.3%
NORTH HIGHLAND COLLEGE (UHI)	▲	85 41.5%	▽	108 52.7%	0	0.0%	9	4.4%
ORKNEY COLLEGE (UHI)	▲	17 42.5%	▽	23 57.5%	0	0.0%	0	0.0%
PERTH COLLEGE (UHI)	▽	128 17.8%	▲	560 77.8%	14	1.9%	18	2.5%
SHETLAND COLLEGE (UHI)	▲	29 48.3%	▽	30 50.0%	0	0.0%	0	0.0%
WEST HIGHLAND COLLEGE (UHI)	▽	43 33.6%	▲	75 58.6%	0	0.0%	6	4.7%
<b>NATIONAL</b>	▲	<b>9,519 20.9%</b>	▽	<b>33,888 74.4%</b>	<b>632</b>	<b>1.4%</b>	<b>1,481</b>	<b>3.3%</b>

Table S2.5: Sector Leavers by College

Institution name	Combined					SCQF 1-6					SCQF 7+				
	Total	HEI %	Work %	Unemployed %	Unavailable %	Total	HEI %	Work %	Unemployed %	Unavailable %	Total	HEI %	Work %	Unemployed %	Unavailable %
AYRSHIRE COLLEGE	1,305	36.5%	51.0%	5.9%	6.7%	495	12.3%	67.1%	10.9%	9.7%	810	51.2%	41.1%	2.8%	4.8%
BORDERS COLLEGE	286	16.4%	70.6%	5.9%	7.0%	186	5.9%	74.7%	8.6%	10.8%	100	36.0%	63.0%	1.0%	0.0%
DUMFRIES AND GALLOWAY COLLEGE	387	33.6%	54.3%	6.2%	5.9%	209	13.4%	67.0%	11.0%	8.6%	178	57.3%	39.3%	0.6%	2.8%
DUNDEE AND ANGUS COLLEGE	1,457	40.6%	46.5%	7.5%	5.4%	664	16.7%	61.4%	13.1%	8.7%	793	60.7%	33.9%	2.9%	2.5%
EDINBURGH COLLEGE	2,060	48.1%	43.0%	4.5%	4.5%	866	25.4%	59.6%	7.7%	7.3%	1,194	64.5%	30.9%	2.1%	2.5%
FIFE COLLEGE	1,311	21.0%	66.6%	7.2%	5.2%	609	6.4%	74.5%	11.0%	8.0%	702	33.6%	59.7%	4.0%	2.7%
FORTH VALLEY COLLEGE	664	22.6%	64.6%	9.0%	3.8%	287	6.3%	71.8%	16.0%	5.9%	377	35.0%	59.2%	3.7%	2.1%
NEWBATTLE ABBEY COLLEGE	31	96.8%	3.2%	0.0%	0.0%	15	93.3%	6.7%	0.0%	0.0%	16	100.0%	0.0%	0.0%	0.0%
NORTH EAST SCOTLAND COLLEGE	1,930	38.9%	51.7%	5.6%	3.8%	899	10.1%	74.9%	9.3%	5.7%	1,031	64.0%	31.5%	2.3%	2.1%
SCOTTISH RURAL COLLEGE (SRUC)	222	0.0%	84.7%	9.5%	5.9%	222	0.0%	84.7%	9.5%	5.9%	0	-	-	-	-
WEST COLLEGE SCOTLAND	1,406	37.2%	49.3%	8.3%	5.3%	513	15.6%	60.8%	13.8%	9.7%	893	49.6%	42.7%	5.0%	2.7%
WEST LOTHIAN COLLEGE	556	34.4%	56.5%	6.3%	2.9%	239	18.0%	66.1%	10.9%	5.0%	317	46.7%	49.2%	2.8%	1.3%
CITY OF GLASGOW COLLEGE	2,574	58.2%	34.1%	5.5%	2.1%	305	5.6%	68.5%	16.4%	9.5%	2,269	65.3%	29.5%	4.1%	1.1%
GLASGOW CLYDE COLLEGE	1,468	58.1%	35.1%	6.0%	0.8%	510	35.9%	55.5%	7.5%	1.2%	958	69.9%	24.2%	5.2%	0.6%
GLASGOW KELVIN COLLEGE	581	58.0%	32.9%	5.7%	3.4%	199	49.2%	32.7%	13.1%	5.0%	382	62.6%	33.0%	1.8%	2.6%
NEW COLLEGE LANARKSHIRE	1,574	29.9%	55.2%	10.2%	4.6%	598	13.0%	59.5%	19.4%	8.0%	976	40.3%	52.6%	4.6%	2.6%
SOUTH LANARKSHIRE COLLEGE	643	40.6%	46.5%	10.0%	3.0%	265	27.2%	55.1%	11.7%	6.0%	378	50.0%	40.5%	8.7%	0.8%
ARGYLL COLLEGE (UHI)	55	9.1%	76.4%	5.5%	9.1%	43	2.3%	79.1%	7.0%	11.6%	12	33.3%	66.7%	0.0%	0.0%
INVERNESS COLLEGE (UHI)	313	16.3%	70.9%	7.7%	5.1%	308	16.6%	70.8%	7.5%	5.2%	5	0.0%	80.0%	20.0%	0.0%
LEWS CASTLE COLLEGE (UHI)	31	9.7%	80.6%	3.2%	6.5%	31	9.7%	80.6%	3.2%	6.5%	0	-	-	-	-
MORAY COLLEGE (UHI)	62	11.3%	64.5%	14.5%	9.7%	62	11.3%	64.5%	14.5%	9.7%	0	-	-	-	-
NORTH HIGHLAND COLLEGE (UHI)	100	3.0%	85.0%	8.0%	4.0%	98	3.1%	84.7%	8.2%	4.1%	0	-	-	-	-
ORKNEY COLLEGE (UHI)	20	15.0%	85.0%	0.0%	0.0%	20	15.0%	85.0%	0.0%	0.0%	0	-	-	-	-
PERTH COLLEGE (UHI)	178	10.1%	71.9%	6.7%	11.2%	174	10.3%	71.8%	6.3%	11.5%	0	-	-	-	-
SHETLAND COLLEGE (UHI)	40	25.0%	72.5%	0.0%	2.5%	40	25.0%	72.5%	0.0%	2.5%	0	-	-	-	-
WEST HIGHLAND COLLEGE (UHI)	60	11.7%	71.7%	8.3%	8.3%	60	11.7%	71.7%	8.3%	8.3%	0	-	-	-	-
All	19,314	39.8%	49.3%	6.8%	4.2%	7,917	16.0%	65.7%	11.2%	7.2%	11,397	56.3%	37.9%	3.7%	2.1%

