

# SFC Statistical publication

## Baseline Report for Academic Year 2014-15

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Summary: This publication provides an overview of college sector statistics from 2005-06 to 2014-15

FAO: Principals and directors of Scotland's colleges and / or universities

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Microsoft Excel tables containing the background data behind all of the charts presented in this report can be found on the [SFC website](#)<sup>1</sup>.

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<sup>1</sup> Baseline Report background data:

<http://www.sfc.ac.uk/communications/Statisticalpublications/2016/SFCST022016.aspx>

## Section 1: Executive Summary

1. In 2014-15, Scotland's colleges exceeded their target of 116,269 full-time equivalent (FTE) places. They delivered 119,078<sup>2</sup> funded FTEs through a combination of 118,407 SFC-funded places and an additional 671 Employability Fund places funded by Skills Development Scotland. An additional 2,286 FTEs, jointly funded by SFC and the European Social Fund (ESF), were also delivered. In total, colleges delivered 121,364 FTEs in 2014-15. Overall this represents an increase of 1.2% when compared with 2013-14.
2. Colleges have exceeded their SFC-funded activity targets in each of the last 10 academic years. They exceeded their target by 0.1% in 2014-15 and by an average of 2.4% between 2005-06 and 2014-15.
3. In 2014-15, there was a headcount of 226,919 students at Scotland's colleges, whereas in 2013-14 there was a headcount of 238,399. This represents a decrease of 4.8%.
4. There were 66,667 full-time students in 2005-06, and 79,565 in 2014-15. Although the 2014-15 total does represent a slight fall from the high of 81,373 in 2011-12, full-time numbers have shown an overall increase of 19% from 2005-06 to 2014-15.
5. SFC expected to see a decrease in headcount from 2008-09 as colleges were asked to prioritise more substantive courses designed to improve students' employment prospects and reduce the number of students enrolled on leisure programmes and very short (less than 10 hours) programmes of study. This policy is the main reason for the continued reduction in headcount from 379,233 in 2007-08 to 226,919 in 2014-15. To illustrate the impact on headcount, based on 2014-15 figures, a single full-time Further Education (FE) student is approximately equivalent to 140 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 401 hours in 2014-15. That is an increase of 61% across that period.

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<sup>2</sup> Due to a change in data collection methodology, 598 FTE places delivered at HE level by Scotland's Rural College (SRUC) are not included in our FTEs delivered figures from 2013-14 onwards, but are still included in the 116,269 target. FTE delivery figures presented here may differ from figures contained within the College Performance Indicators 2014-15 publication, as those figures include these additional 598 FTE places.

[College Performance Indicators 2014-15:](#)

7. In academic year 2005-06, 9% of learning hours were delivered on courses that did not lead to a recognised qualification. By 2014-15, this had decreased to 3%.
8. Whilst 58% of student enrolments were by females in 2005-06, the proportion fell to 51% in 2014-15. Female enrolments outnumbered male enrolments in every academic year from 2005-06 to 2014-15 although the gap has steadily narrowed.
9. The proportion of all SFC-funded learning hours delivered to those aged 16 to 24 increased from 61% in 2005-06 to 70% in 2014-15. This reflects the priority colleges have been asked to place on provision for young people.

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

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

### 2.1 Student Numbers

11. 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.
12. 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 is usually greater than the headcount. Table A, below, illustrates the relationship between the number of students, the number of courses taken and enrolments for the 2014-15 session.

**Table A: Students to Enrolments 2014-15**

<b>Number of students (headcount)</b>	<b>Number of courses taken</b>	<b>Enrolments</b>
174,903	1	174,903
39,599	2	79,198
8,812	3	26,435
2,320	4	9,278
1,285	5 or more	7,196
<b>226,919</b>		<b>297,011</b>

## 2.2 Volume of activity

13. Hours of learning – this quantifies the total hours of learning undertaken.
14. Student Units of Measurement (SUMs) – 1 SUM is equal to 40 hours of learning.
15. 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.
16. 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 Publication<sup>3</sup>.
17. 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 2.3: 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.
18. Table B below shows the trend from 2005-06 to 2014-15 for each of the metrics used in this report.
19. Table B below 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.

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<sup>3</sup> [Baseline Report 2012-13](#)



**Table B: 2005-06 to 2014-15 trend in student numbers and volume of activity in Scotland's colleges**

Academic Year	Student Numbers		Volume of Activity			
	Headcount	Enrolments	SUMS	WSUMS delivered incl 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	83,432,840	124,670
2010-11	305,969	383,005	2,069,796	2,448,309	82,794,180	124,650*
2011-12	257,913	320,646	1,957,886	2,326,885	84,048,520	122,068*
2012-13	238,805	297,586	1,844,145	2,196,674	79,403,362	119,161**
2013-14	238,399	299,828	1,912,161	2,279,422	76,486,439	119,957**
2014-15	226,919	297,011	1,908,089	2,315,213	76,323,551	121,364**

\*includes ESF

FTEs

\*\* includes SDS and ESF FTEs

## 2.3 Impact of external changes

**Table C: 2005-06 to 2014-15: 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 asked 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 Skills Development Scotland (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

20. 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.
21. 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 to 2014-15 figures for some of the measures, where data is available.
22. Further details on Outcome Agreements are available on the SFC website<sup>4</sup>:
23. From Academic Year 2015-16, SFC is implementing a simplified approach to college funding, where WSUMs targets will be replaced with Credit targets. Further information on this can be found in the Simplified Approach to College Funding update newsletter<sup>5</sup>, on the SFC website.

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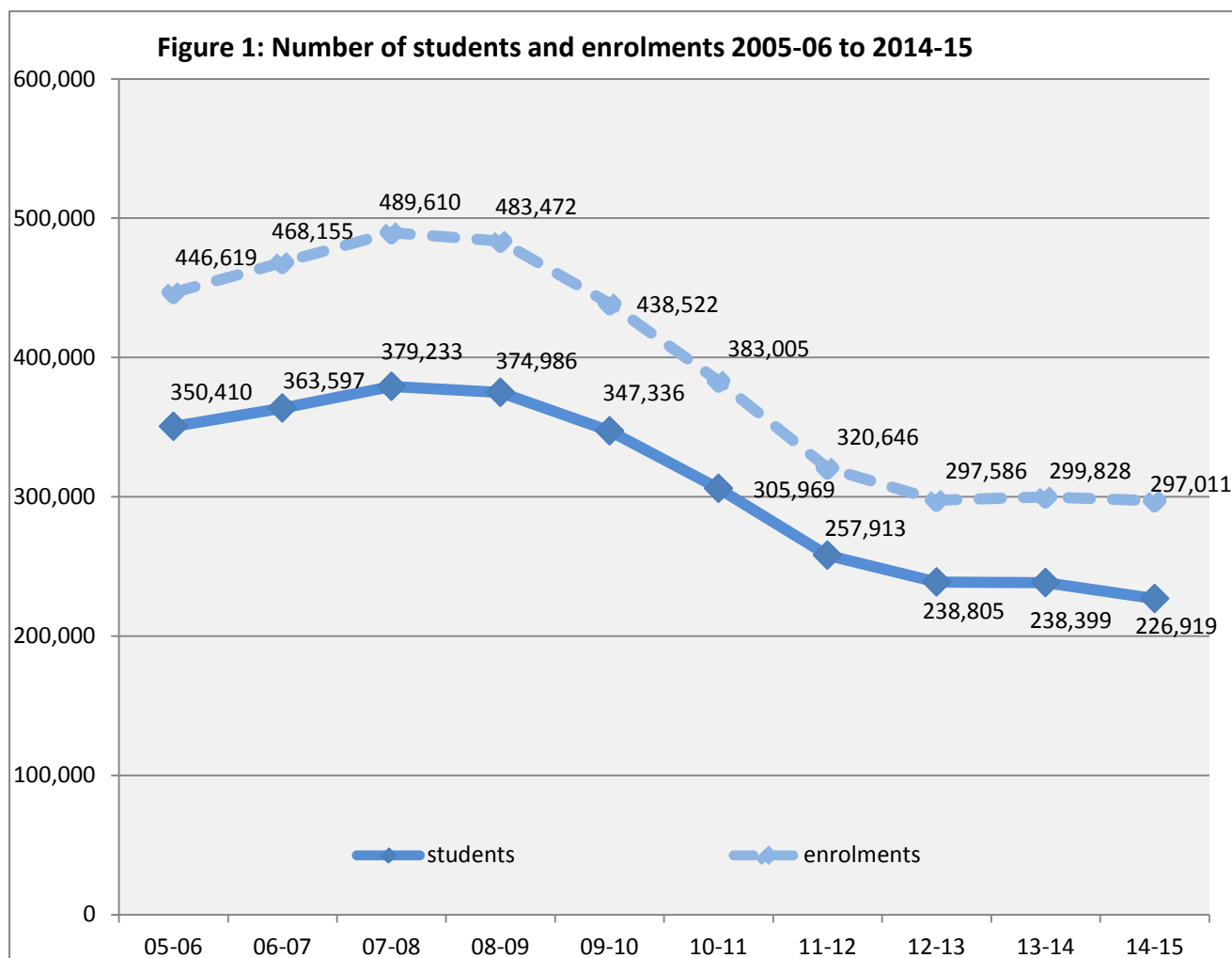
<sup>4</sup> [College Outcome Agreement Guidance 2016-17](#)

<sup>5</sup> [A Simplified Approach to College Funding December 2014 update newsletter](#)

### Section 3: Trends in student numbers and activity

24. 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



25. Figure 1 shows that, in 2014-15, there was a fall in student numbers from 238,399 in 2013-14 to 226,919 in 2014-15, a fall of 11,480 (4.8%). Enrolments remained broadly stable, reducing from 299,828 in 2013-14 to 297,011 in 2014-15 – a decrease of 2,817 enrolments (0.9%).

