



SFC Statistical publication

College Leaver Destinations 2016-17

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Summary: To inform stakeholders of the publication of the 2016-17 College Leaver Destinations (CLD) measurements.

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

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1.0 Key Points

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 fourth publication of College Leaver Destinations (CLD) for Scotland's colleges and covers the academic year 2016-17. This publication reports on the destinations of leavers 3-6 months after qualifying.
3. The key focus this year is on **Sector Leavers** with the following showing the salient aspects for this group:
 - 19,001 qualifiers left the college sector and these Sector Leavers accounted for 42.5% of confirmed destinations, up from 40.9% last session.
 - 88.3% of Sector Leavers found positive destinations, an increase from last session's 87.6%.
 - Unemployment and unavailability for work for Sector Leavers reduced to 11.7% from 12.4% last year – although broken down by SCQF the distribution is notable: 19.4% at SCQF 1-6 compared with 6.4% at SCQF 7+.
4. The following show the important shifts in destinations in **confirmed** College Leaver Destinations in 2016-17 (both Sector Leavers and those who remain in college):
 - 50,298 students qualified in 2016-17, with **destinations confirmed** for 44,716 (88.9%) up from 87.2% last session.
 - 95.0% of confirmed qualifiers moved on to positive destinations, up from 94.9%.
 - For those students who remained in education at college, 82.4% progressed to a higher level of study on the Scottish Credit and Qualifications Framework (SCQF¹).

¹ 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.

1.1 New CLD Format Explained

5. Last year we began the move to focusing on the Sector Leavers in the College Leaver Destinations publication as this seemed the most relevant aspect of the publication. Continuing from this, this year's CLD primarily analyses the post-college destinations as this is the final piece of the Learner Journey as far as the college sector is concerned and it is these leavers who really allow us to establish how effective the college sector is as part of an individual's learner journey. As a result, there has been a restructuring of the publication which needs some explanation to clarify what numbers and percentages relate to.
6. Section 2.0 is the revised section which covers the Sector Leavers group in more detail. Within this section also is a very brief overview of the SCQF² progression for those who stay in the sector (section 2.3). This is included here as it forms part of the new analysis of staying in college versus after college. **All figures in this section are based on confirmed destinations only.**
7. Section 3.0 contains the analysis which allows trend analysis since the inception of the College Leaver Destinations survey in 2013-14. The information in this section examines the full-time qualifiers as either a complete group (all) or only as those for whom we have confirmed destinations (confirmed). The tables here relate to previous publications to show trends and each is colour coded to ensure clarity.
8. The final change has been to move some information into logical supplementary sections to be viewed in light of the main publication, but which provide more focused information in these individual sections, e.g. the college and region tables form their own supplement. These can be downloaded separately.
9. **Note: care should be taken when comparing figures in the publication to ensure percentages are of the same type for valid comparison.**

² Our publication is concerned with the destination of college leavers and, for those who remain in education, progression to higher levels of study along the SCQF framework. In previous CLD publications we have used FE (SCQF 1-6) and HE (SCQF 7+), but this year we have opted to state SCQF more precisely as FE/HE labelling has minor inconsistencies. Further details on the SCQF framework can be found at the link in section A.6 Definitions.

2.0 Sector Leavers

2.1 Total qualifiers and confirmed destinations

11. In 2016-17 there were 50,298 student qualifiers from full-time courses. As a result of data matching exercises and supplementary surveys undertaken by the colleges we have confirmed destinations for 44,716 (88.9%) of these qualifiers which exceeds our 80% target for confirmed destinations. We hope to increase the total confirmed destinations beyond 90% for the next academic year.
12. Table 1 below provides an overview of the number of student qualifiers and confirmed destinations over the period 2013-14 to 2016-17.

Table 1: Student qualifiers and confirmed destinations 2013-14 to 2016-17

	CLD 2013-14	CLD 2014-15	CLD 2015-16	CLD 2016-17
Student Qualifiers	52,556	50,198	50,682	50,298
Confirmed Destinations	45,144	43,387	44,183	44,716
% Confirmed Destinations	85.9%	86.4%	87.2%	88.9%

13. This table demonstrates the improving proportion of confirmed destinations year on year which strengthens the validity of the findings in this report. Whilst the number of student qualifiers has been relatively steady over the years since 2014-15 there has been a decline since 2013-14.

2.2 College Courses and Sector Leavers

14. The College Leaver Destinations survey 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.
15. 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 normally quicker dependent on the point of entry and qualifications achieved prior to enrolment.
16. In light of this, the term "leaver" is actually a bit of a misnomer as most students do not leave college; but there is a proportion of college students who have completed the college component of their learner journey: the Sector Leavers.

17. 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. This section is concerned with the Sector Leavers who progress to the next stage of their learner journey.
18. Table 2 below shows the proportion of students with confirmed destinations who left the sector in both 2015-16 and 2016-17.

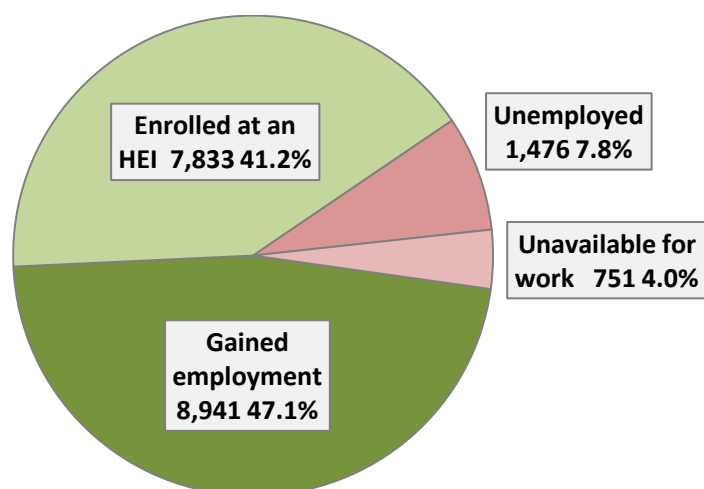
Table 2 Sector Leaver Comparison 2015-16 to 2016-17

External Destination	2015-16 Sector Leavers	% Sector Leavers		2016-17 Sector Leavers	% Sector Leavers	
Proportion of confirmed	18,062 / 44,183	40.9%		19,001 / 44,716	42.5% ▲	
SCQF 1-6 to University	1,027	5.7%	87.6%	1,251	6.6%	▲
SCQF 7+ to University	6,144	34.0%		6,582	34.6%	▲
All levels into work	8,646	47.9%		8,941	47.1%	▼
Unemployed	1,499	8.3%	12.4%	1,476	7.8%	▼
Unavailable for work	746	4.1%		751	4.0%	▼
		100%			100%	

19. The proportion of Sector Leavers increased since last year, with entrance to university for both SCQF 1-6 and SCQF 7+. The overall positive destinations for Sector Leavers rose by 0.7 percentage points (pp), while the negative destinations reduced by the same margin.
20. It is evident that of the 19,001 who exited Scotland's colleges with confirmed destinations the main moves were into university and work. University accounted for 41.2% (7,833/19,001) of those leaving the sector while almost half, 47.1%, went into work (8,941). There is a reduced number of unemployed: 7.8% (1,476) decreasing by 0.5pp. The combined total of 88.3% on positive journeys is up from 87.6% since 2015-16. See also Chart A.

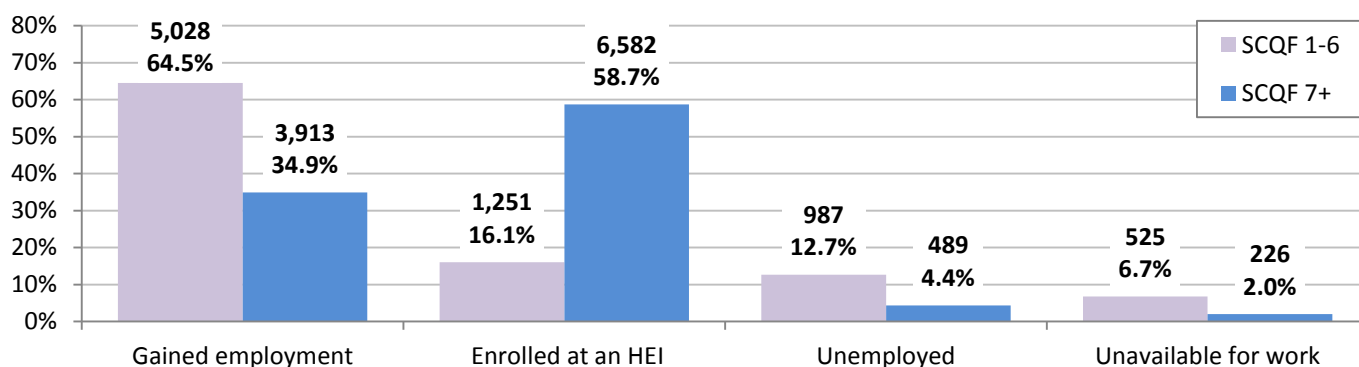
³ Note, table and chart percentages are driven from raw figures so rounding may produce some apparent addition errors.

Chart A: Summary of confirmed destinations of Sector Leavers, 2016-17



21. Chart B below provides a more detailed overview of the 19,001 Sector Leavers giving destinations broken down by the SCQF level of study of the course successfully completed in 2016-17.

