GLASGOW KELVIN COLLEGE

Academic Board 2nd February 2024

College Leaver Destinations 2021-22

Report by Quality Enhancement & Development Manager

1. Introduction

In February and March 2023, the College conducted a College Leavers' Destination survey as part of the Scottish Funding Council's (SFC) national survey. The purpose of that survey was to identify the next destination for successful full-time college leavers who completed a college course during session 2021-22. Glasgow Kelvin College had 1434 successful full-time leavers in June 2022. The College achieved an 83.4% return which has since been ratified by the SFC. The SFC summary report is attached as an appendix.

2. Body of the report and impact on the College

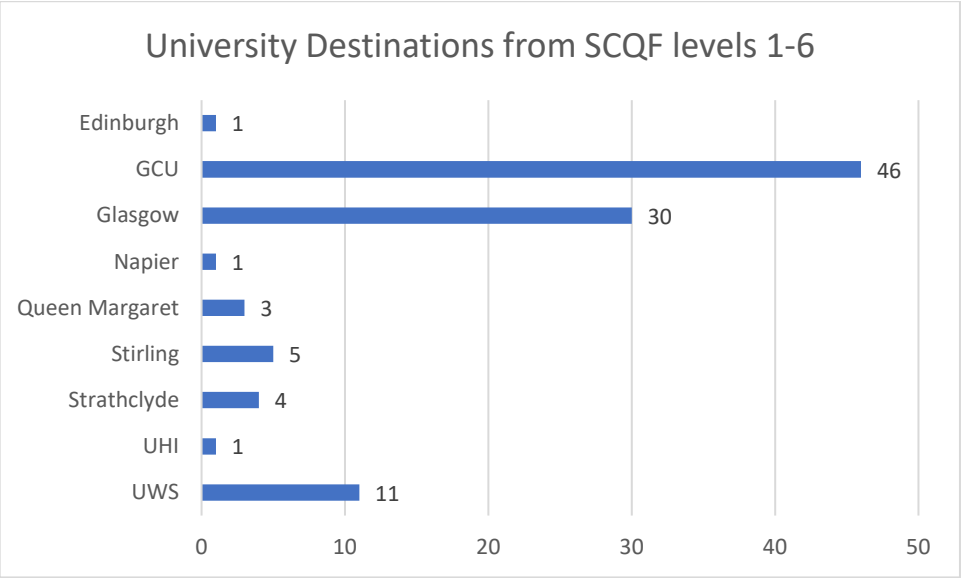
The data collection includes all FE (SCQF Levels 1-6) full-time successful leavers as well as HE (SCQF Levels 7+) full-time successful leavers. The data collected by the survey includes the following:

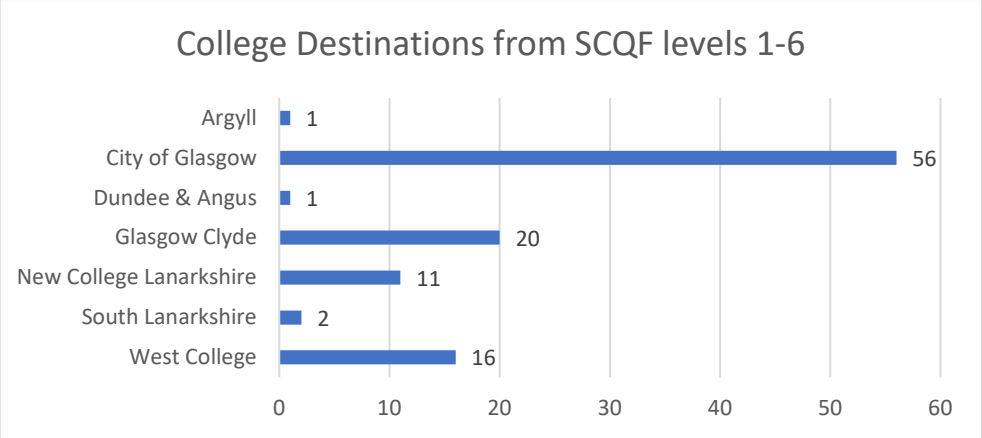
- Primary Classification (e.g. study, work, etc)
- Employment details (where applicable)
- Further Study details (where applicable)

The responses collected by the survey are summarised in the tables in Appendix 1.