26. The 2014-15 headcount figures represent a decrease of 152,314 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.

27. Funding for Colleges increased by over 8% between 2007-08 and 2010-11. In that same time period, student headcount fell by 73,264. That represents 48% of the total reduction from the 2007-08 peak.
28. We have already illustrated in Table A in section 2 that students can enrol on more than one course. That table provides an overview of the number of courses taken by college students. Over the academic year 2014-15, 52,015 students were enrolled on multiple courses. Table D, below, shows how the percentage of students on multiple courses between 2012-13 and 2014-15 has been increasing steadily.

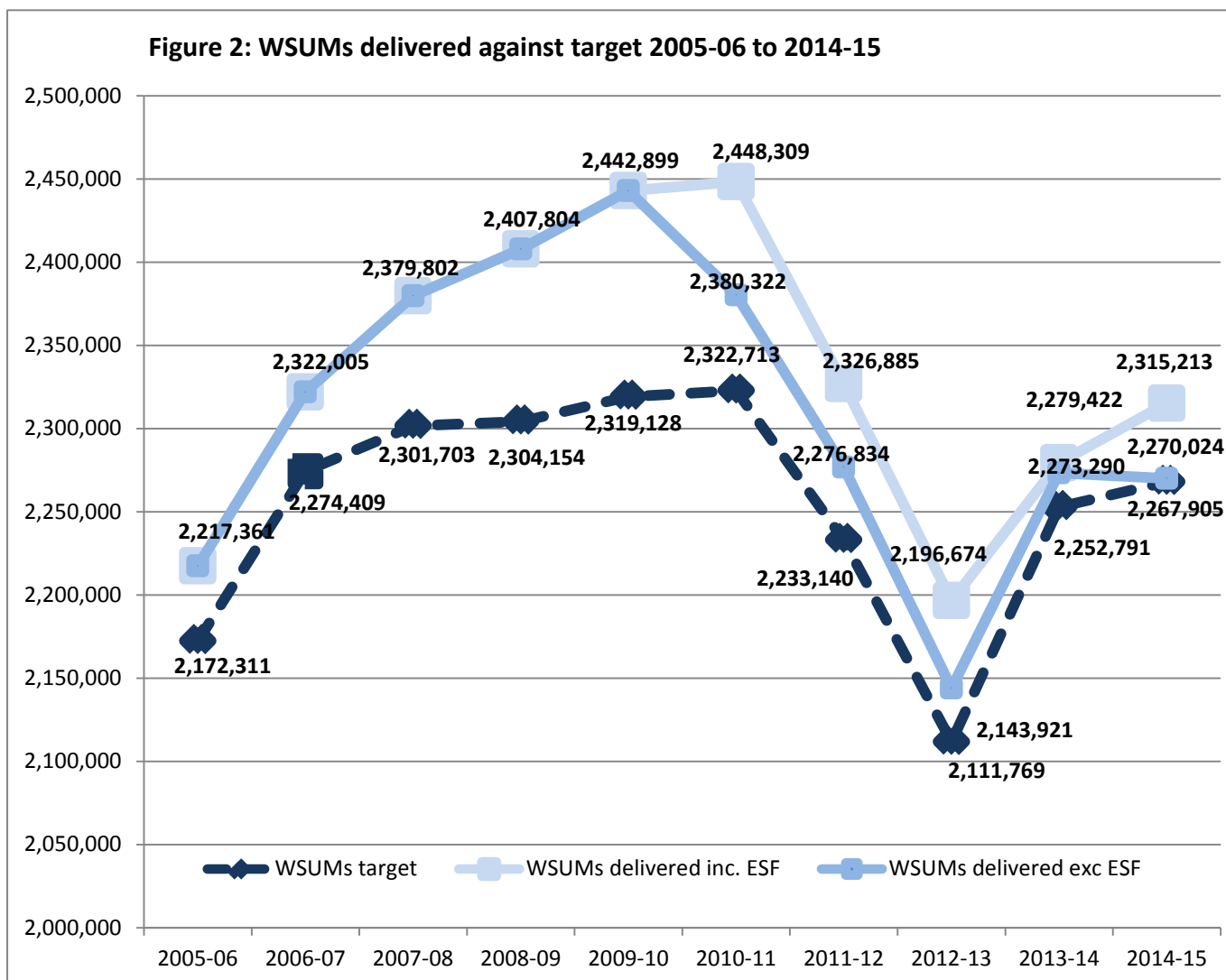
**Table D: Percentage of students enrolled on multiple courses: 2012-13 to 2014-15**

<b>Number of Courses Taken</b>	<b>Percentage of Students in 2012-13</b>	<b>Percentage of Students in 2013-14</b>	<b>Percentage of students in 2014-15</b>
1	82.4%	81.7%	77.1%
2	13.0%	13.5%	17.5%
3	3.1%	3.2%	3.9%
4	1.0%	1.0%	1.0%
5 or more	0.5%	0.6%	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 2014-15.
31. Normally expressed as WSUMS, this hours of learning target for 2014-15 equates to 2,267,905.



32. Figure 2 shows the number of WSUMs delivered by the college sector over the 2005-06 to 2014-15 period. The sector exceeded its WSUMs target in each academic year. As noted in 2.3: Impact of external changes, there were two main changes in Government policy which impacted 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 college activity targets were

reduced by 5%, this did not lead to 5% fewer students in education. The pupils affected had not yet reached the senior phase and therefore would have continued their education on a full-time basis at school<sup>6</sup>.

34. 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 (HE). It 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 website<sup>7</sup>.
35. 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.
36. 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 and 2014-15.
37. Table E 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 for that year.

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<sup>6</sup> [Table L1.1 of the Scottish Government's Attainment and Leaver Destinations publication provides further information on school staying on rates](#)

<sup>7</sup> [Schools for Higher Education Programme](#)

**Table E: WSUMS delivered vs target, 2005-06 to 2014-15**

	<b>WSUMS target</b>	<b>WSUMS delivered excluding ESF</b>	<b>Percentage above target</b>
2005-06	2,172,311	2,217,361	2.1%
2006-07	2,274,409	2,322,005	2.1%
2007-08	2,301,703	2,379,802	3.4%
2008-09	2,304,154	2,407,804	4.5%
2009-10	2,319,128	2,442,899	5.3%
2010-11	2,322,713	2,380,322	2.5%
2011-12	2,233,140	2,276,834	2.0%
2012-13	2,111,769	2,143,921	1.5%
2013-14	2,252,791	2,273,290	0.9%
2014-15	2,267,905	2,270,024	0.1%