Chart B: Confirmed destination of Sector Leavers by level, 2016-17



22. Combining the totals of those gaining employment or enrolling at an HEI shows 80.6% of leavers who studied at the SCQF 1-6 level 2016-17 in a positive destination, and the figure for SCQF 7+ level students considerably higher at 93.6%.
23. Chart B also shows 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.

24. Similarly, negative destinations (Unemployment and unavailability for work) are far greater for SCQF 1-6 qualifiers than for SCQF 7+ students at 12.7 % compared to 4.4% for unemployment – almost three times the proportion – and 6.7% versus 2.0% for unavailability for work, this time more than three times the proportion.
25. As far as employment destinations, the converse is true: SCQF 1-6 students are more likely to move directly into employment than SCQF 7+. The proportion for the SCQF 1-6 group will be higher because fewer from this group are progressing to study at an HEI, as noted above, but the differences are worth noting: 64.8% of leavers from SCQF 1-6 level courses gain employment within 3 to 6 months of leaving college compared to 34.9% for those completing SCQF 7+ programmes. See Table 3⁴.

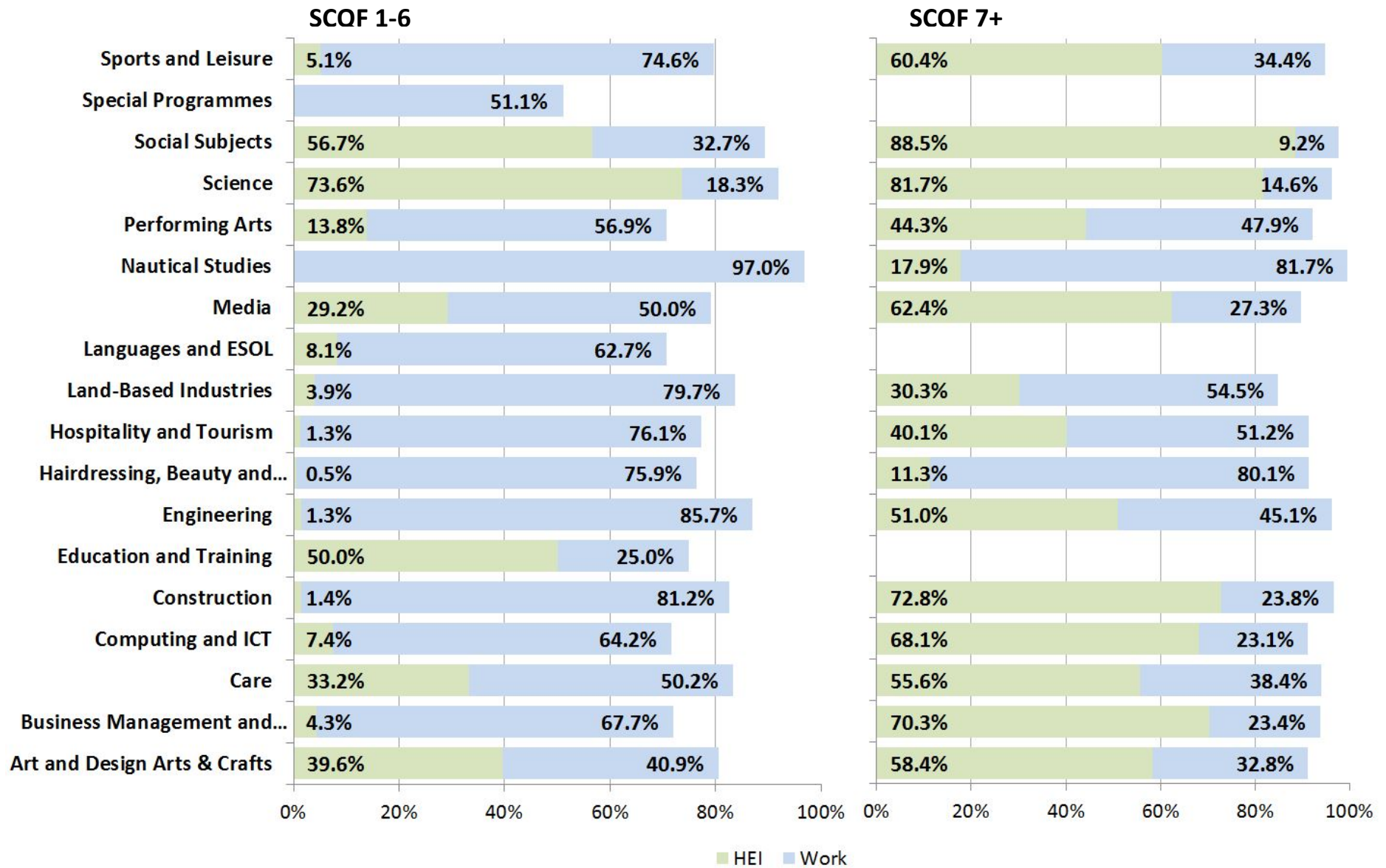
Table 3: Numbers for Subject Groupings

Course Subject Classification	HEI SCQF 1-6	Work SCQF 1-6	Negative SCQF 1-6	Total SCQF 1-6	HEI SCQF 7+	Work SCQF 7+	Negative SCQF 7+	Total SCQF 7+
Art and Design Arts & Crafts	120	124	59	303	619	348	93	1,060
Business Management and Administration	11	174	72	257	1,375	458	122	1,955
Care	409	618	205	1,232	1,190	822	128	2,140
Computing and ICT	12	104	46	162	640	217	83	940
Construction	10	600	129	739	193	63	9	265
Education and Training	28	14	14	56	0	0	0	0
Engineering	17	1,091	165	1,273	434	384	33	851
Hairdressing, Beauty and Complementary Therapies	5	639	199	842	58	410	44	512
Hospitality and Tourism	7	404	120	531	170	217	37	424
Land-Based Industries	15	307	63	385	10	18	5	33
Languages and ESOL	23	178	83	284	0	0	0	0
Media	14	24	10	48	274	120	45	439
Nautical Studies	0	64	5	66	42	192	5	235
Performing Arts	9	37	19	65	302	327	53	682
Science	265	66	29	360	264	47	12	323
Social Subjects	255	147	48	450	614	64	16	694
Special Programmes	0	190	182	372	0	0	0	0
Sports and Leisure	17	247	67	331	397	226	34	657
All	1,216	5,028	1,512	7,756	6,582	3,913	715	11,210
	15.7%	64.8%	19.5%		58.7%	34.9%	6.4%	

⁴ Figures under five have been rounded to five.

26. It is also clear that 10% of *Land-Based Industries* and *Media* students leave college into a negative destination which is considerably higher than students studying *Construction, Science, Social Subjects* etc. It is worth pointing out that the results for *Land-Based Industries* at SCQF 7+ are based on small numbers, 33 students, which may make these figures less reliable than those based on larger cohorts (see Table 3).
27. Chart C below gives a side-by-side comparison of Sector Leavers by subject groupings. This chart shows that SCQF 7+ students studying *Nautical Studies* have over 99% positive destinations whilst *Land-Based Industry* students have 85% positive destinations. Similarly, for SCQF 1-6 level students, *Nautical Studies* courses have the highest rate of positive destinations with 97.0% going on to employment.
28. It is interesting to examine the difference in the proportion who progress to study at an HEI or work by subject area. For example, 11.3% of the SCQF 7+ *Hairdressing, Beauty and Complementary Therapies* students progress to study at an HEI which is starkly different to the 88.5% of *Social Subjects* students - of course there are more options to progress to a higher level course in the *Social Subjects* area than in the more vocational *Hairdressing, Beauty and Complementary Therapies* field.
29. Conversely 80% of the SCQF 7+ *Hairdressing, Beauty and Complementary Therapies* students gain employment on leaving college in comparison to under 10% for *Social Subjects* students.
30. There are once again interesting differences in the positive destinations by subject area: for example, on *Special Programmes* which are generally designed for students with learning difficulties, we see the lowest levels of positive destinations at 51.1% from SCQF 1-6 which equates to 48.9% negative destinations, so there are areas surrounding negative destinations where work needs to be done.

Chart C: 2016-17 Comparison of positive destinations of Sector Leavers from SCQF 1-6 and SCQF 7+ by subject area



Note: Subject bars only show positive destinations, the bars being shorter if negative destinations are higher. Refer to Table 3 for figures.

31. There are clearly a few subject areas that are more likely to lead to further study at an HEI (*Science, Social Subjects, Care, Art and Design and Education and Training*), while other subjects have high proportions leaving into employment (*Nautical, Engineering, Land-Based Industries, Construction, Sports & Leisure, Hospitality and Tourism and Hairdressing, Beauty and Complementary Therapies*).

2.3 Continuing College Students

32. The main focus of the previous section concerns those who left the sector. The remainder of this section examines in isolation those who stay in the college sector, 25,715 students.

33. Table 4 shows the 2016-17 SCQF level of study for those students remaining in the college sector and that those students progressed to in 2017-18. As we can see, 82.4% of students for whom we have a destination level of study progressed to a higher SCQF level in 2017-18, with a further 13.0% remaining at the same level and 4.6% moving down⁵.

Table 4: SCQF Progression 2016-17 into 2017-18 for those staying at college⁶

Qualifying Course SCQF Level	Destination SCQF Level							
	1	2	3	4	5	6	7	8
1	31	22	0	0	0	0	0	0
2	4	151	178	64	0	0	0	0
3	3	64	174	514	112	48	0	0
4	4	22	120	655	2,675	495	91	32
5	1	11	38	266	1247	4,414	1,464	756
6	0	3	15	62	247	754	4,400	2,264
7	0	0	10	17	39	66	166	3,385
8	0	5	3	13	34	42	55	134
9	0	0	0	3	0	0	1	1
10	0	0	0	0	1	4	1	1
					1,156	3,312	20,914	
					4.6%	13.0%	82.4%	
					Down	Static	Advancing	

⁵ See paragraph 46 for an explanation of downward SCQF movement.

