

College Performance Indicators 2020-21 – Technical Annex

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Introduction

1. SFC has published PIs on college teaching activity for the past 18 years although PIs are not available on a consistent basis for all years. Links to previous publications going back to 2008-09 are provided and can be found on our website at: [College Performance Indicators](#).
2. The purpose of the indicators is to inform stakeholders about the performance of the sector. The reported PIs allow for the evaluation of performance of students by level of course and hours of study both over time and against other similar colleges. The PIs can be used, for example, to monitor and compare performance of groups of specific interest, such as disabled and care-experienced students, thereby supporting a wider improvement agenda within the sector. HE course qualifications are more likely to be standard across subjects and awards and results can be used more readily than FE courses for sector benchmarking.
3. Performance Indicators are available for colleges (further, tertiary, sixth-form) in other United Kingdom countries but due to the different cohort characteristics and performance indicator definitions these are not directly comparable with the Scottish college sector PIs.
4. The latest information available within the report is for academic year 2020-21. For full-time performance indicators results are shown over the period 2008-09 to 2020-21. For part-time courses results are shown from 2018-19 although earlier years are available from our website.
5. The reporting period was impacted by the ongoing Covid-19 pandemic and the requirement for public health control measures that continued throughout 2020-21. As a result of these circumstances it is difficult to compare 2019-20 and 2020-21 results directly with previous years. SFC has presented data for several years but full consideration should be given to these exceptional circumstances when comparing results over time.
6. The Performance Indicators report provides a broad coverage of activity on recognised qualifications and includes, in addition to SFC funded student activity, Skills Development Scotland (SDS) funded Foundation Apprenticeship courses and college based university 'Associate' status students.

7. The Scottish college landscape has fundamentally changed since 2010 with the phased creation of larger colleges operating on a regional basis through merger. This has led to a reduction in the number of colleges from 45 in August 2010 to the 26 colleges today.
8. Students have a wide variety of personal motivations for studying at college and study across an extensive range of programmes, from literacy and numeracy courses to engineering and agriculture, with awards ranging from courses not providing a recognised qualification to higher national certificates and diplomas or degrees in partnerships with universities.
9. Our method of presentation and breakdown of PIs by subject groups, duration of study, age groups and gender gives a comprehensive view of sector-wide provision and performance, enabling an informed comparison over time.
10. The PIs are based on student records submitted via the Further Education Statistics (FES) system. This is an automated data capture and record system which encompasses built-in iterative quality checks to ensure the data is correct and credible. Only when the data has passed will SFC permit the data to be used for PI purposes. In addition to our checks, every college Principal must also sign off the data as a true and accurate record for their college.
11. As an additional reassurance of consistency and quality, SFC contracts with Education Scotland (ES) to provide external assurance on quality and to support improvement in the college sector. ES publishes colleges' annual evaluative reports and enhancement plans together with a joint SFC/ES endorsement statement and these are available on Education Scotland's website under Further Education sector.
12. Our analytical team also conducts data quality checks to ensure the student records submitted by colleges are accurate and comparable across the sector.
13. Each of the charts in this publication contains three percentage figures: the first describes the percentage of students who successfully completed the course year; the second is the percentage that completed the course year irrespective of their result; and the third is the percentage of students that withdrew from the course. These values have been calculated as a percentage of all enrolments.
14. For the purpose of improving data quality, this publication now excludes, in the majority of charts presented, students with fewer than 160 hours of study which ensures that the PIs are focused less on short duration courses and more on longer, more vocational courses which are more likely to be formally assessed and accredited.
15. When viewing individual college level PI data, where the number of enrolments is less than 50 in a category the results have been suppressed and are not shown.

This avoids spurious statistical accuracy in the published success rates and reduces the risk of incorrect conclusions being drawn from success rates based on small numbers.