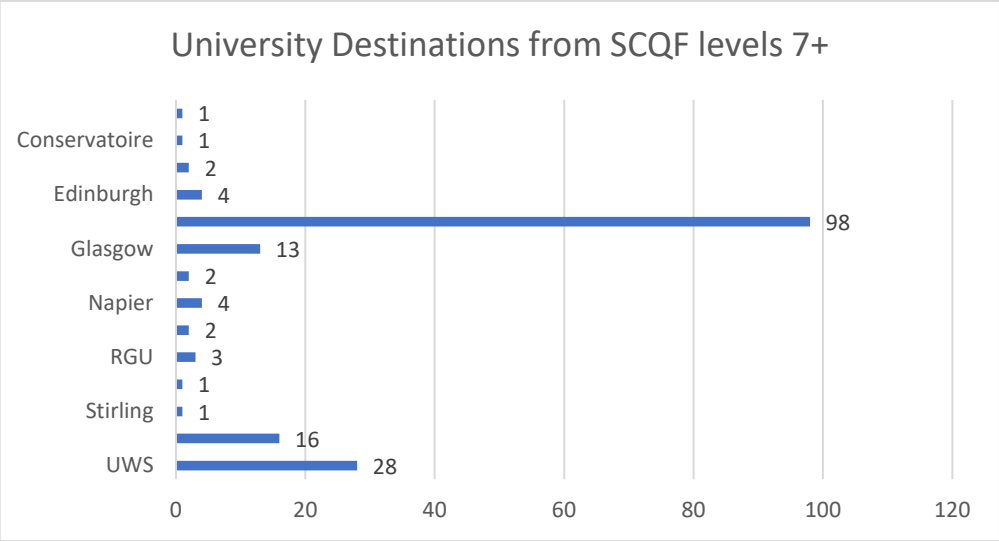
2. 1 University and College Destinations of Leavers

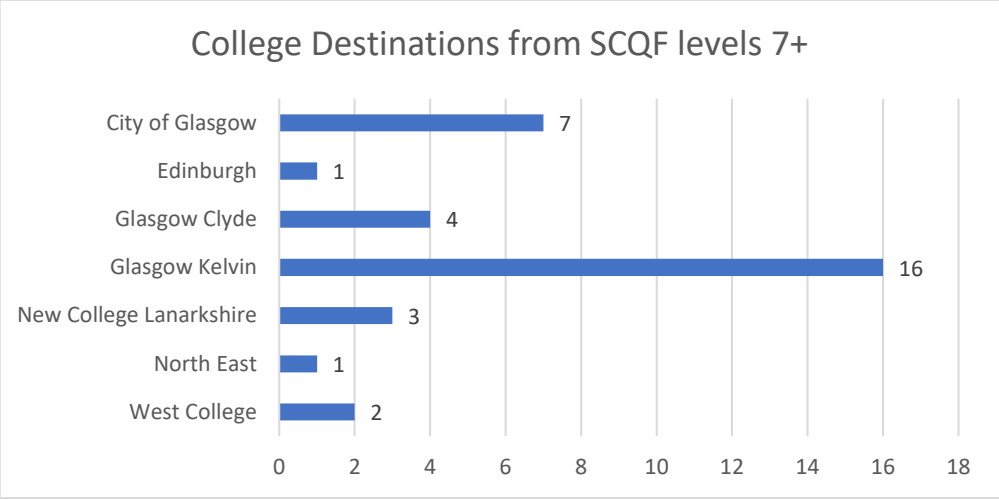
The following charts show the university and college destinations for those who progressed onto further full-time study.





Not included in FE Leavers College destinations chart are the 498 leavers who started on another programme at GKC.





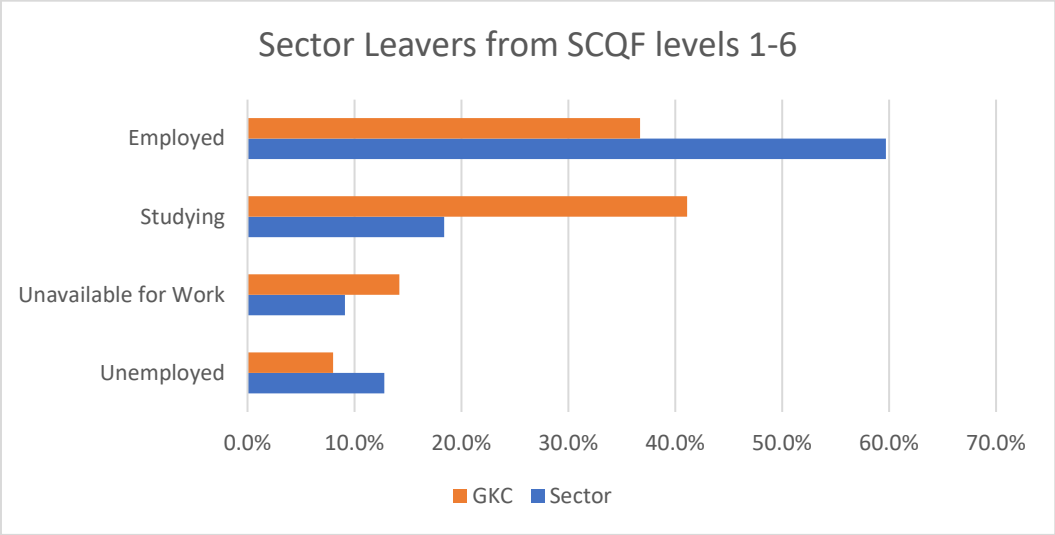
Most of the FE leavers who progressed to university were on one of the Access programmes.

