



COLLEGE LEAVER DESTINATIONS 2019-20



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

SFC STATISTICS

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Summary: To inform stakeholders of the publication of the 2019-20 College Leaver Destinations measurements.

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

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Impact of the Coronavirus Pandemic

1. The outbreak of the COVID-19 pandemic was declared in March 2020 by the World Health Organisation part way through the 2019-20 academic year. It impacted on exam and assessment arrangements as well as on students studying at the time and their ability to complete their course and qualification as planned. This had a direct impact on potential qualifiers who form the cohort the College Leaver Destinations (CLD) collection follows.
2. Around 6,897 students deferred from full-time courses which met CLD-inclusion criteria due to the pandemic. Of these, 2,282 subsequently completed successfully and so would have been included in the CLD in a normal session but were resulted too late to be included in this survey. Although the proportion of confirmed qualifiers is again around nine in 10 destinations known, the overall number of qualifiers has been reduced in large part due to pandemic-driven deferrals.
3. Since the CLD examines the period three to six months post-qualification, it is worth noting that this year's CLD survey was carried out during the uncertainty of the second half of 2020 before the vaccination rollout and the first half of 2021 when the country remained mainly in lockdown. The external environment was therefore significantly different which should be considered when comparing years. The national impact on unemployment has been well documented in the media and this is reflected in this year's data.
4. It is evident from the data collected that pandemic-affected employment opportunities and illness have contributed to the distribution of qualifiers this year. However, the data remains robust and this allows observation of how the pandemic has affected qualifiers in comparison to other years. Overall, while employment opportunities were impacted by the pandemic, it was clear that universities offered attractive alternatives to learners with a significant increase in the number of college leavers moving into university.
5. The Scottish Funding Council (SFC) has presented data for several years but full consideration should be given to these exceptional circumstances when comparing results over time.

Executive Summary

The Covid-19 Pandemic had a significant impact on both the studies and the destinations for this year's qualifying cohort, reducing the number of qualifiers as well as having a direct impact on available destinations. Employment opportunities particularly were impacted by the pandemic lockdowns, but it is clear that universities offered attractive alternatives to qualifiers as reflected in a significant increase in the number of college leavers moving into university. Overall, positive destinations for this cohort have fared surprisingly well in the unprecedented period of turmoil caused by the pandemic.

The previous section provides more details on the impact of the pandemic.

6. This publication provides information on the destinations of successful full-time college leavers in Scotland. It supports SFC's work with colleges on outcome-based planning through Outcome Agreements and the Scottish Government's skills strategy, *Scotland's Future Skills Action Plan* 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.
7. This is the fifth publication of College Leaver Destinations (CLD) for Scotland's colleges and covers the academic year 2019-20. This publication reports on the destinations of leavers 3-6 months after qualifying.
8. The key focus of this publication centres on **Sector Leavers** with known destinations with the following showing the salient aspects for this group:
 - 16,334 qualifiers with known destinations left the college sector and these Sector Leavers accounted for 39.8% for whom the post-study destination was confirmed (40,996).
 - 84.4% of Sector Leavers found positive destinations despite the pandemic, a decrease from last session's 87.8%.
 - 74.5% of Sector Leavers who achieved SCQF¹ 1-6 went on to positive destinations compared to 80.0% last session.

¹ Where a programme is not formally SCQF (Scottish Credit and Qualifications Framework) 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.

- 90.3% of Sector Leavers who achieved SCQF 7+ went on to positive destinations compared to 92.6% last session.

9. It is unsurprising that industries such as Hairdressing, Beauty and Complementary Therapies had such large drops in employment: work destinations for qualifiers at SCQF 7+ were down 23.8pp to 55.1% reflecting the closure of salons during the pandemic. However, this same group saw a sizable increase in those moving to university: up 13.5pp to 18.2%. The overall impact on positive destinations was therefore minimised despite the lack of employment opportunities available due to the pandemic.

- 36.7% of Sector Leavers who achieved SCQF 7+ went on to university study (up from 33.3% last session) and 10.2% at SCQF 1-6 (up from 6.6%), an overall increase in movement to university of 7.0pp.
- 15.6% of Sector Leavers were unemployed or unavailable for work compared to 12.2% last session.

The key focus of this publication centres on Sector Leavers with known destinations with the following showing the salient aspects for this group:

16,334 qualifiers with **KNOWN DESTINATIONS** left the college sector and these **SECTOR LEAVERS ACCOUNTED FOR 39.8%** for whom the post-study destination was confirmed (40,996).



