



SFC Statistical publication



College Leaver Destinations 2015-16

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FAO: Principals and Directors of Scotland's colleges

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1.0 Executive Summary

1. This publication provides information on the destinations of successful full-time college leavers in Scotland. It supports the Scottish Funding Council's work with colleges on outcome-based planning through Outcome Agreements and the Scottish Government's skills strategy, *Skills for Scotland* and *Developing the Young Workforce* – Scotland's Youth Employment strategy, by providing key measurements for progression to further study and employment for all age groups.
2. This is the third publication of College Leaver Destinations (CLD) for Scotland's colleges and covers the academic year 2015-16. This publication reports on the destinations of leavers 3-6 months after qualifying.
3. The following show the important shifts in destinations in **confirmed** College Leaver Destinations in 2015-16. See also Appendix 3: Overview Table.
 - 50,682 qualified in 2015-16, with **destinations confirmed** for 44,183 (87.2%).
 - 94.9% of qualifiers moved on to **positive destinations**.
 - 18,062 qualifiers **left the college sector**, of which 87.6% moved on to positive destinations:
 - 47.9% went into **work**, 67.5% of whom believed their **job was relevant to their studies**.
 - 39.7% (6,144) enrolled at a Higher Education Institution (HEI).
 - 26,121 remained in the college sector and 84.9% of those students who remained in education either at a college or an HEI **progressed to a higher level of study** on the Scottish Credit and Qualifications Framework (SCQF¹).
 - In gender-biased subject areas, those aligned with the bias were more likely to find work and less likely to progress into further study than those who crossed the gender barrier.
4. Figures and percentages referring to previous College Leaver Destinations 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].

¹ Refers to a programme's SCQF level or a 'broadly comparable' level for non-SCQF credit rated provision – see section 3.5.

5. Note: The CLD percentages in this publication are reported as percentages of all qualifiers as well as a breakdown of the percentages for confirmed destinations. This is clearly marked in each case and the banner colour of Tables is used consistently to reflect what is presented: blue for all qualifiers, pink for confirmed destinations and green if the Table contains both). When making comparisons, care should be taken to ensure understanding of what a given percentage reflects since 'confirmed' versus 'all' can generate two very different pictures. For example, if we report on qualifiers entering a positive destination as a percentage of all qualifiers, we have 82.7% (41,938 of 50,682 qualifiers); if we report those same qualifiers as a percentage of those students we have confirmed destinations for, we have 94.9% (41,938 of 44,183 qualifiers with confirmed destinations).

1.1 Contextualising the College Sector

6. 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.
7. The university sector is most easily understood: students 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) destinations² demonstrates this trend with 71% of graduates from 2015-16 moving into work, 6% into work and study and 15% into further study. It is almost the exact inverse of what is happening in the college sector.
8. 50,682 students qualified from full-time courses in the college sector in 2015-16. In this session, for those we know destinations for we found around a third left the college sector to university education, work or to unemployment or other destinations where they were unavailable for work. The breakdown of college sector leavers is therefore a pertinent aspect of the college education system. Table 1 gives the breakdown of where these leavers went.

² <https://www.hesa.ac.uk/data-and-analysis/students/destinations>

Table 1: Qualifiers leaving the college sector (confirmed destinations)

External Destination	Leaving Sector	% leaving college	
Qualifiers Leaving College Sector	18,062 / 44,183	40.9%	
FE to University	1,027	5.7%	
HE to University	6,144	34.0%	87.6%
FE/HE into work	8,646	47.9%	
Unemployed	1,499	8.3%	
Unavailable for work	746	4.1%	12.4%
			100%

9. It is evident that of the 18,062 who exited Scotland’s colleges with confirmed destinations the main moves were into university and work. University accounted for 39.7% (7,171) of those leaving the sector while almost half, 47.9%, went into work (8,646/18,062). There is still work to be done as 8.3% (1,499) were unemployed, but the combined total of 87.6% on positive journeys is worthy of note.
10. The perceptions surrounding college education may therefore need revision: (1) for over half of college qualifiers in the 2015-16 CLD (26,121/50,682) – those who stayed in college for further study – college courses tended to lead to further college courses on a journey upwards – see section 3.5 on progression within and outwith college in terms of SCQF or broadly comparative level, which demonstrates that 84.9% of college qualifiers progressed upwards – dispelling the notion of college “churn” at the same level; (2) but for those who left the college sector, the secured destinations reveal a positive value for securing both work and university educational opportunities. College education is not university education, but the destinations show a system which moves people positively on their journeys. We now need to work to find out where the other 6,499 unconfirmed destinations go.
11. This publication demonstrates a snapshot of 50,682 active Learner Journeys and it is important to observe the value of these successfully completed courses since they validate student progress towards attaining the required level of qualification to move into a given career.

2.0 Overview of the 2015-16 CLD

12. The College Leaver Destinations collection 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, specifically as it pertains to the Key Performance Indicator (KPI) 4 on Destinations and Employment.
13. 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 onto 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.
14. 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 and industry 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 allowed us to capture more of those on Modern Apprenticeships.
15. 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 allowing the KPI 4 to be calculated with confidence this year.
16. Building on the enhancements for equalities data introduced in CLD 2014-15, 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.

2.1 Sources of Destinations

17. In this third year of the CLD, we have continued to build on ‘best practice’ as well as to improve data linkage on 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 2 shows the numbers and percentages from data linkage and other sources used in compiling this dataset.

Table 2: Sources of CLD 2015-16 Data

Source	Count	%
SFC 2016-17 Further Education Statistics (FES)	23,129	45.6%
Individual	9,539	18.8%
College	4,962	9.8%
SDS	4,325	8.5%
Missing	4,227	8.3%
Cannot be contacted	2,724	5.4%
Family	574	1.1%
UCAS	557	1.1%
Other	377	0.7%
SAAS	268	0.5%
	50,682	100%

18. The statistics gathered in academic year 2013-14 on full-time college leavers formed the baseline data for Destinations and Employment for the Outcome Agreement measurement and the Developing the Young Workforce - Key Performance Indicator 4. However, with the broadening of the scope of the data in 2014-15 to include SIMD deciles³, gender of students, disability, ethnicity and various special interest groups, direct comparison with the 2014-15 dataset provides the most useful information, although where relevant all three years will be shown.

³ [Scottish Index of Multiple Deprivation 2012](#): the Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation, combining in a single index several different aspects of deprivation. The new SIMD 2016 has not used in this publication for reasons of comparison.

3.0 CLD 2015-16: Destinations Analysis

3.1 Analysis: All Qualifiers

19. The total number of full-time qualifiers grew in 2015-16 to 50,682, up 484 from 50,198 in 2014-15 – see Table 3.

Table 3: Enrolments and Qualifiers

	CLD 2013-14	CLD 2014-15	CLD 2015-16
Full-Time Enrolments	75,453	76,037	75,467
Full-Time Qualifiers	52,556	50,198	50,682
% Qualifiers	69.7%	66.0%	67.2%

20. Confirmed destination rates continued to improve in 2015-16 – mainly from the effort from the colleges – with 87.2% responding compared to 86.4% and 85.7% in the previous two years. This is again well above the 80% target outlined in paragraph 15 and is a great help in validating accuracy. We will of course be endeavouring to account for the remaining 12.8% in future, which this year left 6,499 student qualifiers unaccounted for.

21. In Table 4 the obvious shift in destinations for 2015-16 is the movement towards qualifying students entering work⁴. Full-time work destinations rose to 13.3% from 10.6% while part-time work increased to 3.7% from 3.3% in the previous year. Those entering continued study dropped 2.9 percentage points to 65.7%. Unemployment returned to the 2013-14 level at 3.0% and the numbers *Temporarily sick/Unable to work/Looking after the home or family* increased by 0.3 percentage points⁵ - see also Chart A.

⁴ For the purposes of Tables and brevity, WORKING covers: Modern Apprenticeships, Self-employed/freelance, Voluntary or unpaid work, Developing a portfolio/creative practice Internship

⁵ Note: based on feedback on last year's report, this year's CLD has moved to a fairer classification for some of the destinations since it is not appropriate to see raising a family, being retired/ill or travelling as negative:

OTHER destinations refer to		<i>Temporarily sick/Unable to work or Looking after the home or family,</i>
		<i>Taking time out to travel</i>
		<i>Permanently unable to work/retired</i>
NEGATIVE destinations refer to		<i>Unemployed and looking for work</i>
		<i>Not employed but not looking for employment, further study or training.</i>

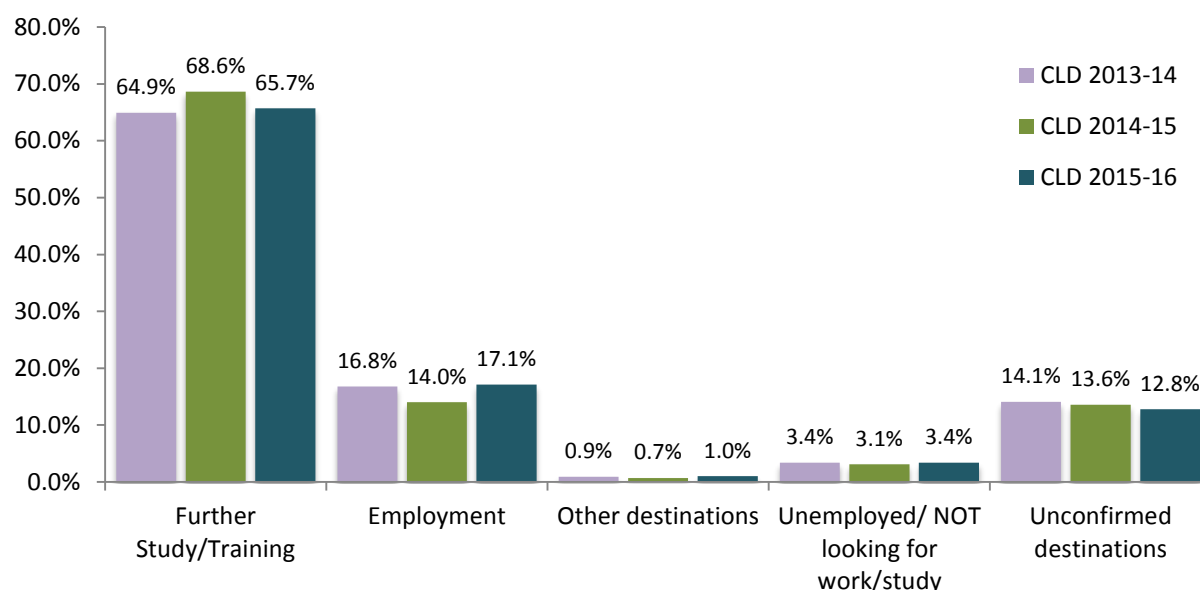
Any comparisons with previous years compare like with like under the revised groupings.