16. We provide on our website; alongside the publication, a separate [Excel PI Tool](#) which provides an overview of individual college data together with multi-college regional and national data.
17. Links to individual College PIs and an explanation on how our performance indicators are presented and examples of how we calculate PIs can be found in the following appendices.
18. It is our aim to strive for continuing improvement and enhanced usability of this document. We welcome feedback from readers on matters of content and presentation.

An explanation of our performance indicators

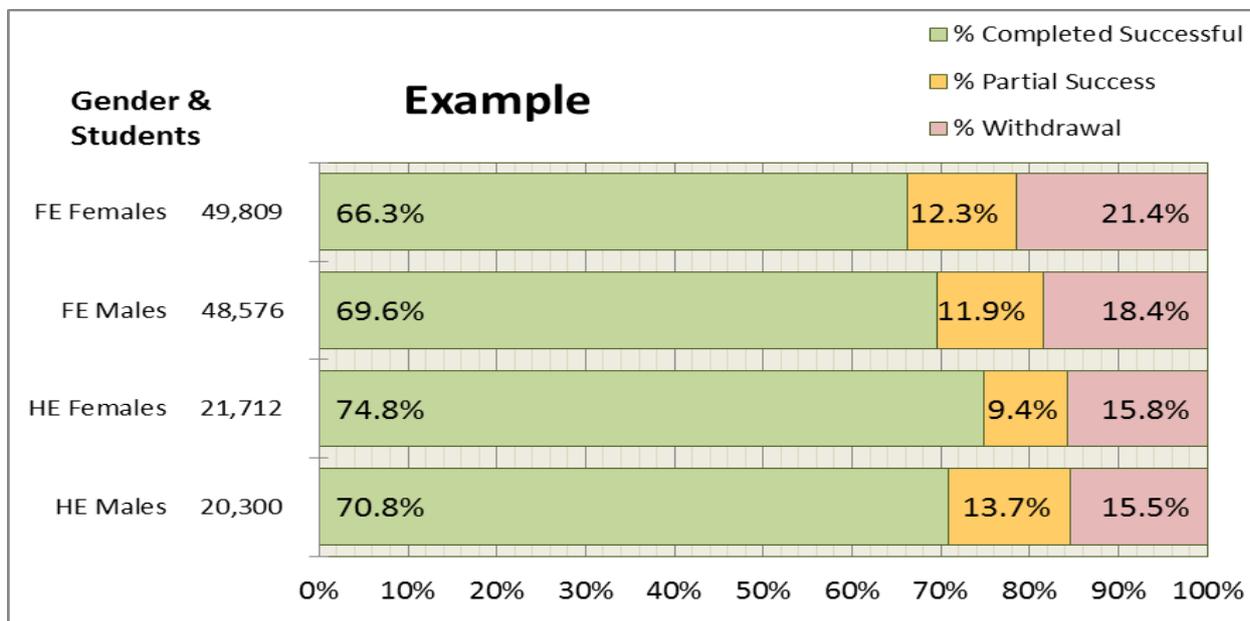
19. Scotland's colleges provide SFC with details of the courses that they deliver and the students who enrol on these courses. This data includes details of the student's results at the end of the academic year or withdrawal date if the student does not make it to the end of the course.
20. These individual 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 per cent 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 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 per cent of the course has elapsed. SFC does not provide activity funding for students who leave before the 25 per cent 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. SFC pays the same price for students in this category as they do for a student who completes their programme.
21. These three categories are used throughout to describe performance across courses of various duration in terms of hours of learning required to complete the course year plus age groups, level and gender, subject groups and other groups of interest such as minority ethnic groups or disability.
 22. Each of these charts contains three percentage figures; the first describes the percentage of students who successfully completed the course year, the second is the percentage that completed the course year irrespective of their result and the third is the percentage of students who withdrew from their studies. These values have been calculated as a percentage of all enrolments. Where the number of enrolments is less than 50 the bar on the chart has been removed. This avoids spurious statistical accuracy in the published pass rates and reduces the risk of incorrect conclusions being drawn from pass rates based on small numbers.