⁶ 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 clean 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.

3.0 CLD 2016-17: All Qualifiers Destination Analysis

34. For reasons of trend continuity – and despite the refocus on Sector Leavers in the previous section – the following section examines the entire cohort of qualifiers and the changes across the CLD datasets over the last four years. Figures are given as proportions of all qualifiers (blue banner tables) and as proportions of confirmed destinations (pink banner tables).

3.1 All Qualifiers Destinations Analysis

35. The total number of full-time qualifiers declined in 2016-17 to 50,298, a decrease of 384 from 50,682 in 2015-16.
36. The confirmed destination rate continued to improve in 2016-17 with 88.9% destinations confirmed up from 87.2% last session. This is well above the 80% target which both helps validate the accuracy of figures and highlights the work and endeavour of the colleges who have shown once again their commitment to this year's CLD.
37. An obvious shift in destinations again this year is the movement towards qualifying students entering work. Chart D and Table 5 show a 0.7pp increase in movement to work (full-time work destinations rising to 13.9% from 13.3% and part-time work increased to 3.9% from 3.7% compared to last session.)
38. Further study has increased over last year by a full percentage point (full-time study up by 0.7pp to 64.8% and part-time study up 0.3pp to 1.9%) while unemployment is largely stable over the entire series at just under 3%.

Chart D: Destination Comparison (all) 2013-14 to 2016-17

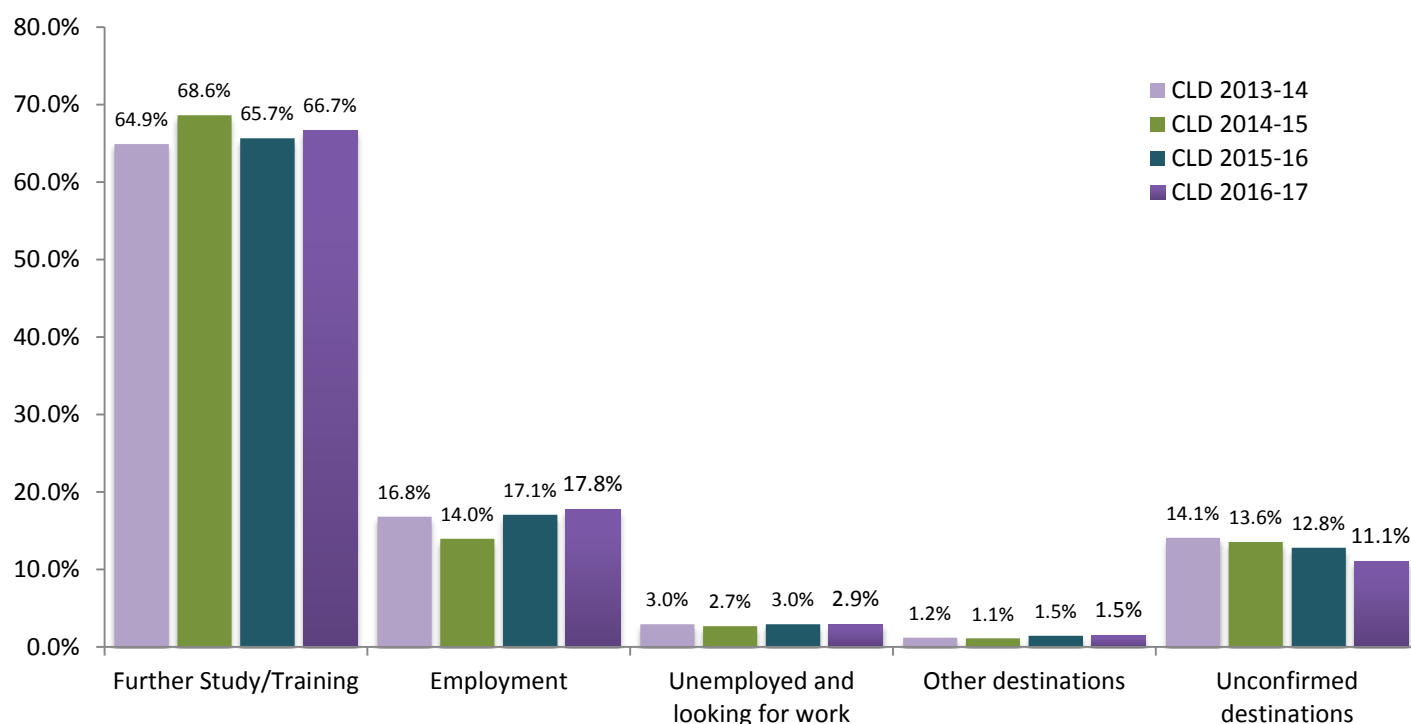


Table 5: CLD Destinations Comparison (all) 2013-14 to 2016-17

	CLD 2013-14	CLD 2014-15	CLD 2015-16	CLD 2016-17	
ENGAGED IN FULL-TIME FURTHER STUDY, TRAINING OR RESEARCH	63.9%	68.3%	64.1%	64.8%	▲
ENGAGED IN PART-TIME FURTHER STUDY, TRAINING OR RESEARCH	1.0%	0.3%	1.6%	1.9%	▲
WORKING FULL-TIME*	12.9%	10.6%	13.3%	13.9%	▲
WORKING PART-TIME*	3.8%	3.3%	3.7%	3.9%	▲
DUE TO START A JOB BY THE 31ST MARCH	0.1%	0.1%	0.1%	0.0%	▼
TEMPORARILY SICK OR UNABLE TO WORK/LOOKING AFTER THE HOME OR FAMILY	0.6%	0.5%	0.8%	0.9%	
TAKING TIME OUT IN ORDER TO TRAVEL	0.2%	0.2%	0.2%	0.2%	
PERMANENTLY UNABLE TO WORK/RETIRED	0.1%	0.0%	0.0%	0.1%	
UNEMPLOYED AND LOOKING FOR WORK	3.0%	2.7%	3.0%	2.9%	
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT, FURTHER STUDY OR TRAINING	0.4%	0.4%	0.4%	0.4%	
UNCONFIRMED	14.1%	13.6%	12.8%	11.1%	
	100%	100%	100%	100%	

39. Positive destinations as a percentage of all qualifiers increased by 1.8pp to 84.5% 2016-17 from 82.7% the previous year – Table 6. For those aged 16-24 positive destinations increased from 84.6% to 86.8% in the same period (3.3pp since 2014-15) revealing steady growth in positive destinations for this age group. Those 25 and older saw an increase from 77.8% to 78.4%, not quite returning to the 2014-15 level of 81.1%.

Table 6: Positive Destination Comparison (confirmed versus all)

	Positive Destinations CLD 2013-14		Positive Destinations CLD 2014-15		Positive Destinations CLD 2015-16		Positive Destinations CLD 2016-17	
	% of confirmed destinations	% of all qualifiers	% of confirmed destinations	% of all qualifiers	% of confirmed destinations	% of all qualifiers	% of confirmed destinations	% of all qualifiers
All	95.1%	81.5%	95.6%	82.6%	94.9%	82.7%	95.0%	84.5%
SCQF 7+	94.7%	78.5%	95.1%	78.3%	95.0%	80.2%	95.3%	81.6%
SCQF 1-6	95.3%	82.9%	95.8%	84.9%	94.9%	84.1%	94.9%	86.0%
Male	-	-	95.8%	82.7%	95.2%	83.0%	95.1%	84.9%
Female	-	-	95.4%	82.6%	94.7%	82.6%	95.0%	84.2%
16-24	95.7%	83.7%	95.9%	83.3%	95.7%	84.6%	95.8%	86.8%
25+	93.4%	75.5%	94.9%	81.1%	92.7%	77.8%	92.9%	78.4%

3.2 Confirmed Destinations Analysis

40. In this section unconfirmed destinations are excluded from the analysis. This aligns with reporting methods from HESA around their student destinations.
41. Table 7 shows the proportions relating to further study, work and negative destinations for confirmed qualifier destinations across all CLD years.

Table 7: Broad Destination Split (confirmed)

	CLD 2013-14	CLD 2014-15	CLD 2015-16	CLD 2016-17
	45,144	43,387	44,183	44,716
Further Study	75.2%	79.4%	75.4%	75.0% ⁷
Work	19.9%	16.2%	19.6%	20.0%
Other Destination	1.0%	0.9%	1.2%	1.3%
Negative Destination	3.9%	3.6%	3.8%	3.7%

42. Work destinations increased to 19.6% in 2015-16 and a further 0.4pp this year to 20.0%. Correspondingly, the number of qualifiers moving into further study decreased by 0.4pp from last session to 75.0%. Unemployment (negative destinations) remained fairly similar at 3.7% a decrease of 0.1pp.

