



Scottish Funding Council  
Comhairle Maoinachaidh na h-Alba

**College Performance Indicators 2019-20  
Guidance (inclusive of exceptional guidance  
to cover COVID-19 pandemic)**

**SFC Guidance**

Issue Date: 29 June 2020

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Summary: Guidance notes on college performance indicators derived from student FES data: Academic Year 2019-20 student cohort **(inclusive of exceptional guidance to cover COVID-19 pandemic)**.

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## College Performance Indicators 2019-20 Guidance

### Exceptional performance indicator guidance to cover COVID-19 pandemic

1. This section provides exceptional guidance to colleges to manage student course and element/unit outcome coding in academic year (AY) 2019-20. This is necessary due to the disruption of student learning, assessment and certification as a result of COVID-19 pandemic 'lockdown' restrictions encountered since 23 March 2020.
2. This exceptional guidance takes precedence over existing performance indicator and FES guidance for AY 2019-20.
3. Further to recent sector discussions at the Statistical Advisory Group for Further Education Statistics (SAGE)<sup>1</sup> on relevant COVID-19 questions, please find below exceptional guidance from discussion areas that are categorised as under the AY 2019-20 FES collections and for performance indicators purposes.
4. The joint statement from SQA and Scotland's Colleges ([Covid-19 message to College Heads](#)) has directed college course teams to make holistic assessment judgements for student outcomes. The guidance is being implemented across all of Scotland's colleges and covers SQA National awards and in HND/C, NC, SFW, PDA, NPA, NQ stand-alone units and non-technical components of FAs.
5. By applying the above guidance, each student outcome will be based on an estimated attainment of course aims rather than on unit by unit outcomes. Enhanced internal college quality assurance processes will underpin the decision-making process to ensure the reliability and validity of the holistic assessment decisions.
6. As a result of these exceptional arrangements there has been ongoing discussion across the sector around the process for student outcome codes for FES returns in AY 2019-20.
7. The purpose of the exceptional guidance below is to cover circumstances that are not covered by guidance already published for: SQA awards, Foundation Apprenticeships, other awarding bodies, and for any other regulated qualifications.

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<sup>1</sup> SAGE is SFCs college and stakeholder advisory group on performance indicators

8. Exceptional Guidance for 2019-20: The principle driving this guidance is that institutions should not change how course set-up fields are coded to reflect circumstances that have changed as a result of the pandemic.

<b>a. Completers – holistic assessment judgements and outcome for a group award</b>		
	<b>Areas in question</b>	<b>Exceptional guidance</b>
	As course teams in the main are concentrating on the 12 credit HNC units to provide certification and an exit point for students. Should we change the qualification aim from HND to HNC and record an outcome at the end of year 1?	If for an HND 1 <sup>st</sup> year effort is placed in ensuring that students gain the 12 credits to allow HNC certification and an exit point, then you do not have to change the 'Qualification Aim', but either outcome code of 22 or 18 is an acceptable outcome at the end of HND year 1.
<b>b. 'Deferrals' - Number of students will require deferral of assessment after 31<sup>st</sup> July. It is not yet certain that colleges will be able to assess and result these students by the close of FES.</b>		
	<b>Areas in question</b>	<b>Exceptional guidance</b>
	<p>Students have had engagement in learning and assessment since college closure but not enough to determine an overall programme outcome.</p> <p>Awarding body guidance may indicate that assessment cannot be holistically inferred and should be deferred until colleges re-open (for example, practical work-based elements of qualifications) – these numbers should be quantifiable within each college following qualification awarding body guidance publication.</p> <p>Students in this category will require a 'deferral' to ensure they are given opportunity to provide additional evidence at no detriment due to COVID 19 situation.</p>	