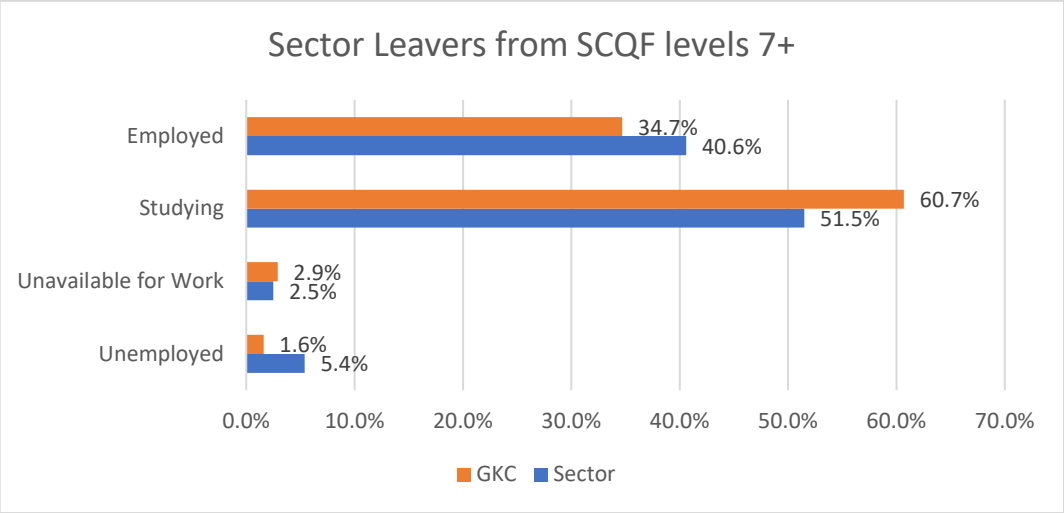
There were 594 FE students who progressed internally. They are not shown on the FE leavers chart.

2.2 National Comparison

The SFC analyse “Sector Leavers” separately. These are the College Leavers who left the college sector to go into work, training or to an HEI, i.e. they do not include those who remained at Glasgow Kelvin College, or those who moved to another college in the sector.

The following charts show a comparison of the sector leavers from Glasgow Kelvin College against the national position.





A much larger proportion of Glasgow Kelvin College students progress onto an HEI programme than those in the sector as whole. This is most apparent for FE level leavers, although there is also a significant difference for HE level leavers.

The high level of Glasgow Kelvin College FE Leavers progressing on to an HEI programme is primarily due to the large number of access programmes.

3. Resource Implications

There are no significant resource issues attached to the contents of this report.

4. Impact on Students

The new quality arrangements introduced during the current session will provide a greater focus on poorly performing courses and identify actions for their enhancement.

5. Risk and Assurance

There are no significant risk issues attached to the contents of this report.

6. Equality

There are no significant equality issues attached to the contents of this report.

7. Data Protection

There are no significant data protection issues attached to the contents of this report.

8. Environmental and Sustainability

There are no significant environmental or sustainability issues attached to the contents of this report.

9. Recommendations

The Academic Board is recommended to approve the contents of this report

10. Further Information

Further information regarding the contents of this report is available from the Vice Principal, Curriculum and Quality, or from the Head of Quality.

Glasgow Kelvin College
JG
February 2024

Appendix 1

College Leaver Destinations 2021-22

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

SFC STATISTICS

REFERENCE: SFC/ST/08/2023

ISSUE DATE: 28/11/2023

College Leaver Destinations 2021-22

Issue Date:	28 November 2023
Reference:	SFC/ST/08/2023
Summary:	To inform stakeholders of the publication of the 2021-22 College Leaver Destinations (CLD) measurements.
FAO:	Principals and Directors of Scotland's colleges, students and parents, and the general public.
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Table of Contents

Executive Summary **4**

Sector Leavers within the CLD Population **8**

Sector Leaver Analysis 11

Further Information 16

Appendix: Methodology, Data Sources and Data Definitions **17**

CLD Rationale 17

Sources of Destinations 18

Contextualising the College Sector 19

Definitions **20**

Previous CLD Publications 21

Executive Summary

1. The 2021-22 academic year (AY) was impacted by both the emerging cost-of-living crisis and the ongoing COVID-19 pandemic which meant that public health control measures that continued for much of 2021-22.

2. The unprecedented circumstances surrounding COVID continued to present colleges with challenges during 2021-22, notably the ability to deliver practical and work-based learning given ongoing, albeit less acute, public health control measures; and the challenges of supporting a cohort of students who had experienced two years of disrupted schooling. Socially distanced blended learning in August /September was then followed by the emergence of the Omicron variant in December and January, which led to a high volume of staff and student absences that in turn limited colleges' ability to deliver learning and teaching activities and student support services in-person.

3. Furthermore, numerous other pandemic issues impacted students' ability to complete their qualification. These factors led to a lower successful completion rate in 2021-22, which in turn has led to a lower population for the College Leaver Destinations (CLD) in this session.

    - Students may have experienced a disrupted school experience due to the pandemic and were less academically and socially prepared for college.
    - Some students on courses containing a practical element or a work placement in subjects such as engineering, construction, social care, and childcare, were unable to complete their course as intended and therefore had to 'defer' completing their course and qualification to the following academic year.
    - The entire student population was also affected by the 'softer' impacts of the pandemic on their education, such as losing access to peer support and in-person lecturer support.

4. Those challenges notwithstanding, colleges continued to work flexibly, creatively and with compassion to support students and staff as they navigated the gradual return to face-to-face teaching and in-person exams.