Table 4: CLD Destinations Comparison⁶

	CLD 2013-14	CLD 2014-15	CLD 2015-16	
	52,556	50,198	50,682	
ENGAGED IN FULL-TIME FURTHER STUDY, TRAINING OR RESEARCH	63.9%	68.3%	64.1%	▽
ENGAGED IN PART-TIME FURTHER STUDY, TRAINING OR RESEARCH	1.0%	0.3%	1.6%	▲
WORKING FULL-TIME	12.9%	10.6%	13.3%	▲
WORKING PART-TIME	3.8%	3.3%	3.7%	▲
DUE TO START A JOB BY THE 31ST MARCH	0.1%	0.1%	0.1%	▲
TEMPORARILY SICK OR UNABLE TO WORK/LOOKING AFTER THE HOME OR FAMILY	0.6%	0.5%	0.8%	▲
TAKING TIME OUT IN ORDER TO TRAVEL	0.2%	0.2%	0.2%	▲
PERMANENTLY UNABLE TO WORK/RETIRED	0.1%	0.0%	0.0%	▲
UNEMPLOYED AND LOOKING FOR WORK	3.0%	2.7%	3.0%	▲
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT, FURTHER STUDY OR TRAINING	0.4%	0.4%	0.4%	▲
UNCONFIRMED	14.1%	13.6%	12.8%	▽
	100%	100%	100%	

⁶ Note: movement arrows are coloured green for upwards movement and red for downwards movement. This does not reflect any positive or negative judgement and is purely to make visuals more readily accessible.

Chart A: 2013-14 to 2015-16 Destination Comparison (all)



22. There was an overall increase in positive destinations by 0.1 percentage points from the 2014-15 CLD, with 82.7% of qualifiers in positive destinations in 2015-16. For qualifiers aged 16-24 the increase was more marked with positive destinations increasing from 83.3% in 2014-15 to 84.6% this session, up 1.3 percentage points. Those 25 and older saw a decrease from last year from 81.1% to 77.8%.

Table 5: Positive Destination Comparison (confirmed versus all)

	Positive Destinations CLD 2013-14		Positive Destinations CLD 2014-15		Positive Destinations CLD 2015-16	
	% of confirmed destinations	% of all qualifiers	% of confirmed destinations	% of all qualifiers	% of confirmed destinations	% of all qualifiers
All	95.1%	81.5%	95.6%	82.6%	94.9%	82.7%
HE	94.7%	78.5%	95.1%	78.3%	95.0%	80.2%
FE	95.3%	82.9%	95.8%	84.9%	94.9%	84.1%
Male	-	-	95.8%	82.7%	95.2%	83.0%
Female	-	-	95.4%	82.6%	94.7%	82.6%
16-24	95.7%	83.7%	95.9%	83.3%	95.7%	84.6%
25+	93.4%	75.5%	94.9%	81.1%	92.7%	77.8%

3.1.1 Course relationship to work destinations

23. This year's CLD was enhanced by establishing the relationship between the course studied and the work qualifiers went on to do. This year, 8,646 qualifiers entered work. Table 6 shows the relationship of the work to the course undertaken.

Table 6: Course Relationship to work

Overall Cohort:		
Work related to course	4,639	67.5%
Work not related to course	2,238	32.5%
Total	6,877	

24. For those where the relationship between course and work was established, we see a direct correlation between course and job for two-thirds of qualifiers (67.5%); for the remaining 32.5%, the course was not related directly to the work secured, although the more generalised benefits of education for use in a work place should not be overlooked. Table 7 shows job relationship to course by Course Subject Classifications (CSC) groupings - see section A2.3.2 in Appendix 2 for more detail on these groupings. Note: the figures would be very different if the unknown component were removed.

Table 7: Course Relationship to work by CSC Grouping

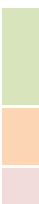
CSC Grouping	Totals	Work related to course		Work not related to course		Work relationship unknown	
Hairdressing, beauty and complementary therapies	1,625	1,044	64.2%	387	23.8%	194	11.9%
Care	1,210	801	66.2%	256	21.2%	153	12.6%
Engineering	1,436	760	52.9%	204	14.2%	472	32.9%
Construction	696	288	41.4%	119	17.1%	289	41.5%
Nautical studies	285	264	92.6%	11	3.9%	10	3.5%
Business, management and administration	557	253	45.4%	202	36.3%	102	18.3%
Performing arts	420	211	50.2%	154	36.7%	55	13.1%
Sport and leisure	485	191	39.4%	188	38.8%	106	21.9%
Art and design Arts and Crafts	417	184	44.1%	186	44.6%	47	11.3%
Education and training	317	184	58.0%	51	16.1%	82	25.9%
Land-based industries	322	180	55.9%	98	30.4%	44	13.7%
Computing and ICT	257	112	43.6%	98	38.1%	47	18.3%
Special Programmes	176	77	43.8%	29	16.5%	70	39.8%
Languages and ESOL	170	39	22.9%	103	60.6%	28	16.5%
Media	114	36	31.6%	53	46.5%	25	21.9%
Social subjects	159	15	9.4%	99	62.3%	45	28.3%
	8,646	4,639	53.7%	2,238	25.9%	1,769	20.5%

25. As Table 7 demonstrates, the proportions where the relationship is unknown vary from 3.5% to 41.5%. Examining those with the highest relationship between course and work, there is a correlation between those subjects which are industry driven and those which include work placements that is worthy of observation. It is also the case that ignoring the unconfirmed in each CSC grouping creates very different results, for example Construction would jump to 70.8% if unknown were excluded. Work is needed to improve the accuracy in this area.
26. The three lowest correlations between course and work were Media (31.6%), Language and ESOL (22.9%) and Social Subjects (9.4%), where work unrelated to the course is the norm and the unknowns do not afford numbers to significantly redress this. More needs to be done to help students liaise with organisations who can make use of their skills or to focus the education to match with requirements in these areas.

3.2 Analysis: Confirmed Destinations


27. Table 8 shows the proportions relating to further study, work and negative destinations for confirmed qualifier destinations.

Table 8: Broad Destination Split (confirmed)

		CLD 2013-14	CLD 2014-15	CLD 2015-16
	Further Study	45,144 75.2%	43,387 79.4%	44,183 75.4% ⁷
	Work	19.9%	16.2%	19.6%
	Other Destination	1.0%	0.9%	1.2%
	Negative Destination	3.9%	3.6%	3.8%

28. Work destinations increased by 3.4 percentage points in 2015-16 to 19.6%, while the number of qualifiers moving into further study decreased by 4.0 percentage points from the previous year to 75.4%. Unemployment (negative destinations) increased by 0.2 percentage points.





Table 9: Broad Destination Split by Level (confirmed)

		Level	
		FE	HE
	Further Study	29,274 78.6%	14,909 69.0%
	Work	16.3%	26.0%
	Other Destination	1.3%	1.2%
	Negative Destination	3.8%	3.8%

29. The growth in FE qualifiers moving into work is a marked change in this CLD: compared to the 11.6% entering work in 2014-15, an additional 4.7 percentage points demonstrate a large move towards work over further study for FE qualifiers. Table 9 shows that the proportion of qualifiers going into work is markedly lower from FE courses than HE (16.3% compared to 26.0%), but this is because of the nature of FE study and the likelihood in FE that the learning journey is not yet complete – see section 1.2. HE work destinations remained mostly static, moving by 0.5 percentage points from 25.5% in 2014-15.




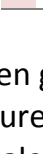

⁷ It is worth observing that the figures for those in further study have a great deal of accuracy despite there being 12.8% unconfirmed in this CLD. The reason for this is because those in study are accounted for by data matching which is highly accurate; in other words, improving on the unconfirmed rate is likely to yield increases in work, other and negative destination rates since the further study rate is likely to be maximally represented at present.

Table 10: Broad Destination Split by Gender (confirmed)

		Gender	
		Male	Female
		19,228	24,923
	Further Study	74.2%	76.3%
	Work	21.0%	18.5%
	Other Destination	0.7%	1.7%
	Negative Destination	4.1%	3.6%

30. Both male and females entering work from study have increased from last year's CLD to this year, the males increasing from 15.8% entering work to 21.0%, with the females moving from 16.5% to 18.5%. An inversion of the genders has also occurred in that males are more likely to have entered work than females in this CLD where last session females dominated work. 2015-16 figures are shown in Table 10.

Table 11: Full-time versus Part-time destinations by gender (confirmed)

		Male	Female
		19,228	24,923
	ENGAGED IN FULL-TIME FURTHER STUDY, TRAINING OR RESEARCH	72.1%	74.6%
	WORKING FULL-TIME	18.0%	13.1%
	ENGAGED IN PART-TIME FURTHER STUDY, TRAINING OR RESEARCH	2.1%	1.6%
	WORKING PART-TIME	2.9%	5.3%
	DUE TO START A JOB BY THE 31ST MARCH	0.1%	0.1%
	TEMPORARILY SICK OR UNABLE TO WORK/LOOKING AFTER THE HOME OR FAMILY	0.3%	1.4%
	TAKING TIME OUT IN ORDER TO TRAVEL	0.3%	0.3%
	PERMANENTLY UNABLE TO WORK/RETIRED	0.1%	0.0%
	UNEMPLOYED AND LOOKING FOR WORK	3.7%	3.1%
	NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT, FURTHER STUDY OR TRAINING	0.4%	0.5%

31. When gender is examined over full-time and part-time destinations, we have a picture of males entering full-time work or study 2.4% more than females and females engaging in part-time study or work 1.9% more than males – see Table 11.

32. Examining the genders by age bandings we see some differences across the age groups for both males and females - see Tables 12a and 12b.

Table 12a: Broad Destination Split by males by age group (confirmed)

Age	Under 20	20-24	25-29	30-34	35-39	40-44	45-49	50+
	11,568	4,002	1,573	933	480	280	195	197
Study	74.3%	74.6%	74.1%	73.5%	74.8%	71.4%	70.8%	65.0%
Work	21.5%	20.6%	20.3%	19.7%	19.2%	19.3%	20.5%	20.3%
Other	0.5%	0.7%	0.9%	0.8%	1.3%	2.5%	3.6%	4.1%
Negative	3.7%	4.1%	4.6%	6.0%	4.8%	6.8%	5.1%	10.7%

33. Table 12a shows a drop off in study in males continuing study over 40, while those going into work dips slightly between 30 and 45 before returning to similar levels (around 20.6%). The peak movement into work in males is in the under 20s at 21.3%. Negative destinations vary through the age bandings for males: the under 20s have the least at 3.7% while 30-35 and 40-45 has a higher proportion of negative destinations at 6.0% and 6.8% respectively. The peak for negative destinations is in the 50+ age group, where 10.7% of males are in negative destinations, a larger proportion than any other age group in the males or females.