How our performance indicators are presented

23. Our college PIs - as exemplified below - show the success, partial success and withdrawal proportions stacked and labelled to show the full cohort¹.



24. 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.
25. Colleges must choose one of the student outcome options from our guidance notes that best describes the student result. 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.
 - Deferred student returning next session to complete units in subsequent academic year. (*Introduced in COVID year 2020-21*).

¹ Chart proportions in the PI publication are rounded to one decimal place so total percentage may not always add up to 100%.

- Deferred student deemed eligible to progress to the next level of study without successful completion of unfinished units of course. (*Introduced in COVID year 2020-21*)
26. 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.
 27. 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.
 28. 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.
 29. The number of students enrolled on these courses is shown for each academic year to the left of the bar chart.
 30. The Technical notes Appendix A below shows the breakdown of enrolments for nationally recognised programmes for further education and higher education full and part-time courses across each of the possible student outcomes.

Calculations

31. 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.
32. 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.
33. 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.
34. **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.
35. 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.
36. **Two** more students dropped out in week 4 both because they found the course too difficult.
37. 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.
38. Our funding qualifying date is reached on 1 November. By this point the 10 students discussed above have withdrawn from their studies.
39. The **Early withdrawal** indicator would therefore be derived by working out the percentage of withdrawals prior to the funding qualifying date of all enrolments.
40. We know that 100 students started on the course and that 10 withdrew before the funding qualifying date therefore 10 per cent withdrew prior to the funding qualifying date.

$$\text{Early withdrawal} = 10 / 100 = 10\%$$

41. SFC does not pay the college any teaching grant for these 10 students.
42. 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.

43. No one drops out in week 9 or 10 but this still leaves 26 weeks to go until the end of the course.
44. 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.
45. 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.
46. The Christmas holidays begin in week 15 and unfortunately **five** students simply don't return after the holiday period.
47. Exams begin in February which is week 18 and another **three** students withdraw before the second semester begins.
48. There are no more withdrawals until the Easter holidays when one more student decides to stop attending as they were behind with their studies.
49. **One** final student withdraws in week 32 for personal reasons.
50. 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.
51. 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.
52. 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 per cent withdrew after the funding qualifying date.

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

53. We now 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 per cent) did not complete their course.

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

54. 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.

55. Our performance indicator (PI) guidance notes for 2020-21 can be found at: [College Performance Indicator Guidance notes for 2020-21](#)
56. Our 2020-21 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.
 - 14 - Completed programme student not assessed as programme is not designed to be assessed.
 - 17 - Student has progressed to next year but did not gain 70 per cent of the credits undertaken.
 - 18 - Student has progressed to next year and has achieved 70 per cent of the credits undertaken.
 - 20 - Student has achieved 70 per cent 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.
 - 50 - Deferred student returning next session to complete units in subsequent academic year. (*Introduced in COVID year 2020-21*)
 - 52 - Deferred student deemed eligible to progress to the next level of study without successful completion of unfinished units of course. (*Introduced in COVID year 2020-21*)
57. 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.
58. 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.

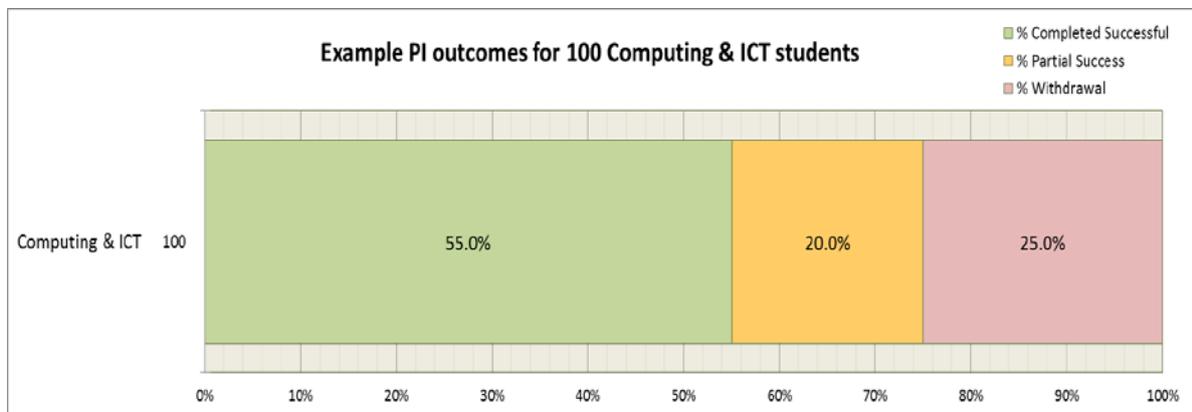
Completed: Partial success = 20 / 100 =20%