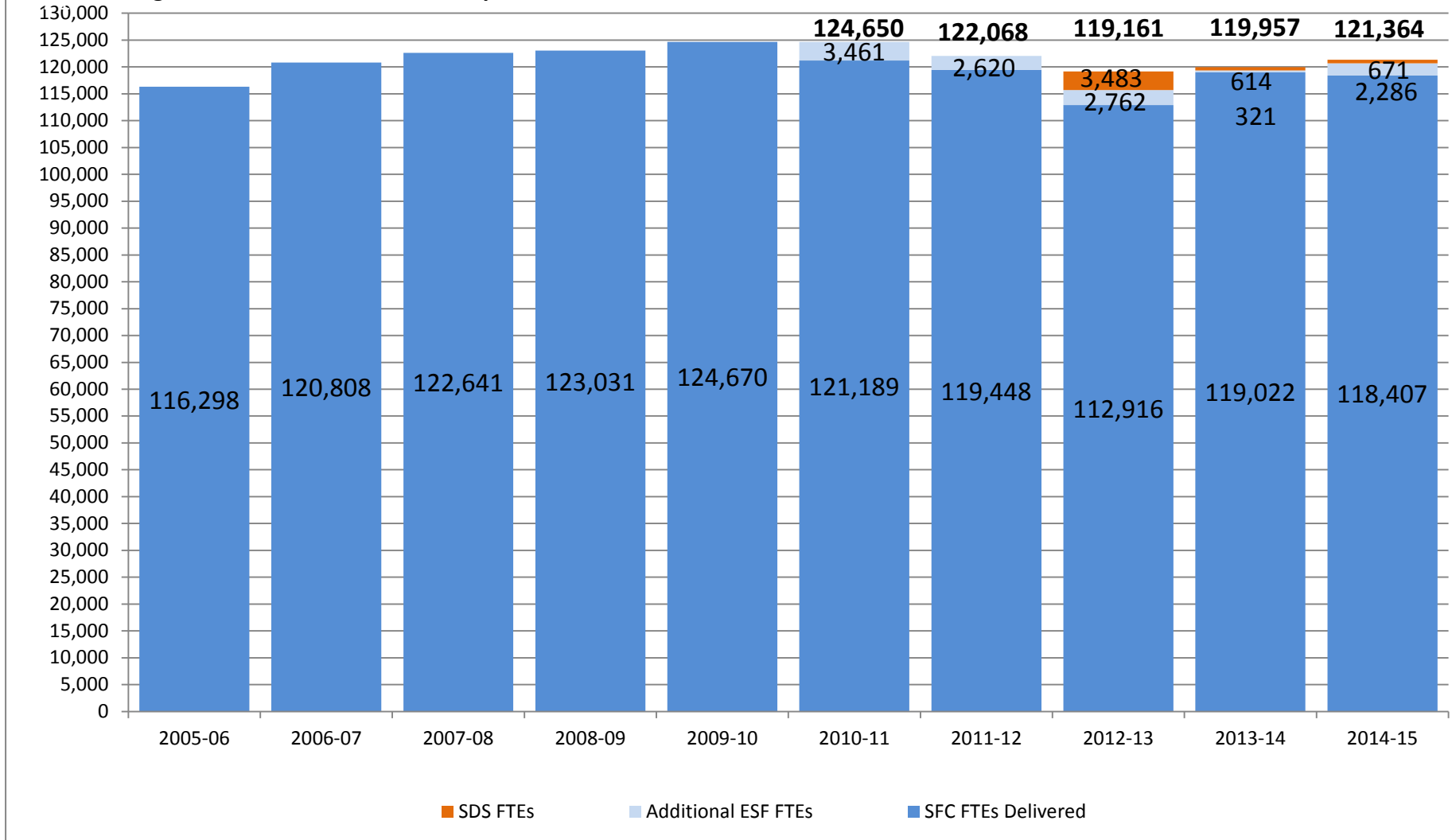
38. Figure 3, below, provides an overview of college delivery in terms of FTE places. It shows that Scotland's colleges delivered 118,407 SFC-funded FTE places in 2014-15.
39. An analysis of SDS's Corporate Training System records indicates that the Employability Fund starts spend on average 9.8 weeks in college and work experience, based on 2013-14 figures. Relative to the typical (median) length of a full-time FE enrolment (36 weeks), these starts amount to an estimated 671 FTEs in 2014-15.
40. The European Social Fund (ESF)<sup>8</sup> project also provided 2,286 FTEs which are part-funded by SFC.
41. Overall, 121,364 FTEs were delivered in 2014-15 by Scotland's colleges, which represents an increase of 1.2% on the 2013-14 total of 119,957.
42. 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.

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<sup>8</sup> [Further information on the European Social Fund project](#)



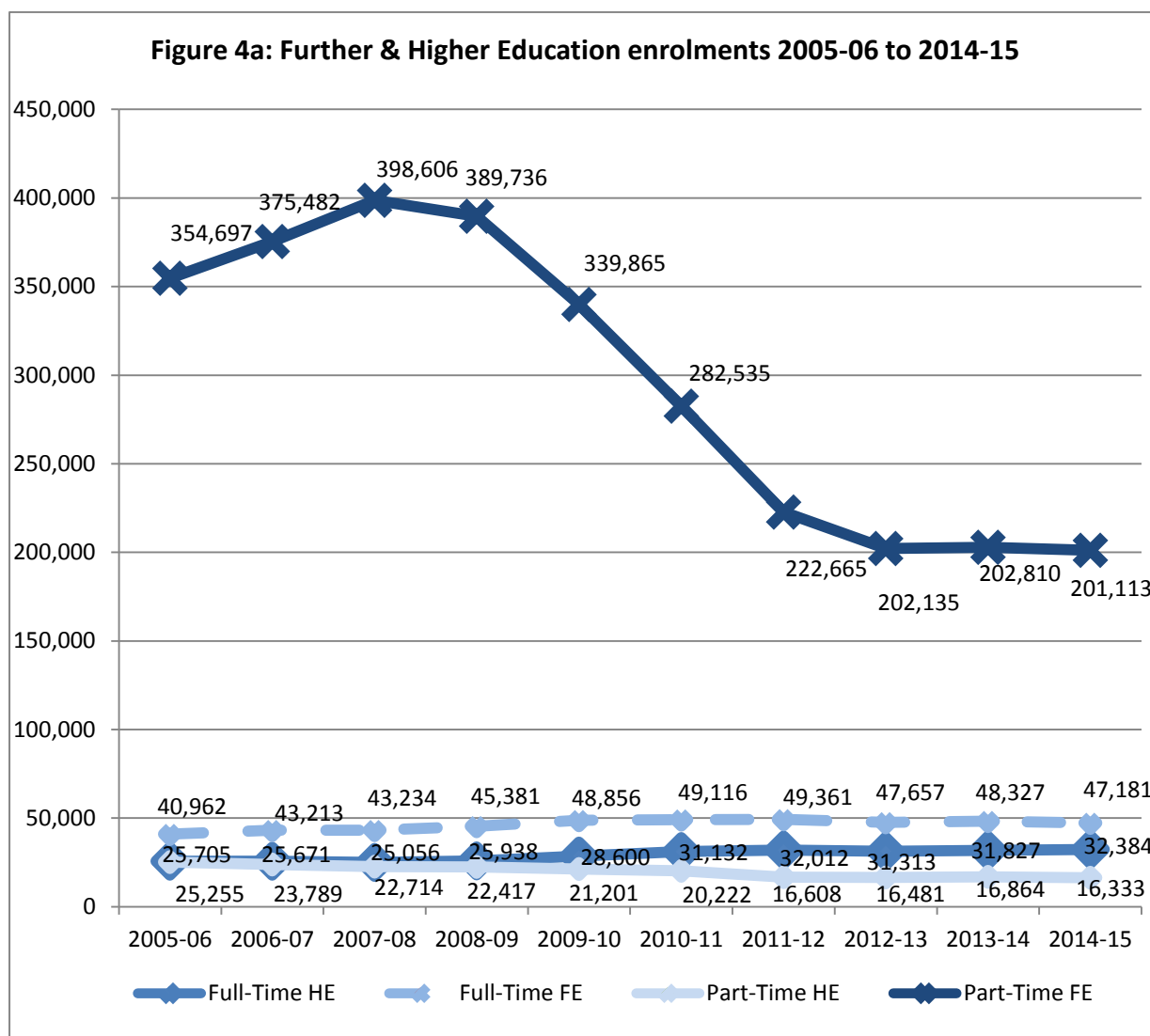
**Figure 3: FTEs delivered over the period 2005-06 to 2014-15**



43. Each academic year, Scotland's colleges are targeted with delivering 116,269 FTE places. SFC-funded activity and SDS Employability fund activity are both counted towards this target. ESF activity, which SFC funds in conjunction with the European Social Fund, does not however count towards this target. It should be noted that, due to a change in data collection methodology, 598 FTE places delivered at HE level by Scotland's Rural College (SRUC) are not included in our FTEs delivered figures from 2013-14 onwards, but are still included in the 116,269 target.
44. Although the FTE values in Figure 3 do show a reduction in FTEs delivered between 2009-10 and 2014-15, 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 as alluded to earlier in this report. Targets were reduced again in 2012-13 but increased in 2013-14 and FTEs delivered also increased from the academic year 2013-14. Just over 8% of college activity was targeted 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.
45. 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 2014-15. For this more detailed look, we have used the enrolment and learning hour measures.