	<ul style="list-style-type: none"> <li>• What outcome codes should be used for a 'deferred' course and element/unit level?</li> <li>• How will the 'deferred' student course outcome be measured and quantified with regard to performance indicator trends?</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome 'Code 21' at course level and 'Code 15' at element/unit level should be used if assessment cannot be completed and the course and some elements are 'deferred'.</li> <li>• Code 21 will be exempt from the PI calculation and SFC will be able to quantify this and explain any differences in the PIs to previous trends and set these in context to the COVID-19 circumstances and restrictions.</li> </ul>
<b>c.</b>	<b>Programmes with no group award</b>	
	<b>Areas in question</b>	<b>Exceptional guidance</b>
	<p>FE Programmes, locally devised, with no group award attached are made up of a collection of discrete units. Students are resulted against each individual unit as they complete. Students have continued to engage in their learning and assessment and generate additional evidence, mainly on a unit by unit basis.</p> <ul style="list-style-type: none"> <li>• Can the success criteria rule based on 70% of assessed credits be relaxed - for example to, 70% of credits delivered (rather than planned) whether assessed or non-assessed or reduce the success criteria to 50% of planned credits?</li> <li>• SQA arrangements specifically require some course assessments to be deferred (paused) if not already assessed. Could be due to illness, lack of IT at home, cessation of teaching, need to defer assessment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The 70% success criteria rule should continue to be used for college devised Qualification Aim 'Code 34' courses.</li> <li>• The 70% rule should be calculated as normal but if units have been deferred as a result of the pandemic then those units should be excluded from the calculation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Need confirmation that code 15 will not be counted as a negative in FES calculation for 70%.</li> </ul>	<ul style="list-style-type: none"> <li>• If a student is not 'deferred' for whatever reason as noted above, then the student should be outcome coded as completed successful 'Code 08' or completed not successful 'Code 07', based on the standard success criteria of 'achieved at least 70% of assessed units'.</li> </ul>
	Students who cannot continue with their course and/or where final unit results cannot be reached in-year - how should they be resulted (i.e. outcome and element codes)?	As above - Use Codes '21' and '15' respectively.
	How should January start Short Full-Time (SFT) courses that have not had sufficient learning and teaching time to enable students' to undertake assessment be coded?	The SFT course should be coded 21 and the elements/units coded 15.
<b>d.</b>	<b>SVQ Programmes Completers – holistic assessment judgements produce an outcome for a group award</b>	
	<b>Areas in question</b>	<b>Exceptional guidance</b>
	<p>What SFC programme element result should be recorded for units:</p> <ul style="list-style-type: none"> <li>• Which form part of an SVQ where SQA have told colleges to hold the results?</li> <li>• Which have not been delivered or have only been partially delivered but there is not enough evidence to be able to provide a final result?</li> <li>• Where a deferred result has been processed?</li> </ul>	<ul style="list-style-type: none"> <li>• Code 17</li> <li>• Code 15</li> <li>• Code 15</li> </ul>
<b>e.</b>	<b>Publication of AY 2019-20 performance indicators</b>	

	<b>Areas in question</b>	<b>Exceptional guidance</b>
	Will PIs be collated or published for 2019-20 as there maybe concerns about their robustness and will they be used for any evaluation purposes?	Yes, we expect the PIs will be collated and published and used for evaluation purposes. Any publication will fully contextualise the data in relation to COVID-19 challenges and restrictions.

### Revisions

9. Inclusion of section on exceptional guidance to course and element/unit outcome coding in FES for performance indicator purposes to cover COVID-19 pandemic restrictions to learning, assessment and certification in-year.

### Coverage and timing

10. This performance indicator guidance will be of interest to both lecturing and support staff and provides general instruction on course level success criteria and the recording of the FES 2 student record outcome for college performance indicator purposes.
11. Performance indicators derived from FES are based on the following fields:
  - Student record outcome.
  - Qualification aim of study (planned/expected programme outcome).
  - SCQF and 'broadly comparable' level.
  - Credits.
  - Mode of attendance of programme.
  - Length of course.
  - Year of study.
  - Course end date.
12. The most significant of these fields is the student record outcome although the others can significantly affect a college's result. The student outcome data should be completed for all students enrolled during the period 1 August to 31 July irrespective of when their course starts or ends.
13. The student record outcome should reflect the final result for activity undertaken up until the end of the academic year and, when appropriate, any resits for that activity.