84.4% of Sector Leavers found **POSITIVE DESTINATIONS DESPITE THE PANDEMIC**, a decrease from last session's 87.8%.



74.5% of Sector Leavers who **ACHIEVED SCQF 1-6** went on to positive destinations compared to 80.0% last session.

90.3% of Sector Leavers who **ACHIEVED SCQF 7+** went on to positive destinations compared to 92.6% last session.

36.7% of Sector Leavers who **ACHIEVED SCQF 7+** went on to **UNIVERSITY STUDY** compared to 33.3% last session.



Unemployment and unavailability for work for Sector Leavers increased to 15.6% from 12.2% last session – although broken down by SCQF the distribution is notable: 25.5% AT SCQF 1-6 (up from 20.0%) compared with 9.7% AT SCQF 7+ (up from 7.4%).

Sector Leavers

10. The overall CLD collection examines all successful qualifiers from full-time college courses, including those who have left the sector and those who have completed a full-time course but are remaining at college to complete a subsequent qualification. These courses are commonly confined to a single academic year and are designed to allow students to progress from lower level courses to more advanced courses via learning pathways, i.e. course literature commonly signposts that ‘course A’ will enable progression to ‘course B’, with the student directed towards HE study or employment in a particular area after completion of a number of progressing courses. The journey varies dependent on the point of entry and qualifications achieved prior to enrolment for students. The sector leavers are extracted from the CLD collection and are the focus of this publication.

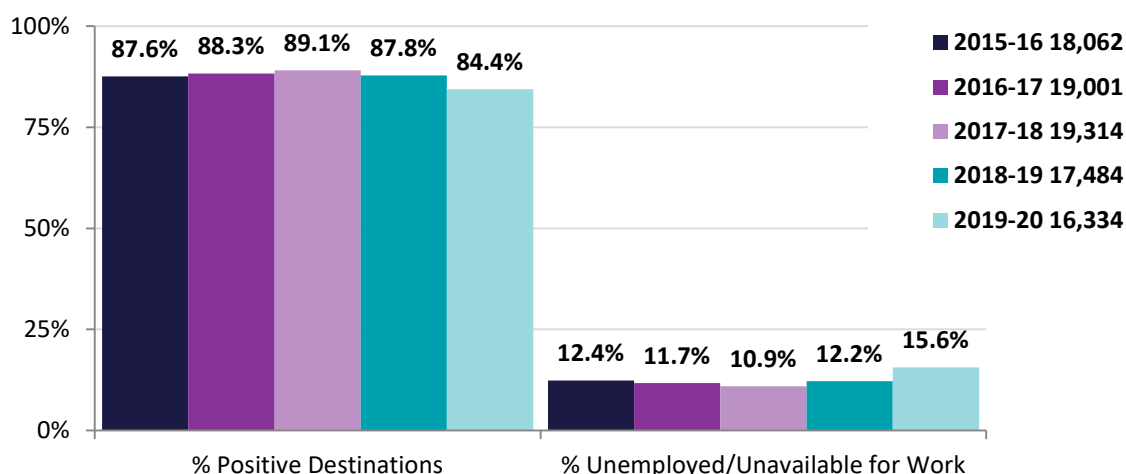
Table 1: 2019-20 Full-Time Qualifiers and Sector Leavers with known destinations

	CLD Qualifiers 2019-20	Unconfirmed	Confirmed Destinations	Continuing College Study	Sector Leavers
SCQF 1-6	28,334	2,597 9.2%	25,737 90.8%	19,589 69.1%	6,148 21.7%
SCQF 7+	17,577	2,318 13.2%	15,259 86.8%	5,073 28.9%	10,186 58.0%
Total	45,911	4,915 10.7%	40,996 89.3%	24,662 53.7%	16,334 35.6%

11. Table 1 reflects the breakdown of all qualifiers for the 2019-20 CLD by SCQF level. The majority of SCQF 1-6 qualifiers stay on at college (69.1%) where only 28.9% at SCQF 7+ remain. Of the 21,259 who have not remained in college, destinations were confirmed for 16,334. This group with confirmed destinations are defined in this publication as Sector Leavers². At SCQF 1-6 Sector Leavers account for 21.7% of qualifiers, while at SCQF 7+ the proportion is 58.0%.

² The known proportion of those no longer studying at college overall is 76.9% (16,334/21,249). This breaks down by level to confirmed Sector Leaver proportions of 70.3% of SCQF 1-6 qualifiers (6,148/8,745) and 81.5% of SCQF 7+ qualifiers (10,186/12,504) giving robust proportions to observe the qualifier destinations.