Table 8: Broad Destination Split by SCQF Level (confirmed)

	SCQF	
	SCQF 1-6	SCQF 7+
	29,498	15,218
Further Study	77.8%	69.6%
Work	17.0%	25.7%
Other Destination	1.3%	1.2%
Negative Destination	3.8%	3.5%

43. Comparison of SCQF or broadly comparable levels 1-6 (SCQF 1-6) versus SCQF 7+ shows a clear difference in destinations for those qualifying from advanced courses. The option of work from SCQF 7+ is clearly evidenced in the 25.7% who moved into work compared to 17.0% in SCQF 1-6. The SCQF 1-6 shows the expected high levels of continuation of studies at 77.8% compared to a still robust 69.6% of SCQF 7+ going on to further study. SCQF 7+ shows a lower

⁷ It is worth observing that the figures for those in further study have a great deal of accuracy despite there being 11.1% unconfirmed in this CLD. The reason for this is because those in study are accounted for by data matching which is highly accurate; in other words, improving on the unconfirmed rate is likely to yield increases in work, other and negative destination rates since the further study rate is likely to be maximally represented at present.

proportion going into negative destinations at 3.5% compared to 3.8% from SCQF 1-6.

44. For the 16-24 age group shown in Table 9, work destinations reached 20.4%, a 0.9pp increase over the previous high attained in 2013-14 of 19.5%. Those entering study decreased for the second year to 75.4%. Other destinations for the group decreased to 0.8%, while negative destinations remained the same at 3.4%.

Table 9: Broad destination split for age group 16-24 (confirmed)

	CLD 2013-14	CLD 2014-15	CLD 2015-16	CLD 2016-17
	34,862	30,505	32,689	32,844
Further Study	76.2%	79.0%	76.4%	75.4%
Work	19.5%	16.9%	19.3%	20.4%
Other Destination	0.7%	0.6%	0.9%	0.8%
Negative Destination	3.6%	3.3%	3.4%	3.4%

3.3 SCQF Progression in the qualifiers going on to further study (all levels)

45. 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 clean 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 10 shows SCQF movement for those who continued in study after qualifying for all known SCQF levels.

Table 10: SCQF Progression for continued study (to college and university)

Qualifying Course SCQF Level	Destination SCQF Level											
	1	2	3	4	5	6	7	8	9	10	11	12
1	31	22	0	0	0	0	0	0	0	0	0	0
2	4	151	178	64	0	0	0	0	0	0	0	0
3	3	64	174	514	112	48	0	0	0	0	0	0
4	4	22	120	655	2,675	495	91	32	9	0	0	0
5	1	11	38	266	1,247	4,414	1,464	756	137	12	0	0
6	0	3	15	62	247	754	4,400	2,264	934	159	0	0
7	0	0	10	17	39	66	166	3,385	1,830	427	0	0
8	0	5	3	13	34	42	55	134	2,777	1,415	0	0
9	0	0	0	3	0	0	1	1	63	49	0	0
10	0	0	0	0	1	4	1	1	10	11	0	0
									1,166	3,386	28,663	
Percentages of all SCQF and comparable level movement for those continuing study to college or HEI.									3.5%	10.2%	86.3%	
									Down	Static	Advancing	

46. As the table above demonstrates, for those continuing in study in college or university, the vast majority progress upwards: 86.3% (up from 84.9% last year). Of the remaining students, we see 10.2% moving to study at the same level (down from 11.3%), i.e. widening their skillset at the same level, and 3.5% drop in level down from 3.8%. Examination of those moving sideways frequently indicates complementing skills with comparable levelled skills, for example plumbing at SCQF level 5 moving to Gas Plumbing and Installation at SCQF level 5; others indicate changes in direction of study, while those dropping in SCQF level often demonstrate refinement and supplementing of a higher-level course, e.g. HND Mechanical Engineering to HNC Aircraft demonstrates the planned industry the student wishes to pursue.

4.0 Further Information

47. The College leaver destination measures are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.
48. 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 12.8% to 11.1%. 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 CLD measures and to further improve detail of employment destinations and overall to improve analysis. We would welcome feedback to inform modifications to the publication coverage and presentation.
49. Please pass any comments to Dr Scott Montgomery, email: smontgomery@sfc.ac.uk.

Appendix: CLD Context

A.1 CLD Rationale

50. The College Leaver Destinations collection forms a central element in understanding the learner journey through and beyond FE. 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*.
51. 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.
52. 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 and industry 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.
53. 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 allowing the KPI 4 to be calculated with confidence – see section 2.6.
54. 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.

A.2 Course relationship to work destinations

55. Last year’s CLD was enhanced by establishing the relationship between the course studied and the work qualifiers went on to do. This year, 8,941 qualifiers entered work. Table 11 shows the relationship of the work to the course undertaken.

Table 11: Course Relationship to work

Overall Cohort:		
Work related to course	3,962	63.7%
Work not related to course	2,258	36.3%
Total	6,220	

56. The proportion of work destinations with returns which answered this question dropped this year - from 6,877/8,646 (79.5%) to 6,220/8,941 (69.6%) - so more work needs to be done to collect this information more efficiently. Of the data collected, the proportion of those with work related to their course decreased from 67.5% to 63.7%. With such a substantial proportion of the potential data missing this year, accurate conclusions on the drop are impossible to extract thus the move to an appendix for this data.
57. Table 12 shows job relationship to course by Course Subject Classifications (CSC) groupings. Note: the figures would be very different if the unknown component were removed.
58. As Table 12 demonstrates, the proportions where the relationship is unknown vary from 9.6% to 62.2%. It is unlikely that only a quarter 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. It is also the case that ignoring the unconfirmed in each CSC grouping creates very different results, for example Hospitality and Tourism would jump to 70.3% if unknown were excluded. Work is needed to improve the accuracy in this area.

Table 12: Course Relationship to work by CSC Grouping

CSC Grouping	Totals	Work related to course		Work not related to course		Work relationship unknown	
Engineering	1,475	375	25.4%	183	12.4%	917	62.2%
Care	1,440	887	61.6%	273	19.0%	280	19.4%
Hairdressing, beauty and complementary therapies	1,049	621	59.2%	255	24.3%	173	16.5%
Construction	663	150	22.6%	127	19.2%	386	58.2%
Business, management and administration	632	293	46.4%	215	34.0%	124	19.6%
Hospitality and Tourism	621	351	56.5%	148	23.8%	122	19.6%
Sport and leisure	473	148	31.3%	168	35.5%	157	33.2%
Art and design Arts and Crafts	472	167	35.4%	225	47.7%	80	16.9%
Performing arts	364	156	42.9%	164	45.1%	44	12.1%
Land-based industries	325	184	56.6%	65	20.0%	76	23.4%
Computing and ICT	321	111	34.6%	121	37.7%	89	27.7%
Nautical studies	256	225	87.9%	4	1.6%	27	10.5%
Social subjects	211	21	10.0%	111	52.6%	79	37.4%
Special Programmes	190	83	43.7%	17	8.9%	90	47.4%
Languages and ESOL	178	95	53.4%	66	37.1%	17	9.6%
Media	144	41	28.5%	72	50.0%	31	21.5%
Science	113	50	44.2%	39	34.5%	24	21.2%
Education and training	14	4	28.6%	5	35.7%	5	35.7%
	8,941	3,962	44.3%	2,258	25.3%	2,721	30.4%

A.3 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 13 shows the numbers and percentages from data linkage and other sources used in compiling this dataset.

Table 13: Sources of CLD 2015-16 Data

Source	Count	%
COLLEGE	2,330	4.6%
FAMILY	556	1.1%
FES	24,031	47.8%
INDIVIDUAL	11,375	22.6%
MISSING	5,697	11.3%
OTHER	289	0.6%
SAAS	405	0.8%
SDS	4,952	9.8%
UCAS	663	1.3%
	50,298	100%

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.

A.4 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: students 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) destinations⁸ demonstrates this trend with 71% of graduates from 2016-17 moving into work, 6% into work and study and 15% into further study. It is almost the exact inverse of what is happening in the college sector.

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

A.5 College Full-Time Qualifier Cohort Composition 2016-17

63. The composition of the cohort is included below for those with an interest in year-on-year trends in the successful full-time qualifier composition in the CLD - see Table 14.

Table 14: Reference Table 2016-17 CLD Student Composition

		All		% of all	16-24		% of 16-24
Cohort Composition		50,298		100%	36,229		100%
Level:	SCQF 1-6	32,527	▽	64.7%	23,317	▽	64.4%
	SCQF 7+	17,771	▲	35.3%	12,912	▽	35.6%
Gender:	Male	21,580	▽	42.9%	17,152	▽	47.3%
	Female	28,667	▲	57.0%	19,035	▽	52.5%
	Other/Undeclared	51	▲	0.1%	42	▲	0.1%
16-24:	16-24	36,229	▽	72.0%			
	25+	14,069	▲	28.0%			
Disabilities:	No disability	41,703	▽	82.9%	29,541	▽	81.5%
	One or more disability	8,595	▲	17.1%	6,688	▽	18.5%
Special Interest Groups:	Care Leavers and Looked After Children	770	▲	1.5%	667	▲	1.8%
	Bereaved Children Scheme	25	▲	0.0%	23	▲	0.1%
	BME	3,070	▲	6.1%	1,967	▽	5.4%
SIMD (2012) Deciles:	(Most Deprived) 1	8,843	▲	17.6%	5,725	▽	15.8%
	2	7,186	▽	14.3%	4,962	▽	13.7%
	3	6,247	▽	12.4%	4,299	▽	11.9%
	4	5,448	▽	10.8%	3,931	▽	10.9%
	5	4,837	▽	9.6%	3,534	▽	9.8%
	6	4,248	▽	8.4%	3,179	▽	8.8%
	7	3,882	▲	7.7%	3,001	▽	8.3%
	8	3,486	▽	6.9%	2,759	▽	7.6%
	9	3,358	▽	6.7%	2,669	▽	7.4%
	(Least Deprived) 10	2,411	▽	4.8%	1,925	▽	5.3%
Rurality Index	(Urban) 1	18,147	▲	36.1%	12,237	▽	33.8%
	2	19,930	▲	39.6%	14,357	▽	39.6%
	3	4,185	▽	8.3%	3,235	▽	8.9%
	4	873	▲	1.7%	705	▽	1.9%
	5	465	▽	0.9%	352	▽	1.0%
	6	4,646	▲	9.2%	3,699	▽	10.2%
	7	972	▽	1.9%	802	▽	2.2%
	(Rural) 8	686	▲	1.4%	566	▽	1.6%

