

SFC Statistical publication

Baseline Report for Academic Year 2013-14

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Summary: This publication provides an overview of college sector statistics from 2005-06 to 2013-14

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1 Executive Summary

1. In 2013-14, Scotland's colleges exceeded their target of 116,269 full-time equivalents (FTE), delivering 119,636 funded FTEs through a combination of 119,022 SFC-funded FTEs and an additional 614 Employability Fund FTEs funded by Skills Development Scotland. This represents an increase of 3% compared with 2012-13.
2. An additional 321 FTEs funded jointly by SFC and the European Social Fund (ESF) were also delivered so, in total, colleges delivered 119,957 FTEs in 2013-14.
3. Colleges have exceeded their SFC-funded activity targets in each of the last nine academic years. They exceeded their target by 0.9% in 2013-14 and by an average of 2.7% between 2005-06 and 2013-14.
4. In 2013-14, there was a headcount of 238,399 students at Scotland's colleges, and a headcount of 238,805 in 2012-13, a decrease of just 0.2%.
5. SFC expected to see a decrease in headcount from 2008-09 because colleges were directed to prioritise more substantive courses designed to improve student's employment prospects and reduce the number of students enrolled on leisure programmes and very short programmes of study (less than 10 hours) unlikely to lead to employment or further study. This policy is the main reason for the continued reduction in headcount from 379,233 in 2007-08 to 238,399 in 2013-14. To illustrate the impact on headcount, based on 2013-14 figures, a single full-time Further Education (FE) student is approximately equivalent to 142 students on these short programmes.
6. This prioritisation led to an increase in the average hours of learning per student from 249 hours in 2005-06 to 392 in 2013-14. That is an increase of 57% across that period.
7. In academic year 2005-06 9% of learning hours were delivered on courses that did not lead to a recognised qualification. In 2013-14, this decreased to 4%.
8. Whilst 58% of student enrolments were for females in 2005-06, the proportion fell to 52% in 2012-13 and remained static at 52% in 2013-14. Female enrolments outnumbered male enrolments in each academic year from 2005-06 to 2013-14.
9. There were 66,667 full-time students in 2005-06, and 80,154 in 2013-14. Whilst this 2013-14 total represents a slight fall from the high of 81,373 in 2011-12, full-time numbers have increased by 20% since 2005-06.
10. The proportion of all SFC-funded learning hours delivered to those aged 16 to

24 increased from 61% in 2005-06 to 70% in 2013-14, reflecting the priority colleges have been asked to place on provision for young people.

2 Measuring student numbers, volume of activity and changes in policy

11. Student activity can be measured in different ways and in this publication we make use of several metrics. Section 2.1 describes each of these measures and explains why they are useful, depending on what we are trying to describe.

Student Numbers

12. **Headcount (students)** – this is a count of individual students. The headcount figure enables a comparison with known Scotland population totals, where applicable, to give an idea of the level of participation amongst different cohorts of the population. Using headcount and enrolments together give a better indication of the level of student/college engagement. Using enrolments is also relevant when looking at some aspects of provision such as [Performance Indicators](#).
13. **Enrolments** – each time an individual engages on a new programme of study, they are counted as an enrolment. There are various reasons why a student may enrol on more than one programme of study such as progression from an introductory course to a higher level of study, or to widen their skillset in order to help improve their employment prospects. For this reason, the number of enrolments are usually greater than headcount. Table 1, below, illustrates the relationship between the number of students, the number of courses taken and enrolments for the 2013-14 session.

Table 1: Students to Enrolments 2013-14

Number of students (headcount)	Number of courses taken	Enrolments
194,726	1	194,726
32,191	2	64,382
7,652	3	22,955
2,418	4	9,672
1,413	5 or more	8,093
238,399		299,828

2.1 Volume of activity

14. **Hours of learning** – this quantifies the total hours of learning undertaken.
15. **Student Units of Measurement (SUMs)** – 1 SUM is equal to 40 hours of learning.
16. **Weighted SUMS (WSUMs)** – WSUMs are derived by multiplying the SUM figure by the ‘weight’ – that is, the relative cost to a college of delivering different subjects.
17. **Full-time equivalent (FTE)** – All full-time students count as one FTE. For part-time students, FTE is based on the number of SUMs delivered to them. For further information on deriving college WSUMS and FTEs, please refer to page 30 to 32 of the 2012-13 Baseline Publication¹.
18. College participation is complex, meaning the number and profile of students attending college can fluctuate substantially depending on a range of external factors (see Section 2.2: Impact of External Changes for further information) such as changes in economic conditions, demographics and Scottish Government policy. However these external factors have little impact on the overall volume of activity delivered by colleges. For this reason, volume measures are the best way of comparing funded activity over time.
19. Table 2 below shows the trend from 2005-06 to 2013-14 for each of the metrics used in this report.

¹ Baseline Publication 2012-13:

www.sfc.ac.uk/communications/Statisticalpublications/2014/BaselineReportforAcademicYear201213.aspx

Table 2: 2005-06 to 2013-14 trends in student numbers and volume of activity in Scotland's colleges.

Academic Year	Student Numbers		Volume of Activity			
	Headcount	Enrolments	SUMS	WSUMS delivered including ESF	Hours of Learning	FTE
2005-06	350,410	446,619	1,949,942	2,217,361	78,002,240	116,298
2006-07	363,597	468,155	2,025,821	2,322,005	81,032,840	120,808
2007-08	379,233	489,610	2,054,446	2,379,802	82,177,840	122,641
2008-09	374,986	483,472	2,056,991	2,407,804	82,279,640	123,031
2009-10	347,336	438,522	2,085,760	2,442,899	83,430,400	124,670
2010-11	305,969	383,005	2,069,796	2,448,309	82,791,840	124,650*
2011-12	257,913	320,646	1,957,886	2,326,885	78,315,440	122,068*
2012-13	238,805	297,586	1,844,145	2,196,674	73,765,780	119,161**
2013-14	238,399	299,828	1,912,161	2,279,422	76,486,439	119,957**

*Includes ESF FTEs

**Includes SDS and ESF FTEs

20. The table shows differing trends for each metric and these will be explored in further detail in the rest of this report. Part of the explanation for the changes in the trends can be explained by external factors which impact on the sector, for instance government policy and economic conditions. These trends should be read in the context of such changes. The following section briefly describes the main external changes and their effect.

2.2 Impact of external changes

Table 3: 2005-06 to 2013-14: Timetable of significant changes in external factors affecting the Scottish College Sector

Date	Change	Impact on the trends presented in this report
2008-09	Colleges directed to prioritise more substantial courses designed to improve employment prospects	Reduction in number of students enrolled on very short programmes of study unlikely to lead to employment or higher level of study. Corresponding increase in the number of full-time students and those on courses leading to recognised qualifications.
2011-12	Decision to focus school/college courses towards the senior phase of high school	Reduction in college activity targets of 5%, but students continue to have a full-time place at school.
2012-13	Introduction of College Outcome Agreements Transfer of funded learning hours from SFC to SDS	Reduction in SFC funded learning hours delivered to those aged 16 to 24, with this activity being commissioned by SDS.

2.3 Regional Outcome Agreements

21. Regional Outcome Agreements were introduced in Academic year 2012-13. They are intended to enable SFC and colleges to demonstrate the impact of the sector and its contribution in meeting Scottish Government priorities.
22. A National Performance Framework (see Annex A) has been created as part of the Outcome Agreement process to help assess the impact of the sector. The framework consists of a set of measures which have been selected to monitor performance across a range of priorities. Annex A also reports on the 2012-13 and 2013-14 figures for some of the measures, where data is available.

23. Further details on Outcome Agreements are available on the SFC website²:
24. From Academic Year 2015-16, SFC will be implementing a simplified approach to college funding³, where WSUMs targets will be replaced with Credit targets.

² SFC Website: further details on Outcome Agreements:

www.sfc.ac.uk/funding/OutcomeAgreements/OutcomeAgreementsOverview.aspx

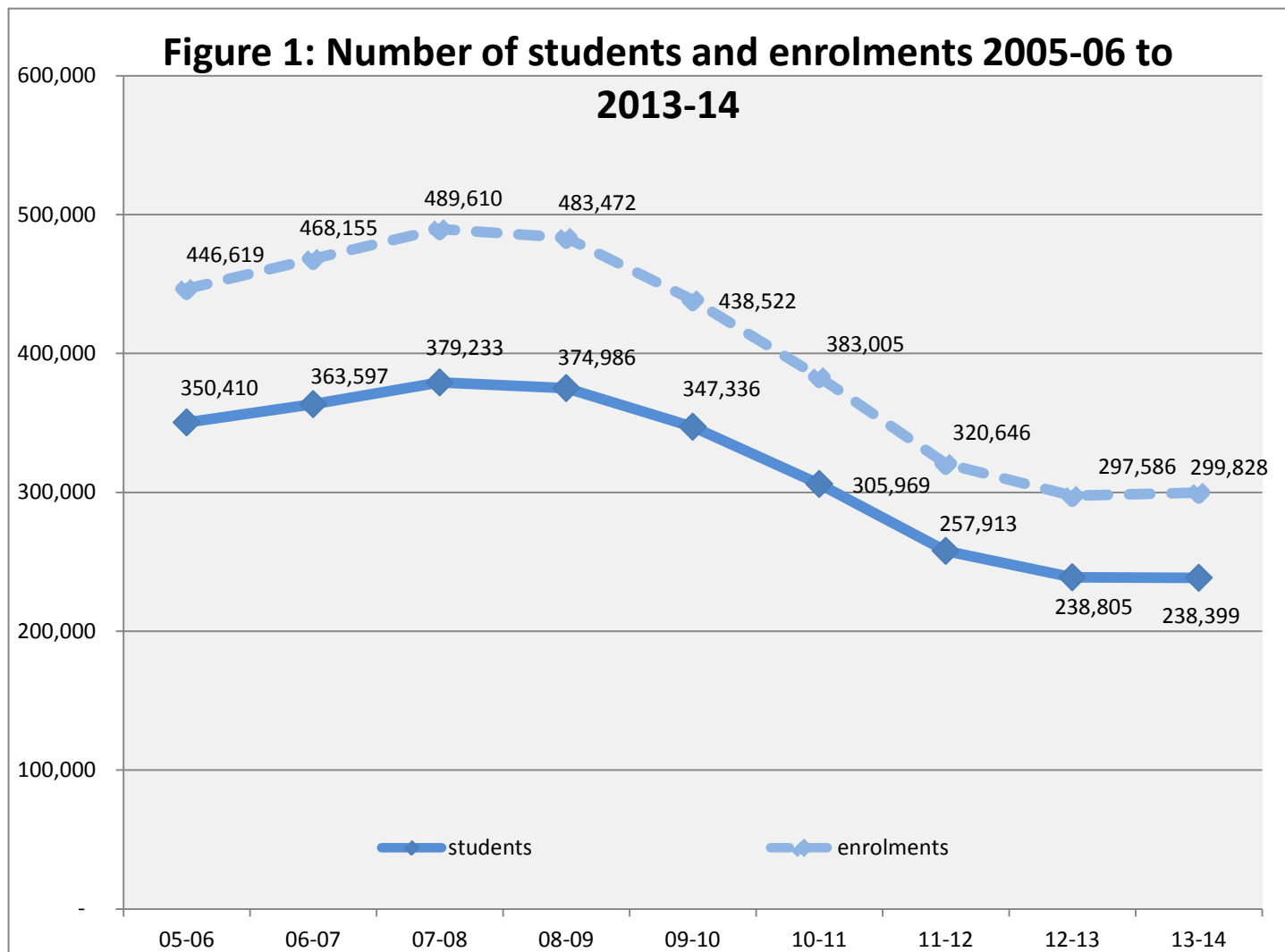
³ A simplified approach to college funding:

www.sfc.ac.uk/web/FILES/Funding/A_simplified_approach_to_college_funding.pdf

3 Trends in Student numbers and activity

25. In this section we take a high level look at the sector in terms of headcount and enrolments, and then the level of activity, examining the trends in both.