Chart A: Sector Leaver Destinations 2015-16 to 2019-20



12. Despite the pandemic removing the true like-for-like comparison, Chart A is included above to show the trend in destinations for confirmed Sector Leavers since 2015-16³. The impact of the pandemic lockdowns on opportunities for sector leavers is evident, with a decrease in positive destinations to 84.4%, a 3.4 percentage point (pp) reduction compared with last year. Despite this, the figure of 84.4% positive destinations remains a positive proportion at the height of lockdown.

Table 2 Sector Leaver Comparison 2018-19 to 2019-20

External Destination	2018-19 Sector Leavers	% Sector Leavers	2019-20 Sector Leavers	% Sector Leavers		
Qualifiers Leaving College Sector	17484 / 43290	40.4%	16334 / 40996	39.8%	▼	
FE to University	1,162	6.6%	1,659	10.2%	▲	
HE to University	5,817	33.3%	5,991	36.7%	▲	84.4% ▼
FE/HE into work	8,373	47.9%	6,130	37.5%	▼	
Unemployed	1,298	7.4%	1,585	9.7%	▲	
Unavailable for work	834	4.8%	969	5.9%	▲	15.6% ▲
			100%			100%

13. Table 2 provides comparative destination proportions for the confirmed Sector Leavers for 2018-19 with 2019-20. In this session we know the destination of 16,334 Sector Leavers, a decrease of 1,150 from the previous year. This reduction is in line with a decline in the overall number of qualifiers and can in the main be explained by the impact of the pandemic. As observed, the reduction in positive destinations to 84.4% can be related to a large extent to

³ This is the period from which data is of an appropriate quality for analysis of the Sector Leavers

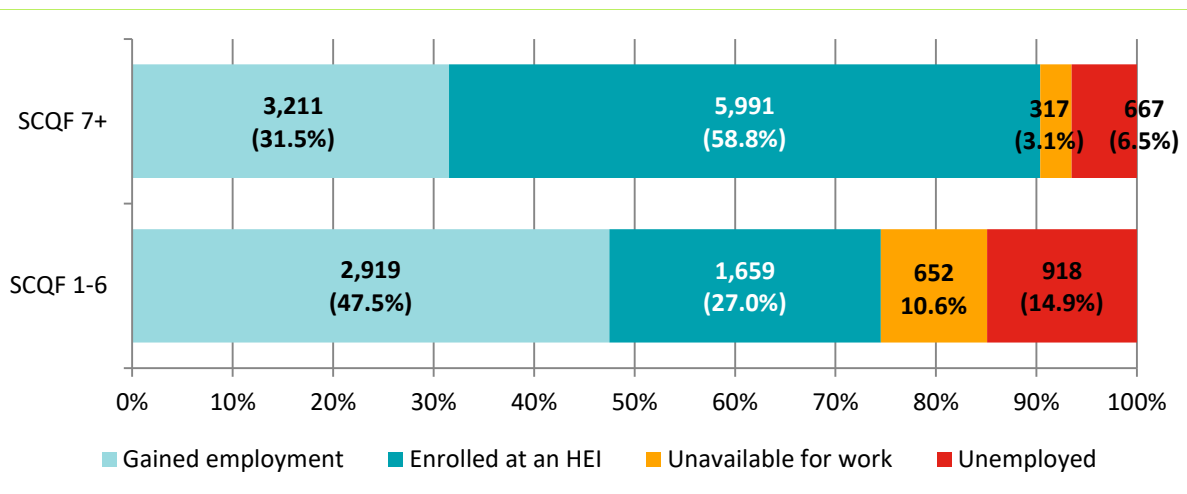
the impact of the pandemic on employment opportunities, with those moving to employment post-qualification reducing from 47.9% last year to 37.5% this session. The lack of employment opportunities is further reinforced by the increase in both unemployment and unavailability for work, which increased to 9.7% and 5.9% respectively.

- The pandemic has highlighted the vital role that universities play in offering opportunities for learners post-college, with 10.2% of FE leavers and 36.7% of HE leavers going on to university, a 3.6pp and a 3.4pp increase respectively.

Sector Leaver Analysis

- Chart B provides a breakdown of the destinations for those leaving college by SCQF level.