Table 12b: Broad Destination Split by females by age group (confirmed)

Age	Under 20	20-24	25-29	30-34	35-39	40-44	45-49	50+
	12,175	4,946	2,823	2,033	1,263	822	468	393
Study	80.2%	73.6%	73.3%	73.1%	72.1%	69.6%	67.9%	63.1%
Work	16.1%	20.5%	19.9%	19.2%	21.1%	23.4%	24.4%	23.4%
Other	1.0%	2.0%	2.6%	2.5%	1.9%	2.7%	1.7%	4.1%
Negative	2.6%	3.9%	4.3%	5.3%	4.9%	4.4%	6.2%	9.4%

34. Table 12b shows females under 20 were the most likely to return to education after qualifying at 80.2% of confirmed female qualifiers. The remaining age groups show a systematic reduction in proportions continuing study as age increases. For work the inverse is the main trend: as age increases, women are more likely to enter work post-qualification; the peak proportion occurs at 45-50 at 24.4%. In terms of negative destinations, women overall fared better than men in the same age bandings with consistently lower proportions of negative destinations. The notable exceptions were women aged 35-39 and 45-49 who had higher occurrence of negative destinations than their male counterparts 5.3% and 6.2% to the male equivalents 4.8% and 5.1%.

35. For the 16-24 age group, work destinations returned to levels similar to 2013-14 at 19.3%, an increase of 2.4 percentage points over 2014-15. Similarly, those entering further study returned to around the 2013-14 levels at 76.4% a decrease of 2.6 percentage points. Other destinations for the group were at 0.9%, while negative destinations remained broadly level at 3.4% from 3.3% the previous year – see Table 13. The overall movement to work in the 16-24 age group in 2015-16 was not as strong as in the whole year cohort and positive destinations fell marginally by 0.2 percentage points.

Table 13: Broad destination split for age group 16-24 (confirmed)

	CLD 2013-14	CLD 2014-15	CLD 2015-16
Further Study	34,862 76.2%	30,505 79.0%	32,689 76.4%
Work	19.5%	16.9%	19.3%
Other Destination	0.7%	0.6%	0.9%
Negative Destination	3.6%	3.3%	3.4%


3.3 SIMD (2012) and Urban Rural Classification

3.3.1 SIMD⁸ Analysis for whole cohort

36. Positive destinations for qualifiers in each of the Scottish Index of Multiple Deprivation deciles (SIMD) were in the range 94.2% to 96.1%. However there were more notable differences in the breakdown between further study and employment destinations with those from the more deprived deciles less likely to progress into work. This may be explained by these groups starting college with lower level qualifications (on average) and experiencing a longer learner journey to reach the required level of qualification for their chosen career path.
37. Representation of qualifiers across all SIMD is obviously not the reality with those from the most deprived SIMD, decile one, outnumbering those from the least deprived, decile 10, by three and a half to one: 7,449 to 2,176.

⁸ Note: population weighted SIMD is used in this publication.


Table 14: Study versus work by SIMD (2012) decile

		SIMD 2012 Decile									
		Most Deprived					Least Deprived				
		1	2	3	4	5	6	7	8	9	10
		7,449	6,185	5,515	4,834	4,360	3,769	3,366	3,223	3,015	2,176
	Further Study	79.1%	77.6%	76.3%	73.7%	74.2%	72.8%	73.3%	73.3%	74.7%	76.5%
	Work	15.7%	17.4%	18.3%	20.5%	21.0%	21.7%	22.2%	21.9%	20.7%	19.6%
	Other destination	1.1%	1.1%	1.4%	1.2%	1.1%	1.4%	1.5%	1.3%	0.8%	1.2%
	Negative destination	4.1%	3.8%	3.9%	4.6%	3.6%	4.2%	3.1%	3.4%	3.8%	2.7%

3.3.2 Urban Rural Classification⁹

38. The Urban Rural Classification is an interesting aspect of Scottish colleges since Scotland has an extremely urban central belt and large areas of rurality. Confirmed destinations by the Urban Rural Classification ranged from 85.4% (index one) to 91.7% (index eight).
39. Further study was more likely at the urban end of the scale, peaking at 79.3% in index one, while movement to work at the most rural end was almost twice the proportion of the most urban: 29.3% in index eight to 16.7% in index one – see Table 15.

Table 15: Confirmed Destinations by Urban Rural Classification

Urban Rural Classification		Urban		Increasing Rurality					
		1	2	3	4	5	6	7	8
		15,414	17,749	3,838	812	457	4,100	944	604
	Further Study	79.3%	74.9%	73.8%	68.8%	65.4%	71.8%	69.3%	64.6%
	Work	16.7%	19.5%	20.8%	24.5%	28.0%	22.5%	24.4%	29.3%
	Other destination	1.0%	1.5%	1.7%	1.7%	2.2%	1.6%	1.7%	2.2%
	Negative destination	3.0%	4.1%	3.6%	4.9%	4.4%	4.1%	4.7%	4.0%

3.4 Special Interest Groups

40. The following special interest groups have been identified in the dataset since the 2014-15 CLD collection: those with disabilities, those with caring responsibilities and various special interest groups such as Care Experienced (*Care Leavers and Looked After Children*), those on the *Bereaved Children Scheme* and those from a Black and Minority Ethnic background.

⁹ <http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification> gives detail of Rural Classification and its assignment.

3.4.1 Disability

41. Of the 50,682 qualifiers, 8,476 declared¹⁰ one or more disabilities (16.7% of the cohort). The number with declared disabilities rose from 2014-15 by 1.0 percentage points.

Table 16: Confirmed Destinations by Disability Status

		One or more disability	No disability
		7,504	36,679
	Further Study	77.2%	75.0%
	Work	15.8%	20.3%
	Other destination	1.7%	1.1%
	Negative destination	5.3%	3.5%

42. In terms of confirmed positive destinations for those with disabilities, we see 93.0% compared to the 95.3% in the remaining cohort finding positive destinations. More marked is the movement into work for those with disability, where 15.8% found work compared to 20.3% in those with no disability – see Table 16.
43. Overall for people with disabilities, educational opportunities may have been improved, but for this group this is yet to translate into like for like destinations with those without disability. This is most marked in the number with disabilities in negative destinations which sit at 5.3% compared to 3.5% in the remaining group.

3.4.2 Carers

44. Students with caring responsibilities accounted for 4.0% of the total population (2,034/50,682). The proportion is up 0.7 percentage points from the previous year.
45. Of those with confirmed destinations, carers reached positive destinations 93.6% of the time, with 78.4% continuing to further study and 15.2% moving into employment – notably, worse than the disabled population. 4.3% went on to negative destinations, up from 3.9% last year, with a further 2.2% in other destinations compared to 1.9% the previous year.
46. In keeping with last year’s destination distribution for this group there is more part-time work and study compared to the national: part-time work was 4.6% to the national 4.3% and part-time study was 2.6% compared to 1.8%. It is

¹⁰ Clarification: all disability data comes from self-declaration from students themselves.

evident that the responsibilities of this group have consequences for their destination options

3.4.3 Care Experienced

47. The number of Care Experienced (*Care Leavers and Looked After Children*) rose this year due to improved identification in the data. The proportion of Care Experienced in the cohort was 1.1% (571/50,682). Of the confirmed destinations, 93.5% went on to positive destinations down 1.4 percentage points from the previous year, with 75.4% continuing to further study in line with the national figure. Where this group differs is in those moving into work (18.0% to the national 19.6%) and those moving into negative destinations: 5.0% to the national 3.9% and an increase of 0.6 percentage points from the previous year.

3.4.4 Bereaved Children Scheme

48. A group identified as concerning in last year's CLD publication was the *Bereaved Children Scheme*. The number of qualifiers with confirmed destinations was high, although for this group, the numbers were so low, no accurate destination analysis can be stated. There was an improvement in positive destinations over the previous year, however low numbers mean percentages have little value.

3.4.5 Black and Minority Ethnic

49. Those from a Black and Minority Ethnic background (BME) made up 6.0% of the 2015-16 full-time qualifying cohort, (3,065/50,682), up from 5.7% the previous year.
50. The proportion of confirmed destinations for the group was slightly lower than the overall average with 86.7% destinations confirmed compared to the average of 87.2%. For confirmed destinations, 94.8% moved into positive destinations, 0.1 percentage point below the cohort average of 94.9%.
51. When examining the breakdown of work, study and negative destinations, 79.7% of the group moved into further study post-qualification compared to the average of 75.4%, while 15.1% moved into work, 4.5 percentage points below the average. Negative destinations increased over the year from 3.2% in 2014-15 to 3.8% this session.

3.5 SQCF Progression in the qualifiers going on to further study

52. A great deal of work has been carried out this last year to ensure SQCF¹¹ levelling and broadly comparable levels are accurate to allow observation of

¹¹ Where a programme is not formally SQCF credit rated a 'broadly comparable' level can be assigned. This has been done by either comparing across to SQCF from other national frameworks if the programme has a level on another framework,

progression within the learner journeys. Ideally progression upwards in SCQF should be evident as students move from one course to another, however it is not as clean cut as this as some students require learning at a similar level for a different skill – such as those working in construction – to afford them versatility, and others may be enhancing specific areas after qualifying at a higher level in a subject, for example qualifying in art then doing a jewellery course. Table 17 shows SCQF movement for those who continued in study after qualifying for all known SCQF levels.

Table 17: SCQF Progression for all continuing study

Qualifying Course SCQF Level	Destination SCQF Level											
	1	2	3	4	5	6	7	8	9	10	11	12
1	20	37	0	1	0	1	0	0	0	0	0	0
2	8	175	145	72	12	5	0	0	0	0	0	0
3	1	39	179	458	133	27	3	0	1	2	0	0
4	2	17	59	597	2,529	411	125	36	19	9	0	0
5	0	12	49	294	1,312	4,689	1,506	878	55	39	0	0
6	1	4	10	84	304	875	4,515	2,224	542	359	4	0
7	0	0	2	6	45	100	328	3,197	938	968	4	0
8	1	3	3	14	32	47	85	245	1,799	2,241	0	0
9	0	0	0	1	0	1	5	0	17	134	3	0
10	0	0	0	2	2	0	2	1	24	12	0	0
									1,260	3,760	28,121	
Percentages of all SCQF and comparable level movement for those continuing study.									3.8%	11.3%	84.9%	
									Down	Static	Advancing	

53. As Table 17 demonstrates, for those continuing in study, the vast majority progress upwards: 84.9%. Of the remaining students, we see 11.3% moving to study at the same level, i.e. widening their skillset at the same level, while 3.8% drop in level. Examination of those moving sideways indicates complementing skills with comparable levelled skills, for example plumbing at SCQF level 5 moving to Gas Plumbing and Installation at SCQF level 5; others indicate changes in direction of study, while those dropping in SCQF level often demonstrate refinement and supplementing of a higher-level course, e.g. HND Mechanical Engineering to HNC Aircraft demonstrates the planned industry the student wishes to pursue.

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.