3.1 Student numbers and enrolments



26. Figure 1 shows that in 2013-14, the trend in student numbers and enrolments has stabilised. In 2013-14 there were 238,399 students resulting in 299,828 enrolments, resulting in a slight fall between 2012-13 and 2013-14 of 406 (0.2%) students, and an increase of 2,242 (0.8%) enrolments in the same time period.

27. The 2013-14 figures represent a decrease of 140,834 students from the 2007-08 peak. As has been made clear, this trend is primarily explained by the shift from very short courses of limited economic value to more substantive programmes leading to recognised qualifications. Funding for Colleges increased by over 8% between 2007-08 and 2010-11 while in that same time

period student headcount fell by 73,264 (which represents 52% of the total reduction from the 2007-08 peak).

28. As shown earlier in Table 1 in Section 2, students can enrol on more than one course. That table provides an overview of number of courses taken by college students. Over the academic year 2013-14, 43,673 students were enrolled on multiple courses. Table 4, below, shows the percentage of students on multiple courses in 2012-13 and 2013-14.

Table 4: Percentage of Students Enrolled on Multiple Courses: 2012-13 and 2013-14

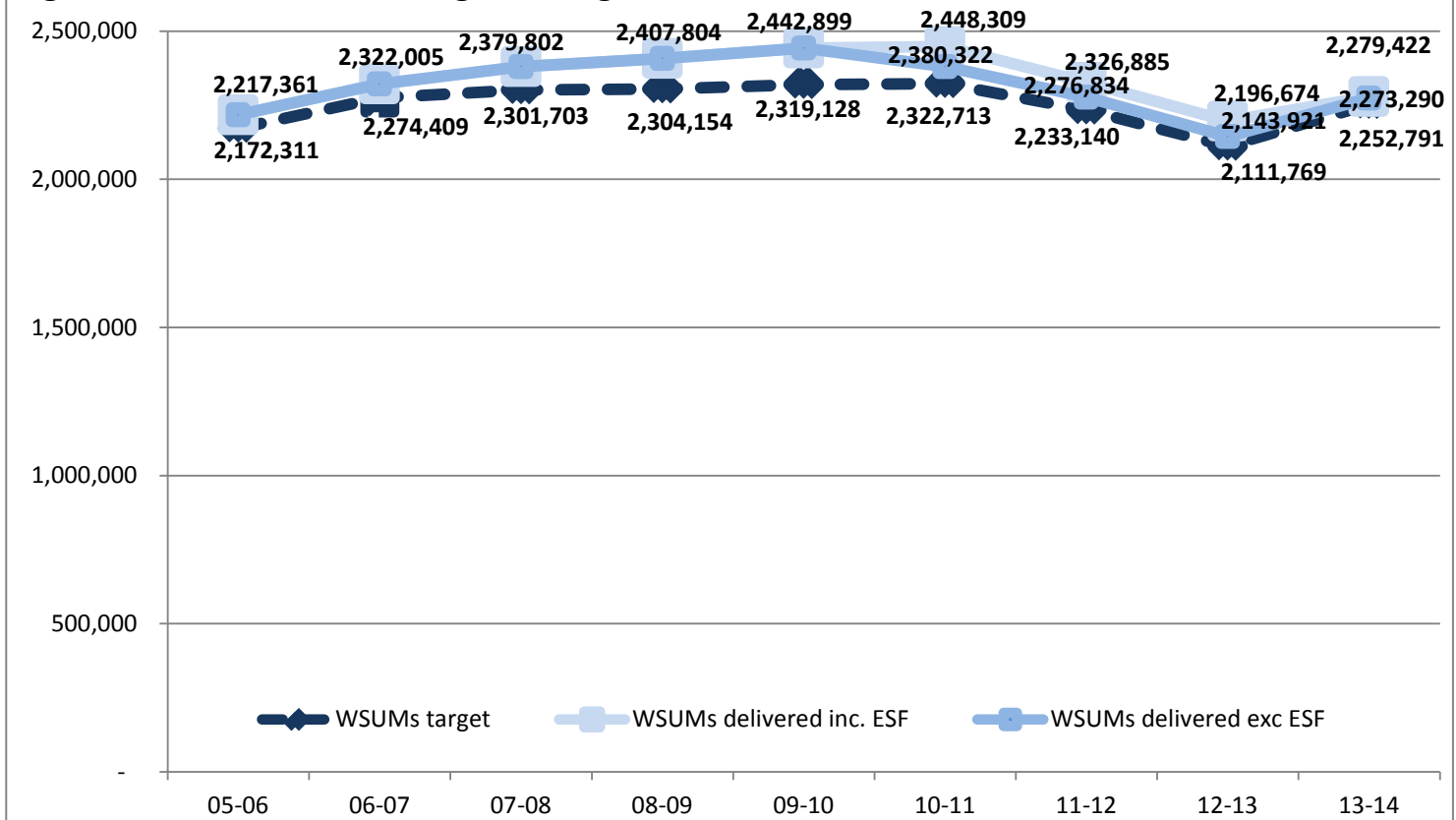
Number of Courses Taken	Percentage of Students in 2012-13	Percentage of Students in 2013-14
1	82.4%	81.7%
2	13.0%	13.5%
3	3.1%	3.2%
4	1.0%	1.0%
5 or more	0.5%	0.6%

29. Before exploring the student and enrolment figures in more detail, the next section will look at the changes in the volume of activity across the sector.

3.2 Volume of activity

30. SFC funds colleges to deliver a specified number of learning hours per academic year. This section looks at how the volume of college activity has changed between 2005-06 and 2013-14.
31. Normally expressed as WSUMs, this hours of learning target for 2013-14 equates to 2,252,791 WSUMs.

Figure 2: WSUMs delivered against target 2005-06 to 2013-14



The WSUMs target in this report only includes core activity targets as referred in the October 2013 Letter of Guidance from the Cabinet Secretary. As a result the WSUMs target will differ to the WSUMs target within the College Performance Indicators for 2013-14 publication as that includes additional funded activity.

32. Figure 2 shows the number of WSUMs delivered by the college sector over the period 2005-06 to 2013-14. The sector has exceeded its WSUMs target in each academic year. As noted in 2.2: *Impact of external changes*, there were two main changes in Government policy which impact on this trend, which are considered below.
33. College WSUMs targets fell between 2010-11 and 2011-12 as a result of the decision to focus school/college courses towards senior phase school pupils. Where in 2010-11 colleges were asked to deliver 8.3% of their WSUMs to pupils attending college programmes as part of their studies, in 2011-12 this was reduced to 3% of the total WSUMs target. Prior to 2011-12, school/college provision had been delivered to learners in all school years including primary school. It should be noted that although the college activity targets were reduced by 5%, it does not follow that this led to 5% fewer students in education. The pupils affected had not yet reached the senior phase and would therefore have continued their education on a full-time basis at school. The Schools for Higher Education Programme (SHEP), funded by SFC, contributes to this by providing information, advice and guidance in schools which have traditionally low progression rates to Higher Education, and aspires to assist in improving school staying-on rates at these schools along with progression to HE

in College or University. Further information on the SHEP programme can be found on the SFC website⁴.

34. In 2012-13 the Scottish Government asked colleges to deliver the New College Learning Programme (NCLP), a programme of learning managed by SDS, focused on targeting gaps in learner and employer needs. SFC's WSUMs target was reduced by 4% in order to transfer funding to SDS to deliver the NCLP. NCLP activity is captured in the total headcount, enrolment and FTE numbers for 2012-13.
35. The Employability Fund was introduced in 2013-14 to improve learner progression along the skills and employability pipeline. A portion of the Employability Fund is ring fenced for college activity co-commissioned by SDS and Local Employability Partners. This activity is captured in the total headcount, enrolment and FTE numbers for 2013-14.
36. Table 5, below, provides a tabular view of the figures presented in Figure 2. It also shows the number of WSUMs delivered above target each year, along with the number of WSUMs above target as a percentage of the WSUMs target. Over the period 2005-06 to 2013-14, colleges delivered over 550,000 WSUMs above target. Some of this delivery was not funded by core activity, but was additional activity related to ESF and other strategic projects which were funded by SFC.

Table 5: WSUMs delivered vs target, 2005-06 to 2013-14

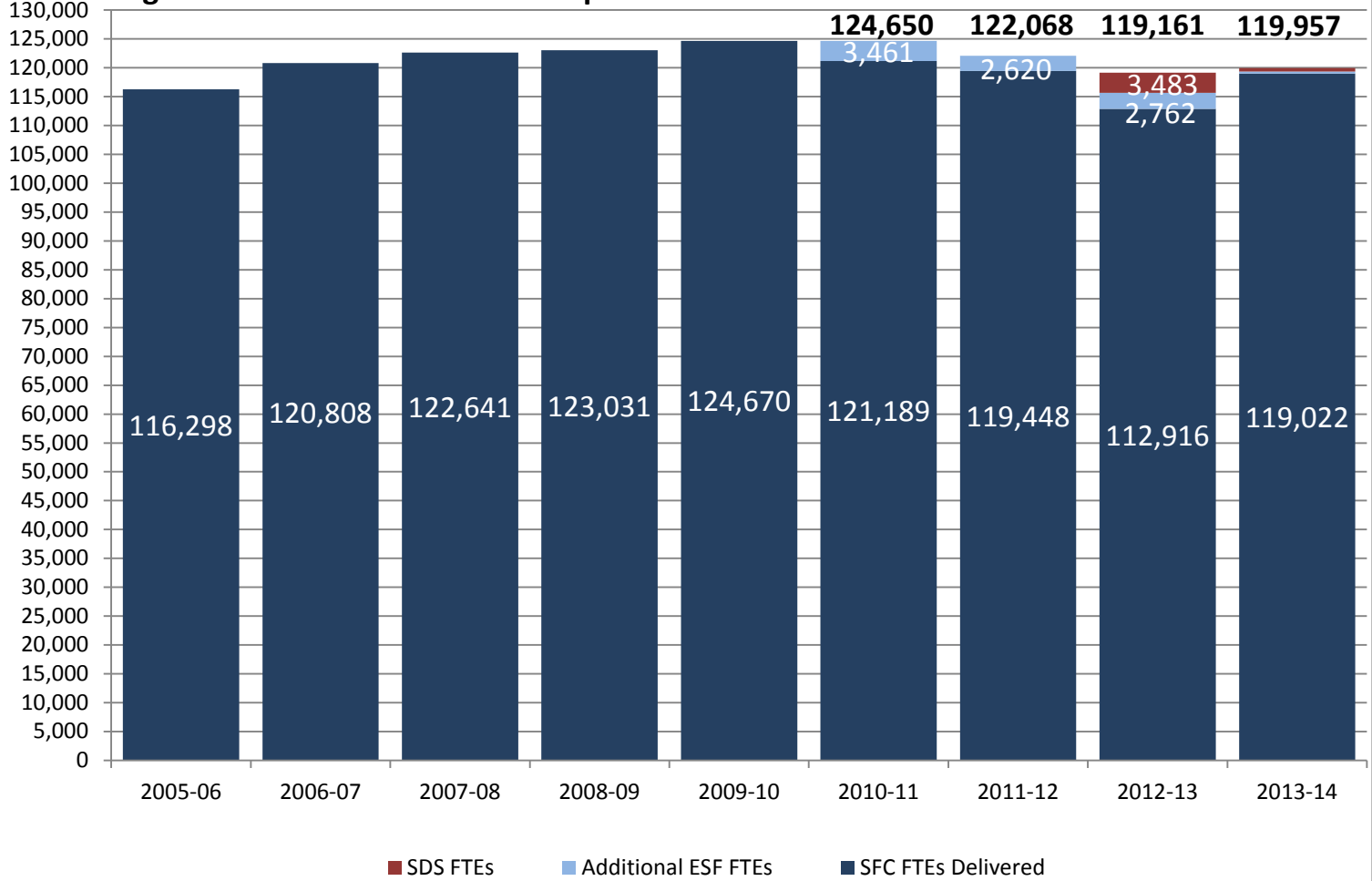
Academic Year	WSUMS target	WSUMS delivered excluding ESF	WSUMS above target	Percentage above target
2005-06	2,172,311	2,217,361	45,050	2.1%
2006-07	2,274,409	2,322,005	47,596	2.1%
2007-08	2,301,703	2,379,802	78,099	3.4%
2008-09	2,304,154	2,407,804	103,650	4.5%
2009-10	2,319,128	2,442,899	123,771	5.3%
2010-11	2,322,713	2,380,322	57,609	2.5%
2011-12	2,233,140	2,276,834	43,694	2.0%
2012-13	2,111,769	2,143,921	32,152	1.5%
2013-14	2,252,791	2,273,290	20,499	0.9%