14. If the student was enrolled on a spanning programme that spanned into the current academic year then a final outcome should be coded. If the programme spans into the next academic year then code (23) should be used indicating that the student's outcome is not yet available. Students that span into the next academic year will be excluded from the PI report.
15. There have been recent changes made to the Qualification Aim code list, with additional notes added to highlight that this should be used in conjunction with the SCQF and 'broadly comparable' level code (FES 1 Code List J) to accurately inform the student's actual level of study. Colleges should be looking to redefine the qualification aim of these courses. The list of qualification aims can be found in the final section of this document.
16. The code 01 outcome 'Enrolled on programme/course but never attended' should **only** ever be used when a student has enrolled but never attends a timetabled teaching event. If a student attends at least one timetabled teaching event and then leaves the college, the most appropriate withdrawn Code of 02, 03, 04 or 10 **must** be used.
17. It is highly advisable that the success criteria for all programmes of study be defined and made known to staff and students at the outset of the programme. The predetermined success criteria should then be used consistently to determine the final student outcomes at programme completion.
18. Success rates for college devised programmes consisting of stand-alone units and college subjects should be based only on the proportion of externally assessed units achieved, i.e. they must gain 70% of the assessed unit credits.  
  
**Note:** the term 'assessed' unit used throughout this document signifies those formally assessed and accredited either through an awarding body or the course and its component assessments has been SCQF credit rated by the college and has been recorded on the SCQF database.
19. It is recognised that some units will span two or more academic years on non-spanning programmes. In these cases the 70% rule should be applied to the non-spanning units.
20. If a student leaves their programme before the end date of the course has been reached this student should be coded as withdrawn. However, if a student is successful in attainment of the course aim towards the end date of the course then they should not be withdrawn, but recorded with an appropriate student record outcome that befits the qualification aim of study and success criteria.
21. A ready reckoner has been provided in this guidance to aid understanding of the requirements for course final year success criteria by qualification aim and

although this will be a useful first point of reference, it should always be read in conjunction with the full guidance.

22. For the calculation and reporting of the AY 2019-20 Performance Indicators both qualifications; Advanced Highers and SVQs at SCQF level 7 will remain to be classified as FE (non-advanced) level.

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

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

### Notes:

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

## Student outcome versus qualification aim

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

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

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

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

### **Examples:**

- A student record stated that the qualification aim for the student on an 18 credit FT non advanced programme was to achieve an awarding body accredited NC group award at 12 credits. If the student left having achieved 12 credits but actually failed to achieve the NC group award then the student outcome should be coded - (07) 'completed programme/course, student assessed but not successful'.

- If a student is following a FT non advanced programme of study which incorporates a group award of fewer than 12 credits, then the 70% rule applies. For example, a student on an 18 credit FT non advanced programme that includes a 6.5 credit PDA, the determining success factor would still be 70% of all assessed credits as success in the PDA alone would not be substantive.
- Two students are undertaking a one year college devised programme comprising 18 credits, 16 of which are assessed and awarding body accredited. The 70% threshold for success is 11.2 credits (only assessed units should be considered within the calculation). Student A attained 11 credits and Student B attained 12 credits. Student A would be coded as (07) 'completed programme/course, student assessed but not successful'. Student B would be coded as (08) 'completed programme/course, student assessed and successful'.
- An HND student left after Year 1 with an HNC. The student outcome should be coded as – (22) 'student completed first year of HND but has chosen to leave with HNC'. This recognises that the achievement of an HNC after first year is a substantial success and will allow students progression to employment and articulation to higher level study. We would expect that the student will be entered for and be certificated with the HNC qualification if this outcome code is recorded.
- Three students are undertaking the first year of a two year day-release non- advanced programme comprising 6 credits per year which are assessed and awarding body accredited. The 70% threshold for success is 4.2 credits.
  - Student A attained 3.5 credits and continues onto the second year and would be coded as (17) – 'Student has progressed to next year but did not gain 70% of the units undertaken'.
  - Student B attained 6 credits and continues onto the second year and would be coded as (18) – 'Student has progressed to next year and has achieved 70% of the units undertaken'.
  - Student C attained 4.5 credits and decides not to continue on to the second year and would be coded as (20) – 'Student has achieved 70% of the credits undertaken but has chosen not to progress onto the next year'.

- A student enrolls on a programme starting in January and finishing in December of the same calendar year (spanning course). The student outcome should be coded (23).
- A student enrolls on a work based VQ programme that will take three years to complete. In the first two years if the student is still active and progressing then the student outcome should be coded (25).