5. Despite the Scottish Funding Council (SFC) providing data over multiple years, it's important to exercise caution when comparing results from 2019-20 through 2021-22 due to the exceptional circumstances influencing the comparisons over time.

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 ninth publication of CLD for Scotland's colleges and covers leavers from the academic year 2021-22. This publication reports on the **destinations of leavers from full time courses 3-6 months after qualifying**. Data collation for this report began in November 2022 and continued to June 2023 with linkage and matching of leavers' destinations to two additional datasets: Skills Development Scotland (SDS) and the Students Awards Agency for Scotland (SAAS); however, this is restricted to 16- to 24-year-olds only due to current legislative limitations.

8. There has been a decrease in the number of students that feature within the CLD Qualifiers, with a number of factors thought to have impacted this including an overall decrease in full time FTEs at colleges (SCQF[1][2] 1 – 6 was 0.7pp lower and SCQF 7+ 8pp lower), lower successful completion rates (down 1.9pp for SCQF 1 – 6 and 9.1pp for SCQF 7+), more school leavers accepting places at university and a buoyant labour market following the COVID-19 vaccination rollout.

9. The CLD reported 39,642 qualifiers in this session, with nearly half this population continuing college study (49.9%, down by 3.8pp on last session). SCQF 1 – 6 were more likely to stay at college (63.9%) compared to SCQF 7+ (26.6%), which is likely due to there being fewer ongoing study options for the latter after completion of their courses.

10. Overall, 34,988 qualifiers had a confirmed destination (88.3% of all qualifiers). Sector Leavers accounted for 15,190 of qualifiers with a confirmed destination (lower than last year's 16,653), meaning 43.4% confirmed destinations were Sector Leavers (up from 41.9% last year).

11. The key focus of this publication centres on **Sector Leavers** with known destinations. Key highlights for this group are as follows:

    - 86.0% of Sector Leavers found positive destinations, a decrease from last session's record high of 91.0% but in line with pre-pandemic levels.
    - 78.1% of Sector Leavers who achieved SCQF1-6 went on to positive destinations, down from 83.9% last session.

[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.

[2] SCQF 1-6 is also sometimes referred to as 'FE level' and SCQF 7+ as 'HE level'.

- 92.1% of Sector Leavers who achieved SCQF 7+ went on to positive destinations, down from 95.4% last session.
- 14% of Sector leavers were unemployed or unavailable for work, compared with a record low of 9% last year, but more consistent with pre-pandemic levels. This shift was impacted mainly by an increase of 4.1pp in SCQF 1 – 6 in this session.
- The destination patterns by SCQF level remain similar to previous sessions, with SCQF 1 – 6 leavers finding employment the most attractive destination (59.7%), whereas SCQF 7+ are more likely to move into university study (51.5%), although SCQF 7+ moving into employment increased slightly from last year by 0.6pp to 40.6%.

12. Disparities between males and females are less pronounced at SCQF 7+ level but a divergence in pathways still exists at the SCQF 1-6 level, with 71.5% of SCQF 1-6 males going into work, whereas only 49.0% of females took this route. At SCQF 7+, 41.7% of females went into work, with males slightly lower at 39%. Moreover, 8.5% of SCQF 1 - 6 males pursued university education, compared to 27.4% of females.

13. In last year's publication we reported a strong recovery in Sector Leavers finding employment after a notable drop in 2019-20 session due the pandemic. There are differing trends between SCQF 1 – 6 and SCQF 7+ levels and a variance across all subjects in this session.

14. For SCQF 1 – 6 most subject areas noted a drop in the proportion of people finding work compared to last session, except for Engineering (up 3.1pp), Nautical studies (up 2.5pp) and Performing arts (up 0.3pp). Media and Construction showed the biggest drop against last session (20.1pp and 12.5pp respectively).

15. At SCQF 7+ level, there were several subject areas which noted a proportional increase in the number of people finding work, mainly within Construction (up 17.5pp) and Hospitality and tourism (up 13.2pp). Subject areas that noted a drop in the proportion moving into work include Art and design and crafts (down 6.6pp to 26.5%), Social subjects (down 4.5pp to 12.1%) and Sport and leisure (down 4.3pp to 39.8%).

16. Where there was a notable increase in those finding work, there was usually a corresponding drop in the proportion attending HEIs and conversely, when there was a decrease in those finding work, there was often an increase in the proportion attending HEIs. There was a small number of subject areas that saw a decrease across both in this session.

Summary – sector leavers with known destinations

15,190 qualifiers with **KNOWN DESTINATIONS** left the college sector and these **SECTOR LEAVERS ACCOUNTED FOR 43.4%** for whom the post-study destination was confirmed (34,988).

86.0 % of Sector Leavers found positive destinations, a decrease from last session's 91.0%.

78.1% of Sector Leavers who **ACHIEVED SCQF 1-6** went on to positive destinations, down from 83.9% last session.

92.1% of Sector Leavers who **ACHIEVED SCQF 7+** went on to positive destinations, down from 95.4% last session.

51.5% of Sector Leavers who **ACHIEVED SCQF 7+** went on to **UNIVERSITY STUDY** compared to 55.4% last session.