⁴ Schools for Higher Education Programme - www.sfc.ac.uk/funding/FundingOutcomes/Access/SchoolsforHigherEducationProgramme/SchoolsforHigherEducationProgramme.aspx

37. Table 2 shows that between 2005-06 and 2013-14, student numbers decreased by 32%, yet Table 5 shows the WSUMs delivered actually increased by 2.5% in the same period. Total teaching and fee waiver funding also increased by over 8% between 2007-08 and 2010-11 while headcount reduced by 73,264. This shows that an increase in funded activity does not necessarily lead to an increase in headcount. As mentioned in Table 3, 2011-12 saw a reduction in college activity targets of 5% as school/college courses were focussed towards the senior phase of school. 2012-13 saw a reduction in SFC funded learning hours delivered to those aged 16 to 24, with this activity instead being commissioned by SDS.
38. Figure 3 below provides an overview of college delivery in terms of FTE places. It shows that colleges delivered 119,022 SFC-funded FTE places in 2013-14. An analysis of SDS's Corporate Training System records shows that the Employability Fund starts spent an average of 9.8 weeks in college and work experience during academic year 2013-14. Relative to the typical (median) length of a full-time FE enrolment (36 weeks), these starts amount to 614 FTEs. The European Social Fund (ESF)⁵ project also provided 321 FTEs, which are part funded by SFC. FTEs are useful for comparison and funding purposes. By measuring in FTEs, we get a better representation of the actual volume of activity delivered by colleges.

⁵ Further information on the European Social Fund project:
www.sfc.ac.uk/funding/colleges/ESF/european_social_fund.aspx

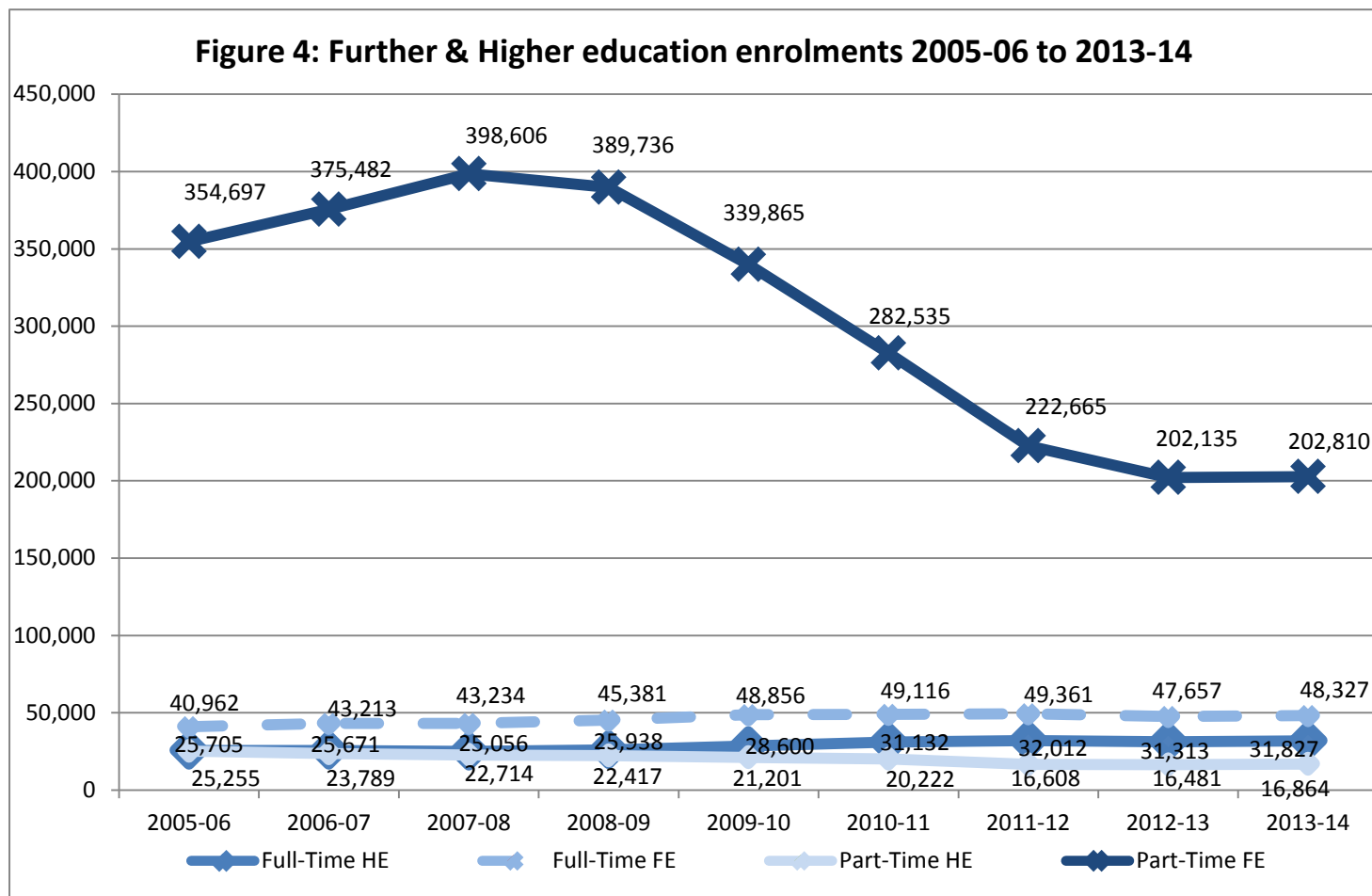
Figure 3. FTEs delivered over the period 2005-06 to 2013-14



39. Although the FTE values in Figure 3 do show a reduction in FTEs delivered between 2009-10 and 2013-14, this is mainly explained by colleges delivering more activity over their WSUMs targets in 2009-10 than in later years, and by the reduction in school/college provision from 2011-12 onwards. Targets were reduced again in 2012-13, but increased again in 2013-14 and FTEs delivered also increased in the academic year 2013-14. Just over 8% of college activity was target towards school college provision prior to 2011-12 but was reduced to 3% from 2011-12. At the same time, school-college provision was focussed on the senior phase. This reduced the number of college places for those in lower school years (including primary school) but these students would have continued to receive full-time schooling.
40. So far, this Baseline Report has shown high level trends in terms of student headcounts and enrolments. It has also shown performance against WSUMs targets (based on hours of learning) and the number of FTEs delivered over the period. The rest of the publication takes a more detailed look at important sub-groups and provides more detail on activity delivered in academic year 2013-14. For this more detailed look, we have used the enrolment and learning hour measures.

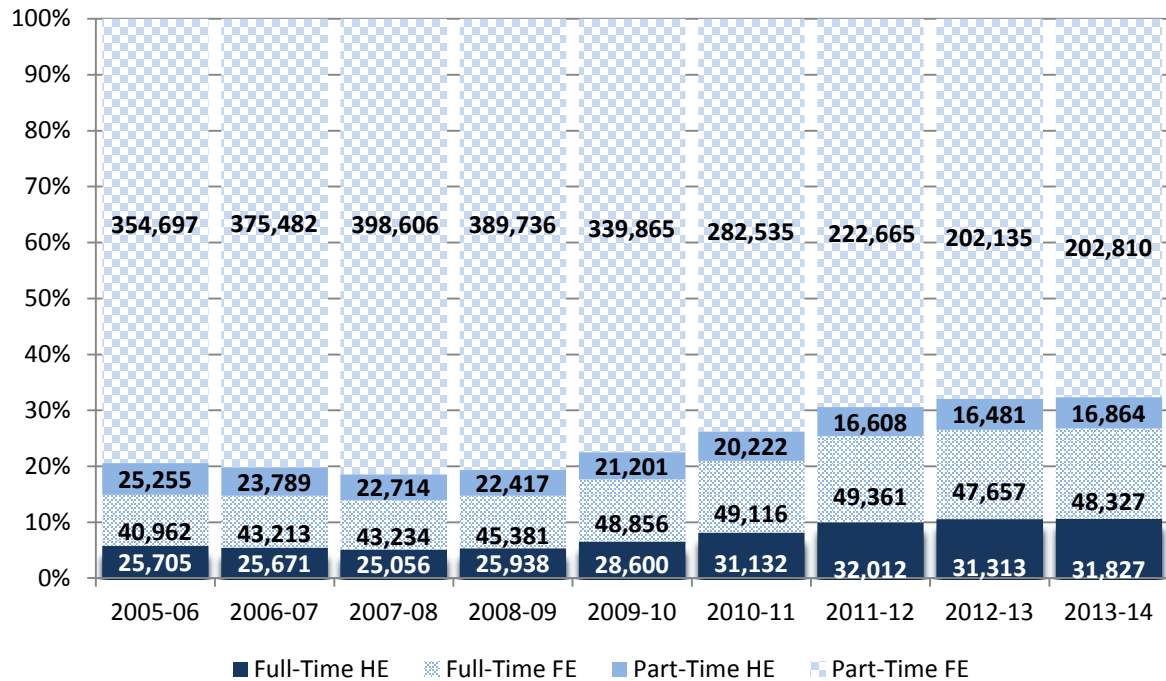
4 Full and part-time enrolments and learning hours

41. Figure 4 provides a detailed breakdown of full and part-time enrolments for Further Education (FE) and Higher Education (HE) courses delivered in Scotland's colleges over the 2005-06 to 2013-14 period.