A.6 Definitions

Sector Leavers:	Qualifiers who do not stay in the college sector after qualifying and instead have moved into post-college destinations: work, study at university and negative destinations such as unemployment.
Unconfirmed qualifiers:	Qualifiers where contact could not be made.
Positive Destinations:	Defined in the <i>National Measure: Destination and Employment</i> as the number and proportion of college qualifiers in work, training and/or further study 3-6 months after qualifying. Separate figures are reported for FE (non-advanced) and HE (advanced) levels course qualifiers.
All qualifiers:	Refers to qualifiers we have confirmed destinations <i>and</i> those qualifiers who remain unconfirmed. This CLD the national figure for all qualifiers was 50,298 .
Confirmed qualifiers:	Refers to only those qualifiers we have confirmed destinations for. This CLD the national figure for confirmed qualifiers was 44,716 .
Further study or training:	Qualifiers who are continuing with full-time or part-time study, training or research at college or university.
Entering employment:	For those in full-time and part-time work 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 2018.
Unemployed and looking for work:	This applies to qualifiers <i>Unemployed and looking for work</i> and those <i>Not employed but</i>

not looking for employment, further study or training.

Unavailable to work: Qualifiers who are: *taking time out in order to travel; Permanently unable to work/retired; Temporarily sick/unable to work/looking after home/family.*

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. This is clearly marked in each case and the banner colour of tables is used consistently to reflect what is presented: *blue* for all qualifiers, *pink* for confirmed destinations and *green* if the Table contains both). 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 84.5% (42,489 of 50,298 qualifiers); if we report those same qualifiers as a percentage of those students we have confirmed destinations for, we have 95.0% (42,489 of 44,716 qualifiers with confirmed destinations).

A.7 Previous CLD Publications

64. Figures and percentages referring to previous College Leaver Destinations 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 Supplement: SIMD, Rurality, Gender and Special Interest Groups

S1.0 SIMD⁹ (2012) and Urban Rural Classification

S1.0.1 SIMD Analysis for whole cohort

65. Positive destinations for qualifiers in each of the Scottish Index of Multiple Deprivation deciles (SIMD) were in the range 94.5% to 96.3%. However there were more notable differences in the breakdown between further study and employment destinations with those from the more deprived deciles continuing to be more likely to progress into further study. This may be explained by these groups starting college with lower level qualifications (on average) and experiencing a longer learner journey to reach the required level of qualification for their chosen career path.
66. There is not an equal distribution of qualifiers across all SIMD deciles, with those from the most deprived SIMD, decile one, outnumbering those from the least deprived, decile 10, by around three and a half to one: 7,768 to 2,188.

Table S1.0: Study versus work by SIMD (2012) decile

		SIMD 2012 Decile									
		Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
		7,768	6,325	5,488	4,859	4,313	3,846	3,496	3,139	2,977	2,188
	Further Study	79.1%	77.9%	75.9%	74.1%	73.0%	71.6%	72.4%	71.9%	74.2%	74.1%
	Work	15.8%	17.6%	18.8%	20.9%	21.7%	23.3%	22.1%	23.0%	22.1%	21.2%
	Other destination	1.4%	1.3%	1.3%	1.3%	1.3%	1.3%	1.1%	1.1%	0.9%	1.2%
	Negative destination	3.7%	3.2%	4.0%	3.7%	4.0%	3.8%	4.4%	4.0%	2.8%	3.4%

S1.0.2 Urban Rural Classification¹⁰

67. The Urban Rural Classification was introduced last year and provides an interesting aspect of Scottish colleges since Scotland has an extremely urban central belt and large areas of rurality. Confirmed destinations by the Urban Rural Classification in the 2015-16 CLD ranged from 85.4% (index one) to 91.7% (index eight); this year the gap between the extremes closed to within 1.0pp:

⁹ [Scottish Index of Multiple Deprivation 2012](#): the Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation, combining in a single index several different aspects of deprivation. The new SIMD 2016 has not been used in this publication for reasons of comparison. Note: population weighted SIMD is used in this publication.

¹⁰ <http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification> gives detail of Rural Classification and its assignment.

95.6% (index one) to 96.6% (index eight). The middle indexes 4, 5 and 6 had the lowest positive destinations at 93.2%, 93.5% and 93.9% respectively.

68. Further study was more likely at the urban end of the scale, peaking at 78.0% in index one compared with the lowest study rate of 61.2% in index eight. Movement to work at the most rural index was more than twice the proportion of the most urban index: 35.4% in index eight (up from 29.3% in 2015-16) compared with 17.6% in index one (up from 16.7%). See Table S1.1.

Table S1.1: Confirmed Destinations by Urban Rural Classification

		Urban Rural Classification							
		Urban				Increasing Rurality			
		1	2	3	4	5	6	7	8
		16,029	17,639	3,740	797	431	4,205	882	642
	Further Study	78.0%	75.6%	73.1%	69.1%	64.5%	70.7%	65.3%	61.2%
	Work	17.6%	19.4%	21.6%	24.1%	29.0%	23.3%	28.9%	35.4%
	Other destination	1.2%	1.2%	1.5%	1.4%	1.6%	1.4%	1.4%	1.4%
	Negative destination	3.2%	3.8%	3.9%	5.4%	4.9%	4.6%	4.4%	2.0%

69. In terms of gender, 76.5% of females continued to further study in 2016-17, an increase of 0.2pp, while males saw a decrease in continued study (down 1.1pp) in favour of entering work where 22.0% entered work up from 21.0% last year. Female movement to work remained unchanged at 18.5%, so this year males continue to be more likely to enter work than females. See Table S1.2.

Table S1.2: Broad Destination Split by Gender (confirmed)

		Gender	
		Male	Female
		19,254	25,412
	Further Study	73.1%	76.5%
	Work	22.0%	18.5%
	Other Destination	0.7%	1.7%
	Negative Destination	4.2%	3.3%

Table S1.3: Full-time versus part-time destinations by gender (confirmed)

	Male		Female	
	19,254		25,412	
ENGAGED IN FULL-TIME FURTHER STUDY, TRAINING OR RESEARCH	71.0%	89.7%	74.3%	87.5%
WORKING FULL-TIME	18.7%		13.2%	
ENGAGED IN PART-TIME FURTHER STUDY, TRAINING OR RESEARCH	2.1%	5.4%	2.1%	7.3%
WORKING PART-TIME	3.3%		5.2%	
DUE TO START A JOB BY THE 31ST MARCH	0.0%	0.0%	0.0%	0.0%
TEMPORARILY SICK OR UNABLE TO WORK/LOOKING AFTER THE HOME OR FAMILY	0.4%		1.5%	
TAKING TIME OUT IN ORDER TO TRAVEL	0.2%	0.7%	0.2%	1.7%
PERMANENTLY UNABLE TO WORK/RETIRED	0.1%		0.0%	
UNEMPLOYED AND LOOKING FOR WORK	3.9%		2.9%	
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT, FURTHER STUDY OR TRAINING	0.3%	4.2%	0.5%	3.4%

70. Table S1.3 shows males entering full-time work or study 2.2pp more than females, although this gap has narrowed by 0.2pp from the 2.4pp difference last year. For part-time destinations, females enter part-time destinations 1.9pp more than males. This gap for part-time is unchanged from last session.

S1.1.0 Special Interest Groups

71. The following special interest groups have been identified in the dataset since the 2014-15 CLD collection: those with disabilities, those with caring responsibilities and various special interest groups such as Care Experienced (*Care Leavers and Looked After Children*), those on the *Bereaved Children Scheme* and those from a Black and Minority Ethnic background. This section also deals with figures for deaf/partially deaf and blind/partially sighted.

S1.1.1 Disability

72. Of the 50,298 qualifiers, 8,595 declared¹¹ one or more disabilities (17.1% of the cohort, up from 16.7%). Of those with flagged disability we obtained confirmed destinations for 7,740.

Table S1.4: Confirmed Destinations by Disability Status

	One or more disability	No disability
	7,740	36,976
Further Study	78.3%	74.3%
Work	15.1%	21.0%
Other destination	1.6%	1.2%
Negative destination	5.0%	3.4%

73. In terms of confirmed positive destinations, for qualifiers with disabilities we see 93.3% finding positive destinations compared with the 95.4% in the remaining cohort. Breaking this down, we see an increase in study destinations for those with disability (+ 1.1pp), while the remaining group's study destinations dropped by 0.6pp. Movement to work shows the inverse directional move: 15.1% with disabilities found work (down from 15.8%) compared to 21.0% of those with no disability (up from 20.3%) – see Table S2.4.

74. Overall for people with disabilities, educational opportunities have yet to translate into like for like destinations with those without disability. This is most evident when comparing the proportion with disabilities in negative destinations 5.0% to those with no disabilities (3.4%) - although the gap has closed some from last year when it was 5.3% compared with 3.5%.