Unemployment and unavailability for work for Sector Leavers has increased to 14.0% from 9% last session – although gap by SCQF remains notable:

21.9% AT SCQF 1-6 (up from 16.1%)

compared with

7.9% AT SCQF 7+ (up from 4.6%).

Sector Leavers within the CLD Population

17. 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 depending 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, although there may be comparisons to the remainder of the CLD population for context.

Table 1: 2021-22 Full-Time Qualifiers and Sector Leavers with known destinations

	CLD Qualifiers 2021-22	Unconfirmed	Confirmed Destinations	Continuing College Study	Sector Leavers
SCQF 1-6	24,832	2,334	22,498	15,855	**6,643**
		9.40%	90.60%	63.90%	**26.80%**
SCQF 7+	14,810	2,320	12,490	3,943	**8,547**
		15.70%	84.30%	26.60%	**57.70%**
Total	39,642	4,654	34,988	19,798	**15,190**
		11.70%	88.30%	49.90%	**38.30%**

18. Table 1 reflects the breakdown of all qualifiers for the 2021-22 CLD by SCQF level. The majority of SCQF 1-6 qualifiers stay on at college (63.9%) where only 26.6% at SCQF 7+ remain. Of the 19,844 who have not remained in college, Sector Leaver destinations were confirmed for 15,190 (76.5%, up 2.5pp from last year). At SCQF 1-6 Sector Leavers account for 26.8% of qualifiers, while at SCQF 7+ the proportion is 57.7%. Of the 39,642 CLD qualifiers, 11.7% had an unconfirmed destination, down 1.1pp from last year.

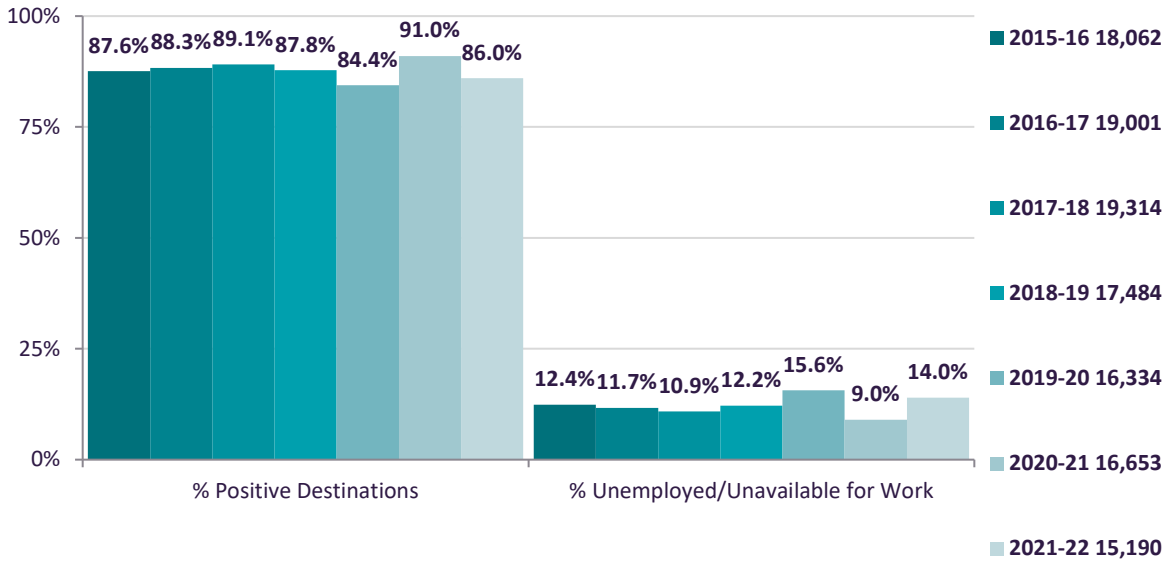
19. There has been a decrease in the number of students that feature within the CLD Qualifiers (from 45,570 in 2020-21 to 39,642 in 2021-22). Reasons for this include:

    i. Decreases in full-time FTEs at both SCQF 1 – 6 and SCQF 7+ level, lower by 0.7pp and 8.0pp respectively in 2021-22 from last year.

    ii. As a result of the cost-of-living crisis and ongoing pandemic, successful completion rates were lower for both full-time SCQF 1 – 6 and SCQF 7+ level in 2021-22. This was 1.9pp lower for SCQF 1 – 6 but more notable for SCQF 7+ which was reported at 62.5%, a 9.1pp difference from 2020-21.

    iii. More school leavers accepting places at university and a buoyant labour market following the COVID-19 vaccination rollout impacted on full-time provision at both HE and FE level, however we have seen higher uptake of part-time FE courses up (10.8pp from 2020-21), indicating that upskilling/reskilling is an increasingly popular option.

Chart A: Sector Leaver Destinations 2015-16 to 2021-22



20. Despite the pandemic removing the true like-for-like comparison, Chart A shows the trend in destinations for confirmed Sector Leavers since 2015-16[3]. In 2021-22, the proportion of Sector Leavers with a positive destination returned to pre-pandemic levels following a record high of 91% in 2020-21, to 86.0% in 2021-22. Meanwhile the proportion unemployed or unavailable to work has increased compared to the record low of 9.0% in 2020-21 session, to 14.0% in 2021-22.