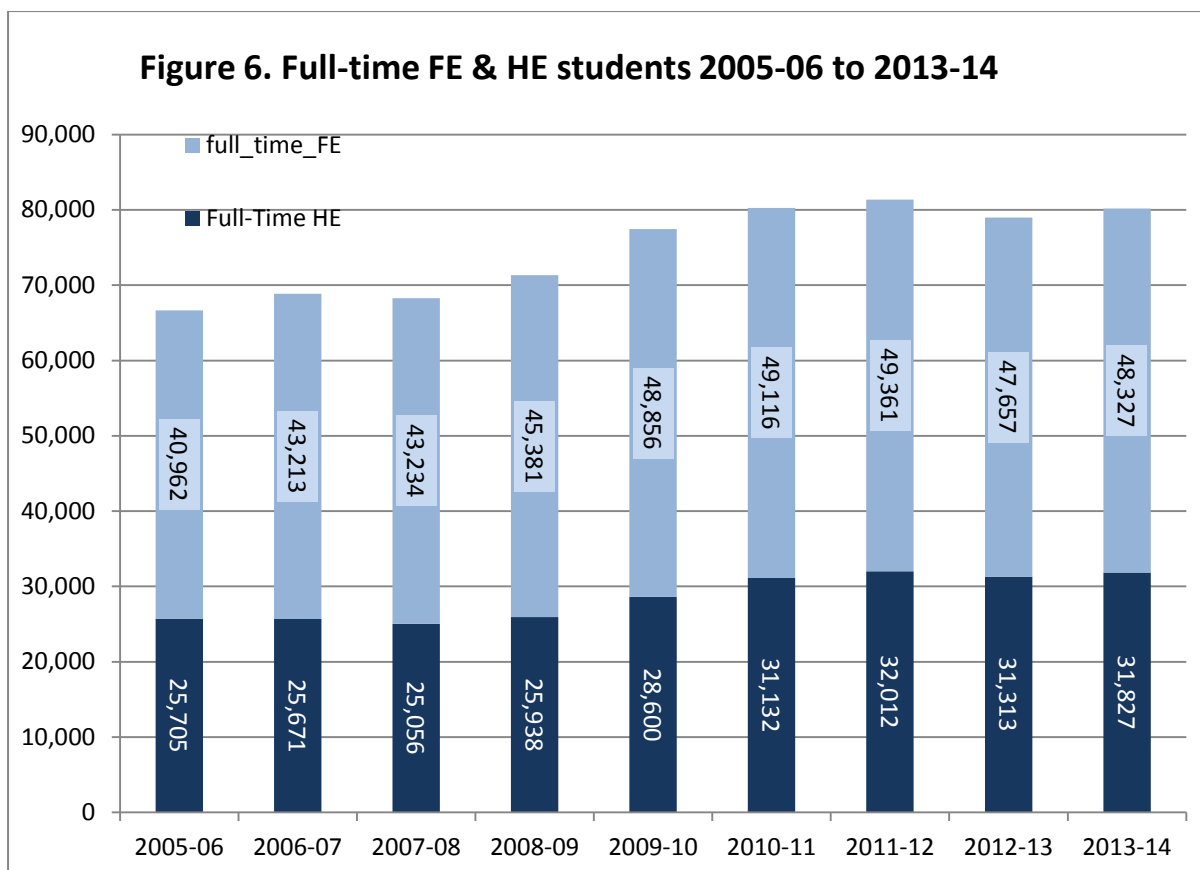


42. The chart shows an increase in total enrolment numbers of 2,242 between 2012-13 and 2013-14. This is attributable to increases in enrolments to full-time HE and FE, and part-time HE and FE courses. Prior to 2013-14, part-time FE numbers had fallen by 195,796 from their peak in 2007-08. Part-time HE numbers had also fallen each year between 2005-06 and 2012-13, although numbers in this category make up a far smaller share of overall activity. There was a small increase in enrolments to part-time HE courses in 2013-14.

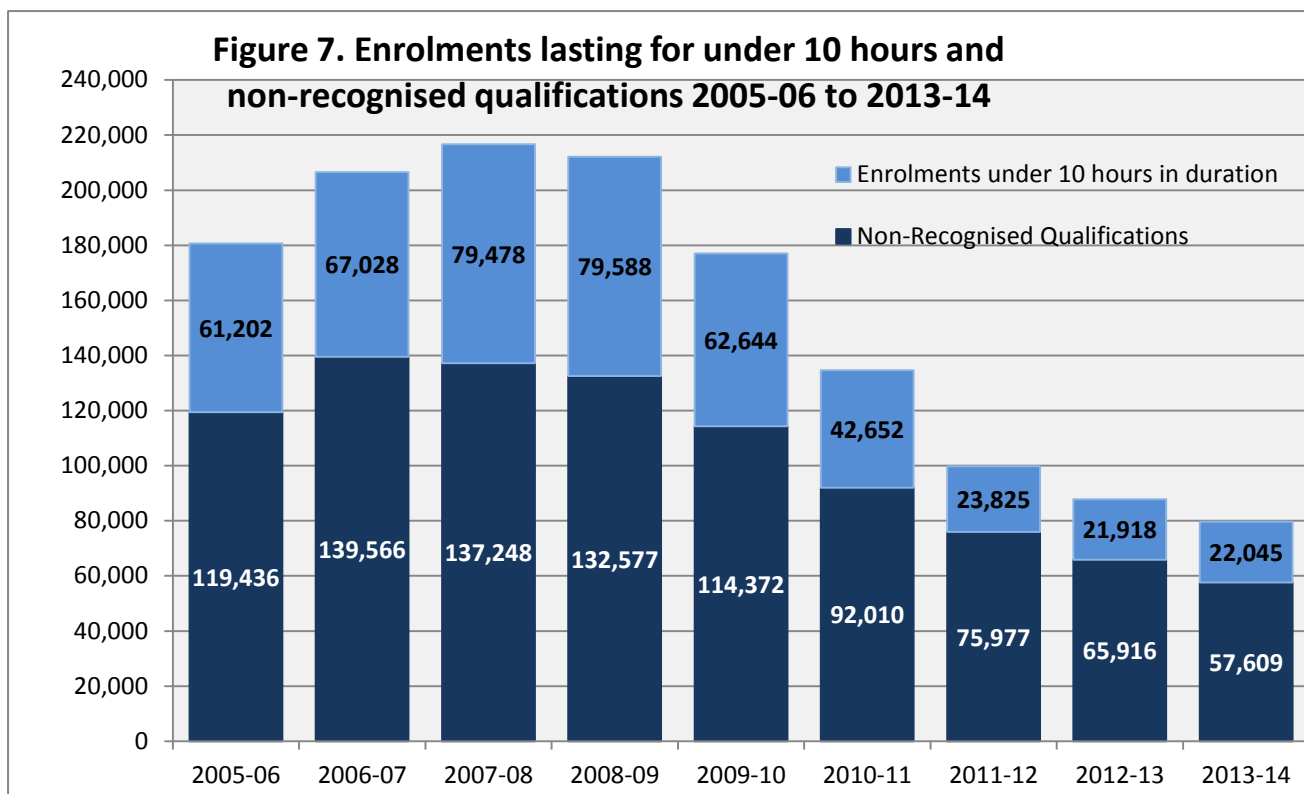
Figure 5: Number and Proportion of Enrolments by Mode and Level of Study



43. Figure 5 above shows the proportion of enrolments, examined by mode of study, full-time (FT) and part-time (PT) and by level of study (FE and HE) from 2005-06 to 2013-14.
44. The graph shows the shift in activity over this period towards more full-time activity, particularly at HE level.
45. Figure 6, below, shows the rise of 1.5% in full-time student enrolments since 2005-06. In 2013-14, the numbers increased from 2012-13. The balance between FE and HE full-time numbers has been relatively consistent over the past three years at around 60:40.



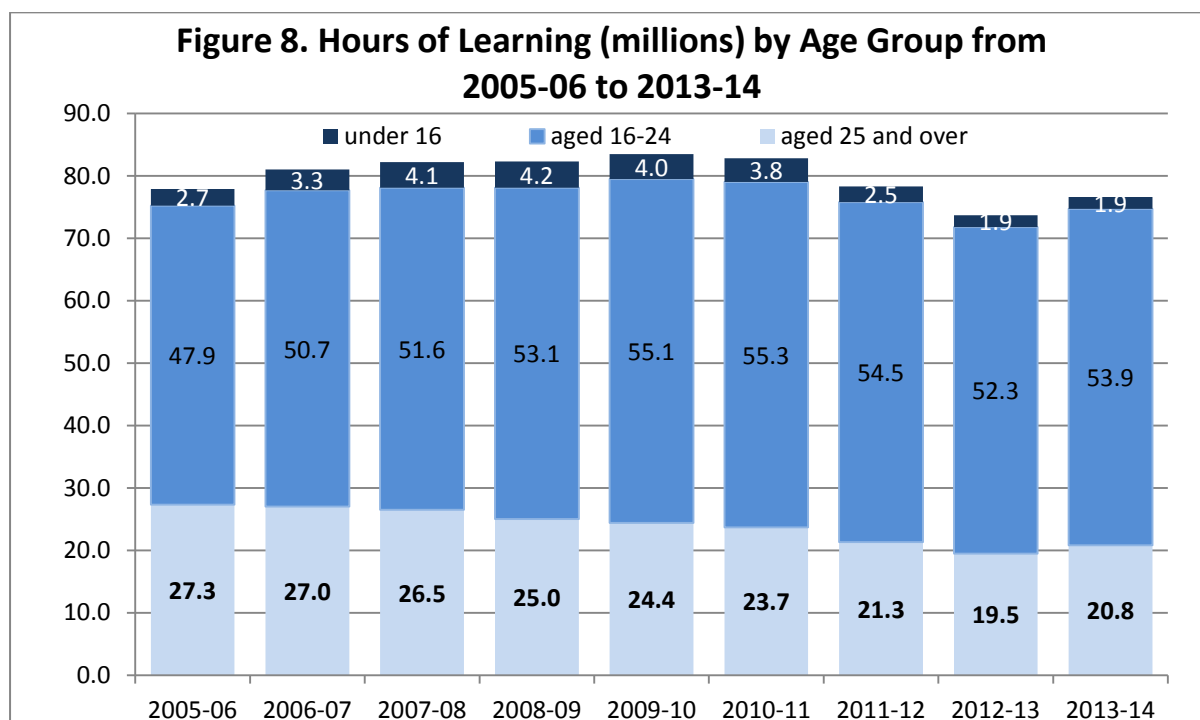
46. Historically, part-time FE enrolments have included nearly all of the programmes that do not lead to recognised qualifications, or that lasted under 10 hours. The decrease in these very short programmes/non-recognised qualifications accounted for around 137,072 (72.2%) of the total reduction of 189,782 enrolments between 2007-08 and 2013-14, as shown in Figure 7 (below).
47. In 2013-14, 79,654 enrolments on these very short programmes/non-recognised qualifications represents 27% of all enrolments and account for 2,990,620 learning hours, 4% of SFC funded activity.



48. Based on these 2013-14 figures, and assuming a full-time FE student takes 640 hours to complete the course, one full-time FE student is equivalent to 142 students on these short course programmes, as it takes an average of 4.5 hours per student to complete these courses. Although the 79,654 enrolments on short courses and non-recognised qualifications represent 27% of all enrolments in 2013-14, they only represent 4% of SFC funded activity in terms of learning hours. Therefore it can be seen that a significant reduction in these short programmes requires only a relatively small increase in the number of full-time FE students to offset this fall and maintain the volume of activity delivered in terms of learning hours.

5 SFC funded hours of learning

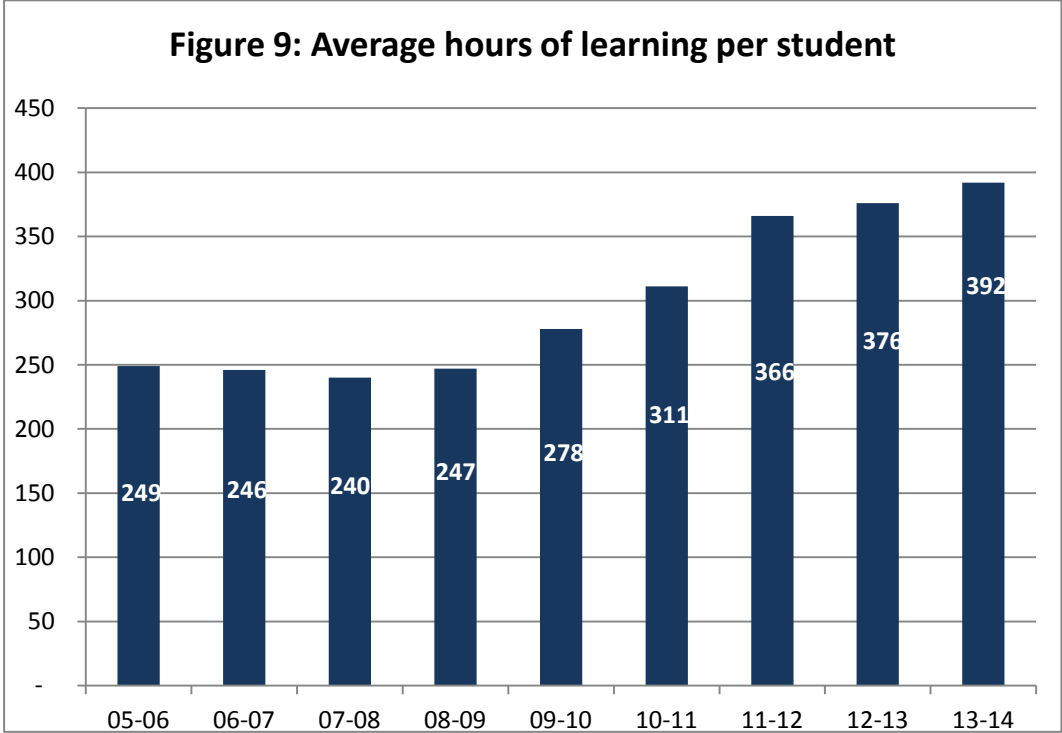
49. In this section, we will focus on SFC funded hours of learning, in order to assess the impact of the Scottish Government policy of prioritising courses that would improve the employment prospects of the students over very short or leisure programmes. Figure 8 provides a breakdown of SFC funded hours of learning by age group.