## Appendix: Methodology, Data Sources and Data Definitions

### CLD Rationale

54. The CLD collection forms a central element in understanding the learner journey through and beyond college education. The dataset has evolved from the need to develop a robust sector-wide method of collecting information to enable the National Performance Measure on Destinations and Employment to be established and to monitor *Scotland's Youth Employment Strategy, Developing the Young Workforce*.
55. Prior to the first survey in 2013-14 there was a general lack of valid and reliable college leaver destination data for FE (non-advanced) qualifiers, while poor response rates were associated with the data collected by SFC for a number of years on full-time HE (advanced) qualifiers through the First Destinations Graduate Survey (FDG). These things demonstrated the need to establish a coherent, systematic and comprehensive way of collecting and reporting on the destinations of college students who successfully completed courses. The benefits of such a collection are manifold and include:
  - Facilitating reporting on full-time college leavers going into positive destinations year-on-year at national, regional and college level.
  - Demonstrating the impact of the college sector to the individual, the economy and to society.
  - Helping colleges to ensure relevance and effectiveness of provision.
  - Guiding colleges to equip learners to make informed choices.
  - Providing evidence to inform regional curriculum planning and to aid in the design of learning programmes.
56. Since the 2013-14 CLD publication (December 2015), the endeavour has been to improve the quality of the data to provide accurate information and conclusions. A great deal of work has been undertaken by the colleges to ensure the most robust picture of College Leaver Destinations from the dataset, while refinement of data matching has also been central to the high proportion of confirmed destinations.
57. Changes in the Further Education Statistics (FES) collection of college data were implemented in the 2016-17 session to provide a robust and accurate measure of progression of SCQF level or broadly comparable level for those continuing study.
58. Building on the enhancements for equalities data introduced in CLD 2015-16, we have continued to enrich our understanding of the sector this year through establishing the relationship of courses to jobs for those who enter the

workplace as a destination as well as providing analysis of rurality to enrich the detail and validity of analysis from this dataset.

### Sources of Destinations

59. The CLD continues to build on ‘best practice’ as well as to improve data linkage for 16-24 year olds with Skills Development Scotland (SDS) and the Students Award Agency for Scotland (SAAS) to reduce the collection burden and to improve data integrity. The target confirmed destination rate again was set at 80% in line with the target rate for HESA’s annual Destination of Leavers from Higher Education (DLHE). Table A1 shows the numbers and percentages from data linkage and other sources used in compiling this dataset.