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

Table 2: Sector Leaver Comparison 2020-21 to 2021-22

External Destination	2020-21 Sector Leavers	% Sector Leavers		2021-22 Sector Leavers	% Sector Leavers			
Qualifiers Leaving College Sector	**16,653 / 39,732**	**41.9%**		**15,190 / 34,988**	**43.4%**	▲		
FE to University	1,280	7.7%		1,222	8.0%	▲		
HE to University	5,655	34.0%	**91.0%**	4,400	29.0%	▽	**86.0%**	▽
FE/HE into work	8,211	49.3%		7,435	48.9%	▽		
Unemployed	836	5.0%		1,317	8.7%	▲		
Unavailable for work	671	4.0%	**9.0%**	816	5.4%	▲	**14.0%**	▲
			100%				100%	

▲ increase from previous session. ▽ decrease from previous session.

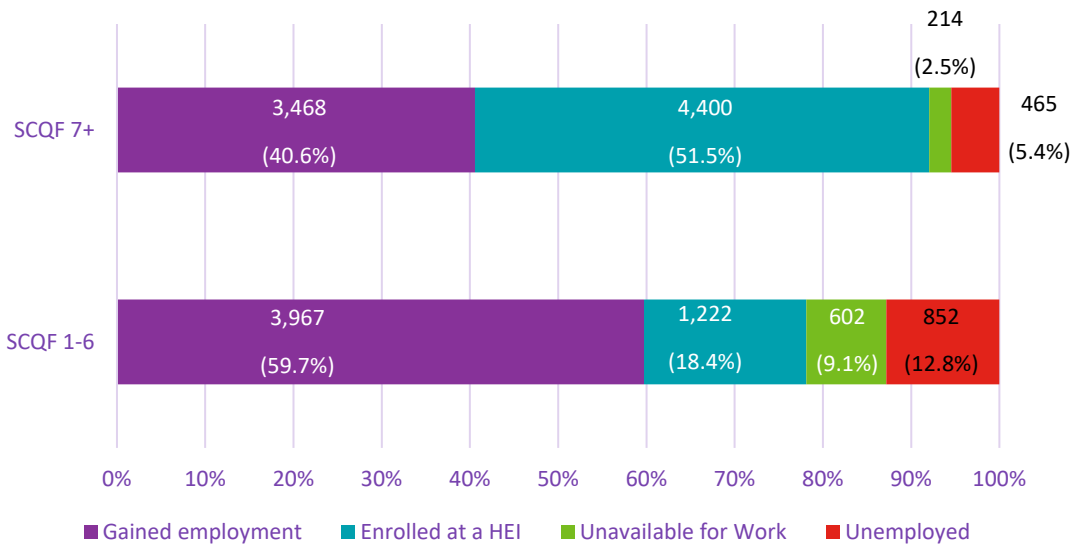
21. Table 2 provides comparative destination proportions for the confirmed Sector Leavers for 2020-21 with 2021-22. In this session we know the destination of 15,190 Sector Leavers, a decrease of 1,463 from the previous year. The proportion of Sector Leavers moving to employment post-qualification decreased slightly from 49.3% last year to 48.9% this session.

22. Universities play a vital role in offering opportunities for learners post-college. Looking at Table 2 above, 8.0% of Sector Leavers qualifying at FE level (SCQF 1-6) went on to university and 29% of Sector Leavers from HE level study moved on to university in this session. FE level is up slightly by 0.3pp from 2020-21 but HE level has dropped by 5.0pp from this period.

Sector Leaver Analysis

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

Chart B: Confirmed destination of Sector Leavers by level, 2021-22



24. The destination pattern by SCQF levels shows similar behaviors to previous sessions. We can see that for SCQF 1-6 leavers, employment is still the most attractive destination, at 59.7% (4.4pp lower than 2020-21), whereas for SCQF 7+ leavers university study is still the most attractive destination, at 51.5% (3.9pp lower than 2020-21).

25. For SCQF 7+ Sector Leavers the proportion finding employment increased slightly on last year by 0.6pp to 40.6%, following on from an 8.5pp increase from 2019-20 into 2020-21.

26. For both SCQF 1 – 6 and SCQF 7+, the proportion of unemployment has increased on last year, by 0.6pp for SCQF 7+ but more notable in SCQF 1 – 6 by 4.1pp.

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

		Total	HEI%	Work %	(Positive %: HEI+Work)	Unavailable %	Unemployed %
SCQF 1-6	Male	3,120	8.5%	71.5%	80.1%	5.9%	14.0%
	Female	3,468	27.4%	49.0%	76.4%	11.9%	11.7%
SCQF 7+	Male	3,267	53.1%	39.0%	92.2%	1.9%	6.0%
	Female	5,202	50.4%	41.7%	92.0%	2.9%	5.1%
SCQF 1-6 variance	Male	336	-1.6pp	-3.6pp	-5.2%	1.4pp	3.7pp
	Female	-147	0pp	-6.7pp	-6.7%	2.3pp	4.3pp
SCQF 7+ variance	Male	-678	-2.5pp	-1.6pp	-3.9pp	0.8pp	3.2pp
	Female	-1,008	-5.0pp	2.1pp	-2.9pp	0.5pp	2.5pp

27. Overall, at SCQF 1-6, the decrease in the proportions moving into employment is larger for females than males, a 6.7pp and 3.7pp decrease respectively. A divergence in pathways taken still exists more strongly for males and females at the SCQF 1-6 level compared to SCQF 7+, with 71.5% of SCQF 1-6 males going into work (down from 75.1% in 2020-21), whereas 49.0% of females took this route, and 8.5% male Sector Leavers went on to study at HEIs, compared to 27.4% for females from this level. Both males and females from this level have seen a drop going into positive destinations, with 3.6pp and 6.7pp increases for males and females this session respectively, to 80.1% and 76.4%.