### **Flexible courses (students continuing on final year)**

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

### **Data returns for continuing students**

27. It should be noted that student enrolments must be returned in the FES return for all years of study for any individual student. If for example a student takes three years to complete an ECDL or VQ programme then a student enrolment should be returned for all 3 years of study even if the credits were claimed in their first year. The use of continuing codes (17), (18), (24) and (25) should be accompanied by a FES 2 return in the next academic year.
28. If a student is coded as continuing, e.g. 1st year FT HND to 2nd Year FT HND, but does not actually attend in the following session, ***the original outcome coding should be changed to reflect the correct student outcome of the first year only before submission of the final FES files to SFC***. This can be coded as (20) student has achieved 70% of the credits undertaken but has chosen not to progress onto next year, or (22) student completed first year of HND but has chosen to leave with an HNC, or (07) completed programme/course student assessed but not successful.

### **Coding the awarding body**

29. If a programme of study has programme elements that are accredited by an awarding body then the FES 1 awarding body field should be coded. If the programme contains elements from more than one awarding body then the awarding body field should be coded to reflect the majority provider. The programme should only be FES 1 coded as (04) 'college' or (06) 'no awarding body' for the awarding body field **only** if there is no external involvement in the unit accreditation process. For example, a locally devised college programme

comprising 12 SQA units and 6 non assessed credits must be coded at FES 1 'Awarding Body' Code (01) 'SQA'.

### **Coding of SQA group award**

30. Where the success criteria includes achievement of a main SQA group award for example; NC, SVQ, HNC, HND, etc., then the group award code must be submitted as part of the students FES record.

### **Success based on the students' personal learning and support plan for example, additional learning support students**

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

### **FES 2 Outcome codes regarded as successful**

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

<b>Code</b>	<b>Outcome</b>	<b>Retention</b>
01	Not used	Not used
02	Negative	Negative
03	Negative	Negative
04	Negative	Negative
05	*	*
07	Negative	Positive
08	Positive	Positive
10	Negative	Negative
14	Positive	Positive
16	Not used	Not used
17	Negative	Positive
18	Positive	Positive
20	Positive	Positive
21	Not used	Positive
22	Positive	Positive
23	Not used	Positive
24	Not used	Positive
25	Positive	Positive
* students who transfer courses before the required funding date and students who		

meet the funding date but no funding is claimed are removed from PI calculations.

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

- 33. For the determination of SFC performance indicators a Grade D award for SQA National 5, Highers, Advanced Highers and Baccalaureate will be counted as unsuccessful and only Grades A, B and C will be deemed as a successful outcome.
- 34. The following criteria should be used to derive the student outcome for students undertaking a programme of Highers.

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

**Further Information**

- 35. Please refer to the contact information on the cover of this document if you have any queries.

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## Qualification code list for 2019-20

### Advanced qualifications (SCQF Level 7 and above)

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

### Non-advanced qualifications (SCQF Level 6 and below)

31	Scottish Vocational Qualification or National Vocational Qualification
32	SQA Professional Development Award
33	National Certificate Award (accredited group award)
34	National Qualification Award (college devised programme that will contain accredited units and may also contain small group award(s) but will not lead to a substantive accredited Group Award)
35	SQA National Progression Award
36	SQA Skills for Work Award
37	Non-advanced accredited qualification not specified elsewhere
38	SQA National Award
39	Non-advanced units only but not leading to an award certificate (including infill)
40	Foundation Level Apprenticeship
KB	SQA Higher Award
PB	Programme not leading to recognised qualification (fully non-assessed courses including most non-vocational programmes)