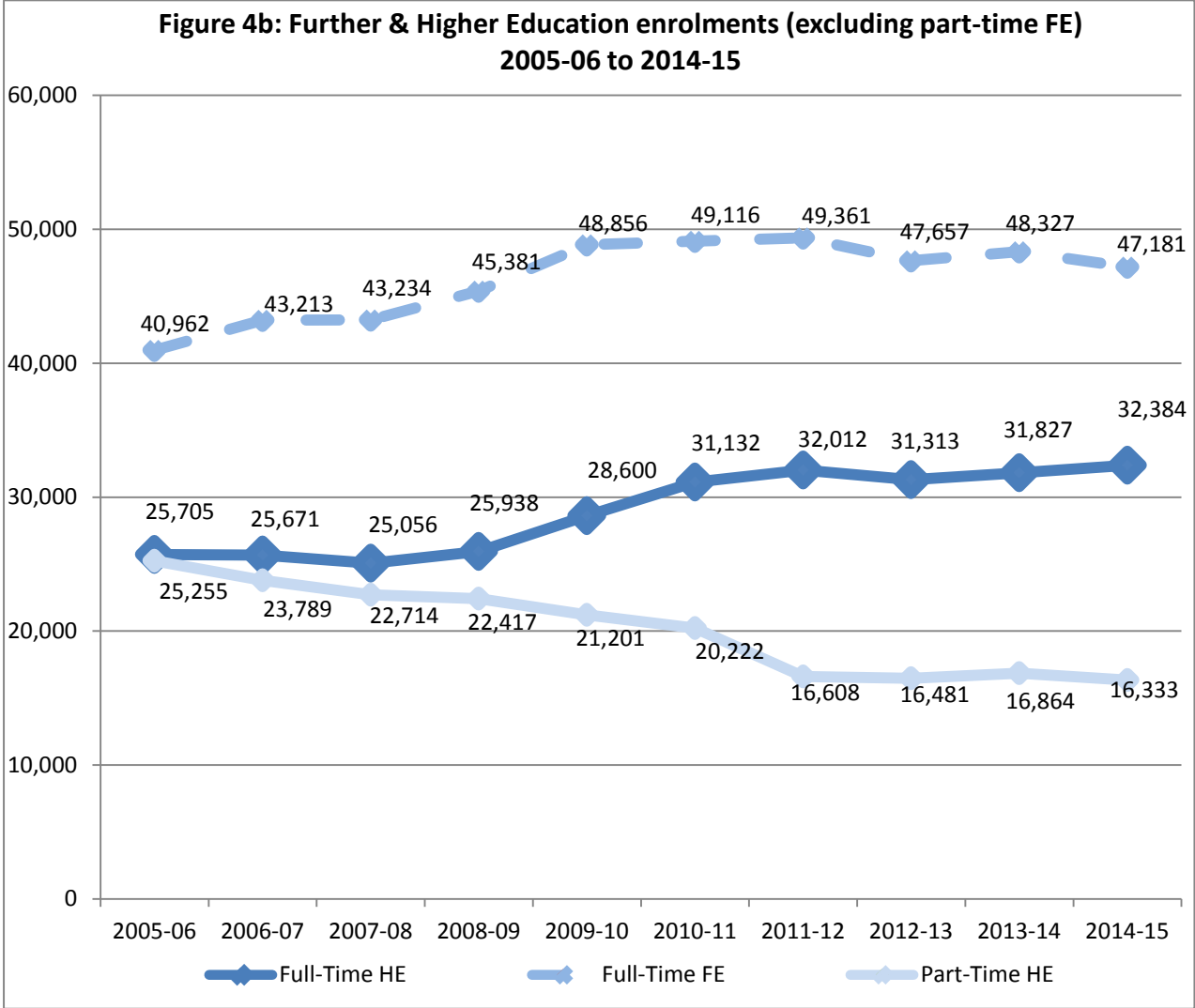
## Section 4: Full and part-time enrolments and learning hours

46. Figure 4a 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 2014-15 period.



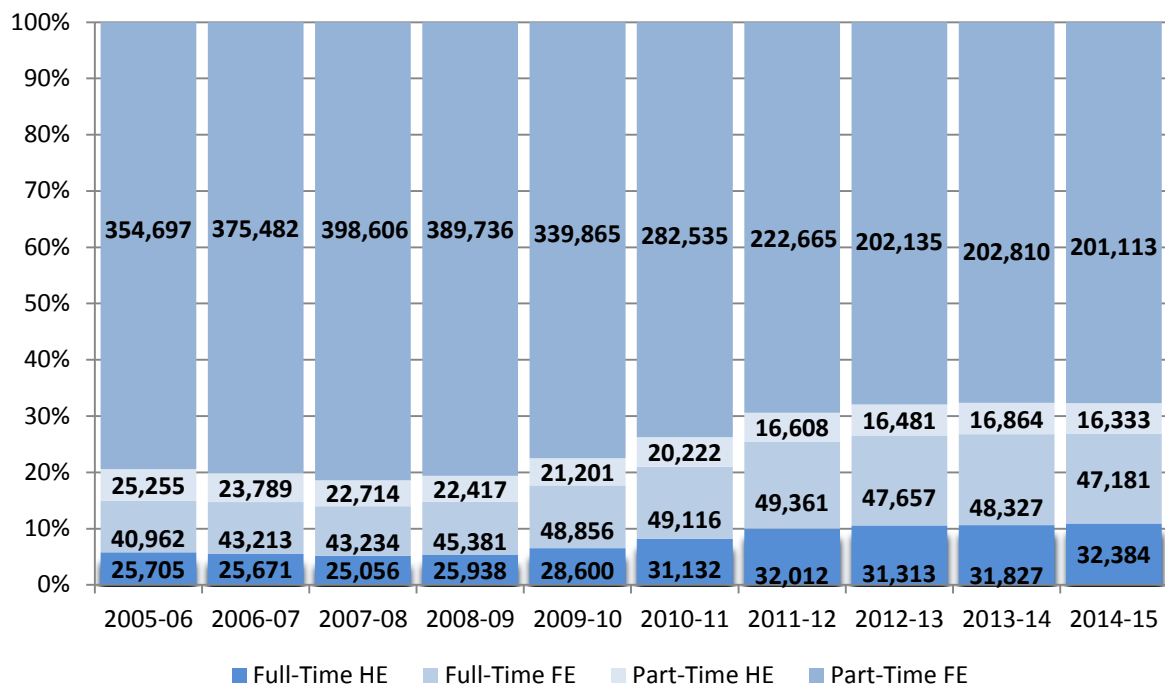
47. Figure 4a shows a slight reduction in total enrolment numbers of 2,817 between 2013-14 and 2014-15. This is attributable to slight reductions in enrolments to full-time FE, and part-time FE and HE courses. By 2014-15, part-time FE enrolment numbers had fallen from their peak in 2007-08 by 197,493.
48. Part-time HE numbers also fell between 2005-06 and 2014-15, although numbers in this category make up a far smaller share of overall activity. There was a small reduction in enrolments to part-time HE courses in 2014-15, with this number having risen in 2013-14. Enrolments to full-time HE courses rose to

32,384 in 2014-15. This full-time HE enrolment total was the highest it has been over this ten year period. Figure 4b, below, allows a closer analysis of trends amongst these cohorts.

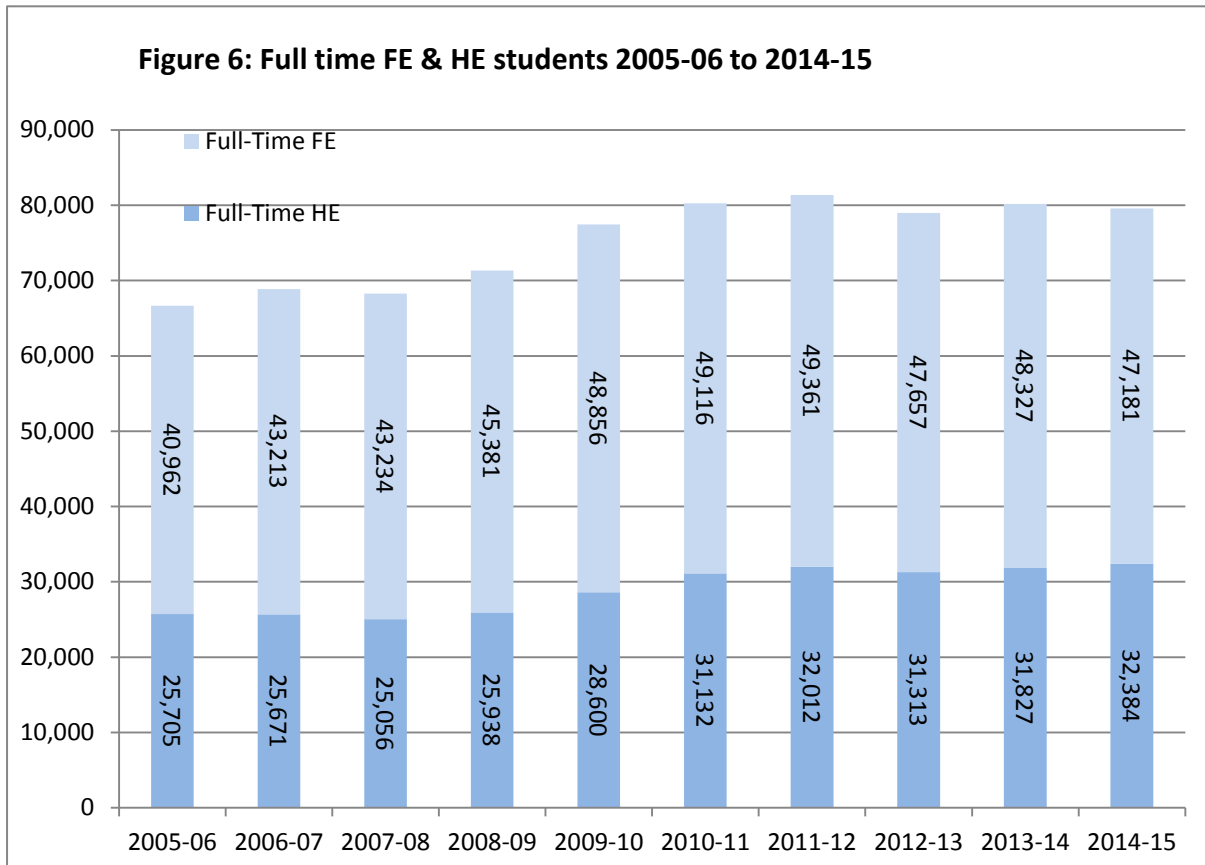


49. Figure 5, below, shows the proportion of enrolments, examined by mode of study, full-time (FT) and part-time (PT) and by level of study (FE and HE) from 2005-06 to 2014-15.