S1.1.2 Carers

75. Students with caring responsibilities accounted for 4.8% of the total population (2,431/50,298). The proportion is up 0.8pp from the previous year.

76. Of those with confirmed destinations, 93.4% of carers reached positive destinations (down 0.2pp), with 75.2% continuing to further study (down 3.2pp) and 18.3% moving into employment (up 3.0pp). Four percent went on to negative destinations, down from 4.2% last year, with a further 2.6% in other destinations up from 2.2% last year and 1.9% the previous year.

77. In keeping with last year's destination distribution for this group there is more part-time work and study compared to the national: part-time work was 4.7% compared with the national 3.9% and part-time study was 2.8% compared with

¹¹ Clarification: all disability data comes from self-declaration from students themselves.

1.9%. It is evident that the responsibilities of this group have consequences for their destination options.

S1.1.3 Care Experienced

78. The number of Care Experienced (*Care Leavers and Looked After Children*) rose this year due to a continued increase in flagging in the data¹². The proportion of Care Experienced in the cohort was 1.5% (770/50,298) up from 1.1% last session. Of the confirmed destinations, 94.1% went on to positive destinations; 78.3% continued to further study (up from 75.4%) compared with 75.0% in the national figure. Where this group differs is in those moving into work (15.7% compared with the national 20.0%) and those moving into negative destinations: 4.4% compared with the national 3.7% but a decrease of 0.6pp from the previous year.

S1.1.4 Bereaved Children Scheme

79. A group identified as concerning in the 2014-15 CLD publication and followed each session is the *Bereaved Children Scheme*. Although the proportion of students in this category had a high level of unconfirmed destinations, for those we have destinations for this session all achieved positive destinations. Low numbers mean percentages have little value, but there has been progress made over the last two years.

S1.1.5 Black and Minority Ethnic

80. Those from a Black and Minority Ethnic background (BME) made up 6.1% of the 2016-17 full-time qualifying cohort, (3,070/50,298), up 0.1pp over the previous year.

81. The proportion of confirmed destinations for the group was marginally lower than the overall average with 88.7% destinations confirmed compared to the average of 88.9%. For confirmed destinations, 95.6% moved into positive destinations, 0.6pp above the cohort average of 95.0%.

82. When examining the breakdown of work, study and negative destinations, 82.4% of the group moved into further study post-qualification, up from 79.7% and considerably higher than the national average of 75.0%, while 13.2% moved into work (from 15.1%), 6.8pp below the average. Negative destinations decreased this session to 2.7% from 3.8% last session. This is near a full percentage point below the national average for negative destinations.

¹² We continue to work to improve the accuracy of this flagging through improved guidance issued to the colleges. Our confidence in the accuracy of the flagging is not as high as we would like at this point.

S1.2.0: Blind/Partially Sighted & Deaf/Partially Deaf

83. Paragraph 98 of the Scottish Parliament’s publication *Attainment of pupils with a sensory impairment*¹³ discusses the importance of post-school destinations for blind/partially sighted and deaf/partially deaf learners. Table S1.5 is included to give a comparison for these groups with the national figures for the 2016-17 CLD.

Table S1.5 Blind/Visually Impaired and Deaf/Partially Deaf

Positive v. Negative (confirmed)	National	Blind/VI	Deaf/PD
Confirmed Destinations	44,716	239	297
Unconfirmed	5,582	23	48
Total	50,298	262	345
Positive Destination	95.0%	94.1%	94.6%
All Other Destinations	5.0%	5.9%	5.4%
	100%	100%	100%
Broad Destination (confirmed)			
Further Study	75.0%	82.8%	79.8%
Work	20.0%	11.3%	14.8%
Other	1.3%	0.8%	1.0%
Negative	3.7%	5.0%	4.4%
Confirmed Destinations	100%	100%	100%

¹³ http://www.parliament.scot/S4_EducationandCultureCommittee/Reports/ECS042015R10.pdf

College Leaver Destinations 2016-17 Supplement: Developing Scotland's Young Workforce (KPI 4)

84. 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.
85. Again this year, colleges and the SFC have worked together to ensure that courses of study in this 2016-17 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.
86. 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 24,767 qualifiers continued to further study. Of these, the SCQF level for the destination course was ascertained for 24,457 with 21,035 moving upwards one or more SCQF levels (86.0% of those continuing study up from 84.5%). Table S2.0 shows SCQF movement from 2016-17 to 2017-18.
87. The other aspect of the KPI 4 concerns those entering work (including Modern Apprenticeships) and training. Table S2.1 gives figures for those in the 16-24 group who meet these requirements.

Table S2.0: 16-24 Group SCQF movement

Qualifying Course SCQF Level	Destination SCQF Level											
	1	2	3	4	5	6	7	8	9	10	11	12
1	7	21	0	0	0	0	0	0	0	0	0	0
2	3	126	107	43	0	0	0	0	0	0	0	0
3	1	59	166	377	84	35	0	0	0	0	0	0
4	3	20	111	552	1,942	357	55	25	4	0	0	0
5	1	8	26	203	887	3,153	1,008	550	70	6	0	0
6	0	0	10	48	196	520	3,153	1,782	515	111	0	0
7	0	0	1	5	33	52	108	2,491	1,406	366	0	0
8	0	1	2	8	22	34	39	104	2,153	1,192	0	0
9	0	0	0	2	0	0	0	0	42	29	0	0
10	0	0	0	0	1	4	1	0	8	8	0	0
										902	2,520	21,035
										3.7%	10.3%	86.0%
										Down	Static	Advancing

Table S2.1: 16-24 Group Modern Apprenticeships/training/work

Qualifying Course SCQF Level	Modern Apprenticeship	Training	Work
	1	0	0
2	1	3	7
3	23	15	50
4	224	125	432
5	921	85	1,051
6	428	38	819
7	316	8	861
8	239	2	1,150
9	29	0	56
10	1	1	86
	2,182	277	4,515

Total: **6,974**

88. 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 2016-17 CLD this gives:

21,035 (moving upwards in SCQF)
 + **277** (Training)
 + **2,182** (Modern Apprenticeships)
 + **4,515** (work)

 = **28,009** qualifiers

This equates to **85.3%** of confirmed qualifiers (**28,009/32,844**) up from 83.9% in 2015-16 (see Table S3.2).

Table S2.2: KPI 4 comparison 2015-16 to 2016-17

	CLD 2015-16			CLD 2016-17		
		All Qual	Conf.Dest		All Qual	Conf.Dest
SCQF Progression	21,013	56.8%	64.3%	21,035	58.1%	64.0%
Training	117	0.3%	0.4%	277	0.8%	0.8%
Modern Apprenticeship	1,506	4.1%	4.6%	2,182	6.0%	6.6%
Work	4,793	13.0%	14.7%	4,515	12.5%	13.7%
Total	27,429	74.1%	83.9%	28,009	77.3%	85.3%
Confirmed Destinations	32,689			32,844		
Total Qualifiers	36,992			36,229		

College Leaver Destinations 2016-17 Supplement: Regional & College Destinations Breakdowns

S3.0 Regional Destination Breakdown

89. Scotland's colleges vary considerably in terms of their regional locations, the priorities of those regions and the student populations who attend them. As a result, the data quality as well as the content varies greatly across the sector. The largest student cohort is in Glasgow with 10,768 qualifiers in the 2016-17 collection; the smallest regional cohort was the Borders with 680 qualifiers.
90. Table S3.0 provides details of regional confirmed destination rates; Table S3.1 gives the percentages of regional cohorts in positive/other/negative/unconfirmed destinations; Table S3.2 shows the positive/negative split for comparison to the national data discussed previously; while Table S3.3 covers the regional figures for those entering further study/work/other/negative destinations.
91. This session, the focus for all regions was to be on improving the amount of detail and accuracy in destinations where no linked match was found, i.e. those where matching with SDS, SAAS, etc. did not provide a destination. Improving quality was – and is – paramount to draw accurate and effective conclusions from the data.
92. The University of the Highlands and Islands (UHI) partner colleges and SRUC report their HNC/HND leavers into the Higher Education Statistical Agency's annual DLHE survey. Therefore, this publication only reports for UHI partner colleges and SRUC the destinations of their remaining college leavers.
93. **Note:** arrows in this section are coloured green for upwards movement and red for downwards movement. This does not reflect any positive or negative judgement and is purely to make visuals more readily accessible.