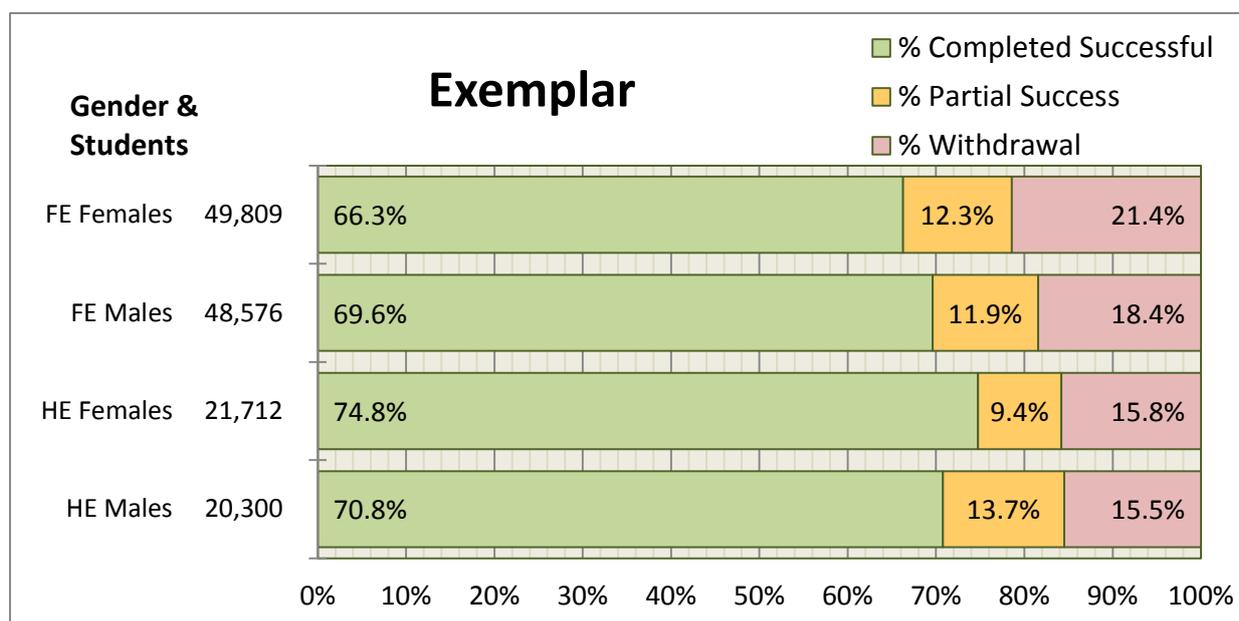
## Appendix A: An explanation of our performance indicators

1. Colleges provide the SFC with details of the courses that they deliver and the students who enrol on these courses. This data includes details of the student's results at the end of the academic year or withdrawal date if the student does not make it to the end of the course.
2. These individual outcomes are described in more detail below:
  - Completed successful: indicates that the student has completed the course year. If this is a one year course (which is true of most courses) the student will have gained the qualification they were aiming for. If the student was on a course of more than one year and was not in the final year they will have progressed to the next year of study and achieved at least 70% of the units studied in the current year.
  - 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 now 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% of the course has elapsed. SFC does not provide activity funding for students who leave before the 25% date (also known as the funding qualifying date). These students may have left to take up a place at another college or higher education institution, to start a job or perhaps because they found they were unable to continue their studies for financial reasons or because they found the course unsuitable. Colleges often have waiting lists for their courses as they can be oversubscribed. However, it is often too late to replace students with someone from the waiting list at the time of withdrawal.

- Further withdrawal indicates that the student attended after the funding qualifying date but withdrew from their studies before the programme ended. The SFC pays the same price for students in this category as they do for a student who completes their programme.

## Appendix B: How our performance indicators are presented

1. After consultation with the SAGE the presentation of the performance indicators has been updated starting from the 2016-17 College Performance Indicators publication.
2. The main changes are the combining of Early Withdrawal and Further Withdrawal into a single Withdrawal percentage; while the distribution of PIs are now more clearly represented with all proportions stacked and labelled to show the full cohort. The new layout as exemplified provides clarity and allows accessible observation of success, partial success and withdrawal for comparison.



3. The bar to the left (green) 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.
4. 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.
5. The middle bar (orange) 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.
  6. 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.
  7. The bar to the right (pink) 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.

**Note:** we continue to make available to colleges the additional breakdown in 'Withdrawal' to the component figures of early and further withdrawal.
  8. The number of students enrolled on these courses is shown for each academic year to the left of the bar chart.

## Appendix C: Performance Indicator calculations

### Examples

1. 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.
2. This example refers to a full-time computing course but the same calculations would be applied for full-time, part-time or day release courses.

100 people have enrolled on the course which runs from September 2019 to June 2020 over 36 teaching weeks. Holidays do not count as teaching weeks.

**Two** students drop out in the first week, one because they were offered a job and the other because they felt the course was not as they had hoped.