50. In 2005-06, colleges delivered just over 78 million hours of learning. This peaked in 2009-10 at 83.4 million hours. This decreased to 73.8 million hours in 2012-13, but increased again in 2013-14 to 76.5 million hours. These figures exclude places funded by SDS. Including SDS places alongside these figures would show a smaller drop from 2011-12 levels for 2012-13, and an increase to 2013-14.
51. In addition, hours of learning targets were reduced by 5% between 2010-11 and 2011-12 for school college provision, which, as has been explained is now focused on senior phase high school pupils. Although there are fewer school/college places, the students affected are below the senior phase and therefore would still have had their full-time place at school.
52. The hours of learning for 16 to 24 year olds peaked in 2010-11 at 55.3 million learning hours, falling to 52.3 million by 2012-13. An increase in 2012-13 in the

percentage of the S4 year group staying on to S6 at Scottish Secondary Schools⁶ may be a factor behind the reduction in this age cohort. This increased to 53.9 million in 2013-14, which is 12% higher than in 2005-06. It should be noted that SFC learning hour targets were reduced by 4% in 2012-13 and used to fund SDS places. SFC’s learning hour target was subsequently increased again in 2013-14 by just under 7% from its 2012-13 figure, whilst SDS places were reduced for that academic year. In 2005-06, 61% of all hours of learning were for 16 to 24 year olds. In 2013-14 this percentage was 70%.

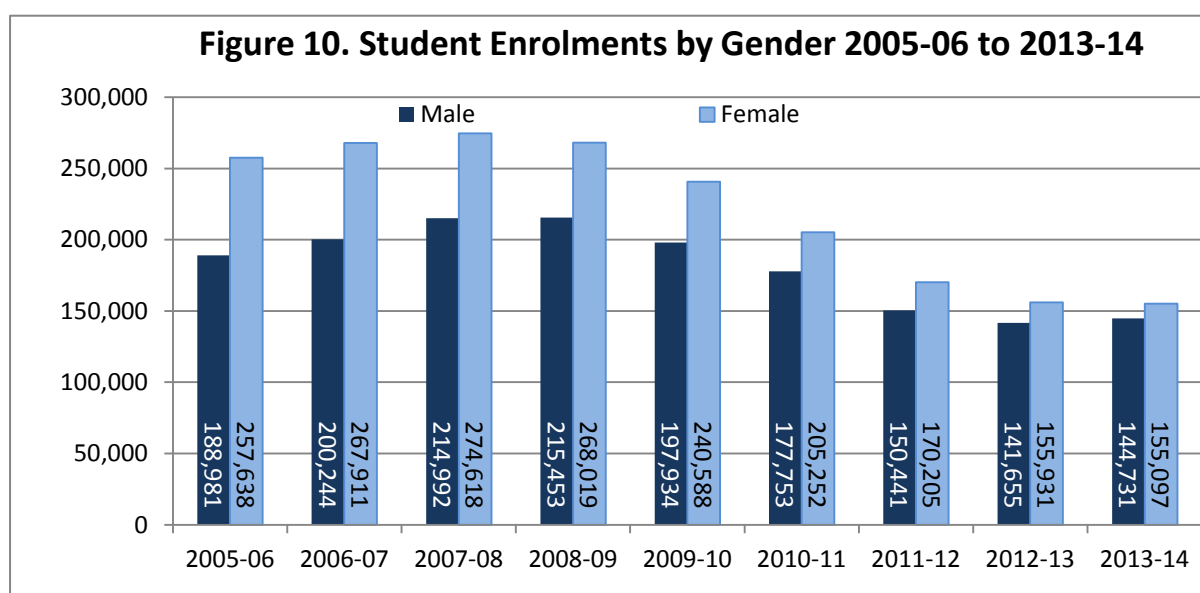
53. The SFC policy to prioritise course funding which would improve the student’s employment prospects over very short of leisure programmes was expected to lead to a reduction in headcount, and an increase in the average hours of learning undertaken by the reduced number of students. Figure 9, below, shows the change in the average hours of learning per student over the period 2005-06 to 2013-14. There has been an increase in average hours of learning per student over this period of 57%.



⁶ Scottish Government: Attainment and School Leaver Destinations:
www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubAttainment

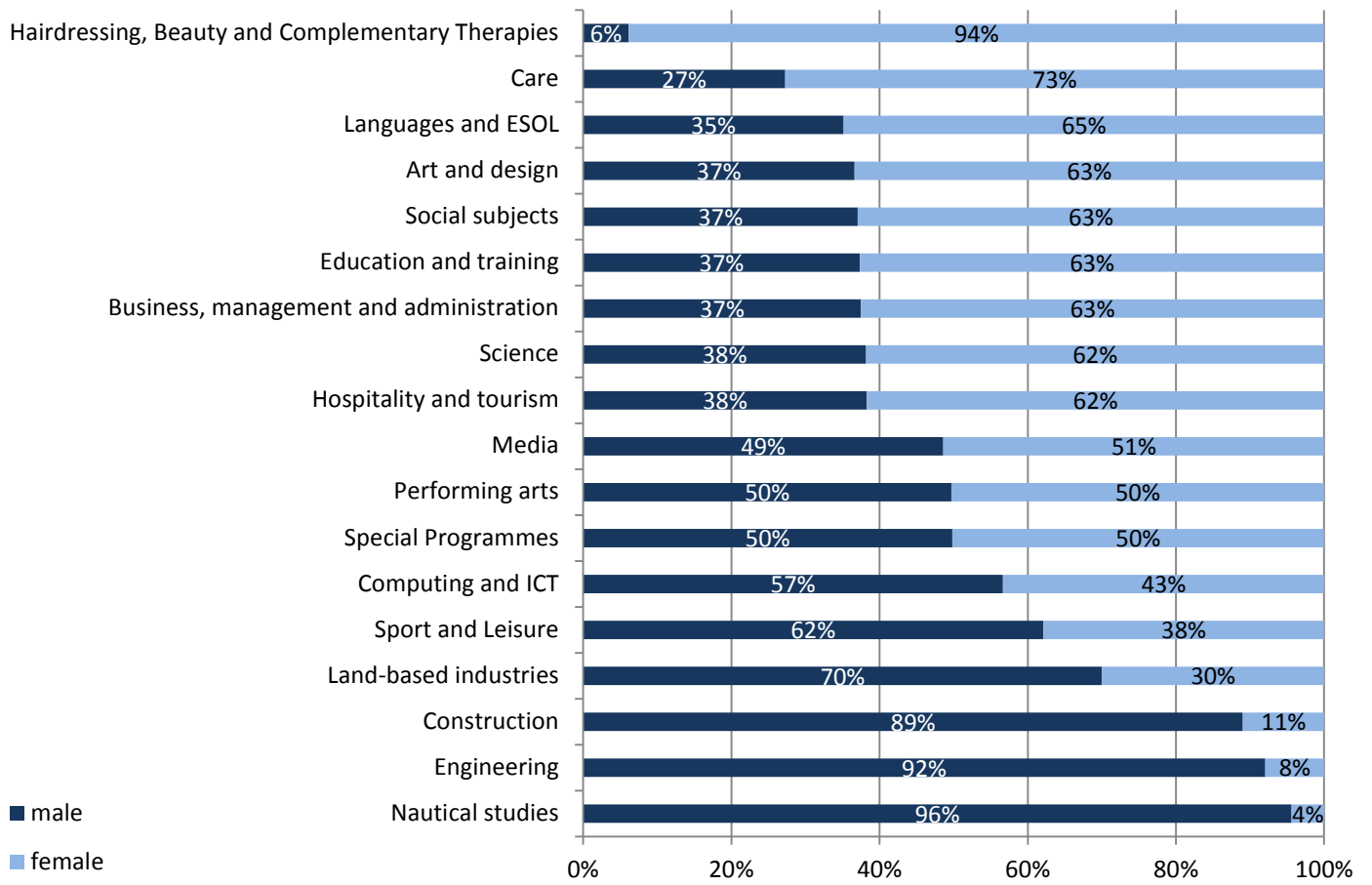
6 Enrolments and hours of learning by gender

54. This section looks in more detail at the number of enrolments and hours of learning, looking at these trends broken down by gender.
55. Figure 10, below, shows student enrolments split by gender between 2005-06 and 2013-14. Females outnumbered males in each year, with females accounting for 52% of all enrolments in 2013-14. There has been a narrowing of the gender gap: in 2005-06, 58% of student enrolments were females.



56. Figure 11, below, looks at the enrolments for those of a working age (18 to 59 for females and 18 to 64 for males) split by subject area and by gender for 2013-14. It shows that some subject areas are dominated by males and others by females. Construction, Engineering and Nautical courses continue to be dominated by males whilst female dominate Hairdressing and Beauty, Care, and Language programmes. The Scottish Government has asked SFC to make it a strategic priority to address gender imbalance on college courses.

Figure 11: Gender split by subject group for working age enrolments



7 Full-time students aged 16-24 funded by SFC

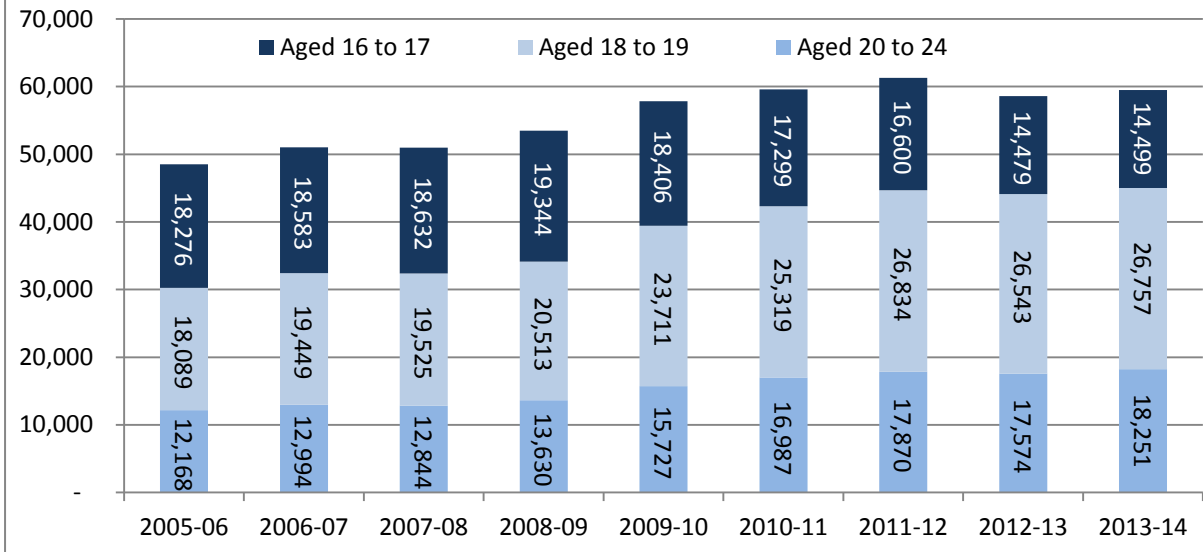
57. Consistent with Scottish Government policy, SFC has asked colleges to prioritise provision to improve the employability of young people in the 16-19 and 20-24 year-old age groups. Because young people often favour full-time provision, this has led to an increase in full-time students. In this section, we will look at full-time students and then look at trends in age, concentrating on the 16 to 24 age cohort as this age group has been prioritised by SFC for funding.
58. Of the 80,154 full-time students enrolled at Scotland's colleges in 2013-14, 77,483 were funded by SFC with the remainder funded from other sources, including International Students or those funded by other Government agencies such as Skills Development Scotland. In this section, we look only at those students funded by SFC, as SFC does not collect information on planned learning hours for students funded from other sources.