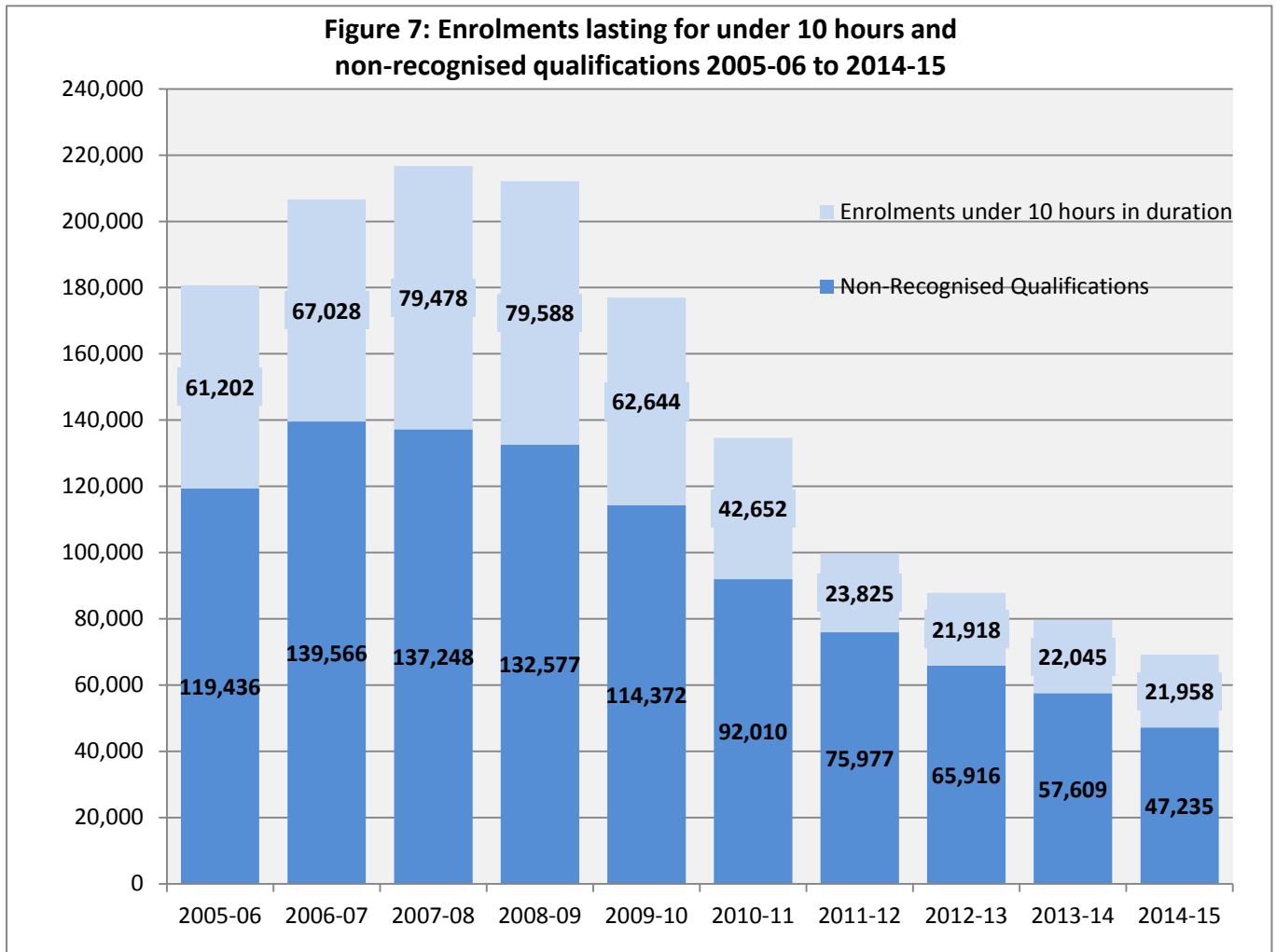
**Figure 5: Number and Proportion of Enrolments by Mode and Level of Study**



50. The graph shows the shift in activity over this period towards more full-time activity, particularly at HE level.
51. Figure 6, below, shows that full-time student enrolments have risen from 66,667 in 2005-06 to 79,565 in 2014-15, which is an increase of 19%. The balance between FE and HE full-time numbers has been broadly consistent over the most recent four years at around 60:40.



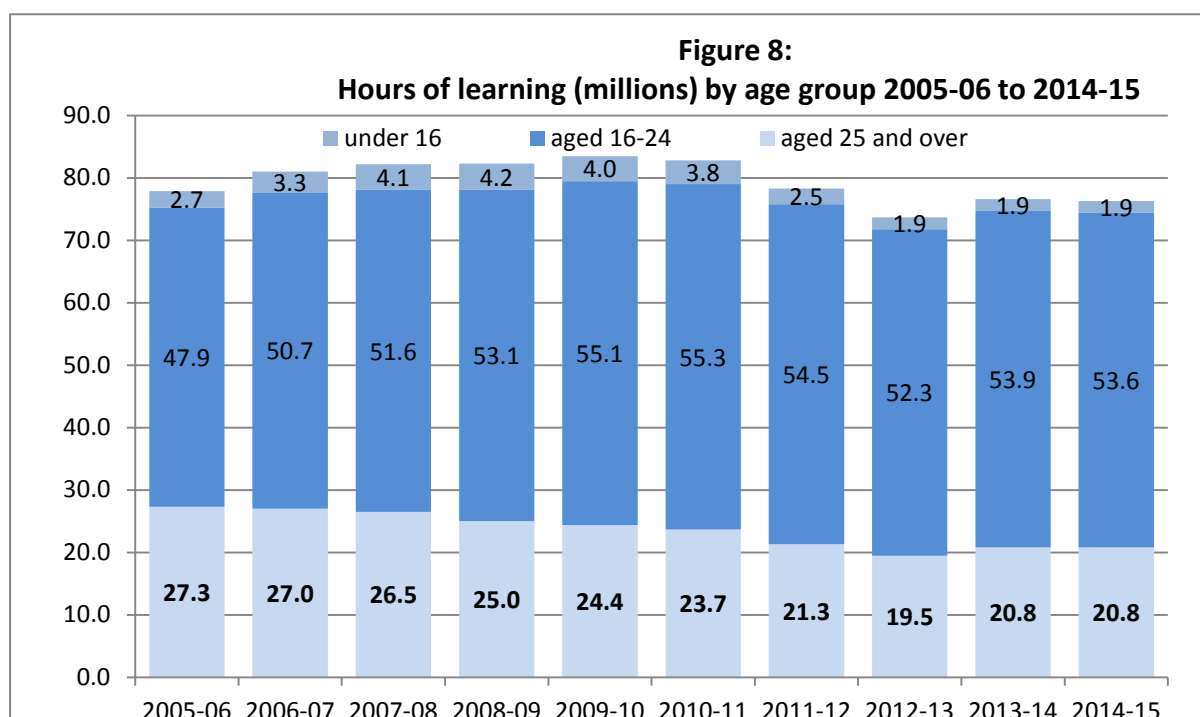
52. Historically, part-time FE enrolments have included nearly all the programmes that do not lead to recognised qualifications, or that lasted under 10 hours. The decrease in these very short programmes/non-recognised qualifications accounted for around 147,533 (77%) of the total reduction of 192,599 enrolments between 2007-08 and 2014-15, as shown in Figure 7 (below).
53. In 2014-15, there were 69,193 enrolments on these very short programmes/non-recognised qualifications. This represents 23% of all enrolments and account for 2,290,042 learning hours, 3% of SFC funded activity.



54. Based on these 2014-15 figures, and assuming that a full-time FE student takes 640 hours to complete the course, one full-time FE student is equivalent to around 140 students on these short course programmes, as it takes an average of 4.6 hours per student to complete these courses.

## Section 5: SFC funded hours of learning

55. 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 vocational courses for young people over very short or leisure programmes. Figure 8 provides a breakdown of SFC-funded hours of learning by age group.



56. In 2005-06, colleges delivered just under 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 and by 2014-15, had increased to 76.3 million hours.

57. It should be noted that SFC learning hour targets were reduced by 4% in 2013-14 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.

58. 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.