Chart B: Confirmed destination of Sector Leavers by level, 2019-20



- When leavers are examined by level, we can observe that the pandemic has had a bigger impact in terms of employment on those at SCQF 1-6 than those at SCQF 7+, with employment for SCQF 1-6 dropping by 15.1pp to 47.5% compared with a much less marked reduction of 7.4pp to 31.5% for SCQF 7+.
- As we would expect, the benefits and security of remaining in education in the current crisis is reflected in the data. We see a rise in both groups moving to university study: 27.0% (up from 17.5%) at SCQF 1-6 and 58.8% at SCQF 7+ up from 53.7% last year. This is not unexpected and is testament to the many opportunities offered by universities to learners as they navigate the pandemic. Learners will see benefits from continuing in education in that they will not only use their time well when job opportunities are thin, but when the employment market returns to normal, they will also be in a stronger situation to gain work by virtue of the greater level of education since all data here suggests better qualifications result in better outcomes.

Table 3: Sector Leaver Destinations by Gender with variance from previous year

		Total	HEI%	Work %	(Positive %: HEI+Work)	Unavailable %	Unemployed %
SCQF 1-6	Male	2,770	15.6%	57.6%	73.2%	8.2%	18.7%
	Female	3,348	36.5%	39.2%	75.7%	12.5%	11.8%
SCQF 7+	Male	4,024	60.5%	30.6%	91.1%	1.7%	7.3%
	Female	6,138	57.8%	32.2%	89.9%	4.0%	6.1%
SCQF 1-6 variance	Male	-361	6.3pp	-14.1pp	-7.8pp	2.5pp	5.4pp
	Female	-147	11.7pp	-15.2pp	-3.5pp	1.2pp	2.4pp
SCQF 7+ variance	Male	-265	3.8pp	-6.1pp	-2.3pp	0.2pp	2.1pp
	Female	-381	6.1pp	-8.2pp	-2.2pp	1.0pp	1.1pp

18. Overall, at SCQF 1-6, the reduction in the proportions moving into employment is similar for males and females, a 14.1pp and 15.2pp reduction respectively. However for females the move from employment in the main translated to university study, while for males over half of the observed drop in employment resulted in negative destinations, thereby widening the gap between males and females for study as a destination.
19. At SCQF 7+, positive destinations are 91.1% (down 2.3pp) for males and 89.9% (down 2.2%) for females, so the impact on both genders is very similar. In terms of movement to employment we again see quite similar proportions with 30.6% of males (down 6.1pp) and 32.2% of females (down 8.2pp) gaining employment. Here we see females affected more by the pandemic than males in terms of employment. However, this has resulted in females closing the gap with males in those moving to university study: 57.8% versus 60.5% compared with 51.7% and 56.7% last year. Generally we see qualifiers more likely to go to university in this data, but female proportions have increased more than male.
20. The related unemployment proportions reveal males were more likely to become unemployed: 7.3% for males (up 2.1pp) versus 6.1% for females (up 1.1pp); so the unemployment gap grew from a difference of 0.2pp last year to 1.2pp this year, with an increase in the male proportion of unemployment accounting for this. Females continue to be more unavailable for work and saw a 1.0pp increase in those unavailable at 4.0%. Males only saw an increase of 0.2pp unavailable sitting at 1.7%.
21. Overall, although both genders have been hit hard in terms of the lack of employment opportunities due to the pandemic, females generally translated this into seeking education at university, while the loss of employment opportunities for males translated into greater levels of unemployment.
22. Table 4 provides positive destination proportions by subject groupings. It is worth pointing out that some percentages are based on small numbers, which make some percentages less robust than others.