Table S3.0: Regional Qualifier Destination Confirmation Rate

REGION		Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)	
ABERDEEN AND ABERDEENSHIRE	▲	3,816	3,736	80	97.9%	▲
AYRSHIRE	▲	4,663	4,065	598	87.2%	▼
BORDERS	▼	680	631	49	92.8%	▼
DUMFRIES AND GALLOWAY	▼	969	927	42	95.7%	▲
EDINBURGH AND LOTHIAN	▲	5,303	4,733	570	89.3%	▲
FIFE	▼	3,251	2,409	842	74.1%	▼
FORTH VALLEY	▼	1,678	1,372	306	81.8%	▲
GLASGOW	▲	10,768	9,604	1,164	89.2%	▼
HIGHLANDS AND ISLANDS	▼	2,790	2,541	249	91.1%	▲
LANARKSHIRE	▲	5,860	5,634	226	96.1%	▲
NEWBATTLE	▼	64	53	11	82.8%	▼
SCOTLAND'S RURAL COLLEGE	▲	557	508	49	91.2%	▲
TAYSIDE	▲	3,637	3,145	492	86.5%	▼
WEST	▲	4,912	4,113	799	83.7%	▼
WEST LOTHIAN	▼	1,350	1,245	105	92.2%	▲
NATIONAL	▼	50,298	44,716	5,582	88.9%	▲

Table S3.1: Regional positive/other/negative/unconfirmed (all)

REGION		Positive		Other		Negative		Unconfirmed	
ABERDEEN AND ABERDEENSHIRE	▼	3,329	87.2%	50	1.3%	357	9.4%	80	2.1%
AYRSHIRE	▼	3,851	82.6%	65	1.4%	149	3.2%	598	12.8%
BORDERS	▼	591	86.9%	10	1.5%	30	4.4%	49	7.2%
DUMFRIES AND GALLOWAY	▲	856	88.3%	26	2.7%	45	4.6%	42	4.3%
EDINBURGH AND LOTHIAN	▲	4,555	85.9%	72	1.4%	106	2.0%	570	10.7%
FIFE	▼	2,330	71.7%	5	0.2%	74	2.3%	842	25.9%
FORTH VALLEY	▲	1,269	75.6%	22	1.3%	81	4.8%	306	18.2%
GLASGOW	▲	9,353	86.9%	71	0.7%	180	1.7%	1,164	10.8%
HIGHLANDS AND ISLANDS	▲	2,410	86.4%	41	1.5%	90	3.2%	249	8.9%
LANARKSHIRE	▲	5,259	89.7%	104	1.8%	271	4.6%	226	3.9%
NEWBATTLE	▼	52	81.3%	0	0.0%	1	1.6%	11	17.2%
SCOTLAND'S RURAL COLLEGE	▲	489	87.8%	2	0.4%	17	3.1%	49	8.8%
TAYSIDE	▼	2,973	81.7%	58	1.6%	114	3.1%	492	13.5%
WEST	▼	3,961	80.6%	31	0.6%	121	2.5%	799	16.3%
WEST LOTHIAN	▲	1,211	89.7%	12	0.9%	22	1.6%	105	7.8%
NATIONAL	▲	42,489	84.5%	569	1.1%	1,658	3.3%	5,582	11.1%

Table S3.2: Regional positive/other/negative (confirmed)

REGION	Positive		Other		Negative	
ABERDEEN AND ABERDEENSHIRE	▽	3,329 89.1%	50	1.3%	357	9.6%
AYRSHIRE	▲	3,851 94.7%	65	1.6%	149	3.7%
BORDERS	▽	591 93.7%	10	1.6%	30	4.8%
DUMFRIES AND GALLOWAY	▽	856 92.3%	26	2.8%	45	4.9%
EDINBURGH AND LoTHIANS	▲	4,555 96.2%	72	1.5%	106	2.2%
FIFE	▽	2,330 96.7%	5	0.2%	74	3.1%
FORTH VALLEY	▲	1,269 92.5%	22	1.6%	81	5.9%
GLASGOW	▲	9,353 97.4%	71	0.7%	180	1.9%
HIGHLANDS AND ISLANDS	▽	2,410 94.8%	41	1.6%	90	3.5%
LANARKSHIRE	▽	5,259 93.3%	104	1.8%	271	4.8%
NEWBATTLE	▲	52 98.1%	0	0.0%	1	1.9%
SCOTLAND'S RURAL COLLEGE	▲	489 96.3%	2	0.4%	17	3.3%
TAYSIDE	▽	2,973 94.5%	58	1.8%	114	3.6%
WEST	▲	3,961 96.3%	31	0.8%	121	2.9%
WEST LoTHIAN	▲	1,211 97.3%	12	1.0%	22	1.8%
NATIONAL	▲	42,489 95.0%	569	1.3%	1,658	3.7%

Table S3.3: Regional work/study/other/negative (confirmed)

REGION	Work		Study		Other		Negative	
ABERDEEN AND ABERDEENSHIRE	▽	857 22.9%	▽	2,472 66.2%	50	1.3%	357	9.6%
AYRSHIRE	▽	634 15.6%	▲	3,217 79.1%	65	1.6%	149	3.7%
BORDERS	▽	203 32.2%	▲	388 61.5%	10	1.6%	30	4.8%
DUMFRIES AND GALLOWAY	▽	264 28.5%	▲	592 63.9%	26	2.8%	45	4.9%
EDINBURGH AND LoTHIANS	▲	1,004 21.2%	▽	3,551 75.0%	72	1.5%	106	2.2%
FIFE	▽	317 13.2%	▲	2,013 83.6%	5	0.2%	74	3.1%
FORTH VALLEY	▽	205 14.9%	▲	1,064 77.6%	22	1.6%	81	5.9%
GLASGOW	▽	1,923 20.0%	▲	7,430 77.4%	71	0.7%	180	1.9%
HIGHLANDS AND ISLANDS	▲	657 25.9%	▽	1,753 69.0%	41	1.6%	90	3.5%
LANARKSHIRE	▽	1,210 21.5%	▲	4,049 71.9%	104	1.8%	271	4.8%
NEWBATTLE	▽	5 9.4%	▲	47 88.7%	0	0.0%	1	1.9%
SCOTLAND'S RURAL COLLEGE	▲	179 35.2%	▽	310 61.0%	2	0.4%	17	3.3%
TAYSIDE	▽	572 18.2%	▲	2,401 76.3%	58	1.8%	114	3.6%
WEST	▲	608 14.8%	▲	3,353 81.5%	31	0.8%	121	2.9%
WEST LoTHIAN	▲	303 24.3%	▽	908 72.9%	12	1.0%	22	1.8%
NATIONAL	▲	8,941 20.0%	▽	33,548 75.0%	569	1.3%	1,658	3.7%

S3.1 College Destination Breakdown

94. 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.
95. The student full-time qualifiers from colleges vary considerably from 64 in Newbattle Abbey College to 5,303 students at Edinburgh College, with the five largest colleges each having over 4,000 qualifiers in 2016-17.
96. Table S3.4 provides details of individual college's confirmed destination rates; Table S3.5 gives the percentages of college cohorts in positive/other/negative/unconfirmed destinations; Table S3.6 shows the positive/negative split for comparison to the national data discussed previously; while Table S3.7 covers the college figures for those entering further study/work/other/negative destinations.
97. **Note:** arrows in this section are coloured green for upwards movement and red for downwards movement. This does not reflect any positive or negative judgement and is purely to make visuals more readily accessible.

Table S3.4: College Qualifier Destination Confirmation Rate

COLLEGE		Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)	
ARGYLL COLLEGE (UHI)	▼	141	132	9	93.6%	▲
AYRSHIRE COLLEGE	▲	4,663	4,065	598	87.2%	▼
BORDERS COLLEGE	▼	680	631	49	92.8%	▼
CITY OF GLASGOW COLLEGE	▲	5,172	4,847	325	93.7%	▲
DUMFRIES AND GALLOWAY COLLEGE	▼	969	927	42	95.7%	▲
DUNDEE AND ANGUS COLLEGE	▲	3,637	3,145	492	86.5%	▲
EDINBURGH COLLEGE	▲	5,303	4,733	570	89.3%	▲
FIFE COLLEGE	▼	3,251	2,409	842	74.1%	▼
FORTH VALLEY COLLEGE	▼	1,678	1,372	306	81.8%	▼
GLASGOW CLYDE COLLEGE	▼	3,943	3,338	605	84.7%	▲
GLASGOW KELVIN COLLEGE	▼	1,653	1,419	234	85.8%	▲
INVERNESS COLLEGE (UHI)	▼	757	692	65	91.4%	▼
LEWS CASTLE COLLEGE (UHI)	▲	93	88	5	94.6%	▼
MORAY COLLEGE (UHI)	▼	499	452	47	90.6%	▲
NEW COLLEGE LANARKSHIRE	▲	4,512	4,369	143	96.8%	▲
NEWBATTLE ABBEY COLLEGE	▲	64	53	11	82.8%	▼
NORTH EAST SCOTLAND COLLEGE	▲	3,816	3,736	80	97.9%	▲
NORTH HIGHLAND COLLEGE (UHI)	▲	250	239	11	95.6%	▼
ORKNEY COLLEGE (UHI)	▲	70	64	6	91.4%	▼
PERTH COLLEGE (UHI)	▼	741	655	86	88.4%	▼
SCOTTISH RURAL COLLEGE (SRUC)	▲	557	508	49	91.2%	▼
SHETLAND COLLEGE (UHI)	▲	72	70	2	97.2%	▲
SOUTH LANARKSHIRE COLLEGE	▲	1,348	1,265	83	93.8%	▼
WEST COLLEGE SCOTLAND	▲	4,912	4,113	799	83.7%	▼
WEST HIGHLAND COLLEGE (UHI)	▲	167	149	18	89.2%	▼
WEST LOTHIAN COLLEGE	▼	1,350	1,245	105	92.2%	▲
NATIONAL	▼	50,298	44,716	5,582	88.9%	▲

Table S3.5: College positive/other/negative/unconfirmed (all)