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

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

Completed: Successful = 55 / 100 = 55%

61. These three groups are the building blocks of our PIs. 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:



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

Data selection

63. 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.
64. Courses than span academic sessions are excluded as the student will not complete their programme until academic session 2021-22 and no result is available in session 2020-21.

Exclude student outcome (23)

Source of finance of course equals (5, 9) and course end date <='31JUL2021'd

65. 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, 24, 51, 53, 54, 55)

66. 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 per cent required date or student end date is after required date but no funding has been claimed.

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

Exclude Qualification aim 'PB'

68. 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 Credits <4

Appendix A: Technical notes

1. The PIs are based on student records submitted by colleges via the Further Education Statistics (FES) system. There are around 300,000 student records in our FES system (in any academic year) and we are constantly working to improve the underlying data quality.
2. The FES returns include the course / exam result for each student funded by SFC and SDS employability fund activity delivered by colleges. Our [College Performance Indicator Guidance](#) outlines the different options to record the outcome for the student on a recognised qualification for the academic year period. This includes options for student withdrawals, transfers, success and failures and continuation to the next stage of the course.

Student Outcome	Enrolments			
	Full time		Part time	
	HE	FE	HE	FE
Transferred to another programme course within the college	14	97	2	40
Withdrawn from programme/course and commenced employment	607	1,442	80	508
Withdrawn from programme/course and now studying in an HEI	64	56	4	114
Withdrawn from programme/course and destination unknown	4,945	9,942	972	7,890
Withdrawn from programme/course and now studying elsewhere (not HEI)	32	111	10	411
Completed programme/course, student assessed but not successful	3,147	4,494	1,016	11,316
Student has progressed to next year but did not gain 70% of the assessed credits undertaken	102	104	109	582
Completed programme/course, student not assessed (student on a recognised qualification but outcome recorded as not assessed)	0	69	3	134
Completed programme/course, student assessed and successful	16,544	22,863	7,032	55,849
Student has progressed to next year and has achieved 70% of the assessed credits undertaken	4,876	661	1,626	2,389
Student has achieved 70% of the assessed credits undertaken but has chosen not to progress onto the next year	276	25	70	200
Student is on an interim year of a multi-year VQ programme and is on track and is still participating in the college programme	0	697	266	5,189
Student completed first year of an HND but has chosen to leave with an HNC	533	0	0	0
(COVID) student unable to complete course and is expected to return next session only to finish outstanding (course/unit) activity for successful completion.	677	971	439	2,590
(COVID) student is deemed eligible to progress to the next level of study without first having to successfully complete current course and does not need to complete unfinished units in the next academic year.	108	457	111	690
Totals	31,925	41,989	11,740	87,902