Table 4: Sector Leaver Positive Destination Comparison by Subject Area

	SCQF 1-6						SCQF 7+					
	Total	(Overall Positive %: HEI+Work)	HEI%	HEI variance	Work %	Work Variance	Total	(Overall Positive %: HEI+Work)	HEI%	HEI variance	Work %	Work Variance
Art and design Arts and Crafts	239	69.9%	44.8%	4.7pp	25.1%	-16.4pp	774	87.9%	63.4%	2.1pp	24.4%	-6.4pp
Business, management and administration	216	69.4%	19.9%	16.3pp	49.5%	-22.1pp	1,756	92.1%	68.1%	3.8pp	24.1%	-5.7pp
Care	1,211	85.5%	56.0%	9.9pp	29.6%	-9.4pp	2,195	93.3%	56.5%	6.7pp	36.8%	-6.5pp
Computing and ICT	122	70.5%	32.0%	27.6pp	38.5%	-19.7pp	761	88.0%	64.5%	-1.6pp	23.5%	-1.8pp
Construction	550	70.5%	1.1%	0.5pp	69.5%	-8.8pp	261	91.6%	74.7%	9.5pp	16.9%	-12.3pp
Education and training	100	76.0%	13.0%	-1.3pp	63.0%	-2.3pp	118	93.2%	15.3%	-9.5pp	78.0%	12.2pp
Engineering	838	83.3%	5.8%	3.9pp	77.4%	-9.9pp	661	91.4%	51.1%	10.4pp	40.2%	-11.7pp
Hairdressing, beauty and complementary therapies	491	69.9%	4.7%	3.4pp	65.2%	-11.6pp	336	73.2%	18.2%	13.5pp	55.1%	-23.8pp
Hospitality and Tourism	355	64.5%	2.5%	1.6pp	62.0%	-13.8pp	327	84.7%	47.1%	7.0pp	37.6%	-11.3pp
Land-based industries	184	68.5%	14.1%	13.3pp	54.3%	-23.5pp	42	83.3%	21.4%	18.5pp	61.9%	-14.6pp
Languages and ESOL	305	56.7%	6.2%	3.0pp	50.5%	-9.8pp	-	-	-	-	-	-
Media	98	62.2%	20.4%	10.3pp	41.8%	-14.7pp	567	82.5%	49.7%	6.0pp	32.8%	-12.4pp
Nautical studies	30	86.7%	3.3%	3.3pp	83.3%	-12.8pp	160	96.3%	1.3%	1.3pp	95.0%	3.8pp
Performing arts	109	76.1%	45.9%	25.5pp	30.3%	-37.1pp	516	83.3%	37.0%	1.3pp	46.3%	-8.2pp
Science	340	86.5%	70.0%	-0.2pp	16.5%	-6.4pp	333	94.0%	75.1%	-4.8pp	18.9%	1.9pp
Social subjects	429	87.9%	69.9%	5.0pp	17.9%	-2.8pp	794	96.0%	87.2%	-0.5pp	8.8%	-0.1pp
Special Programmes	264	28.8%	1.5%	1.5pp	27.3%	-15.8pp	-	-	-	-	-	-
Sport and leisure	267	70.8%	12.7%	6.7pp	58.1%	-12.9pp	585	93.7%	65.1%	8.7pp	28.5%	-10.8pp
All	6,148	74.5%	27.0%	9.5pp	47.5%	-15.1pp	10,186	90.3%	58.8%	5.1pp	31.5%	-7.3pp

23. Positive destinations for subject groupings at SCQF 1-6 for Sector Leavers range from 56.7% (Languages and ESOL) to 87.9% (Social Subjects)⁴. At SCQF 7+, the range is 73.2% (Hairdressing, Beauty and Complementary Therapies) to 96.3% (Nautical Studies). The impact of the higher qualifications on positive destinations is clear, with SCQF 1-6 averaging 74.5% compared to 90.3% at SCQF 7+, highlighting the benefit of HE-level college qualifications on destinations for those who leave the college sector. Note: the results here appear unfavourable to those at the lower SCQF level since the vast majority of SCQF 1-6 qualifiers, 69.1%, stay in college for further study (19,589/28,334); this continued college study is a positive outcome for those at the lower SCQF levels but this is excluded here since the analysis only looks at proportions for those who leave the college sector. In the overall context of further study, movement to HEI from SQCF 1-6 accounts for 7.8% of all continued study (1,659/21,248).
24. The largest movement to study from SCQF 1-6 was Computing and ICT which saw an increase of 27.6pp moving to university study: 32.0% versus last year's 4.3%. This absorbed the 19.7pp decrease in those moving to work (38.5% compared to last year's 58.3%). Also interesting is Care at SCQF 1-6 where the 9.4pp reduction in proportions moving into work (29.6% versus last year's 39.0%) is more than compensated for by the 9.9pp increase in those moving to HEIs (56.0% up from 46.1%).
25. At SCQF 7+ the largest change in proportions moving to work was Hairdressing, beauty and complementary therapies which saw a reduction of 23.8pp: 55.1% entering work compared to 78.8% last year. Here the impact of lockdowns and salons being some of the last places to reopen is reflected in the data. Again with this group a large proportion in the absence of employment opportunities moved to HEI study: 18.2% (up 13.5pp over last year).
26. Qualifiers from SCQF 1-6 Special Programmes, which are generally designed for students with additional support needs for learning, saw the lowest levels of positive destinations at 28.8% (down from 43.1%).
27. Overall, the impact of the pandemic and the lockdowns on subject areas is clearly evident in the data. Both levels saw an overall reduction in positive destinations with SCQF 1-6 seeing twice the drop: 74.5% (down 5.6pp) as compared to SCQF 7+: 90.3% (down 2.2pp); but in many cases the movement to further study as a response to the pandemic impact on employment is a reassuring outcome. The data indicates throughout that higher-level qualifications provide better opportunities, so this reassignment to university

⁴ Excluding Special Programmes.

study may prove a beneficial path for many in the future in their careers.

