



SFC Statistical publication

College Leaver Destinations 2016-17: Sector Leavers Section

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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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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.

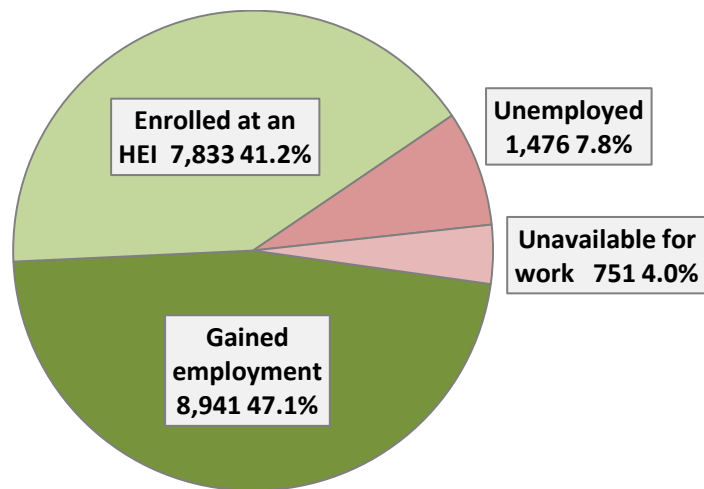
Table 2 Sector Leaver Comparison 2015-16 to 2016-17

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.

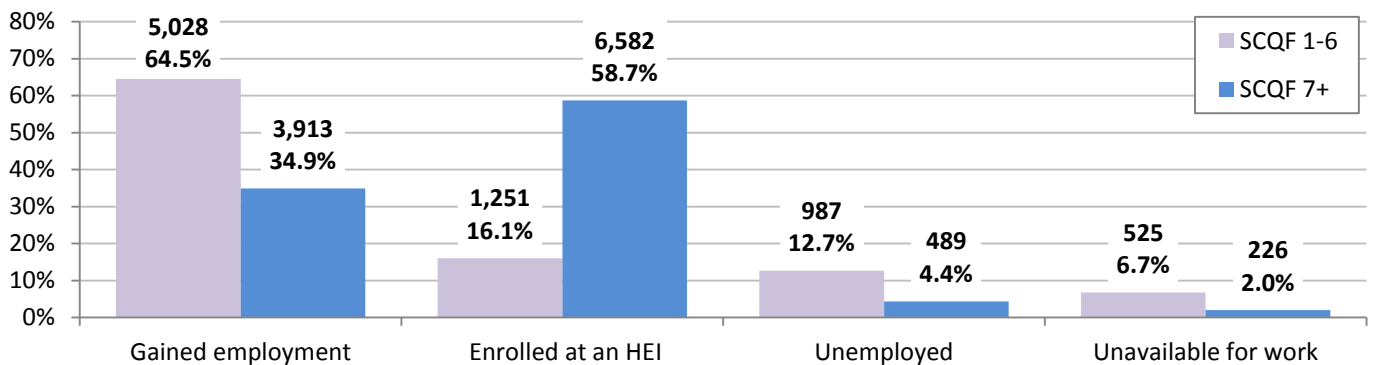
³ Note, table and chart percentages are driven from raw figures so rounding may produce some apparent addition errors.

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.

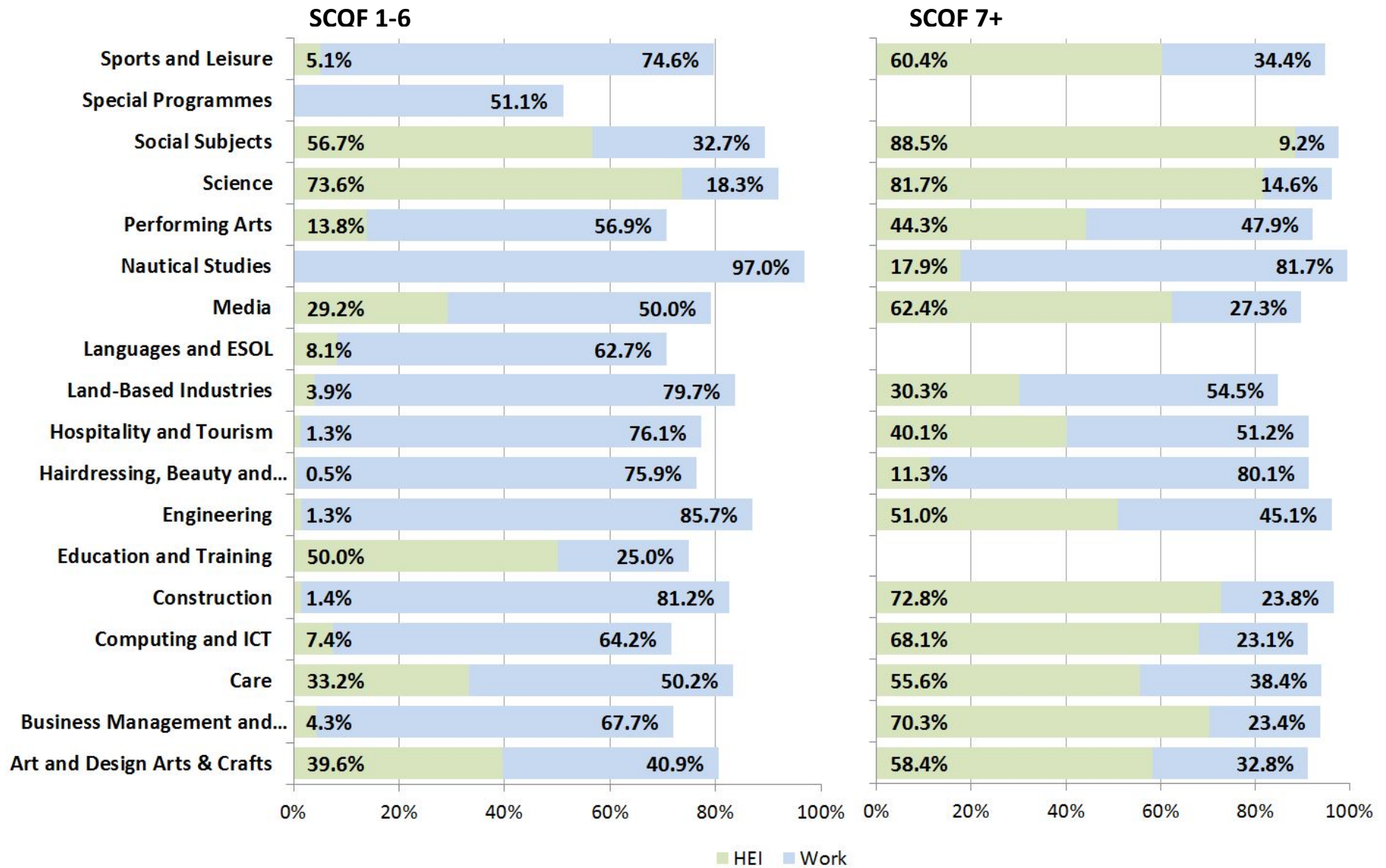
Table 3: Numbers for Subject Groupings

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.