Table 6 Full-time, SFC-Funded Students in 2013-14 split by age cohort

Aged under 16	Aged 16 to 17	Aged 18 to 19	Aged 20 to 24	Aged over 25
516	14,499	26,757	18,251	17,460

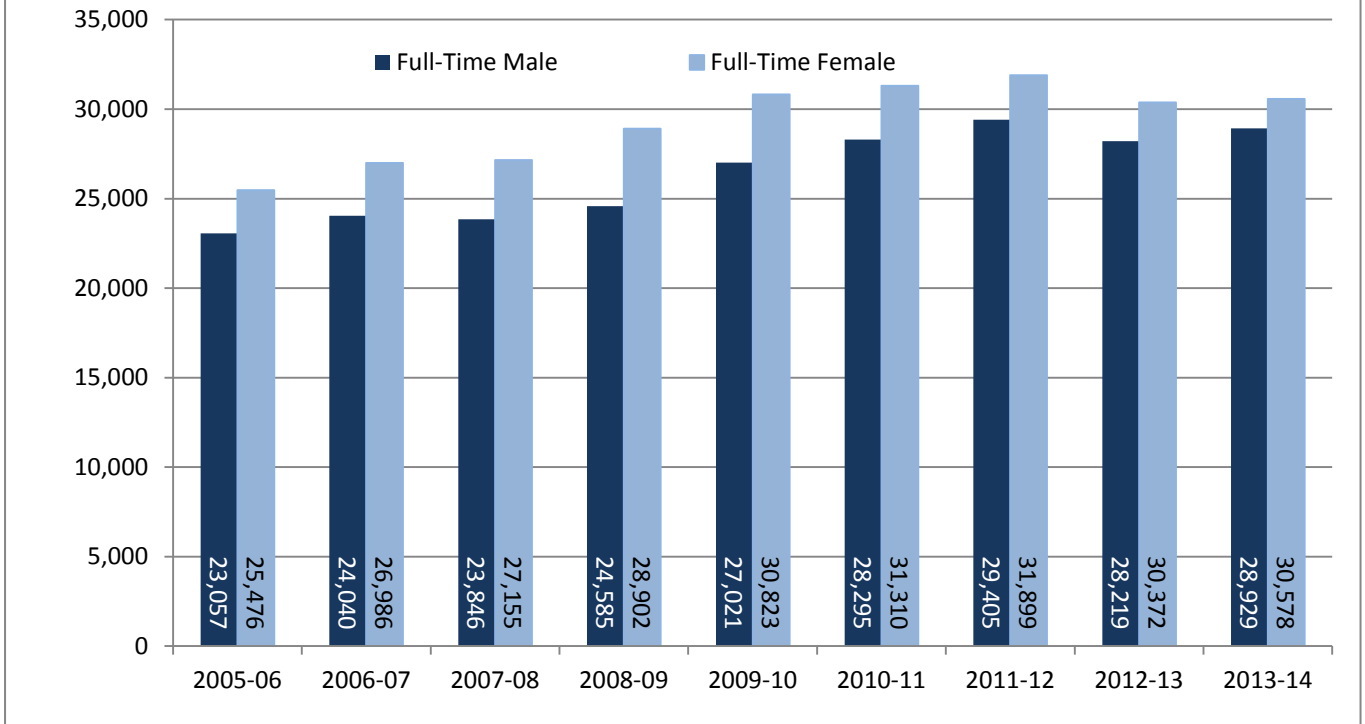
59. The 16 to 24 age group is considered a priority for funding by the Scottish Government. In 2013-14, 59,507 (77%) of full-time SFC-funded students were in this age cohort.
60. Figure 12, below, shows the number of 16 to 24 year old students broken down by age group. Compared to the figure in 2012-13, the number of 16 to 17 year olds remained broadly constant in 2013-14. Meanwhile, the number of 18 to 19 year olds increased marginally by around 200 whilst the number of 20 to 24 year olds increased by just under 700.

Figure 12. Full-Time (SFC Funded) Students aged 16-17, 18-19, 20-24 from 2005-06 to 2013-14



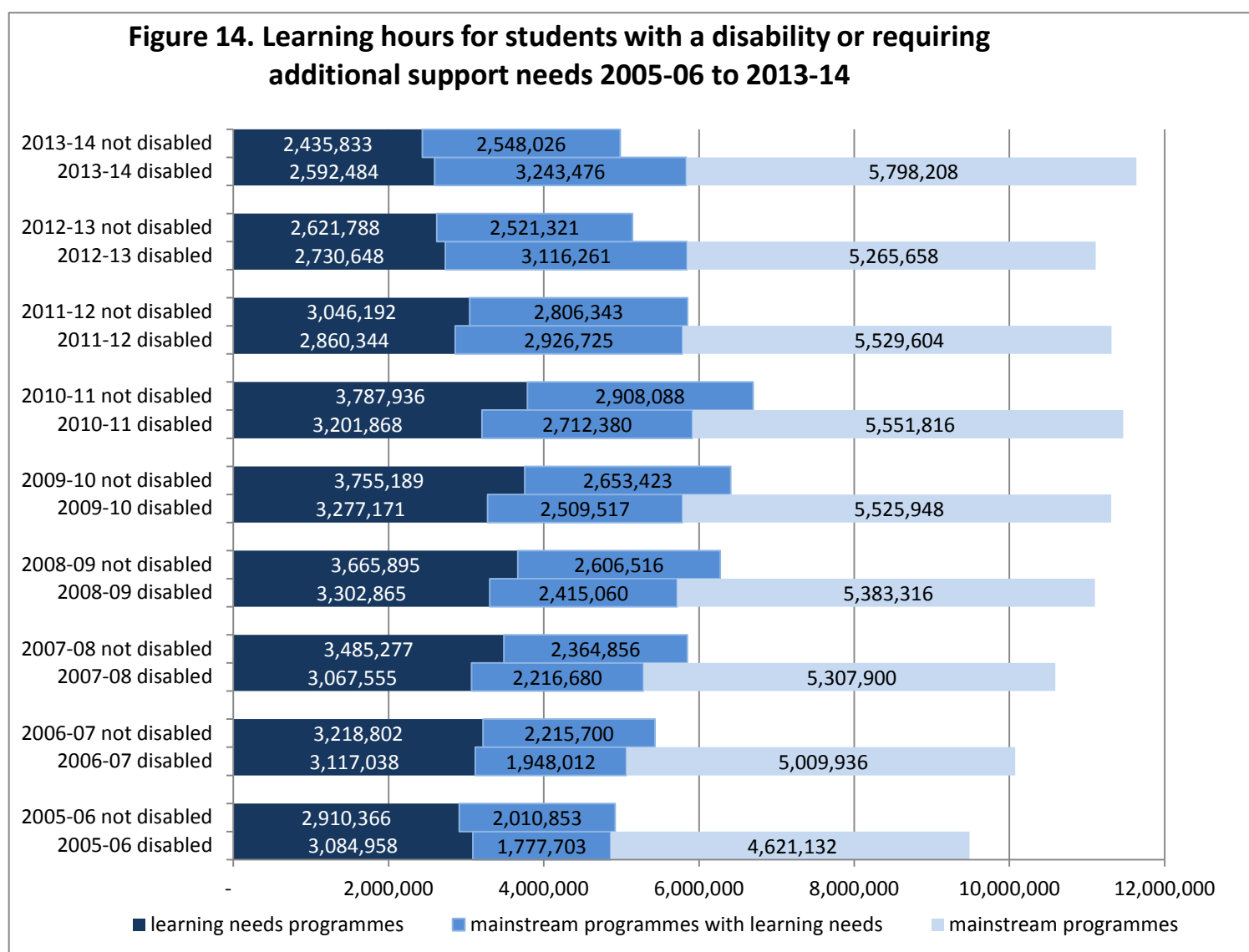
61. Figure 13, below, shows the number of male and female full-time SFC-funded students aged 16 to 24 from 2005-06 to 2013-14. It shows that 54% of full-time students aged 16 to 24 were female in 2008-09. The gender gap has closed amongst this cohort in the years since, with 51% of full-time students aged 16 to 24 being female in 2013-14.

Figure 13. Full-time (SFC Funded) students aged 16 to 24 by gender



8 Students with a disability or additional learning needs

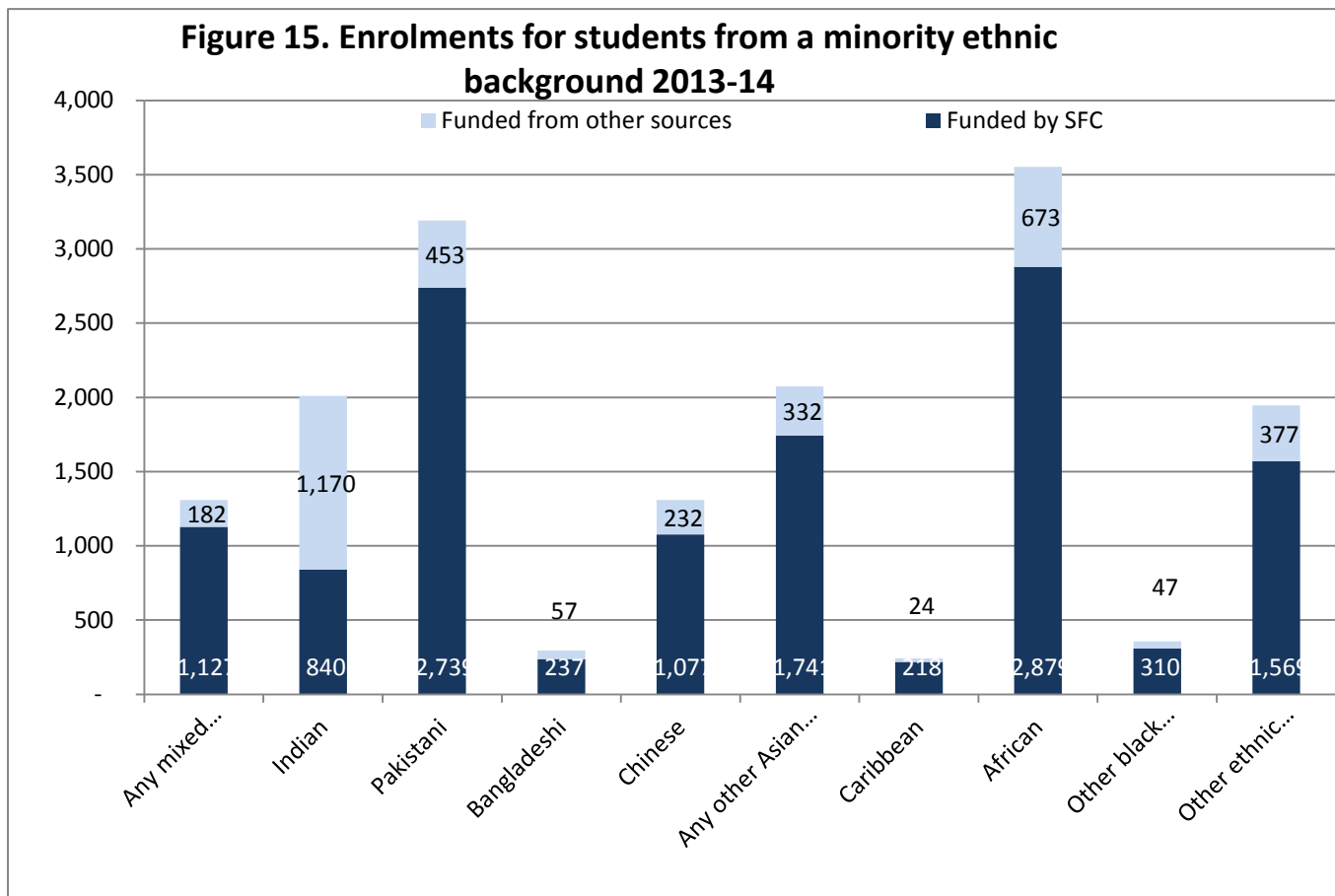
62. Figure 14 shows the trend in the number of learning hours for students with a recorded disability, and what these represent as a percentage of the total student learning hours. In 2013-14, students with a recorded disability accounted for 11.6 million learning hours – 15% of all student learning hours.