28. At SCQF 7+, positive destinations are 92.2% (down 3.9pp) for males and 92.0% (down 2.9pp) for females, so the overall pattern for both genders at this level is similar. For men and women qualifying from SCQF 7+, the proportions going into work or study at university vary slightly with a higher proportion of males (53.1% compared to 50.4% of females) going to university, whereas females are reporting a slightly higher proportion going to work (41.7% compared to 39% of males).

29. At SCQF 1 – 6 males were more likely to become unemployed 14.0% compared to 11.7% of females, whereas at SCQF 7+ the proportions there was only 0.9pp difference with these unemployment rates with males at 6.0% and females at 5.1%.

30. 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	**177**	80.8%	37.9%	3.5pp	42.9%	-4.7pp	**654**	91.3%	64.8%	3.8pp	26.5%	-6.6pp
Business, management and administration	**166**	77.1%	6.0%	3.1pp	71.1%	-4.4pp	**1312**	94.4%	60.7%	-0.7pp	33.6%	-0.4pp
Care	**1,245**	83.1%	49.1%	5.4pp	34.1%	-9.3pp	**1,828**	92.1%	48.9%	-5.7pp	43.3%	1.9pp
Computing and ICT	**107**	67.3%	11.2%	5pp	56.1%	-10pp	**622**	88.9%	61.7%	-3.3pp	27.2%	-1.8pp
Construction	**619**	76.3%	0.5%	-0.6pp	75.8%	-12.5pp	**234**	93.2%	45.7%	-19.4pp	47.4%	17.5pp
Education and training	**123**	74.8%	4.9%	-4pp	69.9%	-5.3pp	**64**	95.3%	7.8%	-8.4pp	87.5%	5.1pp
Engineering	**1,209**	92.1%	1.2%	-0.9pp	90.9%	3.1pp	**549**	93.8%	36.4%	-4pp	57.4%	0.2pp
Hairdressing, beauty and complementary therapies	**642**	72.3%	0.5%	-0.6pp	71.8%	-8.6pp	**362**	82.3%	15.7%	-10.1pp	66.6%	0.6pp
Hospitality and tourism	**374**	74.9%	2.4%	-0.4pp	72.5%	-6.8pp	**274**	92.3%	26.6%	-12.3pp	65.7%	13.2pp
Land-based industries	**286**	76.6%	1.4%	1.4pp	75.2%	-11.6pp	**44**	88.6%	18.2%	-20.5pp	70.5%	22.1pp

	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
Languages and ESOL	**308**	63.0%	12.0%	3.3pp	51.0%	-8.9pp	**0**	-	-	-	-	-
Media	**63**	57.1%	14.3%	1.3pp	42.9%	-20.1pp	**507**	86.2%	46.4%	-11.1pp	39.8%	2.9pp
Nautical studies	**25**	96.0%	0.0%	-2.2pp	96.0%	2.5pp	**126**	98.4%	0.0%	0pp	98.4%	-1.6pp
Performing arts	**52**	63.5%	11.5%	-7.8pp	51.9%	0.3pp	**466**	91.2%	39.3%	-5.4pp	51.9%	2.4pp
Science	**328**	88.4%	64.9%	1.8pp	23.5%	-6.1pp	**319**	95.6%	69.6%	-8.9pp	26.0%	8.1pp
Social subjects	**349**	84.5%	57.3%	-1.2pp	27.2%	-4.7pp	**596**	93.8%	81.7%	2.1pp	12.1%	-4.5pp
Special programmes	**330**	35.8%	1.8%	1.8pp	33.9%	-12.7pp	**0**	-	-	-	-	-
Sport and leisure	**240**	75.0%	4.6%	-1.3pp	70.4%	-4.3pp	**590**	95.3%	55.4%	2.5pp	39.8%	-4.3pp
All	**6,643**	**78.1%**	**18.4%**	**-1.4pp**	**59.7%**	**-4.3pp**	**8,547**	**92.1%**	**51.5%**	**-3.9pp**	**40.6%**	**0.6pp**

31. Positive destinations for subject groupings at SCQF 1-6 for Sector Leavers range from 57.1% (Media) to 96.0% (Nautical studies)[4]. At SCQF 7+, the range is 82.3% (Hairdressing, beauty, and complementary therapies) to 98.4% (Nautical studies). A greater proportion of Sector Leavers with higher levels of qualifications do tend to find positive destinations compared to those with lower levels of qualification, with SCQF 1-6 averaging 78.1% compared to 92.1% at SCQF 7+. **Note:** the results here appear unfavourable to those at the lower SCQF level since the vast majority of SCQF 1-6 qualifiers stay in college for further study, at 74.4% (18,189/24,452). This continued college study is a positive outcome for those at the lower SCQF levels, however this is excluded here since the analysis only looks at those who leave the college sector.