3. We collect a student record for each funded individual. SFC working with the college sector continues to improve protective characteristics data collection, disclosure, coverage and quality.
4. Colleges submit their returns via our FES Online web tool which performs around 150 separate validations on each record. These validations are updated on an annual basis based on feedback from our statistical advisory and performance indicator groups.
5. As well as performing data validation, our FES Online system provides colleges with management reports which include performance indicators. These reports include the published Performance Indicators for the college which we ask the college to confirm as accurate.
6. Other reports include performance indicators for each course run by the college which enables colleges to evaluate the national PI values by confirming those at course level which are more closely managed by the relevant course teams. Colleges are able to submit files to FES Online as part of an iterative process until they are happy with their data quality and performance indicators. This enables course teams to examine the management reports and update the student records appropriately until they are happy that the results reflect the success rates for their course.
7. SFC consults with our statistical advisory groups and with the College Development Network to provide an annual set of [College Performance Indicator Guidance](#) to help ensure student results are coded consistently across the sector.
8. In addition to our FES and current PI guidance notes SFC also provides the performance indicator and student outcome datasets to Education Scotland for use within college evaluations and thematic reviews. This helps ensure the accuracy of our data and provides a richer context in which the results can be reviewed. Education Scotland publishes colleges' annual evaluative reports and enhancement plans together with a joint SFC/ES endorsement statement and these are available on [Education Scotland's website](#) under Further Education sector.
9. SFC conducted a number of college consultations and quality checks before the 2020-21 performance indicators were finalised. These consultations and checks ensure the data quality of the 2020-21 student records to ensure our performance indicators continue to be based on accurate data.
10. SFC allocated £500 million in teaching and fee waiver grant that includes ESF activity, to colleges to deliver learning activity and an additional £138 million to provide financial student support in 2020-21. This excludes additional funding for strategic projects. As a result colleges undergo a significant audit of their student records to ensure these funds are being spent in line with guidance.

These audits include checking that student withdrawals are being properly managed and recorded and that the correct credits are being claimed for students. Our PIs are based on these same records and therefore the robust audit process helps ensure the accuracy of our student records.

Appendix B: Colleges in Scotland

College	Region
North East Scotland College www.nescol.ac.uk	Aberdeen and Aberdeenshire
Ayrshire College www.ayrshire.ac.uk	Ayrshire
Borders College www.borderscollege.ac.uk	Borders
Forth Valley College www.forthvalley.ac.uk	Forth Valley
Dumfries & Galloway College www.dumgal.ac.uk	Dumfries and Galloway
Edinburgh College www.edinburghcollege.ac.uk	Edinburgh and Lothians
Fife College www.fife.ac.uk	Fife
Glasgow Kelvin College www.glasgowkelvin.ac.uk	Glasgow
Glasgow Clyde College www.glasgowclyde.ac.uk	
City of Glasgow College www.cityofglasgowcollege.ac.uk	
Argyll College UHI www.argyll.uhi.ac.uk	Highlands and Islands
Inverness College UHI www.inverness.uhi.ac.uk	
Lewis Castle College UHI www.lewis.uhi.ac.uk	
Moray College UHI www.moray.ac.uk	
North Highland College UHI www.northhighland.uhi.ac.uk	
Orkney College UHI www.orkney.uhi.ac.uk	
Perth College UHI www.perth.uhi.ac.uk	
Shetland College UHI www.shetland.uhi.ac.uk	
West Highland College UHI www.whc.uhi.ac.uk	
South Lanarkshire College www.south-lanarkshire-college.ac.uk	
New College Lanarkshire www.nclanarkshire.ac.uk	
Dundee and Angus College www.dundeeandangus.ac.uk	Tayside
West College Scotland www.westcollegescotland.ac.uk	West
West Lothian College www.west-lothian.ac.uk	West Lothian
Sabhal Mòr Ostaig UHI www.smo.uhi.ac.uk	
Newbattle Abbey College www.newbattleabbeycollege.ac.uk	
Scotland's Rural College www.sruc.ac.uk	

Key:

Large college - delivering activity of greater than 25,000 credits

Small college - delivering activity of less than 25,000 credits

Appendix C: Education Scotland – (HMIE) Mapping to superclass

ES – Subject
Classification

Superclass

Art and design

Arts and Crafts

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

Authorship/Photography/Publishing/Media

KH	Print and Publishing
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Construction and Property (Built Environment)

TJ	Interior Design/Fitting/Decoration
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Manufacturing/Production Work