59. 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. Staying on rates at secondary



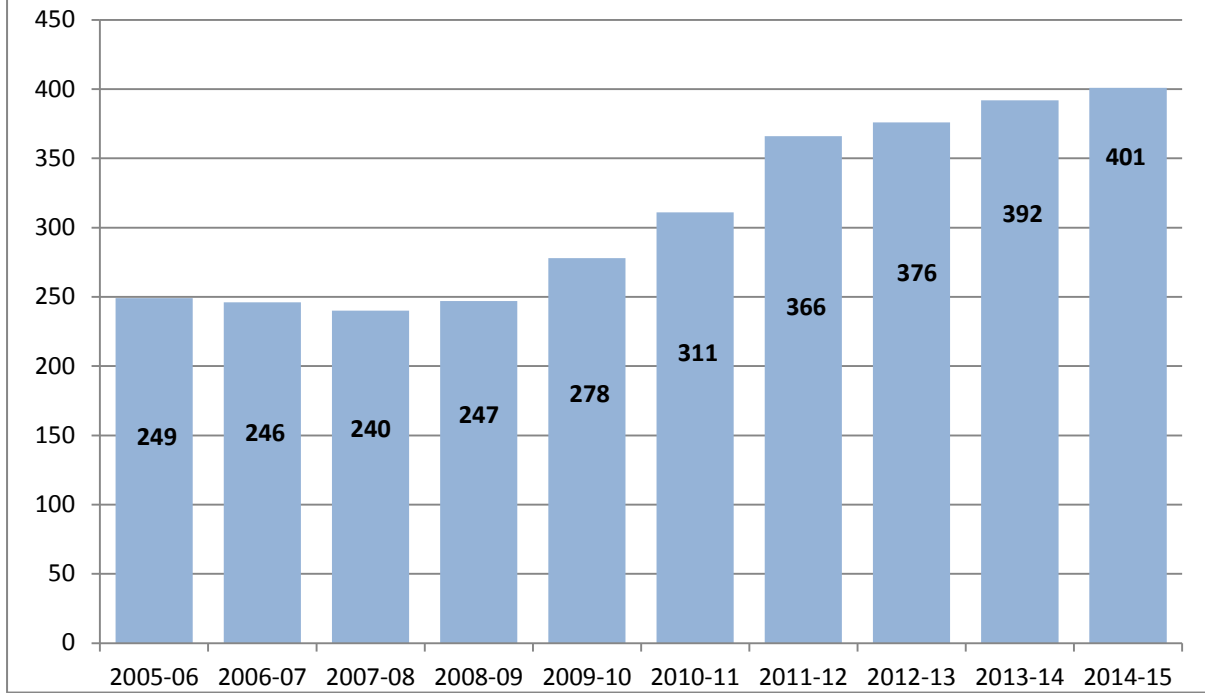
schools<sup>9</sup> and the subsequent improvement in qualifications achieved at school may partly explain the reduced hours for the 16 to 24 age group.

60. In 2013-14, hours of learning for 16 to 24 year olds increased to 53.9 million. In 2014-15, this fell slightly to 53.6 million, although that remains 12% higher than in 2005-06.
61. 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 and in 2014-15, this percentage was 70%.
62. SFC's policy to prioritise course funding which would improve the student's employment prospects over very short leisure programmes was expected to lead to a reduction in headcount. It was also expected to generate an increase in the average hours of learning undertaken by this reduced number of students. Figure 9, below, shows the changes in average hours of learning per student over the period 2005-06 and 2014-15. There has been an increase in average hours of learning per student over this period of 61%.

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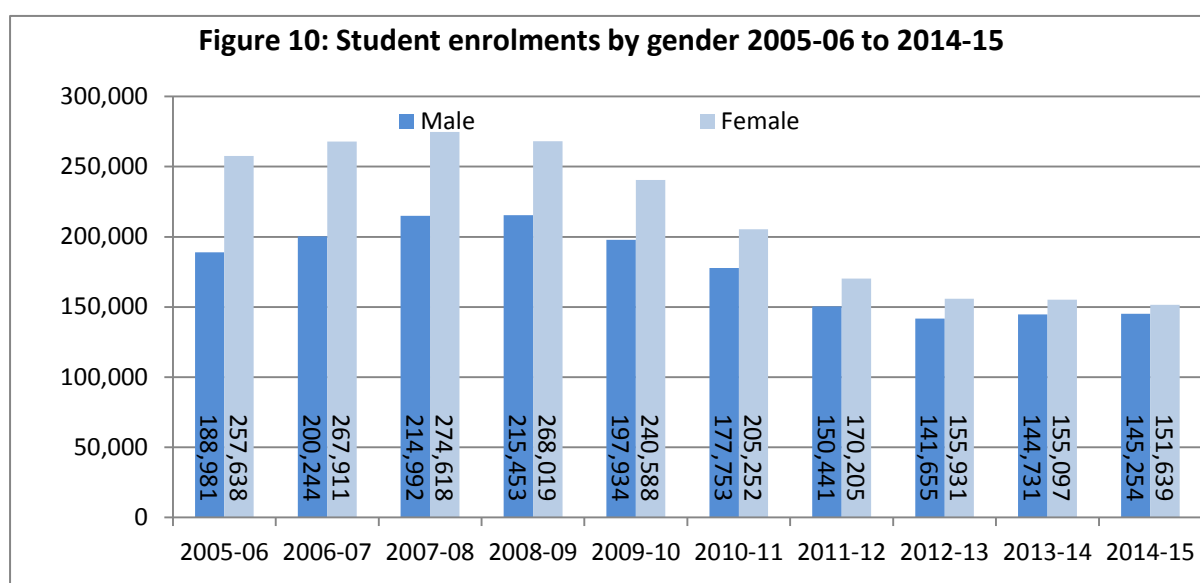
<sup>9</sup> [Scottish Government school attainment publication](#)

**Figure 9: Average hours of learning per student 2005-06 to 2014-15**



## Section 6: Enrolments and hours of learning by gender

63. This section looks in more detail at the trends in number of enrolments and hours of learning broken down by gender.
64. Figure 10, below, shows student enrolments split by gender between 2005-06 and 2014-15. Females outnumbered males in each year, with females accounting for 51% of all enrolments in 2014-15. However there has been a narrowing of the gender gap as in 2005-06, females accounted for 58% of student enrolments.

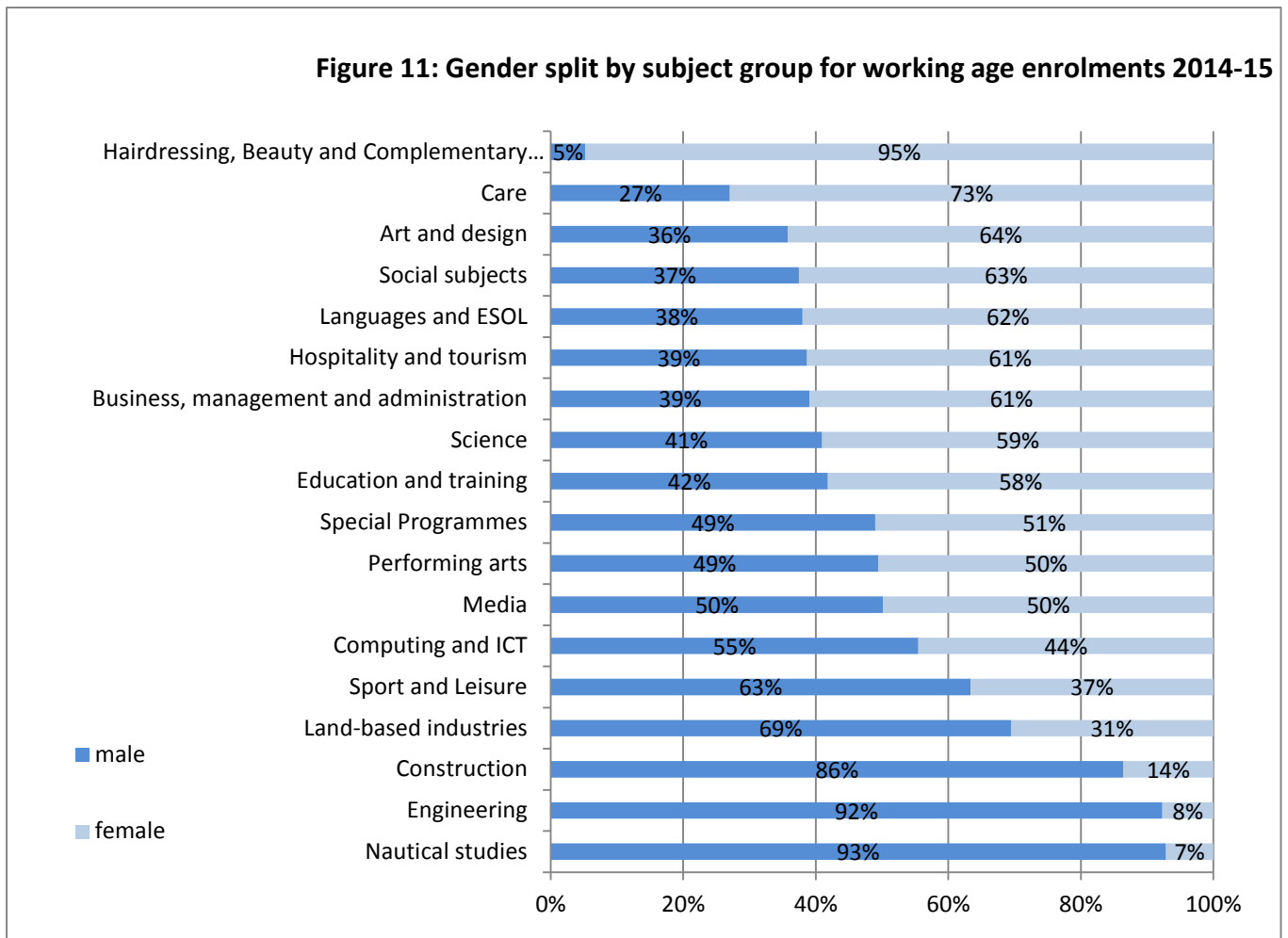


Please note that the 2014-15 figures do not include 118 enrolments for whom the gender identity was declared as 'other,' or was not declared at all

65. 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 the 2014-15 academic session.
66. 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, although in Construction and Nautical studies, the gap has decreased slightly (see Figure 11 of SFC's 2013-14 Baseline Report)<sup>10</sup>. Females dominate Hairdressing and Beauty, Care, Art & Design and Languages & English for speakers of other languages (ESOL). The Scottish Government has asked SFC

<sup>10</sup> [Baseline Report 2013-14](#)

to make it a strategic priority to address gender imbalance on college courses, and SFC is in the process of developing a Gender Action Plan<sup>11</sup>.