3.6 KPI 4 and Developing Scotland's Young Workforce

54. The SCQF progression of qualifiers continuing to further study is one of the central aspects of *Developing Scotland's Young Workforce* and KPI 4 which measures how many full-time qualifiers aged 16-24 progress under the definition of KPI 4. This is defined as those students who have successfully completed a full-time course, before moving into employment or higher level study.
55. This year, colleges and the SFC have worked together to ensure that courses of study in this 2015-16 CLD collection are correctly mapped to SCQF levels for both the original course, and for continuing study, to allow us accurately to state what proportion of qualifiers moved forward, stayed the same or moved down with regard to SCQF.
56. Of the 16-24 year old cohort, 24,982 qualifiers continued to further study. Of these, the SCQF level for the destination course was ascertained for 24,845. Central to the KPI 4 is progression upwards in terms of SCQF level where a destination was to continue in education. Table 18 shows SCQF movement from 2015-16 to 2016-17.
57. Of the 24,845 moving into further study in 2016-17, 21,013 moved upwards one or more SCQF levels, 84.5% of those continuing study. The other aspect of the KPI 4 concerns those entering work (including Modern Apprenticeships) and training. Table 19 gives figures for those in the 16-24 group who meet these requirements.

Table 18: 16-24 Group SCQF movement

Qualifying Course SCQF Level	Destination SCQF Level											
	1	2	3	4	5	6	7	8	9	10	11	12
1	19	36	0	0	0	0	0	0	0	0	0	0
2	5	142	106	53	9	3	0	0	0	0	0	0
3	1	37	161	363	98	22	1	0	0	0	0	0
4	2	16	55	503	1,907	310	89	20	9	4	0	0
5	0	9	25	199	971	3,385	1,106	644	34	32	0	0
6	1	2	8	66	245	685	3,200	1,784	288	248	4	0
7	0	0	1	4	34	68	214	2,382	712	855	2	0
8	1	1	3	7	19	29	50	201	1,359	1,846	0	0
9	0	0	0	0	0	1	4	0	14	99	3	0
10	0	0	0	0	2	0	2	1	19	5	0	0

Advancing: **21,013**

Table 19: 16-24 Group Modern Apprenticeships/training/work

Qualifying Course SCQF Level	Modern Apprenticeship ¹²	Training	Work
1	0	0	3
2	1	1	9
3	10	12	62
4	151	35	361
5	763	41	1,124
6	266	16	973
7	139	10	926
8	168	1	1,178
9	8	1	73
10	0	0	84
	1,506	117	4,793

¹² The numbers here are those from SDS data matching which identified students as on a Modern Apprenticeship.

58. The KPI 4 is calculated as the proportion of 16-24 year old students who fall into the following categories: those moving upwards in SCQF, those in Modern Apprenticeships, those in training and those in other work. In the 2015-16 CLD this equated to **27,429** (moving upwards in SCQF) + **1,506** (Modern Apprenticeships) + **117** (Training) + **4,793** (work) = **27,429** qualifiers, which equates to **83.9%** of confirmed qualifiers (**32,689**) - see Table 20.

Table 20: KPI 4 comparison 2014-15 to 2015-16

	CLD 2014-15			CLD 2015-16		
		All Qual	Conf.Dest		All Qual	Conf.Dest
SCQF Progression	19,849	56.5%	65.1%	21,013	56.8%	64.3%
Training	293	0.8%	1.0%	117	0.3%	0.4%
Modern Apprenticeship	375	1.1%	1.2%	1,506	4.1%	4.6%
Work	4773	13.6%	15.6%	4,793	13.0%	14.7%
Total	25,290	72.0%	82.9%	27,429	74.1%	83.9%
Confirmed Destinations	30,505			32,689		
Total Qualifiers	35,111			36,992		

4.0 Regional Destination Breakdown

59. Scotland's colleges vary considerably in terms of their regional locations, the priorities of those regions and the student populations who attend them. As a result, the data quality as well as the content varies greatly across the sector. The largest student cohort is in Glasgow, with 11,206 qualifiers in the 2015-16 collection; the smallest regional cohort was the Borders with 741 qualifiers.
60. Table 21 provides details of regional confirmed destination rates; Table 22 gives the percentages of regional cohorts in positive/other/negative/ unconfirmed destinations; Table 23 shows the positive/negative split for comparison to the national data discussed previously; while Table 24 covers the regional figures for those entering further study/work/other/negative destinations.
61. This session, the focus for all regions was to be on improving the amount of detail and accuracy in destinations where no linked match was found, i.e. those where matching with SDS, SAAS, etc. did not provide a destination. Improving quality was – and is – paramount to draw accurate and effective conclusions from the data.
62. The University of the Highlands and Islands (UHI) partner colleges and SRUC report their HNC/HND leavers into the Higher Education Statistical Agency's annual DLHE survey. Therefore, this publication only reports for UHI partner colleges and SRUC the destinations of their remaining college leavers.
63. **Note:** arrows in this section are coloured green for upwards movement and red for downwards movement. This does not reflect any positive or negative judgement and is purely to make visuals more readily accessible.

Table 21: Regional Qualifier Destination Confirmation Rate

REGION		Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)	
ABERDEEN AND ABERDEENSHIRE	▲	3,808	3,694	114	97.0%	▲
AYRSHIRE	▼	4,608	4,173	435	90.6%	▲
BORDERS	▼	741	713	28	96.2%	▲
DUMFRIES AND GALLOWAY	▼	1,001	937	64	93.6%	▼
DUNDEE AND ANGUS	▼	3,210	2,741	469	85.4%	▼
EDINBURGH AND LOTHIANS	▲	5,264	4,306	958	81.8%	▲
FIFE	▼	3,766	2,975	791	79.0%	▲
FORTH VALLEY	▼	1,708	1,536	172	89.9%	▼
GLASGOW	▼	11,206	9,588	1,618	85.6%	▼
HIGHLANDS AND ISLANDS	▼	2,912	2,675	237	91.9%	▼
LANARKSHIRE	▼	5,825	5,061	764	86.9%	▼
SCOTLAND'S RURAL COLLEGE (SRUC)	▼	470	445	25	94.7%	▼
NEWBATTLE	▼	57	49	8	86.0%	▲
WEST	▲	4,661	3,972	689	85.2%	▼
WEST LOTHIAN	▲	1,445	1,318	127	91.2%	▲
NATIONAL	▲	50,682	44,183	6,499	87.2%	▲

Table 22: Regional positive/other/negative/unconfirmed (all)

REGION		Positive		Other		Negative		Unconfirmed	
ABERDEEN AND ABERDEENSHIRE	▲	3,391	89.0%	67	1.8%	236	6.2%	114	3.0%
AYRSHIRE	▲	3,929	85.3%	53	1.2%	191	4.1%	435	9.4%
BORDERS	▲	677	91.4%	12	1.6%	24	3.2%	28	3.8%
DUMFRIES AND GALLOWAY	▼	874	87.3%	20	2.0%	43	4.3%	64	6.4%
DUNDEE AND ANGUS	▼	2,599	81.0%	41	1.3%	101	3.1%	469	14.6%
EDINBURGH AND LOTHIANS	▲	4,205	79.9%	53	1.0%	48	0.9%	958	18.2%
FIFE	▼	2,682	71.2%	9	0.2%	284	7.5%	791	21.0%
FORTH VALLEY	▼	1,454	85.1%	18	1.1%	64	3.7%	172	10.1%
GLASGOW	▼	9,282	82.8%	76	0.7%	230	2.1%	1,618	14.4%
HIGHLANDS AND ISLANDS	▼	2,514	86.3%	60	2.1%	101	3.5%	237	8.1%
LANARKSHIRE	▼	4,802	82.4%	72	1.2%	187	3.2%	764	13.1%
SCOTLAND'S RURAL COLLEGE (SRUC)	▼	423	90.0%	12	2.6%	10	2.1%	25	5.3%
NEWBATTLE	▼	43	75.4%	1	1.8%	5	8.8%	8	14.0%
WEST	▼	3,800	81.5%	35	0.8%	137	2.9%	689	14.8%
WEST LOTHIAN	▼	1,263	87.4%	14	1.0%	41	2.8%	127	8.8%
NATIONAL	▲	41,938	82.7%	543	1.1%	1,702	3.4%	6,499	12.8%

Table 23: Regional positive/other/negative (confirmed)

REGION	Positive		Other		Negative	
ABERDEEN AND ABERDEENSHIRE	▲	3,391 91.8%	67	1.8%	236	6.4%
AYRSHIRE	▼	3,929 94.2%	53	1.3%	191	4.6%
BORDERS	▲	677 95.0%	12	1.7%	24	3.4%
DUMFRIES AND GALLOWAY	▲	874 93.3%	20	2.1%	43	4.6%
DUNDEE AND ANGUS	▲	2,599 94.8%	41	1.5%	101	3.7%
EDINBURGH AND LoTHIANS	▼	4,205 97.7%	53	1.2%	48	1.1%
FIFE	▼	2,682 90.2%	9	0.3%	284	9.5%
FORTH VALLEY	▲	1,454 94.7%	18	1.2%	64	4.2%
GLASGOW	▼	9,282 96.8%	76	0.8%	230	2.4%
HIGHLANDS AND ISLANDS	▼	2,514 94.0%	60	2.2%	101	3.8%
LANARKSHIRE	▼	4,802 94.9%	72	1.4%	187	3.7%
SCOTLAND'S RURAL COLLEGE (SRUC)	▲	423 95.1%	12	2.7%	10	2.2%
NEWBATTLE	▼	43 87.8%	1	2.0%	5	10.2%
WEST	▲	3,800 95.7%	35	0.9%	137	3.4%
WEST LoTHIAN	▼	1,263 95.8%	14	1.1%	41	3.1%
NATIONAL	▼	41,938 94.9%	543	1.2%	1,702	3.9%

Table 24: Regional work/study/other/negative (confirmed)

REGION	Work		Study		Other		Negative	
ABERDEEN AND ABERDEENSHIRE	▲	872 23.6%	▼	2,519 68.2%	67	1.8%	236	6.4%
AYRSHIRE	▲	706 16.9%	▼	3,223 77.2%	53	1.3%	191	4.6%
BORDERS	▲	249 34.9%	▼	428 60.0%	12	1.7%	24	3.4%
DUMFRIES AND GALLOWAY	▲	289 30.8%	▼	585 62.4%	20	2.1%	43	4.6%
DUNDEE AND ANGUS	▼	453 16.5%	▲	2,146 78.3%	41	1.5%	101	3.7%
EDINBURGH AND LoTHIANS	▲	781 18.1%	▼	3,424 79.5%	53	1.2%	48	1.1%
FIFE	▲	542 18.2%	▼	2,140 71.9%	9	0.3%	284	9.5%
FORTH VALLEY	▲	423 27.5%	▼	1,031 67.1%	18	1.2%	64	4.2%
GLASGOW	▼	1,646 17.2%	▼	7,636 79.6%	76	0.8%	230	2.4%
HIGHLANDS AND ISLANDS	▲	655 24.5%	▼	1,859 69.5%	60	2.2%	101	3.8%
LANARKSHIRE	▲	1,029 20.3%	▼	3,773 74.6%	72	1.4%	187	3.7%
SCOTLAND'S RURAL COLLEGE (SRUC)	▲	130 29.2%	▼	293 65.8%	12	2.7%	10	2.2%
NEWBATTLE	▼	6 12.2%	▼	37 75.5%	1	2.0%	5	10.2%
WEST	▲	580 14.6%	▲	3,220 81.1%	35	0.9%	137	3.4%
WEST LoTHIAN	▲	285 21.6%	▼	978 74.2%	14	1.1%	41	3.1%
NATIONAL	▲	8,646 19.6%	▼	33,292 75.4%	543	1.2%	1,702	3.9%

5.0 College Destination Breakdown

64. Scotland has 26 colleges divided among the 13 regions. Many are single college regions, while some have a number of colleges in the region, e.g. Highlands and Islands, Glasgow and Lanarkshire. The colleges vary considerably in their geographical locations, course provision as well as the needs of the industries of the local areas. As such, direct comparison of the colleges is not always valuable.
65. The student full-time qualifiers from colleges vary considerably from 57 in Newbattle Abbey College to 5,264 students at Edinburgh College, with the six largest colleges each having over 4,000 qualifiers in 2015-16.
66. Table 25 provides details of individual college's confirmed destination rates; Table 26 gives the percentages of college cohorts in positive/other/negative/unconfirmed destinations; Table 27 shows the positive/negative split for comparison to the national data discussed previously; while Table 28 covers the college figures for those entering further study/work/other/negative destinations.
67. **Note:** arrows in this section are coloured green for upwards movement and red for downwards movement. This does not reflect any positive or negative judgement and is purely to make visuals more readily accessible.