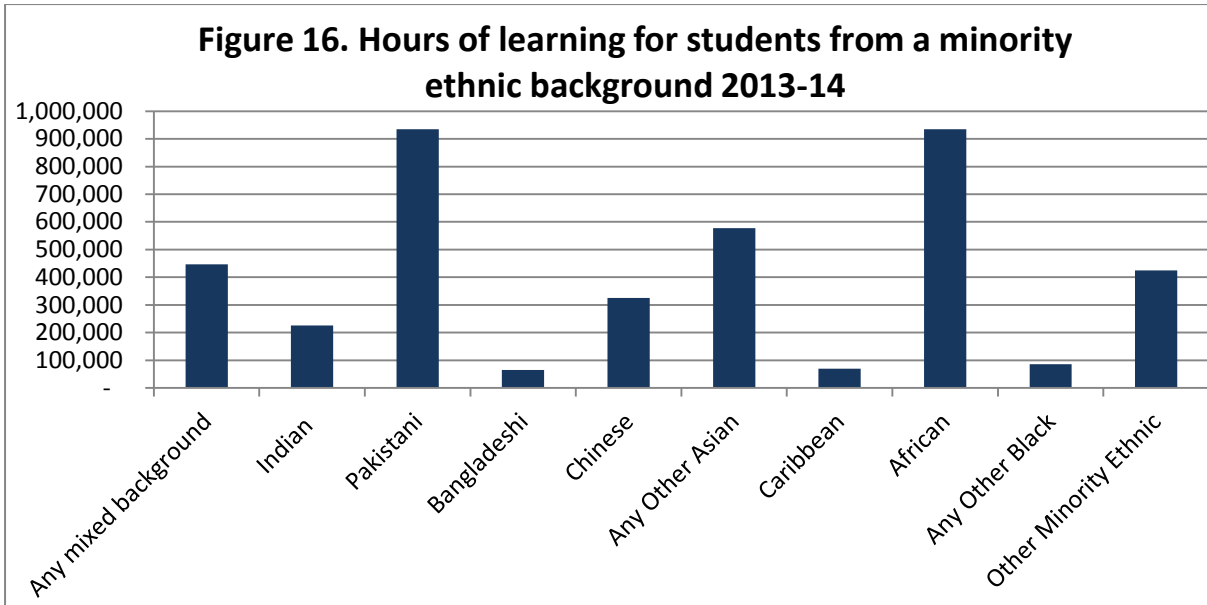
63. Of the 11.6 million hours of learning delivered to students with a disability, 5.8 million (50%) was delivered via mainstream programmes without requiring any additional support. The rest was delivered via specialist programmes for students requiring additional support (2.6 million hours) and mainstream programmes that required additional learning support (3.2 million hours).
64. It is important to note that it is not just disabled students requiring additional learning support, and an additional 5 million hours of additional support was

provided to students without a declared disability. Just over 2.4 million of these learning hours were delivered on specialist programmes for students requiring additional support. The remaining delivery of just under 2.6 million learning hours was to students requiring personalised additional support whilst enrolled on a mainstream programme of study. This means that in total, 16.6 million hours of learning were delivered to students with a disclosed disability and non-disabled students requiring additional learning support. This is equivalent to 22% of all learning hours and represents an increase of over 360,000 learning hours delivered to this cohort of students, compared with 2012-13.

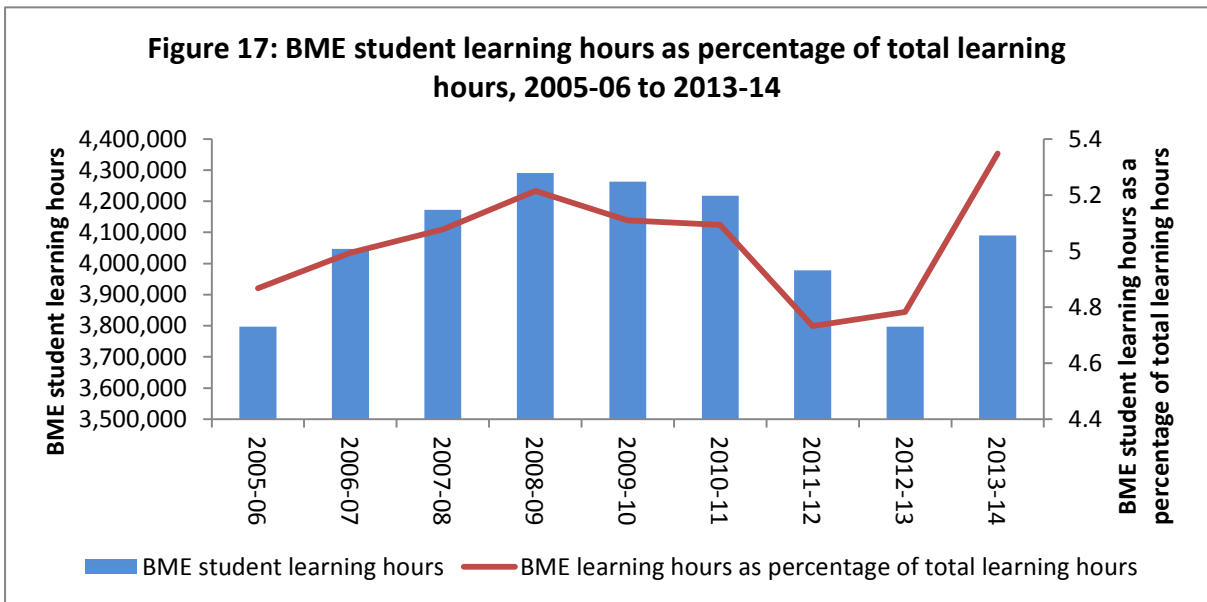
9 Students from a black and minority ethnic (BME) background



65. There were 16,284 enrolments from a minority ethnic background in 2013-14, accounting for 5.4% of total enrolments. Of these, 3,192 were from a Pakistani background, whilst 3,552 were from an African background.
66. The hours of learning measure is based on SFC funded students for whom we collect information on planned learning hours. SFC does not collect information on planned learning hours for students funded from other sources. This is more likely to be the case for students from minority ethnic backgrounds who may travel from outwith the European Union to study a college course. International students (i.e. outwith the European Union) would not be eligible for SFC funding. Overall, 12,737 (4.2%) enrolments for those from a minority ethnic background were funded by SFC, as displayed in Figure 15 above.
67. Figure 16, below, provides a more detailed look at the hours of learning for those from a minority ethnic background in 2013-14. Figure 15 provided a breakdown for the same minority ethnic groups by number of enrolments. Those from a minority ethnic background received 4.1 million hours of learning over a total of 12,737 SFC-funded enrolments in 2013-14.



68. Figure 17, below, provides a breakdown of hours of learning for SFC-funded students from a BME background (for those where ethnic background was disclosed) over the period 2005-06 to 2013-14. The figure also shows what these learning hours represent as a percentage of the total student learning hours.



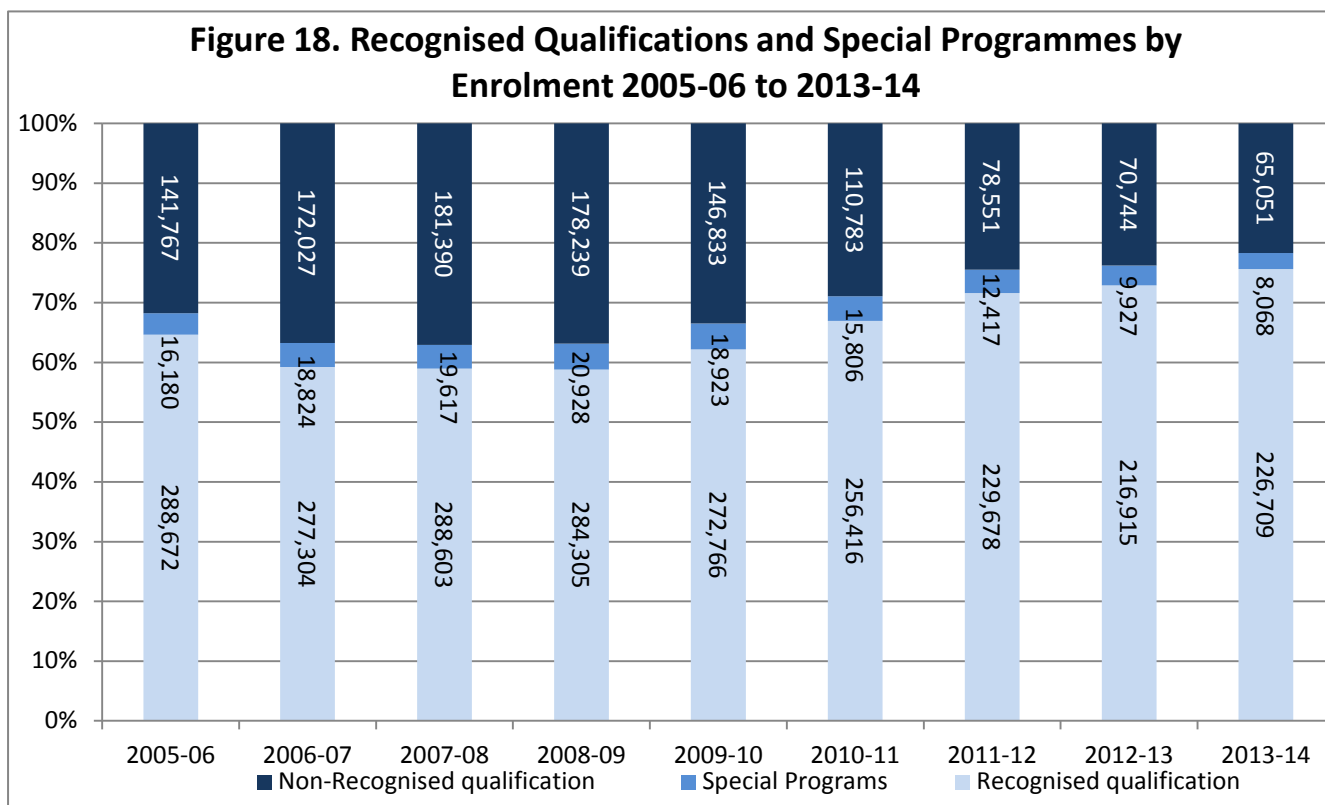
69. The number of learning hours delivered to those from minority ethnic backgrounds in 2013-14 was around 4.1 million learning hours. As Figure 17 shows, the number of learning hours for minority ethnic backgrounds peaked in 2008-9 with 4.3 million, and declined slowly before an increase in 2013-14. The 4.1 million learning hours delivered in 2013-14 is equivalent to just over 5% of all activity. That is higher than the proportion of the population from minority

ethnic backgrounds in Scotland (4% according to the 2011 Scottish Census)⁷, and represents an increase on 2012-13's percentage of total learning hours delivered to students from minority ethnic backgrounds.

