



SFC Statistical publication

College Leaver Destinations 2016-17 Key Points

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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.