Table 25: College Qualifier Destination Confirmation Rate

COLLEGE		Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)	
ARGYLL COLLEGE (UHI)	▼	147	137	10	93.2%	▼
AYRSHIRE COLLEGE	▼	4,608	4,173	435	90.6%	▲
BORDERS COLLEGE	▼	741	713	28	96.2%	▲
CITY OF GLASGOW COLLEGE	▲	5,144	4,588	556	89.2%	▼
DUMFRIES AND GALLOWAY COLLEGE	▼	1,001	937	64	93.6%	▼
DUNDEE AND ANGUS COLLEGE	▼	3,210	2,741	469	85.4%	▼
EDINBURGH COLLEGE	▲	5,264	4,306	958	81.8%	▲
FIFE COLLEGE	▼	3,766	2,975	791	79.0%	▲
FORTH VALLEY COLLEGE	▼	1,708	1,536	172	89.9%	▼
GLASGOW CLYDE COLLEGE	▼	4,002	3,356	646	83.9%	▼
GLASGOW KELVIN COLLEGE	▼	2,060	1,644	416	79.8%	▼
INVERNESS COLLEGE (UHI)	▲	800	744	56	93.0%	▼
LEWS CASTLE COLLEGE (UHI)	▼	82	80	2	97.6%	▲
MORAY COLLEGE (UHI)	▼	509	452	57	88.8%	▼
NEW COLLEGE LANARKSHIRE	▼	4,482	3,753	729	83.7%	▼
NEWBATTLE ABBEY COLLEGE	▼	57	49	8	86.0%	▲
NORTH EAST SCOTLAND COLLEGE	▲	3,808	3,694	114	97.0%	▲
NORTH HIGHLAND COLLEGE (UHI)	▼	237	234	3	98.7%	▲
ORKNEY COLLEGE (UHI)	▲	60	58	2	96.7%	▼
PERTH COLLEGE (UHI)	▼	847	754	93	89.0%	▼
SCOTLAND'S RURAL COLLEGE (SRUC)	▼	470	445	25	94.7%	▼
SHETLAND COLLEGE (UHI)	▲	66	62	4	93.9%	▲
SOUTH LANARKSHIRE COLLEGE	▲	1,343	1,308	35	97.4%	▲
WEST COLLEGE SCOTLAND	▲	4,661	3,972	689	85.2%	▼
WEST HIGHLAND COLLEGE (UHI)	▼	164	154	10	93.9%	▲
WEST LOTHIAN COLLEGE	▲	1,445	1,318	127	91.2%	▲
NATIONAL	▲	50,682	44,183	6,499	87.2%	▲

Table 26: College positive/other/negative/unconfirmed (all)

COLLEGE		Positive		Other		Negative		Unconfirmed	
ARGYLL COLLEGE (UHI)	▲	125	85.0%	2	1.4%	10	6.8%	10	6.8%
AYRSHIRE COLLEGE	▲	3,929	85.3%	53	1.2%	191	4.1%	435	9.4%
BORDERS COLLEGE	▲	677	91.4%	12	1.6%	24	3.2%	28	3.8%
CITY OF GLASGOW COLLEGE	▼	4,428	86.1%	40	0.8%	120	2.3%	556	10.8%
DUMFRIES AND GALLOWAY COLLEGE	▼	874	87.3%	20	2.0%	43	4.3%	64	6.4%
DUNDEE AND ANGUS COLLEGE	▼	2,599	81.0%	41	1.3%	101	3.1%	469	14.6%
EDINBURGH COLLEGE	▲	4,205	79.9%	53	1.0%	48	0.9%	958	18.2%
FIFE COLLEGE	▼	2,682	71.2%	9	0.2%	284	7.5%	791	21.0%
FORTH VALLEY COLLEGE	▼	1,454	85.1%	18	1.1%	64	3.7%	172	10.1%
GLASGOW CLYDE COLLEGE	▼	3,269	81.7%	19	0.5%	68	1.7%	646	16.1%
GLASGOW KELVIN COLLEGE	▼	1,585	76.9%	17	0.8%	42	2.0%	416	20.2%
INVERNESS COLLEGE (UHI)	▼	713	89.1%	20	2.5%	11	1.4%	56	7.0%
LEWS CASTLE COLLEGE (UHI)	▼	74	90.2%	4	4.9%	2	2.4%	2	2.4%
MORAY COLLEGE (UHI)	▼	414	81.3%	10	2.0%	28	5.5%	57	11.2%
NEW COLLEGE LANARKSHIRE	▼	3,559	79.4%	56	1.2%	138	3.1%	729	16.3%
NEWBATTLE ABBEY COLLEGE	▼	43	75.4%	1	1.8%	5	8.8%	8	14.0%
NORTH EAST SCOTLAND COLLEGE	▲	3,391	89.0%	67	1.8%	236	6.2%	114	3.0%
NORTH HIGHLAND COLLEGE (UHI)	▼	213	89.9%	7	3.0%	14	5.9%	3	1.3%
ORKNEY COLLEGE (UHI)	▲	57	95.0%	0	0.0%	1	1.7%	2	3.3%
PERTH COLLEGE (UHI)	▼	717	84.7%	13	1.5%	24	2.8%	93	11.0%
SCOTLAND'S RURAL COLLEGE (SRUC)	▼	423	90.0%	12	2.6%	10	2.1%	25	5.3%
SHETLAND COLLEGE (UHI)	▼	61	92.4%	0	0.0%	1	1.5%	4	6.1%
SOUTH LANARKSHIRE COLLEGE	▲	1,243	92.6%	16	1.2%	49	3.6%	35	2.6%
WEST COLLEGE SCOTLAND	▼	3,800	81.5%	35	0.8%	137	2.9%	689	14.8%
WEST HIGHLAND COLLEGE (UHI)	▲	140	85.4%	4	2.4%	10	6.1%	10	6.1%
WEST LOTHIAN COLLEGE	▼	1,263	87.4%	14	1.0%	41	2.8%	127	8.8%
NATIONAL	▲	41,938	82.7%	543	1.1%	1,702	3.4%	6,499	12.8%

Table 27: College positive/other/negative (confirmed)

COLLEGE		Positive		Other		Negative	
ARGYLL COLLEGE (UHI)	▲	125	91.2%	2	1.5%	10	7.3%
AYRSHIRE COLLEGE	▼	3,929	94.2%	53	1.3%	191	4.6%
BORDERS COLLEGE	▲	677	95.0%	12	1.7%	24	3.4%
CITY OF GLASGOW COLLEGE	▼	4,428	96.5%	40	0.9%	120	2.6%
DUMFRIES AND GALLOWAY COLLEGE	▲	874	93.3%	20	2.1%	43	4.6%
DUNDEE AND ANGUS COLLEGE	▲	2,599	94.8%	41	1.5%	101	3.7%
EDINBURGH COLLEGE	▼	4,205	97.7%	53	1.2%	48	1.1%
FIFE COLLEGE	▼	2,682	90.2%	9	0.3%	284	9.5%
FORTH VALLEY COLLEGE	▲	1,454	94.7%	18	1.2%	64	4.2%
GLASGOW CLYDE COLLEGE	▼	3,269	97.4%	19	0.6%	68	2.0%
GLASGOW KELVIN COLLEGE	▼	1,585	96.4%	17	1.0%	42	2.6%
INVERNESS COLLEGE (UHI)	▲	713	95.8%	20	2.7%	11	1.5%
LEWS CASTLE COLLEGE (UHI)	▼	74	92.5%	4	5.0%	2	2.5%
MORAY COLLEGE (UHI)	▼	414	91.6%	10	2.2%	28	6.2%
NEW COLLEGE LANARKSHIRE	▼	3,559	94.8%	56	1.5%	138	3.7%
NEWBATTLE ABBEY COLLEGE	▼	43	87.8%	1	2.0%	5	10.2%
NORTH EAST SCOTLAND COLLEGE	▲	3,391	91.8%	67	1.8%	236	6.4%
NORTH HIGHLAND COLLEGE (UHI)	▼	213	91.0%	7	3.0%	14	6.0%
ORKNEY COLLEGE (UHI)	▲	57	98.3%	0	0.0%	1	1.7%
PERTH COLLEGE (UHI)	▼	717	95.1%	13	1.7%	24	3.2%
SCOTLAND'S RURAL COLLEGE (SRUC)	▲	423	95.1%	12	2.7%	10	2.2%
SHETLAND COLLEGE (UHI)	▼	61	98.4%	0	0.0%	1	1.6%
SOUTH LANARKSHIRE COLLEGE	▼	1,243	95.0%	16	1.2%	49	3.7%
WEST COLLEGE SCOTLAND	▲	3,800	95.7%	35	0.9%	137	3.4%
WEST HIGHLAND COLLEGE (UHI)	▼	140	90.9%	4	2.6%	10	6.5%
WEST LoTHIAN COLLEGE	▼	1,263	95.8%	14	1.1%	41	3.1%
NATIONAL	▼	41,938	94.9%	543	1.2%	1,702	3.9%

Table 28: College work/study/ other/negative (confirmed)