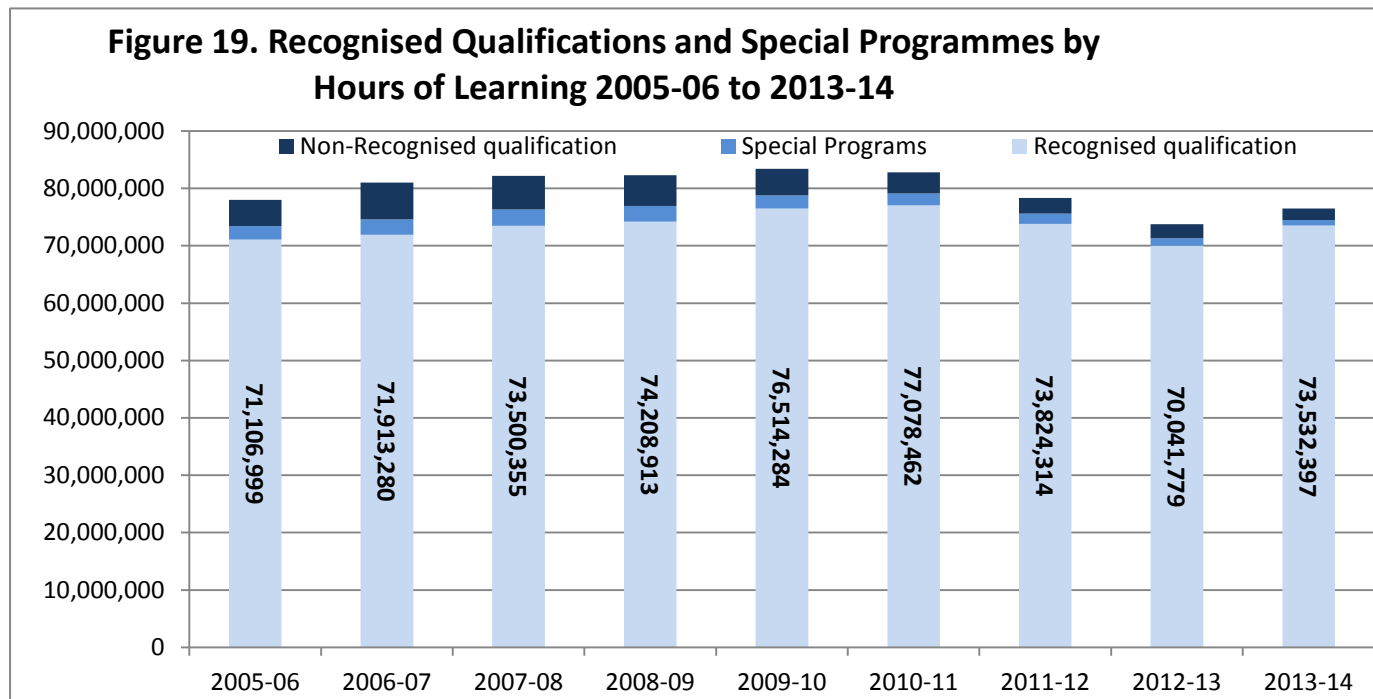
⁷ Scotland's Census 2011: www.scotlandscensus.gov.uk/

10 Recognised qualifications and additional support needs

70. Figure 18 shows the number of student enrolments on courses which lead to recognised qualifications (including courses for students with additional support needs). Programmes that do not lead to a recognised qualification for students who require additional support are shown separately, as are courses not leading to a recognised qualification for students who do not require any additional support.
71. Additional support courses facilitate learning for those with learning difficulties separate to mainstream courses.
72. The focus on prioritising more substantial programmes that improve employment prospects has had an effect on the numbers of enrolments for non-recognised qualifications. Enrolment on non-recognised qualifications has decreased by 64% since 2007-08.
73. Whilst the absolute numbers of enrolments on recognised qualifications has also declined since its 2007-08 peak, enrolments on these courses have increased from 59% of total enrolments in 2007-08 to 76% in 2013-14.



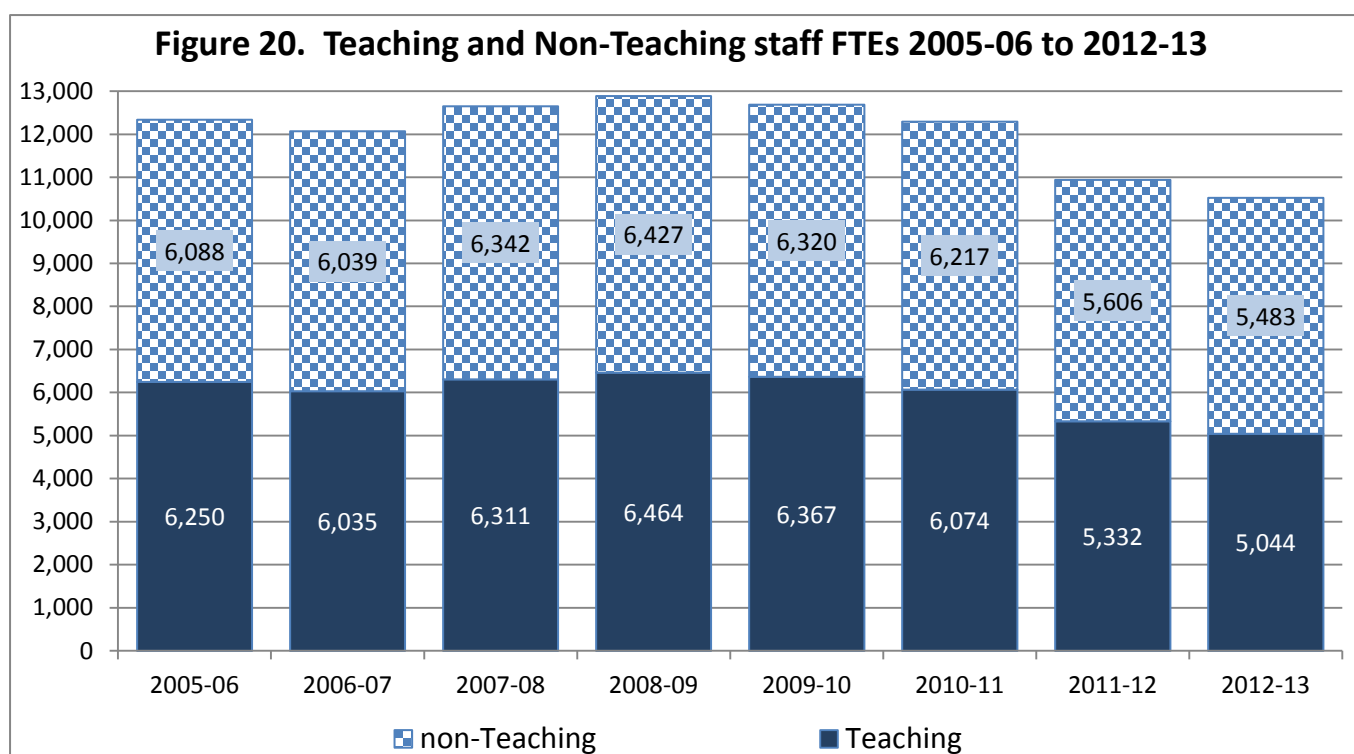
74. Figure 19 shows the hours of learning on courses which lead to recognised qualifications, special programs and non-recognised qualifications. In 2005-06, the percentage of learning hours leading to a recognised qualification was 91%. By 2013-14 it had increased to 96%.



75. In 2005-06, 9% of learning hours were delivered on courses that did not lead to a recognised qualification. In 2013-14, that fell to just under 4%.
76. There has been a notable reduction in the volume and percentage of learning hours delivered on special programmes over recent years.

11 Teaching and non-teaching staff

77. Figure 20 provides a breakdown of staff FTEs over the period 2005-06 to 2012-13. Staff numbers peaked in 2008-09 at 12,892 FTEs and reduced to a total of 10,527 FTEs in 2012-13. This equates to a fall of 18% from 2007-08 or 15% from 2005-06.
78. Teaching staff numbers also peaked in 2008-09 and these have fallen by 22% between 2008-09 and 2012-13.
79. Non-teaching staff FTEs have exceeded teaching staff FTEs in five of the eight years. Teaching staff have accounted for 48 to 51% of all staff in each year.



80. We intend to publish the 2013-14 data at a later date when it becomes available.

12 Further information

81. The INFACT database⁸, available on the SFC website, allows for more detailed analysis of provision within Scotland's colleges. Please note that figures on INFACT may differ from those presented here. FTE figures may differ as INFACT also includes FTE figures for students not funded by SFC. These students are not counted in the Baseline Report. Please also note that headcount figures may differ, as this report will count a student once irrespective of how many colleges they attended, whereas INFACT will count them at each college.
82. All charts and data shown here, as well as additional data not presented in the report, are available in an Excel spreadsheet from the [main SFC contact](#).
83. A publication detailing [College Performance Indicators for 2013-14](#) can also be found on the SFC website.
84. The SFC publication Learning for All: Measures of Success⁹ presents statistics on widening access in the College and University sectors.
85. For further information or to comment on any aspect of this publication please contact Stephen Riddell, Tel: 0131 313 6658, email: sriddell@sfc.ac.uk

⁸ SFC INFACT Database:

www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx

⁹ Learning for All: Measures of Success publication:

www.sfc.ac.uk/web/FILES/Statistical_publications_SFCST062014_LearningforAlleighthupdatereportonmea/Learning_for_All_2014_report.pdf

Annex A: College Outcome Agreements

86. As part of the Outcome Agreement process, SFC introduced a National Performance Framework to be used to help measure and assess the impact of the Outcome Agreements across a range of key priority areas. The table below shows the 2012-13 to 2013-14 figures for some of these measures, expressed in SUMs.

Table A1: Selected National Performance Measures 2012-13 to 2013-14

SFC Priority	Measure	2012-13	2013-14
Right learning in the right place	SUMS delivered	1,844,145	1,912,161
	Proportion of SUMS delivered to learners aged 16-19	49.9%	49.0%
	Proportion of SUMS delivered to learners aged 20-24	21.0%	21.5%
	Proportion of SUMS delivered to full-time learners aged 16-19	55.5%	54.1%
	Proportion of SUMS delivered to full-time learners aged 20-24	22.8%	22.9%
	Proportion of SUMS relating to learners from different protected characteristic groups and care leavers (where data is available)		
	Female	51.7%	51.8%
	Male	48.3%	48.2%
	BME	5.2%	5.3%
	Disabled	15.1%	15.1%
High Quality Learning	Proportion of full-time Higher Education students successfully achieving a recognised qualification	70.4%	71.1%
	Proportion of full-time Further Education students successfully achieving a recognised qualification	65.3%	65.8%

87. Further information and a summary of the progress of the College sector can be found on the SFC Website¹⁰.

¹⁰ Outcome Agreement Information:

www.sfc.ac.uk/funding/OutcomeAgreements/OutcomeAgreementsOverview.aspx