*This table does not display the percentage of enrolments from students for whom the gender identity was declared as 'other', or was not declared at all. Percentage figures displayed are rounded and may not therefore total 100%.*

<sup>11</sup> [Gender Action Plan](#)

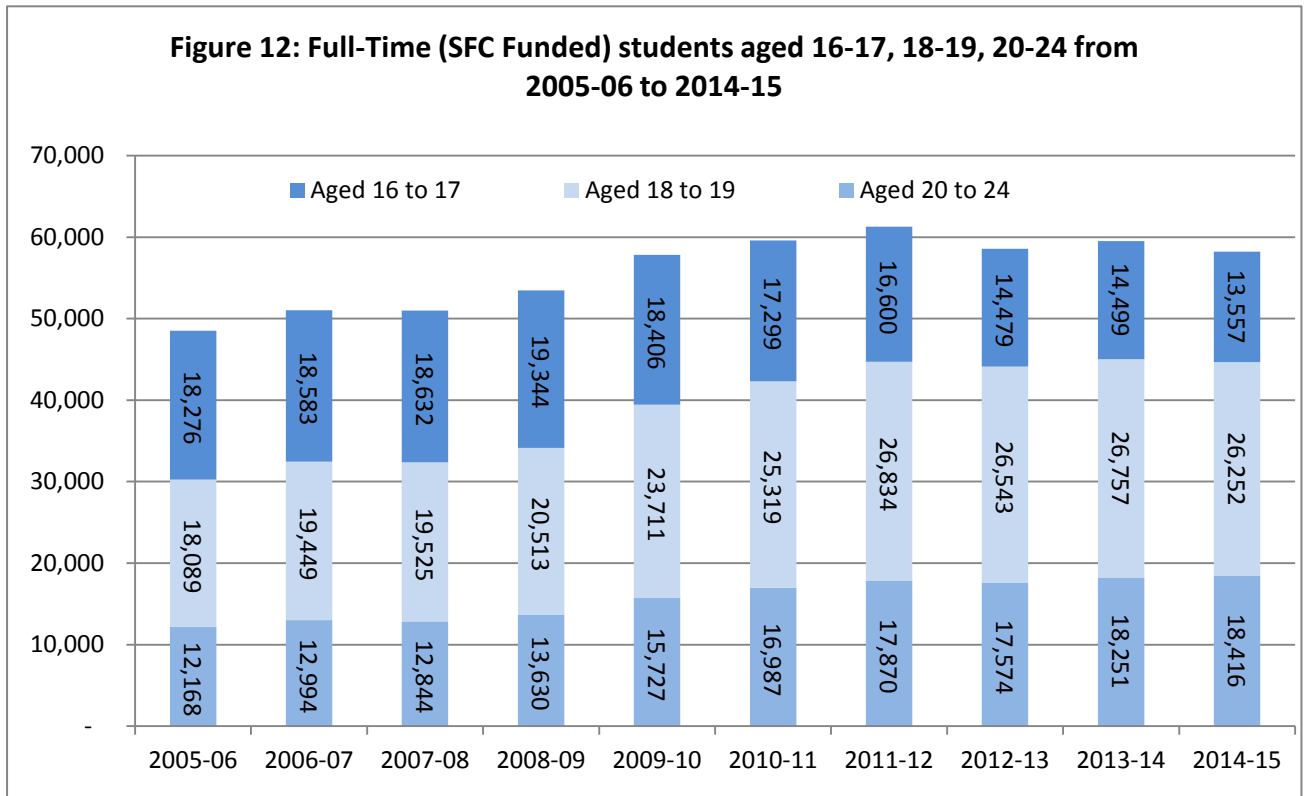
## Section 7: Full-time students aged 16 to 24 funded by SFC

67. 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.
68. Of the 79,565 full-time students enrolled at Scotland’s colleges in 2014-15, 76,851 were funded by SFC with the remainder funded from other sources. This would include International Students or those funded via other Government agencies such as SDS. This would also include 1,370 ‘Associate Students’. An ‘Associate Student’ is a student for whom responsibility is shared by a College and a Higher Education Institution (HEI). The HEI acts as an awarding body for a course delivered partly by the college and partly by the HEI. Classes in the earlier years of the course tend to be delivered by the college, and the later years tend to be delivered by the HEI.
69. In this section we only look at students funded by SFC, as SFC does not collect information on planned learning hours for students funded from other sources.

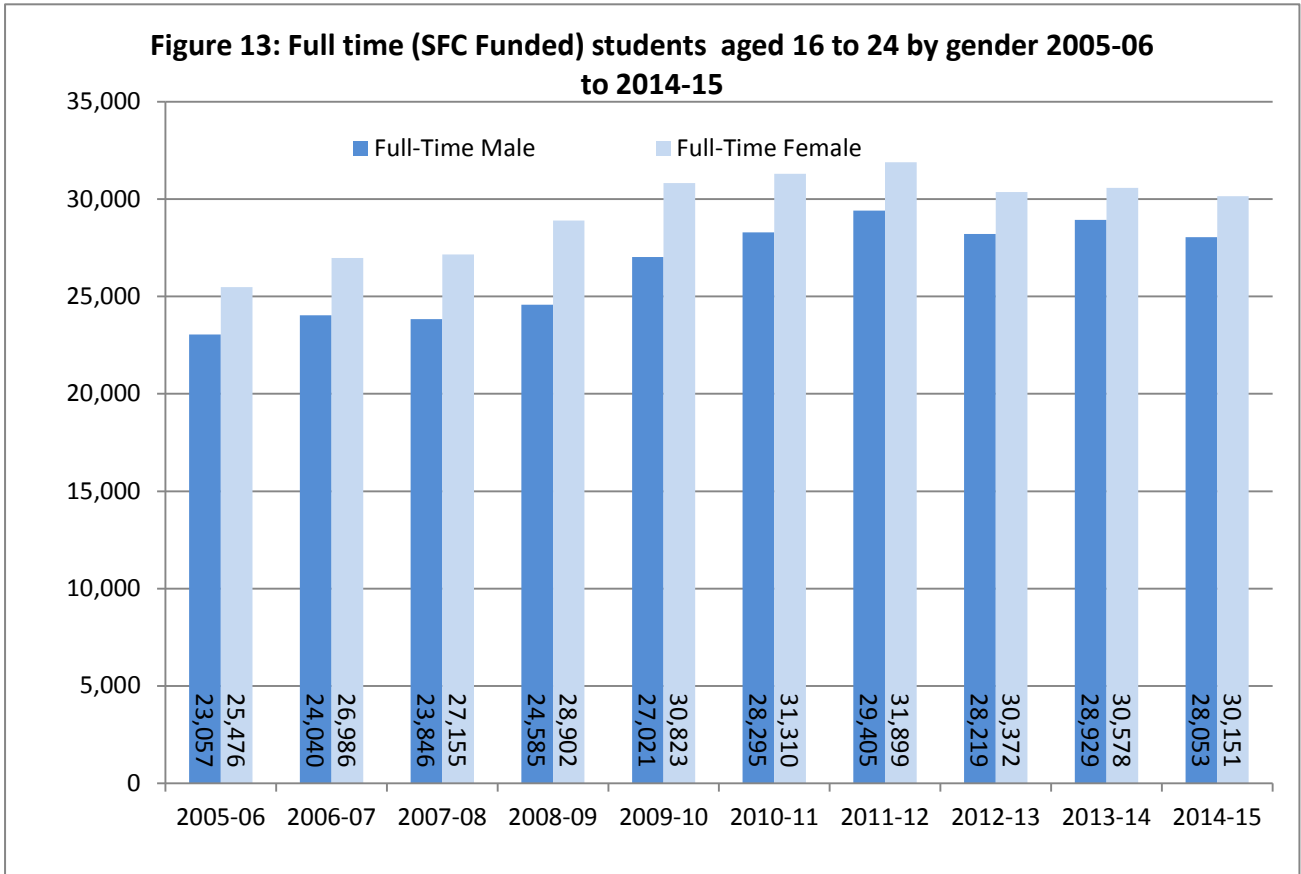
**Table F: Full-time, SFC-funded students in 2014-15 split by age cohort**

<b>Aged under 16</b>	<b>Aged 16 to 17</b>	<b>Aged 18 to 19</b>	<b>Aged 20 to 24</b>	<b>Aged over 25</b>
427	13,557	26,252	18,416	18,199

70. The 16 to 24 age group is considered a priority for funding by the Scottish Government. Table F, above, shows that 58,225 (76%) of full-time SFC funded students were in this age cohort.
71. Figure 12, below, shows the number of full-time SFC funded 16 to 24 year old students broken down by age group. When compared with 2013-14 figures, the number of 16 to 17 year olds and the number of 18 to 19 year olds fell slightly by 942 and 505 respectively. The number of 20 to 24 year olds increased by 165.