WL	Paper Manufacture
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Business,
management and
administration

Business/Management/Office Studies

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

Sales, Marketing and Distribution

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

Politics/Economics/Law/Social Sciences

EB	Economics
EC	Law

Family Care/Personal Development/Personal Care and Appearance

HE	Personal Finance/Consumerism/Rights
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Services to Industry

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

Transport Services

ZM	Logistics
ZN	Purchasing/Procurement and Sourcing
ZP	Distribution

Care

Family Care/Personal Development/Personal Care and Appearance

HF	Parenting/Carers
HH	Crisis/Illness Self Help

Health Care/Medicine/Health and Safety

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

Computing and ICT

Information Technology and Information

CA	Information and Communication Technology (general)
CB	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

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

Manufacturing/Production Work

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

Engineering

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

Oil/Mining/Plastics/Chemicals

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

Transport Services

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

**Hairdressing,
beauty and**

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

complementary therapies

HK	Therapeutic Personal Care
HL	Hair/Personal Care Services

Health Care/Medicine/Health and Safety

PC	Complementary Medicine
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Hospitality and tourism

Catering/Food/Leisure Services/Tourism

NA	Hospitality/Catering
NB	Food/Drink Services
NC	Catering Services
ND	Hospitality Operations
NE	Baking/Dairy/Food and Drink Processing
NF	Cookery
NG	Home Economics
NH	Food Science/Technology
NK	Tourism/Travel

Environmental Protection/Energy/Cleansing/Security

QE	Cleansing
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Manufacturing/Production Work

WM	Food/Drink/Tobacco (industrial)
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Land-based industries

Environmental Protection/Energy/Cleansing/Security

QA	Environmental Protection/Conservation
QC	Pollution/Pollution Control
QG	Funerary Services

Agriculture Horticulture and Animal Care

SA	Agriculture/Horticulture (general)
SC	Crop Protection/Fertilisers/By-products
SD	Crop Husbandry
SE	Gardening/Floristry
SF	Amenity Horticulture
SG	Forestry/Timber Production
SH	Animal Husbandry
SJ	Fish Production/Fisheries
SK	Agricultural/Horticultural Engineering/Farm Machinery
SL	Agricultural/Horticultural Maintenance
SM	Rural/Agricultural Business Organisation
SN	Veterinary Services
SP	Pets/Domestic Animal Care

SQ	Land Based Studies
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Manufacturing/Production Work

WJ	Leather Footwear and Fur
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Languages and ESOL

Area Studies/Cultural Studies/Languages/Literature

FJ	Linguistic Studies
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FN	Languages
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Media

Area Studies/Cultural Studies/Languages/Literature

FC	Literature
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Authorship/Photography/Publishing/Media

KA	Communication/Media
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KB	Communication Skills
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KC	Writing (authorship)
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KD	Journalism
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KJ	Moving Image/Photography/Media Production
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Nautical studies

Engineering

XQ	Ship and Boat Building/Marine/Offshore Engineering and Maintenance
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Transport Services

ZS	Marine Transport
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Performing arts

Performing Arts

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

Health Care/Medicine/Health and Safety

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

Science and Mathematics

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

Social subjects

Humanities (History/Archaeology/Religious Studies/Philosophy)

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

Politics/Economics/Law/Social Sciences

EA	Government/Politics
ED	Social Sciences
EE	Social Studies

Area Studies/Cultural Studies/Languages/Literature

FB	Culture/Gender/Folklore
FM	Area/Diaspora Studies

Sport and leisure

Family Care/Personal Development/Personal Care and Appearance

HJ	Personal Health/Fitness/Appearance
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Sports Games and Recreation

MA	Sports Studies/Combined Sports
MB	Air Sports
MC	Water Sports
MD	Athletics Gymnastics and Combat Sports
ME	Wheeled Sports
MF	Winter Sports
MG	Ball and Related Games
MH	Country/Animal Sports
MJ	Indoor Games

Catering/Food/Leisure Services/Tourism

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

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

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