28. It is notable that Hairdressing, Beauty and Complementary Therapies at SCQF 7+ had the largest drop in employment with work destinations down 23.8pp to 55.1% reflecting the closure of salons during the pandemic. However this same group saw a sizable increase in those moving to university: up 13.5pp to 18.2% - almost four times last year's proportion. The overall impact on positive destinations was therefore minimised despite the lack of employment opportunities caused by the pandemic. A similar movement in destinations for those qualifying from SCQF 7+ Land-based industries saw the movement to university outweigh the reduction in those moving to employment.
29. The majority of subject areas were hit hard by the pandemic, notably Hairdressing, Beauty and Complementary Therapies and Performing Arts, Hospitality and Tourism. However, some areas saw increases in proportions moving into employment at SCQF 7+, such as Childcare Practice courses which saw an increase in employment up 12.2pp to 78.0%

Further Information

30. The CLD measures are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.
31. Despite the obvious difficulties this year, staff within the colleges again worked hard to maintain the integrity of this collection. This session our confirmed rate increased slightly to 89.3% from 89.0% last session highlighting the commitment to this work. SFC again extends its thanks to the efforts put in by those who are so central to this publication – and this year to those who again truly did go the extra mile. Thank you. 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 analysis, and we would welcome feedback to inform modifications to the publication coverage and presentation.
32. Please pass any comments to Dr Scott Montgomery, email: smontgomery@sfc.ac.uk.

Appendix: Methodology, Data Sources and Data Definitions

CLD Rationale

33. The CLD collection forms a central element in understanding the learner journey through and beyond college education. 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*.
34. 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.
35. 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 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.
36. 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.

37. 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.

Sources of Destinations

38. 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 A1 shows the numbers and percentages from data linkage and other sources used in compiling this dataset.

Table A1: Sources of CLD 2019-20 Data

Source	Count	%
FES	22,926	49.9%
INDIVIDUAL	8,274	18.0%
SDS	5,977	13.0%
MISSING	5,092	11.1%
COLLEGE	2,369	5.2%
UCAS	607	1.3%
OTHER	433	0.9%
FAMILY	233	0.5%
	45,911	100%

39. 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.

Contextualising the College Sector

40. 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.

41. The university sector is most easily understood: a significant proportion 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) destinations⁵ demonstrates this trend with university destinations almost the exact inverse of what is happening in the college sector. The focus on Sector Leavers in this publication perhaps adds a more comparable analysis of the college leavers, but the difference in the sectors should always be kept in mind.

Notes:

Care should be taken when comparing figures in the publication to ensure percentages are of the same type for valid comparison – and especially when comparing with previous CLD publications.

Table and chart percentages are driven from raw figures so rounding may produce some apparent addition errors.

⁵ <https://www.hesa.ac.uk/data-and-analysis/students/destinations>

Definitions

Sector Leavers:	Qualifiers we have confirmed destinations 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. This CLD the national figure for Sector Leavers was 16,344 .
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 for whom we have confirmed destinations <i>and</i> those qualifiers who remain unconfirmed. This CLD the national figure for all qualifiers was 45,911 .
Confirmed qualifiers:	Refers to only those qualifiers for whom we have confirmed destinations. This CLD the national figure for confirmed qualifiers was 40,996 .
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 2021.

Unemployed:	This applies to qualifiers <i>Unemployed and looking for work</i> .
Unavailable to work:	Qualifiers who are: <i>taking time out in order to travel; Permanently unable to work/retired; Temporarily sick/unable to work/looking after home/family; and those not employed but not looking for employment, further study or training</i> .
SCQF:	SCQF refers to a programme's SCQF level or a 'broadly comparable' level for non-SCQF credit rated provision.

Previous CLD Publications

42. Figures and percentages referring to previous CLD 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](#) [SFC/ST/07/2018].

[College Leaver Destinations 2017-18](#) [SFC/ST/08/2019].

[College Leaver Destinations 2018-19](#) [SFC/ST/07/2020].