COLLEGE	Work		Study		Other		Negative	
ARGYLL COLLEGE (UHI)	▲	45 32.8%	▲	80 58.4%	2	1.5%	10	7.3%
AYRSHIRE COLLEGE	▲	706 16.9%	▼	3,223 77.2%	53	1.3%	191	4.6%
BORDERS COLLEGE	▲	249 34.9%	▼	428 60.0%	12	1.7%	24	3.4%
CITY OF GLASGOW COLLEGE	▼	909 19.8%	▲	3,519 76.7%	40	0.9%	120	2.6%
DUMFRIES AND GALLOWAY COLLEGE	▲	289 30.8%	▼	585 62.4%	20	2.1%	43	4.6%
DUNDEE AND ANGUS COLLEGE	▼	453 16.5%	▲	2,146 78.3%	41	1.5%	101	3.7%
EDINBURGH COLLEGE	▲	781 18.1%	▼	3,424 79.5%	53	1.2%	48	1.1%
FIFE COLLEGE	▲	542 18.2%	▼	2,140 71.9%	9	0.3%	284	9.5%
FORTH VALLEY COLLEGE	▲	423 27.5%	▼	1,031 67.1%	18	1.2%	64	4.2%
GLASGOW CLYDE COLLEGE	▲	522 15.6%	▼	2,747 81.9%	19	0.6%	68	2.0%
GLASGOW KELVIN COLLEGE	▲	215 13.1%	▼	1,370 83.3%	17	1.0%	42	2.6%
INVERNESS COLLEGE (UHI)	▼	201 27.0%	▲	512 68.8%	20	2.7%	11	1.5%
LEWS CASTLE COLLEGE (UHI)	▼	14 17.5%	▲	60 75.0%	4	5.0%	2	2.5%
MORAY COLLEGE (UHI)	▲	63 13.9%	▼	351 77.7%	10	2.2%	28	6.2%
NEW COLLEGE LANARKSHIRE	▲	657 17.5%	▼	2,902 77.3%	56	1.5%	138	3.7%
NEWBATTLE ABBEY COLLEGE	▼	6 12.2%	▼	37 75.5%	1	2.0%	5	10.2%
NORTH EAST SCOTLAND COLLEGE	▲	872 23.6%	▼	2,519 68.2%	67	1.8%	236	6.4%
NORTH HIGHLAND COLLEGE (UHI)	▲	70 29.9%	▼	143 61.1%	7	3.0%	14	6.0%
ORKNEY COLLEGE (UHI)	▲	19 32.8%	▼	38 65.5%	0	0.0%	1	1.7%
PERTH COLLEGE (UHI)	▲	164 21.8%	▼	553 73.3%	13	1.7%	24	3.2%
SCOTLAND'S RURAL COLLEGE (SRUC)	▲	130 29.2%	▼	293 65.8%	12	2.7%	10	2.2%
SHETLAND COLLEGE (UHI)	▼	21 33.9%	▲	40 64.5%	0	0.0%	1	1.6%
SOUTH LANARKSHIRE COLLEGE	▲	372 28.4%	▼	871 66.6%	16	1.2%	49	3.7%
WEST COLLEGE SCOTLAND	▲	580 14.6%	▲	3,220 81.1%	35	0.9%	137	3.4%
WEST HIGHLAND COLLEGE (UHI)	▲	58 37.7%	▼	82 53.2%	4	2.6%	10	6.5%
WEST LOTHIAN COLLEGE	▲	285 21.6%	▼	978 74.2%	14	1.1%	41	3.1%
NATIONAL	▲	8,646 19.6%	▼	33,292 75.4%	543 1.2%	1,702 3.9%		

6.0 Conclusion and Further Information

6.1 Conclusion

68. The information in this collection has been compiled using a mix of data matching for those students continuing their studies at any Scottish college, studying at a Higher Education Institution in Scotland (SAAS data), matching to Skills Development Scotland (SDS) Data Hub for employment, training programmes and Modern Apprenticeships and direct collection from students by the colleges.
69. 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.

6.2 Further information

70. The College leaver destination measures are of primary importance to Ministers, College Principals, Governing Boards and Scottish Government officials.
71. It is our aim to continue to improve the quality of the dataset to facilitate comprehensive and accurate analysis for destinations of college students. For this year's collection, special note should be made of the efforts of the college sector in going the extra mile to secure as many confirmed destinations as possible. Despite the increase in the number of students, the sector drove down the number of unconfirmed from 13.6% to 12.8%. The SFC extends its thanks to the efforts put in by those who are so central to this publication. 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 CLD measures and to further improve detail of employment destinations for improved analysis. We would welcome feedback to inform modifications to the publication coverage and presentation.
72. Please pass any comments to Dr Scott Montgomery, email: smontgomery@sfc.ac.uk.

Appendix 1: Composition of Qualifying Cohort

A1.1 The Composition of the 2015-16 College Qualifier Cohort

73. The composition of the cohort is an important aspect of the CLD since year-on-year this composition allows trends in the college populations to be monitored - see Table A1.

Table A1: 2015-16 CLD Student Composition

		All		16-24	
Cohort Composition		50,682	100%	36,992	100%
Level:	Further Education	33,019 ▲	65.1%	24,143 ▲	65.3%
	Higher Education	17,663 ▲	34.9%	12,849 ▲	34.7%
Gender:	Male	22,067 ▲	43.5%	17,635 ▲	47.7%
	Female	28,582 ▲	56.4%	19,335 ▲	52.3%
	Other/Undeclared	33 ▲	0.1%	22 ▲	0.1%
16-24:	16-24	36,992 ▲	73.0%		
	Others	13,690 ▼	27.0%		
Disabilities:	No disability	42,206 ▼	83.3%	30,337 ▲	82.0%
	One or more disability	8,476 ▲	16.7%	6,655 ▲	18.0%
Special Interest Groups:	Carers	2,034 ▲	4.0%	804 ▲	2.2%
	Care Experienced	571 ▲	1.1%	427 ▲	1.2%
	Black and Minority Ethnic	3,065 ▲	6.0%	1,983 ▲	5.4%
SIMD (2012) Deciles:	(Most Deprived) 1	8,664 ▲	17.1%	5,777 ▲	15.6%
	2	7,201 ▼	14.2%	4,982 ▲	13.5%
	3	6,354 ▼	12.5%	4,399 ▲	11.9%
	4	5,546 ▼	10.9%	4,042 ▲	10.9%
	5	5,000 ▼	9.9%	3,683 ▲	10.0%
	6	4,259 ▼	8.4%	3,213 ▼	8.7%
	7	3,849 ▲	7.6%	3,011 ▲	8.1%
	8	3,617 ▲	7.1%	2,861 ▲	7.7%
	9	3,394 ▲	6.7%	2,762 ▲	7.5%
	(Least Deprived) 10	2,461 ▲	4.9%	2,006 ▲	5.4%
Urban Rural Classification	(Urban) 1	18,043	35.6%	12,407	33.5%
	2	20,282	40.0%	14,667	39.6%
	3	4,371	8.6%	3,421	9.2%
	4	902	1.8%	714	1.9%
	(Increasing Rurality) 5	499	1.0%	417	1.1%
	6	4,577	9.0%	3,699	10.0%
	7	1,039	2.1%	870	2.4%
	8	659	1.3%	559	1.5%

74. Females outnumber males in the College Leaver Destinations and this year is no exception with the females to males sitting at 56.8% to 43.2% (the remaining 0.1% comprised of other/undeclared gender.) The number of males this session did increase by 381 from last year where female numbers increased only by 94. This gender imbalance is not as marked in the 16-24 age group where male qualifiers account for 47.7% – up 1.3 percentage points this year – to the 52.3% females.
75. The 16-24 year old group account for almost three quarters of the cohort at 73.0%, up from 69.9% in 2014-15 and moving towards the 2013-14 proportion of (75.8%). Examining the increase in the size of the 2015-16 cohort from the previous year, the 16-24 group increased from 35,111 to 36,992 – up 1,881 (5.4%) – while those outside this age group dropped from 15,087 to 13,690 – down 1,397 (9.3%). The overall 1.0% growth in the whole cohort therefore results from the increase in number of 16-24 year olds.
76. The distribution of SIMD shows an increase of 301 successful qualifiers over the previous year in the most deprived decile, a combined drop of 206 qualifiers over deciles two to six, while the four least deprived deciles show an increase of over 500 successful full-time students. The distribution still reflects the reality that as the SIMD decile increases, the college students from those SIMD deciles decreases, but the incremental movement here is towards more equal representation across all areas – see Table A2.

Table A2: SIMD 2012 distribution 2014-15 to 2015-16

SIMD 2012 deciles	CLD 2015-16			CLD 2014-15		
	Count	% of all		Count	% of all	
	50,682	100%		50,198	100%	
(Most Deprived) 1	8,664	17.1%	▲	8,363	16.7%	
2	7,201	14.2%	▼	7,246	14.4%	
3	6,354	12.5%	▼	6,370	12.7%	
4	5,546	10.9%	▼	5,586	11.1%	
5	5,000	9.9%	▼	5,029	10.0%	
6	4,259	8.4%	▼	4,335	8.6%	
7	3,849	7.6%	▲	3,754	7.5%	
8	3,617	7.1%	▲	3,462	6.9%	
9	3,394	6.7%	▲	3,351	6.7%	
(Least Deprived) 10	2,461	4.9%	▲	2,339	4.7%	

77. The Urban Rural Classification highlights the distribution of students in Scotland's colleges. As would be expected, the vast majority (three quarters) of the students come from the urban indices: 75.6%. There is an interesting spike in index six which represents 9.0% of the qualifying populous; this appears to

be an artefact of the geography of Scotland and where the colleges sit in combination with the methodology used to assign indices.

A1.1.1 Disability detail in the CLD qualifiers

78. Students with one or more disability increased from 7,870 in 2014-15 to 8,476 this session, accounting for 16.7% of the cohort compared to last year’s 15.7%. Examining disability by gender, males with one or more disability increased in numbers from 3,702 to 4,113 over the last year and make up 8.1% of the whole qualifying population compared to females 8.6% (4,348). These same numbers applied to the male and female populations, show that the proportion of males in the male population with one or more disability is up from 17.1% to 18.6% compared 15.2% of females in the female population, up from 14.6%. See section 3.4.1 Disability. Table A3 shows the distribution of disability across the CLD cohort.

Table A3: Disability in the cohort (all)

Disability detail	%
Specific Learning Difficulty	8.1%
Mental Health Condition	4.0%
Other Disability	2.8%
Social Impairment	2.1%
Long Standing Illness	2.0%
Physical Impairment	1.0%
Deaf/Hearing Impaired	0.7%
Blind/Visually Impaired	0.4%
Personal Care Support	0.1%
Specific Learning Disability	0.1%

79. Specific Learning Difficulties appear highest in the declared list of disabilities, with students more than twice as likely to have a Specific Learning Disability as the next most prevalent disability: just over one in 12 qualifiers had a Specific Learning Difficulty while one in 25 declared a Mental Health Condition¹³.
80. Disability distribution across gender populations is of more relevance in highlighting where disability lies in the qualifying cohort and how the levels compare to CLD 2014-15 – Table A4.

¹³ Note: individual students can declare multiple disabilities.