Another **three** students drop out in week 3, 2 because they had applied for student support only to find that the means testing had shown they were ineligible and therefore unable to fund their living expenses. The other withdrew because they were offered a place at University starting in October.

**Two** more students dropped out in week 4 both because they found the course too difficult.

All other students continued their studies until week 8 when a further **three** students withdrew. Two of these students simply stopped attending and the other was fortunate enough to start work with a local IT company.

Our funding qualifying date is reached on the 1<sup>st</sup> of November. By this point the 10 students discussed above have withdrawn from their studies.

The **Early withdrawal** indicator would therefore be derived by working out the percentage of withdrawals prior to the funding qualifying date of all enrolments.

We know that 100 students started on the course and that 10 withdrew before the funding qualifying date therefore 10% withdrew prior to the funding qualifying date.

**Early withdrawal = 10 / 100 =10%**

SFC does not pay the college any teaching grant for these 10 students.

Although withdrawals are seen as a negative indicator our example above shows that two students actually left to commence employment and another to take up a place at University. Most people, probably including the students in question, would not see these as negative outcomes and the reader should be aware that students withdraw for various reasons.

No one drops out in week 9 or 10 but this still leaves 26 weeks to go until the end of the course.

The **first** student to drop out after the funding qualifying date withdraws in week 11 but they don't tell the college why they have chosen to stop their studies.

Another **one** student drops out in week 13 and a further **three** in week 14. One of these students has left to start a new job another for personal reasons and the remaining two as the course has become too difficult.

The Christmas holidays begin in week 15 and unfortunately **five** students simply don't return after the holiday period.

Exams begin in February which is week 18 and another **three** students withdraw before the second semester begins.

There are no more withdrawals until the Easter holidays when **one** more student decides to stop attending as they were behind with their studies.

**One** final student withdraws in week 32 for personal reasons.

In total that's **15** additional students who have withdrawn between the funding qualifying date and the end of the programme. One of these was to start a job.

Another of our main indicators is the number of students who withdraw between the funding qualifying date and the end of the programme. The **Further withdrawal** indicator would therefore be derived by working out the percentage of withdrawals between the funding qualifying date and the end of the programme.

We know that 100 students started on the course and that 15 withdrew between the funding qualifying date and the end of the course therefore 15% withdrew after the funding qualifying date.

**Further withdrawal =  $15 / 100 = 15\%$**

We know 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%) did not complete their course.

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

3. 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.

4. Our PIs include the following outcomes for those completing their programmes of study:

- 07 Completed programme/course, student assessed but not successful.
- 08 Completed programme/course, student assessed and successful.
- 17 Student has progressed to next year but did not gain 70% of the credits undertaken.
- 18 Student has progressed to next year and has achieved 70% of the credits undertaken.
- 20 Student has achieved 70% of the credits undertaken but has chosen not to progress onto the next year.
- 22 Student completed first year of an HND but has chosen to leave with an HNC.
- 25 Student is on an interim year of a multi-year VQ programme and is on-track and is still participating in the college programme.

If a student has their result coded as 07 or 17 above they are considered to have completed with partial success. These students may have passed all but one unit or no units but they are still likely to have gained some benefit from completing their studies.

In our computing example 20 students have been coded as either codes 07 or 17 and therefore are considered to have completed with partial success.

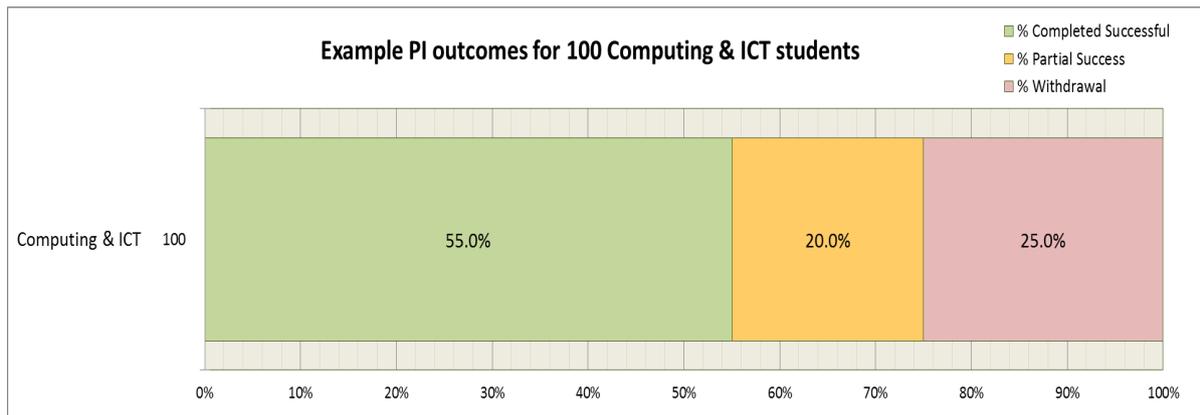
**Completed: Partial success = 20 / 100 = 20%**