COLLEGE	Positive		Other		Negative		Unconfirmed	
ARGYLL COLLEGE (UHI)	▽	114 80.9%	6 4.3%		12 8.5%		9 6.4%	
AYRSHIRE COLLEGE	▽	3,851 82.6%	65 1.4%		149 3.2%		598 12.8%	
BORDERS COLLEGE	▽	591 86.9%	10 1.5%		30 4.4%		49 7.2%	
CITY OF GLASGOW COLLEGE	▲	4,718 91.2%	39 0.8%		90 1.7%		325 6.3%	
DUMFRIES AND GALLOWAY COLLEGE	▲	856 88.3%	26 2.7%		45 4.6%		42 4.3%	
DUNDEE AND ANGUS COLLEGE	▲	2,973 81.7%	58 1.6%		114 3.1%		492 13.5%	
EDINBURGH COLLEGE	▲	4,555 85.9%	72 1.4%		106 2.0%		570 10.7%	
FIFE COLLEGE	▲	2,330 71.7%	5 0.2%		74 2.3%		842 25.9%	
FORTH VALLEY COLLEGE	▽	1,269 75.6%	22 1.3%		81 4.8%		306 18.2%	
GLASGOW CLYDE COLLEGE	▲	3,264 82.8%	17 0.4%		57 1.4%		605 15.3%	
GLASGOW KELVIN COLLEGE	▲	1,371 82.9%	15 0.9%		33 2.0%		234 14.2%	
INVERNESS COLLEGE (UHI)	▽	661 87.3%	15 2.0%		16 2.1%		65 8.6%	
LEWS CASTLE COLLEGE (UHI)	▲	84 90.3%	1 1.1%		3 3.2%		5 5.4%	
MORAY COLLEGE (UHI)	▲	420 84.2%	7 1.4%		25 5.0%		47 9.4%	
NEW COLLEGE LANARKSHIRE	▲	4,058 89.9%	93 2.1%		218 4.8%		143 3.2%	
NEWBATTLE ABBEY COLLEGE	▲	52 81.3%	0 0.0%		1 1.6%		11 17.2%	
NORTH EAST SCOTLAND COLLEGE	▽	3,329 87.2%	50 1.3%		357 9.4%		80 2.1%	
NORTH HIGHLAND COLLEGE (UHI)	▲	225 90.0%	3 1.2%		11 4.4%		11 4.4%	
ORKNEY COLLEGE (UHI)	▽	59 84.3%	0 0.0%		5 7.1%		6 8.6%	
PERTH COLLEGE (UHI)	▲	631 85.2%	8 1.1%		16 2.2%		86 11.6%	
SCOTTISH RURAL COLLEGE (SRUC)	▽	489 87.8%	2 0.4%		17 3.1%		49 8.8%	
SHETLAND COLLEGE (UHI)	▲	70 97.2%	0 0.0%		0 0.0%		2 2.8%	
SOUTH LANARKSHIRE COLLEGE	▽	1,201 89.1%	11 0.8%		53 3.9%		83 6.2%	
WEST COLLEGE SCOTLAND	▽	3,961 80.6%	31 0.6%		121 2.5%		799 16.3%	
WEST HIGHLAND COLLEGE (UHI)	▲	146 87.4%	1 0.6%		2 1.2%		18 10.8%	
WEST LoTHIAN COLLEGE	▲	1,211 89.7%	12 0.9%		22 1.6%		105 7.8%	
NATIONAL	▲	42,489 84.5%	569 1.1%		1,658 3.3%		5,582 11.1%	

Table S3.6: College positive/other/negative (confirmed)

COLLEGE		Positive		Other		Negative	
ARGYLL COLLEGE (UHI)	▽	114	86.4%	6	4.5%	12	9.1%
AYRSHIRE COLLEGE	▲	3,851	94.7%	65	1.6%	149	3.7%
BORDERS COLLEGE	▽	591	93.7%	10	1.6%	30	4.8%
CITY OF GLASGOW COLLEGE	▲	4,718	97.3%	39	0.8%	90	1.9%
DUMFRIES AND GALLOWAY COLLEGE	▽	856	92.3%	26	2.8%	45	4.9%
DUNDEE AND ANGUS COLLEGE	▽	2,973	94.5%	58	1.8%	114	3.6%
EDINBURGH COLLEGE	▽	4,555	96.2%	72	1.5%	106	2.2%
FIFE COLLEGE	▲	2,330	96.7%	5	0.2%	74	3.1%
FORTH VALLEY COLLEGE	▽	1,269	92.5%	22	1.6%	81	5.9%
GLASGOW CLYDE COLLEGE	▲	3,264	97.8%	17	0.5%	57	1.7%
GLASGOW KELVIN COLLEGE	▲	1,371	96.6%	15	1.1%	33	2.3%
INVERNESS COLLEGE (UHI)	▽	661	95.5%	15	2.2%	16	2.3%
LEWS CASTLE COLLEGE (UHI)	▲	84	95.5%	1	1.1%	3	3.4%
MORAY COLLEGE (UHI)	▲	420	92.9%	7	1.5%	25	5.5%
NEW COLLEGE LANARKSHIRE	▽	4,058	92.9%	93	2.1%	218	5.0%
NEWBATTLE ABBEY COLLEGE	▲	52	98.1%	0	0.0%	1	1.9%
NORTH EAST SCOTLAND COLLEGE	▽	3,329	89.1%	50	1.3%	357	9.6%
NORTH HIGHLAND COLLEGE (UHI)	▲	225	94.1%	3	1.3%	11	4.6%
ORKNEY COLLEGE (UHI)	▽	59	92.2%	0	0.0%	5	7.8%
PERTH COLLEGE (UHI)	▲	631	96.3%	8	1.2%	16	2.4%
SCOTTISH RURAL COLLEGE (SRUC)	▲	489	96.3%	2	0.4%	17	3.3%
SHETLAND COLLEGE (UHI)	▲	70	100.0%	0	0.0%	0	0.0%
SOUTH LANARKSHIRE COLLEGE	▽	1,201	94.9%	11	0.9%	53	4.2%
WEST COLLEGE SCOTLAND	▲	3,961	96.3%	31	0.8%	121	2.9%
WEST HIGHLAND COLLEGE (UHI)	▲	146	98.0%	1	0.7%	2	1.3%
WEST LOTHIAN COLLEGE	▲	1,211	97.3%	12	1.0%	22	1.8%
NATIONAL	▲	42,489	95.0%	569	1.3%	1,658	3.7%

Table S3.7: College work/study/ other/negative (confirmed)

COLLEGE	Work		Study		Other		Negative	
ARGYLL COLLEGE (UHI)	▽	42 31.8%	▽	72 54.5%	6	4.5%	12	9.1%
AYRSHIRE COLLEGE	▽	634 15.6%	▲	3,217 79.1%	65	1.6%	149	3.7%
BORDERS COLLEGE	▽	203 32.2%	▲	388 61.5%	10	1.6%	30	4.8%
CITY OF GLASGOW COLLEGE	▲	1,210 25.0%	▽	3,508 72.4%	39	0.8%	90	1.9%
DUMFRIES AND GALLOWAY COLLEGE	▽	264 28.5%	▲	592 63.9%	26	2.8%	45	4.9%
DUNDEE AND ANGUS COLLEGE	▲	572 18.2%	▽	2,401 76.3%	58	1.8%	114	3.6%
EDINBURGH COLLEGE	▲	1,004 21.2%	▽	3,551 75.0%	72	1.5%	106	2.2%
FIFE COLLEGE	▽	317 13.2%	▲	2,013 83.6%	5	0.2%	74	3.1%
FORTH VALLEY COLLEGE	▽	205 14.9%	▲	1,064 77.6%	22	1.6%	81	5.9%
GLASGOW CLYDE COLLEGE	▽	508 15.2%	▲	2,756 82.6%	17	0.5%	57	1.7%
GLASGOW KELVIN COLLEGE	▲	205 14.4%	▽	1,166 82.2%	15	1.1%	33	2.3%
INVERNESS COLLEGE (UHI)	▽	175 25.3%	▲	486 70.2%	15	2.2%	16	2.3%
LEWS CASTLE COLLEGE (UHI)	▲	17 19.3%	▲	67 76.1%	1	1.1%	3	3.4%
MORAY COLLEGE (UHI)	▲	94 20.8%	▽	326 72.1%	7	1.5%	25	5.5%
NEW COLLEGE LANARKSHIRE	▲	913 20.9%	▽	3,145 72.0%	93	2.1%	218	5.0%
NEWBATTLE ABBEY COLLEGE	▽	5 9.4%	▲	47 88.7%	0	0.0%	1	1.9%
NORTH EAST SCOTLAND COLLEGE	▽	857 22.9%	▽	2,472 66.2%	50	1.3%	357	9.6%
NORTH HIGHLAND COLLEGE (UHI)	▲	96 40.2%	▽	129 54.0%	3	1.3%	11	4.6%
ORKNEY COLLEGE (UHI)	▽	19 29.7%	▽	40 62.5%	0	0.0%	5	7.8%
PERTH COLLEGE (UHI)	▽	128 19.5%	▲	503 76.8%	8	1.2%	16	2.4%
SCOTTISH RURAL COLLEGE (SRUC)	▲	179 35.2%	▽	310 61.0%	2	0.4%	17	3.3%
SHETLAND COLLEGE (UHI)	▲	26 37.1%	▽	44 62.9%	0	0.0%	0	0.0%
SOUTH LANARKSHIRE COLLEGE	▽	297 23.5%	▲	904 71.5%	11	0.9%	53	4.2%
WEST COLLEGE SCOTLAND	▲	608 14.8%	▲	3,353 81.5%	31	0.8%	121	2.9%
WEST HIGHLAND COLLEGE (UHI)	▲	60 40.3%	▲	86 57.7%	1	0.7%	2	1.3%
WEST LOTHIAN COLLEGE	▲	303 24.3%	▽	908 72.9%	12	1.0%	22	1.8%
NATIONAL	▲	8,941 20.0%	▽	33,548 75.0%	569	1.3%	1,658	3.7%