Table A4: Disability by gender population (all)

Disability detail	Male %	Female %
Specific Learning Difficulty	10.0%	6.7%
Mental Health Condition	2.8%	4.9%
Other Disability	3.3%	2.4%
Social Impairment	3.6%	0.9%
Long Standing Illness	1.9%	2.1%
Physical Impairment	1.0%	1.0%
Deaf/Hearing Impaired	0.6%	0.8%
Blind/Visually Impaired	0.5%	0.4%
Personal Care Support	0.2%	0.1%
Specific Learning Disability	0.2%	0.1%

81. In the male population of the cohort, there are a number of disclosed disabilities which have changed greatly from the previous year, some of which are at concerning levels: Specific Learning Difficulties¹⁴ in males this year was 10.0% increasing from 9.4%; Social Impairment¹⁵ saw a three-fold increase from 1.1% to 3.6%; while Mental Health disability doubled from 1.4% to 2.8%.
82. Mental Health Conditions in females is possibly the female cohort's most worrying disability growing 2.0 percentage points since the previous year to 4.9% (just over one in twenty females) - and a far greater proportion than is found in males (around one in thirty-six).
83. Both males and females saw an increase in Long Standing Illness¹⁶, the male proportion almost doubling from 1.0% to 1.9% in the male population, while the proportion of females in their population increased by around half from 1.3% to 2.1%.
84. As disability is self-disclosed and uncorroborated, there is an obvious question mark over the validity of the data surrounding disability; some of these figures could be even higher still since self-disclosure may be masking greater numbers where people are anxious about admitting personal issues.
85. The increase in declared Mental Health Issues may reflect recent campaigns to remove the stigma from such conditions and may account for jumps in proportions with this type of disability; but with Specific Learning Difficulties, we have an increasing and ever larger proportion of learners with Specific Learning Difficulties which warrants examination. With literacy levels reported widely to have fallen this year (PISA¹⁷), there is a justification to audit the

¹⁴ Such as dyslexia, dyspraxia or ADHD.

¹⁵ Such as Asperger's syndrome or any other autistic spectrum disorder.

¹⁶ Such as cancer, HIV, diabetes, chronic heart disease, or epilepsy.

¹⁷ <http://www.gov.scot/Publications/2016/12/7252>

process which “labels” so many people with poor literacy skills as having Specific Learning Difficulties rather than examining the pedagogy behind formalised English Language teaching in primary and secondary schools – and in Initial Teacher Education - and how it currently addresses stalled progress in literacy. See Table A5 which shows the increasing numbers with Specific Learning Difficulties by age in this year’s CLD.

Table A5: Specific Learning Difficulties by Qualifier Age

Age	2014-15: % of age group with SLD	2015-16: % of age group with SLD
15	12.4%	14.5%
16	10.9%	12.6%
17	9.6%	10.1%
18	9.0%	9.1%
19	8.4%	9.1%
20	7.8%	9.2%
21	6.9%	9.3%
22	6.2%	7.5%
23	5.8%	6.5%
24	5.3%	6.2%
25	5.0%	5.4%
26-30	4.8%	5.2%
31-35	4.0%	3.6%
36-40	4.2%	3.2%
41-45	3.1%	3.4%
46-50	4.4%	5.8%
51+	3.4%	3.3%

Appendix 2: 16-24 year olds - focus

86. Students aged 16-14 (the 16-24 group) are central to Key Performance Indicator 4 (KPI 4) on Destinations and Employment for Developing Scotland's Young Work force. KPI 4 is concerned with students within the 16-24 age band who have successfully completed a full-time course in college and where they go. The priority is to see the group progress into employment or if they remain in study that they progress to a higher level of study.

A2.1 16-24 Group Overview 2013-14 – 2015-16

87. The percentage of confirmed destinations for the group was 88.4%, which is the best return rate for any CLD collection so far and up 1.5 percentage points over last year.
88. The most noticeable change in the destinations of the 16-24 group is the move away from further study towards work: 13.7% of all qualifiers in the group moved into full-time work with a further 3.2% into part-time work. Combined at 16.9%, this is 2.3 percentage points higher than in 2014-15 (14.6%); and of those entering work, 65.1% entered work related to the course of study – see Table A6.

Table A6: Course Relationship to Work (16-24 Group)

16-24 Group:		
Work related to course	3,057	65.1%
Work not related to course	1,641	34.9%
Total	4,698	

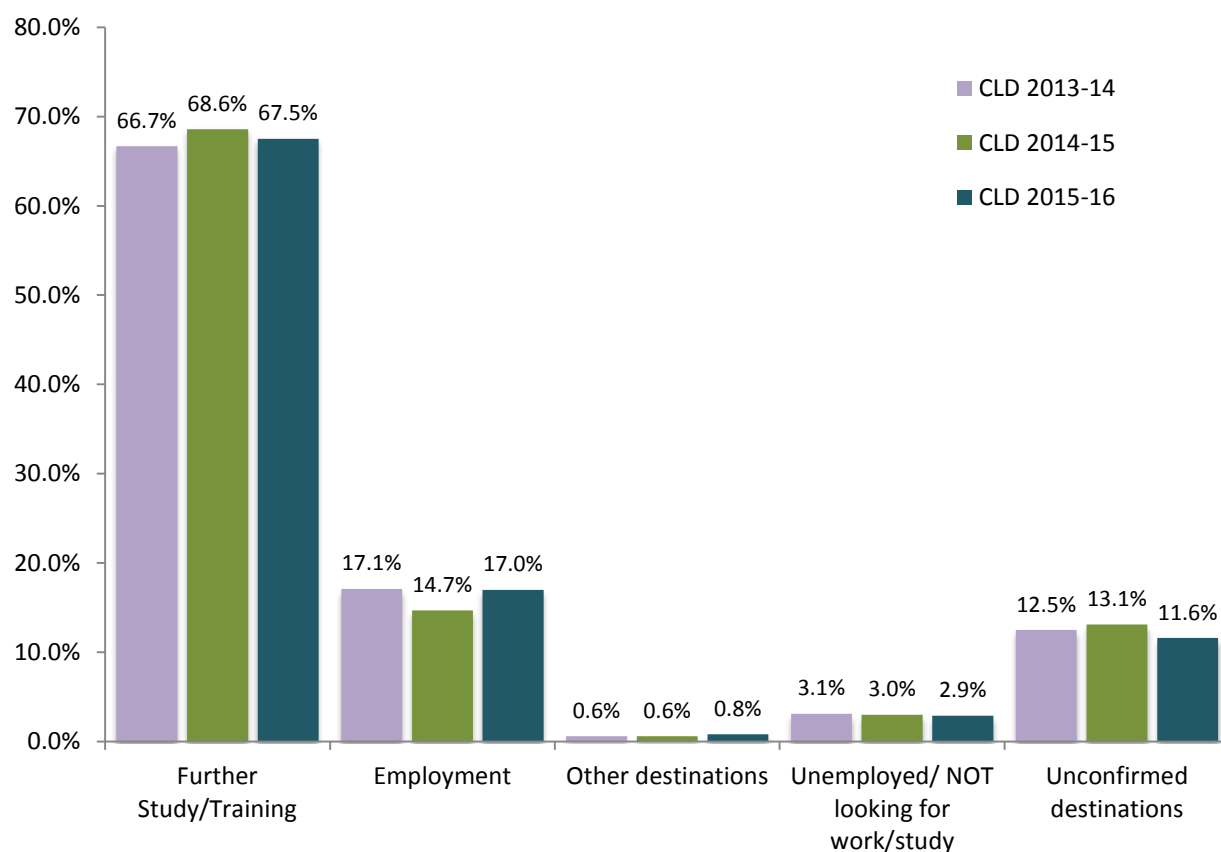
89. Table A7 shows the overall destination breakdown for the 16-24 group in 2015-16 with comparisons for the last two years. The arrows to the right indicate movement from last year to this.

Table A7: 16-24 Group CLD Comparison 2012-13 to 2015-16 (all)

	CLD 2013-14	CLD 2014-15	CLD 2015-16	
	39,838	35,111	36,992	
ENGAGED IN FULL-TIME FURTHER STUDY, TRAINING OR RESEARCH	65.7%	68.3%	66.1%	▼
ENGAGED IN PART-TIME FURTHER STUDY, TRAINING OR RESEARCH	1.0%	0.3%	1.4%	▲
WORKING FULL-TIME	13.5%	11.3%	13.7%	▲
WORKING PART-TIME	3.5%	3.3%	3.2%	▼
DUE TO START A JOB BY THE 31ST MARCH	0.1%	0.1%	0.1%	▲
TEMPORARILY SICK OR UNABLE TO WORK/LOOKING AFTER THE HOME OR FAMILY	0.4%	0.4%	0.5%	▲
TAKING TIME OUT IN ORDER TO TRAVEL	0.2%	0.2%	0.3%	▲
PERMANENTLY UNABLE TO WORK/RETIRED	0.0%	0.0%	0.0%	▼
UNEMPLOYED AND LOOKING FOR WORK	2.8%	2.7%	2.6%	▼
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT, FURTHER STUDY OR TRAINING	0.3%	0.3%	0.3%	▲
UNCONFIRMED	12.5%	13.1%	11.6%	▼
	100%	100%	100%	

90. The decrease from full-time study by 2.2 percentage points to 66.1% is more than picked up by the increase in full-time work which increased by 2.4 percentage points. Part-time study increased from 0.3% to 1.4% in the year; examination reveals this was equally split across male and females but was mainly at FE level (around three quarters).
91. Negative destinations around unemployment have also reduced consistently for the 16-24 group, dropping by 0.1 percentage points per year from 3.1% to 2.9% since 2013-14 and are now sitting a full half percentage point below the whole CLD cohort's 3.4%. (Note: the proportion of the cohort not in the 16-24 group were at a concerning 4.3% in negative destinations in this session.)
92. 84.6% of all qualifiers in the 16-24 group entered positive destinations, up from 83.3% the previous year – see Chart B for visual destination comparison.