Table A1: Sources of CLD 2017-18 Data

Source	Count	%
COLLEGE	5,199	10.2%
FAMILY	295	0.6%
FES	24,147	47.5%
INDIVIDUAL	9,260	18.2%
MISSING	5,597	11.0%
OTHER	555	1.1%
SDS	5,111	10.1%
UCAS	646	1.3%
	<b>50,810</b>	<b>100%</b>

60. We continue to develop the collection quality assurance processes and to refine and extend the use of data linkage to improve the completeness and robustness of these data. Other key areas for development include:

- Consistency of collection methods.
- Integrity of destinations evidence collected anecdotally.
- Confirmed destination rates.
- Improving SCQF and broadly comparable level accuracy.
- Addition of employment relationship to course field added.

### Contextualising the College Sector

61. It is important to recognise what the college sector is to fully appreciate the value of the destinations information in this publication and why the distribution of destinations for college qualifiers fall as they do. There is an unfortunate tendency to see college and university as the same thing - since students can progress from one to the other - but this is an oversimplification and does not capture the differences within the tertiary sector.

62. The university sector is most easily understood: a significant proportion enrol on a degree course and four years later graduate from the programme with

their degree and, most frequently, move into the world of employment. A cursory examination of the Higher Education Statistical Agency's (HESA) destinations<sup>8</sup> demonstrates this trend with university destinations almost the exact inverse of what is happening in the college sector. The focus on Sector Leavers in this publication perhaps adds a more comparable analysis of the college leavers, but the difference in the sectors should always be kept in mind.

**Notes:** Care should be taken when comparing figures in the publication to ensure percentages are of the same type for valid comparison – and especially when comparing with previous CLD publications.

Table and chart percentages are driven from raw figures so rounding may produce some apparent addition errors.

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<sup>8</sup> <https://www.hesa.ac.uk/data-and-analysis/students/destinations>

## Definitions

<b>Sector Leavers:</b>	Qualifiers who do not stay in the college sector after qualifying and instead have move into post-college destinations: work, study at university and negative destinations such as unemployment. This CLD the national figure for Sector Leavers was <b>19,314</b> .
<b>Unconfirmed qualifiers:</b>	Qualifiers where contact could not be made.
<b>Positive Destinations:</b>	Defined in the <i>National Measure: Destination and Employment</i> as the number and proportion of college qualifiers in <b>work, training</b> and/or <b>further study</b> 3-6 months after qualifying. Separate figures are reported for FE (non-advanced) and HE (advanced) levels course qualifiers.
<b>All qualifiers:</b>	Refers to qualifiers for whom we have confirmed destinations <i>and</i> those qualifiers who remain unconfirmed. This CLD the national figure for all qualifiers was <b>50,810</b> .
<b>Confirmed qualifiers:</b>	Refers to only those qualifiers for whom we have confirmed destinations. This CLD the national figure for confirmed qualifiers was <b>45,520</b> .
<b>Further study or training:</b>	Qualifiers who are continuing with full-time or part-time study, training or research at college or university.
<b>Entering employment:</b>	For those in <b>full-time</b> and <b>part-time work</b> only (including self-employed/freelance, voluntary/unpaid, developing a professional portfolio/creative practice or on an internship). Also includes qualifiers who were not currently in employment but who secured employment that was set to commence by 31 March 2019.
<b>Unemployed:</b>	This applies to qualifiers <i>Unemployed and looking for work</i> .
<b>Unavailable to work:</b>	Qualifiers who are: <i>taking time out in order to travel; Permanently unable to work/retired; Temporarily</i>

*sick/unable to work/looking after home/family; and those not employed but not looking for employment, further study or training.*

**KPI 4 definition:** KPI 4 on *Destinations & Employment for Developing Scotland's Young Workforce*: The percentage of 16-24 year old college students who have successfully completed a full-time course moving into employment or higher level study. [Employment includes Modern Apprenticeships and continued study *must* show upwards progression in SCQF level.]

**SCQF:** [SCQF](#) refers to a programme's SCQF level or a 'broadly comparable' level for non-SCQF credit rated provision.

**Note:** The CLD percentages in this publication are reported as percentages of all qualifiers as well as a breakdown of the percentages for confirmed destinations. When making comparisons, care should be taken to ensure understanding of what a given percentage reflects since 'confirmed' versus 'all' can generate two very different pictures. For example, if we report on qualifiers entering a positive destination as a percentage of all qualifiers, we have 85.4% (43,407 of 50,810 qualifiers); if we report those same qualifiers as a percentage of those students for whom we have confirmed destinations, we have 95.4% (43,407 of 45,520 qualifiers with confirmed destinations).

### Previous CLD Publications

63. Figures and percentages referring to previous CLD publications are taken from the original publications:

- [College Leaver Destinations 2013-14](#) (Experimental Statistics: data being developed) [Ref: SFC/ST/07/2015].
- [College Leaver Destinations 2014-15](#) [SFC/ST/07/2016].
- [College Leaver Destinations 2015-16](#) [SFC/ST/07/2017].
- [College Leaver Destinations 2016-17](#) [SFC/ST/07/2018].