32. Last year, it was reported that all subject areas at SCQF 1-6 saw an increase in the proportion finding work. In this session, most subject areas have seen a drop except for Engineering (up 3.1pp), Nautical studies (up 2.5pp) and Performing arts (up 0.3pp). Although Media reported the biggest decrease at 20.1pp, these are based on small numbers. This was followed by Construction which decreased by 12.5pp but this was due to a notable increase in 2020-21 session, and the proportion this year are more in line with pre-pandemic levels. It should be noted, that although the decrease in proportions going into work for each subject are notable when compared against last session, many are in line with what was reported pre-pandemic, with Computing and ICT at 58.3% in 2018-19 compared to 56.1% in 2021-22.

    With this decrease in proportion finding work, several subject areas did see an increase in going to HEIs. Care showed the highest proportional increase, up 5.4pp but did report a 9.3pp against those finding work. Computing and ICT showed a similar pattern with a 5.0pp increase going to HEIs but a 10.0pp drop in those finding work.

33. 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 35.8%. A decrease since the last session of 10.8pp but 7.0pp higher than the 2019-20 session which was 28.8%.

34. At SCQF 7+ the largest change in proportions moving to work was Land-based industries (22.1pp increase to 70.5%) followed by Construction (17.5pp increase to 47.4%) and Hospitality and tourism (13.2pp increase to 65.7%). Here the impact of these industries returning to in-person work in the later phases of the pandemic are being reflected in the data. SCQF 7+ subject areas that noted a drop in the proportion moving into work include Art and design and crafts (down 6.6pp to 26.5%), Social subjects (down 4.5pp to 12.1%) and Sport and leisure (down 4.3pp to 39.8%).

35. At SCQF 7+, the pattern for those finding work differed to those at SCQF 1 – 6, with most subject areas noting a proportional increase on the previous session with Construction

[4] Excluding Special Programmes.

up 17.5pp, followed by Hospitality and tourism at 13.2pp. Both subject areas noted a drop in going to HEIs though, 19.4pp drop for Construction and 12.3pp for Hospitality and tourism. The subject areas noting an increase in going to HEIs were Art and design and crafts (up 3.8pp), Sport and leisure (up 2.5pp) and Social subjects (up 2.1pp) but these all noted a decrease in the proportion finding work.

Further Information

36. The CLD measures are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.

37. Coverage: This data collection includes FE full-time successful leavers as well as HE full-time successful leavers.

    Note: SRUC and HEI associated colleges are not required to return HE leaver destinations to SFC as these are returned via the Graduate Outcomes collection and reported through the Higher Education Statistics Agency (HESA).

38. Despite the obvious difficulties last year and this year, staff within the colleges again worked hard to maintain the integrity of this collection. This session our confirmed rate stands at 88.3%, up slightly from 87.2% last session, highlighting the continued 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 in our efforts 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.

39. Please pass any comments to Ryan Waterson, email: rwaterson@sfc.ac.uk.

Appendix: Methodology, Data Sources and Data Definitions

CLD Rationale

40. 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 *Developing the Young Workforce – Scotland's Youth Employment Strategy*.

41. 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.

42. 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.

43. 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.

44. Numerous additions have been made to help to enrich the detail and validity of analysis from the CLD, including enhancements for equalities data introduced in 2015-16, the rurality student indicators from 2018-19 and the addition of Standard Industrial Classification (SIC) labels to those who went into employment from 2019-20.

Sources of Destinations

45. 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), with this target met in this session at 88.3% (34,988 confirmed out of the total CLD population of 39,642).Table A1 shows the numbers and percentages from data linkage and other sources used in compiling this dataset.

Table A1: Sources of CLD 2021-22 Data

Source	Count	%
FES	17,786	44.9%
INDIVIDUAL	6,755	17.0%
SDS	6,412	16.2%
MISSING	5,248	13.2%
COLLEGE	2,781	7%
UCAS	62	0.2%
OTHER	384	1.0%
FAMILY	214	0.5%
	39,642	**100%**

46. 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.

Contextualising the College Sector

47. 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.

48. 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) destinations[5] 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 **15,190**.
Unconfirmed qualifiers:	Qualifiers where contact could not be made.
Positive Destinations:	Defined in the *National Measure: Destination and Employment* 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 *and* those qualifiers who remain unconfirmed. This CLD the national figure for all qualifiers was **39,642**.
Confirmed qualifiers:	Refers to only those qualifiers for whom we have confirmed destinations. This CLD the national figure for confirmed qualifiers was **34,988**.
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 2023.
Unemployed:	This applies to qualifiers *Unemployed and looking for work*.
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; and those *not employed but not looking for employment, further study or training.*
SCQF:	SCQF refers to a programme's SCQF level or a 'broadly comparable' level for non-SCQF credit rated provision.

Previous CLD Publications

49. 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].

College Leaver Destinations 2019-20 [SFC/ST/07/2021].

College Leaver Destinations 2020-21 [SFC/ST/08/2022].