Chart B: 16-24 Group 2013-14 to 2015-16 Destination Comparison (all)



A2.2 16-24 Group FE and HE

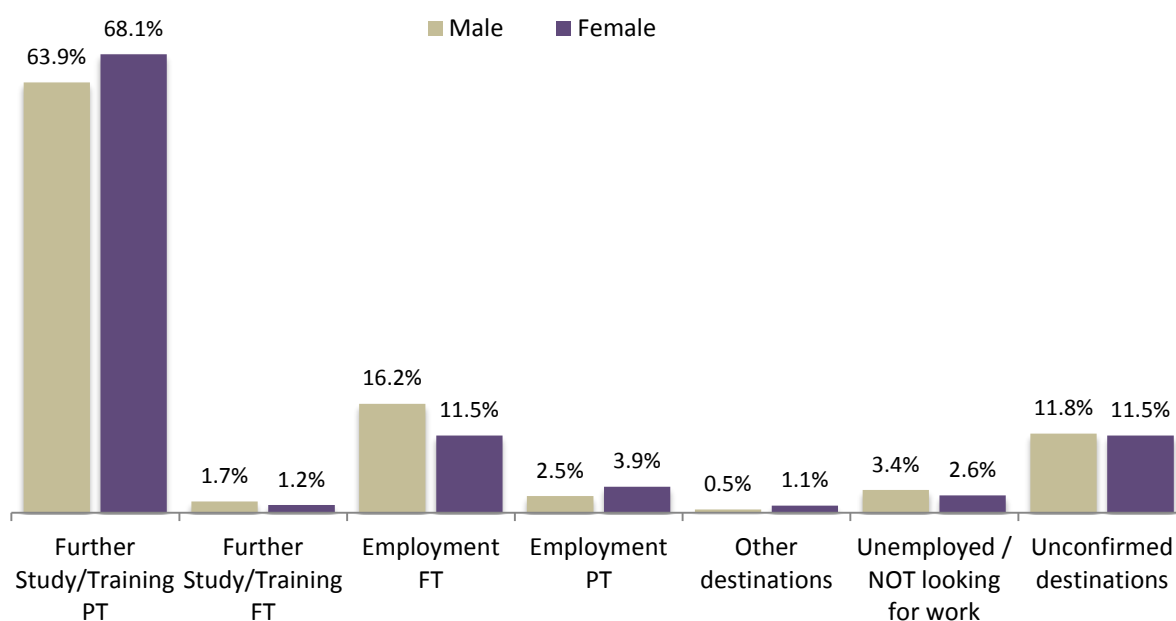
93. Of the 36,992 in the 16-24 group, the proportion of FE qualifiers is again just under two thirds at 24,143 (65.3%), with HE accounting for the remaining 12,849 students (34.7%).
94. The predominant movement this year in FE qualifiers was the move towards work in the 16-24 group, with 17.1% moving into work compared to 12.8% the previous year (confirmed destinations). The related change in further study was a reduction from 83.1% to 78.4%.
95. HE destinations remained similar to the previous year with much smaller movements across destinations: study increased from 70.9% to 72.5%, this increase related to those entering work which decreased from 24.9% to 23.5%. More accurate trend analysis of college work destinations will be evident as more CLD datasets are collected and analysed, but from the years available (2013-14 to 2015-16) we have 23.2%, 24.9% and 23.5% entering work in the years in HE. The average of just under 24% may be around the saturation point for employment destinations with further college or university study offering the more travelled path to careers for the majority of HE qualifiers.

A2.3 16-24 Group Gender

A2.3.1 16-24 Group Destinations by Gender

96. In contrast to the 2015-16 CLD, gender destinations differed more in this session for this group. The parity found in full-time study and employment in 2014-15 has gone.
97. For all male qualifiers, full-time study decreased to 63.9% from 68.5%, while full-time work increased from 11.8% to 16.2%. Female destination distribution remained almost the same as the previous session, with full-time study moving to 68.1% from 68.2% and full-time work increasing by only 0.5 percentage points to 11.5%. It is evident males are driving the shift in proportions going into work.
98. Part-time study increased for both genders from 0.3% for both to 1.2% in females and 1.7% in males, and unemployment for both increased: by 0.3% in males and 0.2% in females from the previous year. See Chart C for this year's gender comparison for the 16-24 group.

Chart C: 16-24 Group Destination by Gender (all)



A2.3.2 16-24 Group Course Subject Classification and gender

99. Course Subject Classifications (CSC) groupings are:
- Art and design, Arts and Crafts.
 - Business, management and administration.

- Care.
- Computing and ICT.
- Construction.
- Education and training.
- Engineering.
- Hairdressing, beauty and complementary therapies.
- Land-based industries.
- Languages and ESOL.
- Media.
- Nautical studies.
- Performing arts.
- Social subjects.
- Special Programmes.
- Sport and leisure.

100. The distribution of the genders across the CSCs demonstrates the way different genders favour different areas (or that the courses favour specific genders) – Table A8:

Table A8: 16-24 Group Male/female distribution across CSC groupings (all)

CSC	Male		Female		Total
Art and design, Arts and Crafts	753	29.3%	1,816	70.7%	2,569
Business, management and administration	1,283	39.1%	2,000	60.9%	3,283
Care	323	7.5%	3,982	92.5%	4,305
Computing and ICT	2,073	85.5%	351	14.5%	2,424
Construction	1,729	91.4%	163	8.6%	1,892
Education and training	205	19.8%	828	80.2%	1,033
Engineering	4,010	93.1%	299	6.9%	4,309
Hairdressing, beauty and complementary therapies	933	17.6%	4,383	82.4%	5,316
Land-based industries	513	53.3%	449	46.7%	962
Languages and ESOL	151	38.6%	240	61.4%	391
Media	613	59.9%	410	40.1%	1,023
Nautical studies	474	96.9%	15	3.1%	489
Performing arts	1,155	42.1%	1,590	57.9%	2,745
Social subjects	588	32.4%	1,227	67.6%	1,815
Special Programmes	1,078	59.0%	750	41.0%	1,828
Sport and leisure	1,754	67.8%	832	32.2%	2,586
Total	17,635		19,335		36,970

101. The gender distribution varies across all CSCs, with Land-based industries the only grouping which approximates equal numbers of males to females; the rest vary from 96.9% male-dominated (Nautical Studies) to 92.5% female-dominated (Care). The two most gender-imbalanced groupings

for each gender are highlighted in Table 21: male-dominated groups are in green and female-dominated are in blue¹⁸.

102. Table A9 shows how males and females fare in terms of confirmed destinations in these gender-imbalanced CSC grouping.

Table A9: 16-24 Group Gender Destinations in Gender-Dominated CSCs (confirmed)

CSC Grouping		Total (confirmed)	Positive Destinations	Negative Destinations	Breakdown		
					Work	Study	Other
Care	Male	277	269	8	44	225	0
	Female	3,564	3,415	112	636	2,779	37
Hairdressing, beauty and complementary therapies	Male	792	749	33	187	562	10
	Female	3,860	3,674	117	928	2,746	69
Construction	Male	1,459	1,375	81	559	816	3
	Female	135	130	5	40	90	0
Engineering	Male	3,604	3,461	132	1,193	2,268	11
	Female	269	255	11	73	182	3

CSC Grouping	%	Positive Destinations	Negative Destinations	Breakdown		
				Work	Study	Other
Care	Male	97.1%	2.9%	15.9%	81.2%	0.0%
	Female	95.8%	3.1%	17.8%	78.0%	1.0%
Hairdressing, beauty and complementary therapies	Male	94.6%	4.2%	23.6%	71.0%	1.3%
	Female	95.2%	3.0%	24.0%	71.1%	1.8%
Construction	Male	94.2%	5.6%	38.3%	55.9%	0.2%
	Female	96.3%	3.7%	29.6%	66.7%	0.0%
Engineering	Male	96.0%	3.7%	33.1%	62.9%	0.3%
	Female	94.8%	4.1%	27.1%	67.7%	1.1%

103. As Table A9 demonstrates – and in keeping with findings in CLD 2014-15 – there are benefits to crossing the gender divide. Females qualifying in Construction found high positive destinations (96.3%), surpassing the males at 94.2%. Males entering Care last year found they lagged behind females in positive destinations; they now find more positive destinations than females: 97.1% positive to 95.8%.

104. The split going into work from each gender varied in that if you were in your own gender-dominated profession, you were more likely to enter work than if

¹⁸ As was the case in CLD 2014-15, Nautical Studies is the most gender dominated CSC; however, the low number of females does not allow valid analysis so the next most male-dominated CSCs have been selected.

you were crossing the gender barrier. This varied by quite a margin in the male-dominated professions (8.7% in Construction, for example), while in Care and Hairdressing, beauty and complementary therapies, males and females entering work were divided by less than percentage points.

105. For negative destinations, males in construction continue to have a similar level of negative destinations as they did last session (5.6% from 5.5%), while females in hairdressing have fared better at only 3.0% negative (a drop of 2.0 percentage points). Female negative destinations in Construction remain almost static at 3.7% (from 3.6%) while males in hairdressing have higher negative destinations since last year rising to 4.2% from 3.7%.
106. Crossing the gender gap continues to have winners and losers: last year Care was highlighted as the hardest for males to broach; this year we see males more successful than females. For females in construction, we see a second year where they have a more positive path than males. For both of these highlighted groups this session, however, these gender-gap pioneers entered jobs less frequently those of the gender dominating the industries. Future CLD data collections should allow more analytical trend observation across the gender gap.

Appendix 3: Executive Summary Addendum

Overview Table: 2015-16 College Leavers Destinations 2015-16

	2015-16 Full-time Successful Qualifiers							
	All (FE +HE)		FE		HE		16-24	
Qualifiers	50,682		33,019		17,663		36,992	
Confirmed destinations:	87.2%		88.7%		84.4%		88.4%	
Unconfirmed destinations:	12.8%		11.3%		15.6%		11.6%	
Positive destinations (total)	82.7%	94.9%	84.1%	94.9%	80.2%	95.0%	84.5%	95.7%
Employment	17.1%	19.6%	14.5%	16.3%	21.9%	26.0%	17.0%	19.3%
Further study/training	65.7%	75.4%	-	-	-	-	67.5%	76.4%
FE to further FE study	-	-	38.1%	43.0%	-	-	-	-
FE to HE study	-	-	31.2%	35.2%	-	-	-	-
FE Training	-	-	0.3%	0.4%	-	-	-	-
HNC to HND	-	-	-	-	18.1%	21.5%	-	-
HNC to university (or equivalent level)	-	-	-	-	10.8%	12.8%	-	-
HND to university (or equivalent level)	-	-	-	-	22.9%	27.1%	-	-
HE leavers' Progress ¹⁹ (data matching)	-	-	-	-	6.5%	7.7%	-	-
Negative/other destinations (total)	4.4%	5.1%	4.5%	5.1%	4.2%	5.0%	3.8%	4.3%
Unemployed and looking for work:	3.0%	3.4%	2.9%	3.3%	3.0%	3.6%	2.6%	3.0%
Unavailable for work	1.5%	1.7%	1.6%	1.8%	1.2%	1.4%	1.2%	1.3%

Key:

% of All Qualifiers = Blue

% of Confirmed Destinations = Black

¹⁹ Data was incomplete for these records for continued study, but as they were attained through data matching and not anecdotally from family/college staff, they were included.

Definitions

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 we have confirmed destinations <i>and</i> those qualifiers who remain unconfirmed. This CLD the national figure for all qualifiers was 50,682 .
Confirmed qualifiers:	Refers to only those qualifiers we have confirmed destinations for. This CLD the national figure for confirmed qualifiers was 44,183 .
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 2017.
Unemployed and looking for work:	This applies to qualifiers <i>Unemployed and looking for work</i> and those <i>Not employed but not looking for employment, further study or training</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</i> .

KPI 4 definition:

KPI 4 on *Destinations & Employment for Developing Scotland's Young Workforce*: The percentage of 16-24 year old college students who have successfully completed a full-time course moving into employment or higher level study. [Employment includes Modern Apprenticeships and continued study *must* show upwards progression in SCQF level.]

SCQF:

SCQF refers to a programme's SCQF level or a 'broadly comparable' level for non-SCQF credit rated provision.