We have already established that our early withdrawal rate was 10% our further withdrawal rate 15% and now our completed: Partial Success rate 20%.

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

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

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



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

## Appendix D: Education Scotland – Mapping to superclass

ES – Subject  
Classification

Superclass

Art and design

**Arts and Crafts**

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

**Authorship/Photography/Publishing/Media**

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

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

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

**Business/Management/Office Studies**

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

**Sales, Marketing and Distribution**

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

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

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

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

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

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

**Transport Services**

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

Care

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

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

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

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

Computing and ICT

**Information Technology and Information**

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

CC	Using Software
CD	Information Work/ Information Use
CE	Libraries/Librarianship

## Construction

### Arts and Crafts

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

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

### Science and Mathematics

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

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

### Manufacturing/Production Work

WK	Woodworking/Furniture Manufacture
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## Education and training

### Education/Training/Teaching

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

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

HC	Career Change/Access
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## Engineering

### Environmental Protection/Energy/Cleansing/Security

QH	Security/Police/Armed Forces
QJ	Fire and Rescue Services

### Services to Industry

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

### Manufacturing/Production Work

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

### Engineering

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

### Oil/Mining/Plastics/Chemicals

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

### Transport Services

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

**Hairdressing,  
beauty and  
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
<b>NH</b>	Food Science/Technology
<b>NK</b>	Tourism/Travel

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

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

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

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

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

**Agriculture Horticulture and Animal Care**

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

<b>SM</b>	Rural/Agricultural Business Organisation
<b>SN</b>	Veterinary Services
<b>SP</b>	Pets/Domestic Animal Care
<b>SQ</b>	Land Based Studies

#### **Manufacturing/Production Work**

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

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

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

#### **Media**

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

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

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

#### **Nautical studies**

#### **Engineering**

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

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

#### **Performing Arts**

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

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

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

**Science and Mathematics**

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

**Social subjects****Humanities (History/Archaeology/Religious Studies/Philosophy)**

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

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

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

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

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

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

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

<b>MA</b>	Sports Studies/Combined Sports
<b>MB</b>	Air Sports
<b>MC</b>	Water Sports
<b>MD</b>	Athletics Gymnastics and Combat Sports

<b>ME</b>	Wheeled Sports
<b>MF</b>	Winter Sports
<b>MG</b>	Ball and Related Games
<b>MH</b>	Country/Animal Sports
<b>MJ</b>	Indoor Games

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

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

**Special Programmes**

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

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

## Appendix E: Data selection

1. 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.
2. Courses than span academic sessions are excluded as the student will not complete their programme until academic session 2020-21 and no result is available in session 2019-20.

*Source of finance of course equals (5, 9) and course end date <='31JUL2020'd.*

3. Remove student records where the student enrolled but did not attend, student has deceased, assessed programmes where the student was not assessed or mode of attendance is flexible over more than a year and there is no result available in this academic session.

*Exclude student outcomes (01, 16, 21, and 24).*

4. Remove transferred students who transfer courses before the required funding date and students who meet the funding date but no funding is claimed.

*Exclude if student outcome is 5 and student end date is before the 25% required date or student end date is after required date but no funding has been claimed.*

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

*Exclude Qualification aim 'PB'.*

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

*Exclude enrolments where the student SUMs <4.*

**Note:** For the calculation and reporting of the AY 2019-20 Performance Indicators both qualifications; Advanced Highers and SVQs at SCQF level 7 will remain to be classified as FE (non-advanced) level.