72. Figure 13, below, shows the number of male and female full-time SFC funded students aged 16 to 24 from 2005-06 to 2014-15. It shows that 54% of full-time students aged 16 to 24 were female in 2008-09. The gender gap has closed among this cohort in the years since, with just under 52% of full-time students aged 16 to 24 being female in 2014-15.



*This table excludes 21 enrolments from students for whom the gender identity was declared as 'other', or was not declared at all.*

## Section 8: Students with a disability or additional learning needs

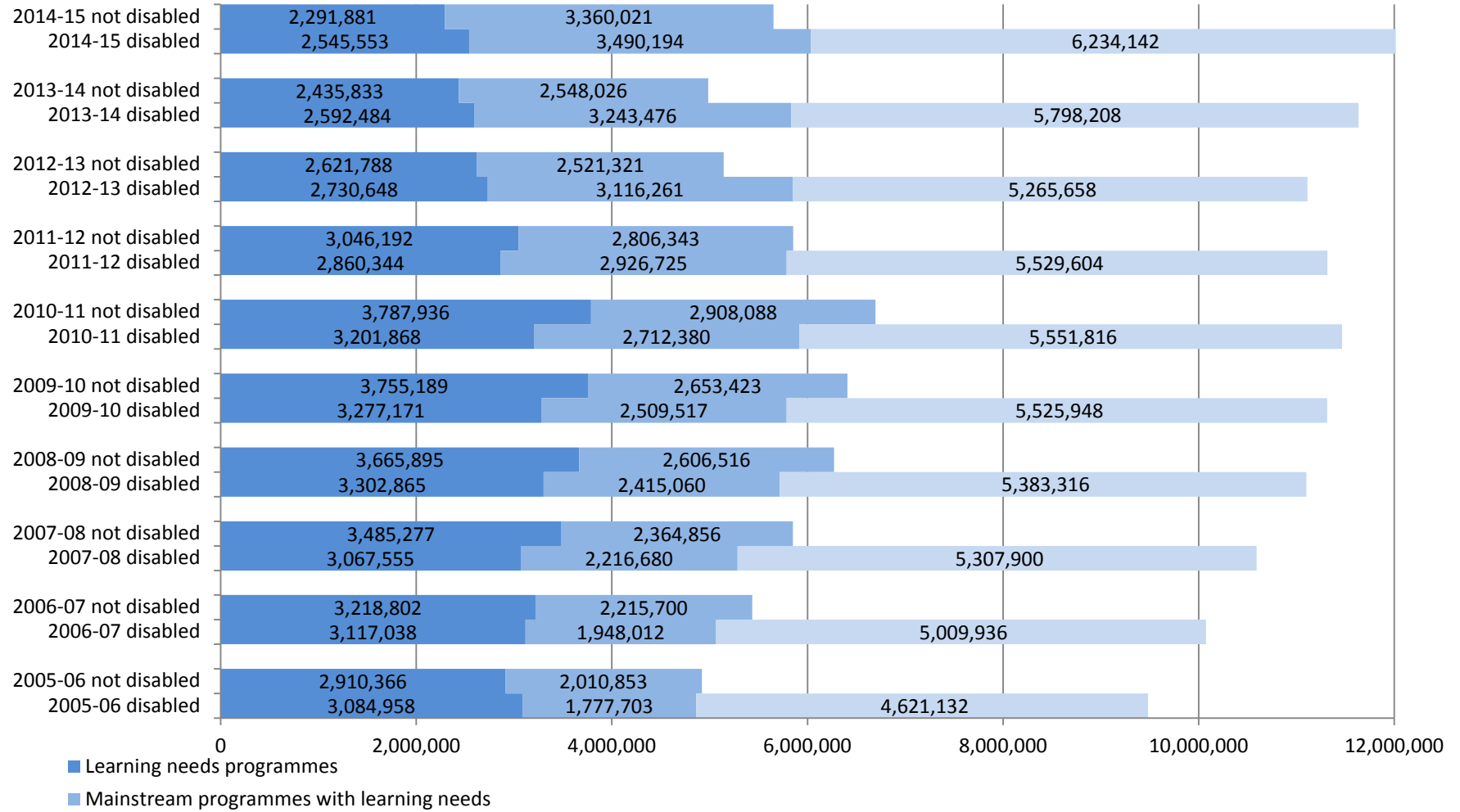
73. Figure 14 shows the trend in the number of learning hours for students with a recorded disability, and what these represent as a percentage of the total learning hours. In 2014-15, students with a recorded disability accounted for 12.3 million learning hours, an increase on the 2013-14 figure of 11.6 million learning hours (as per Figure 14 of the 2013-14 Baseline Report<sup>12</sup>). In 2014-15, these learning hours delivered to students with a recorded disability accounted for 16% of all student learning hours. The 2013-14 equivalent figure was 15%.

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<sup>12</sup> [Baseline Report 2013-14](#)

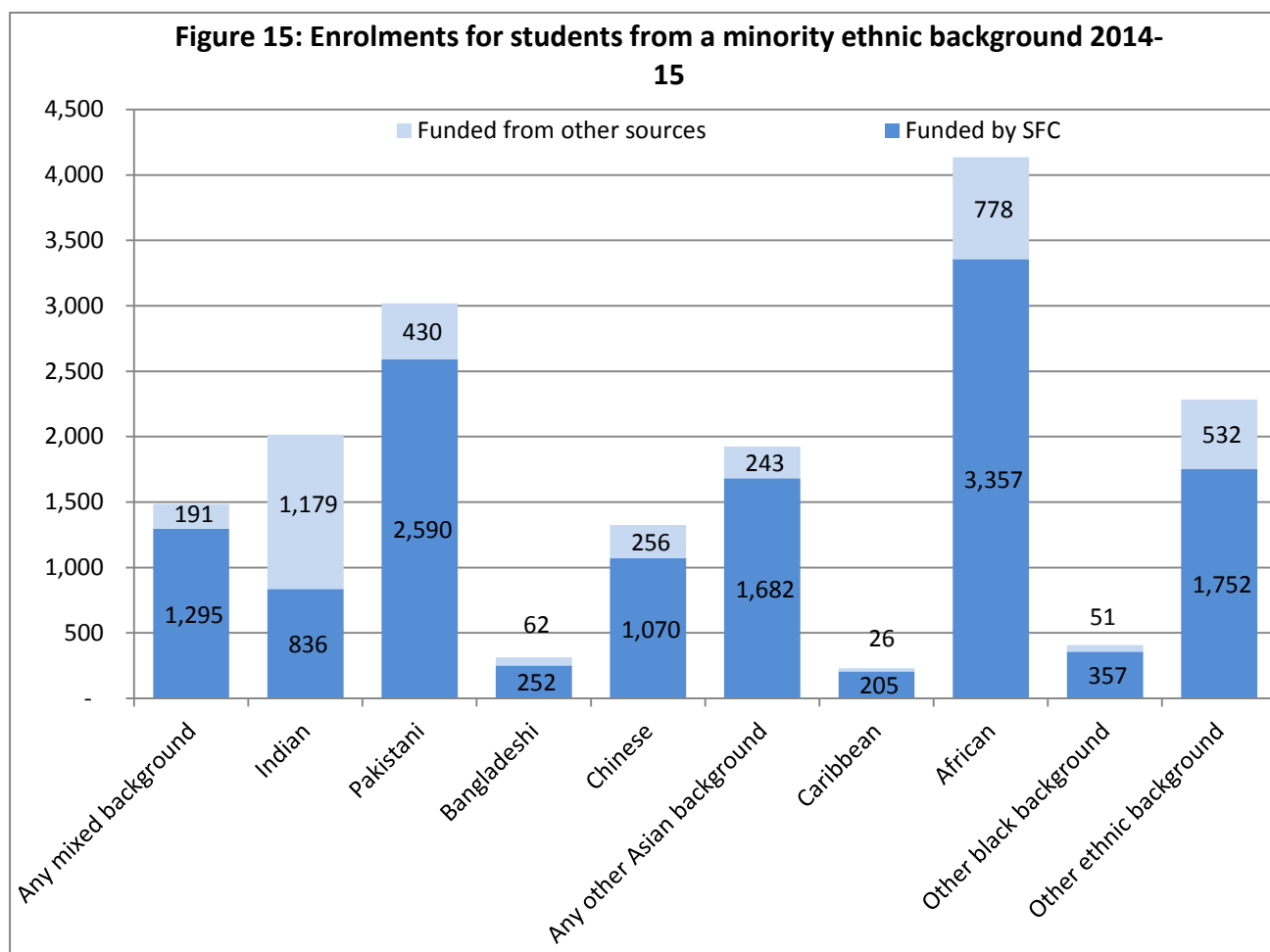


**Figure 14: Learning hours for students with a disability or requiring additional support needs 2005-06 to 2014-15**



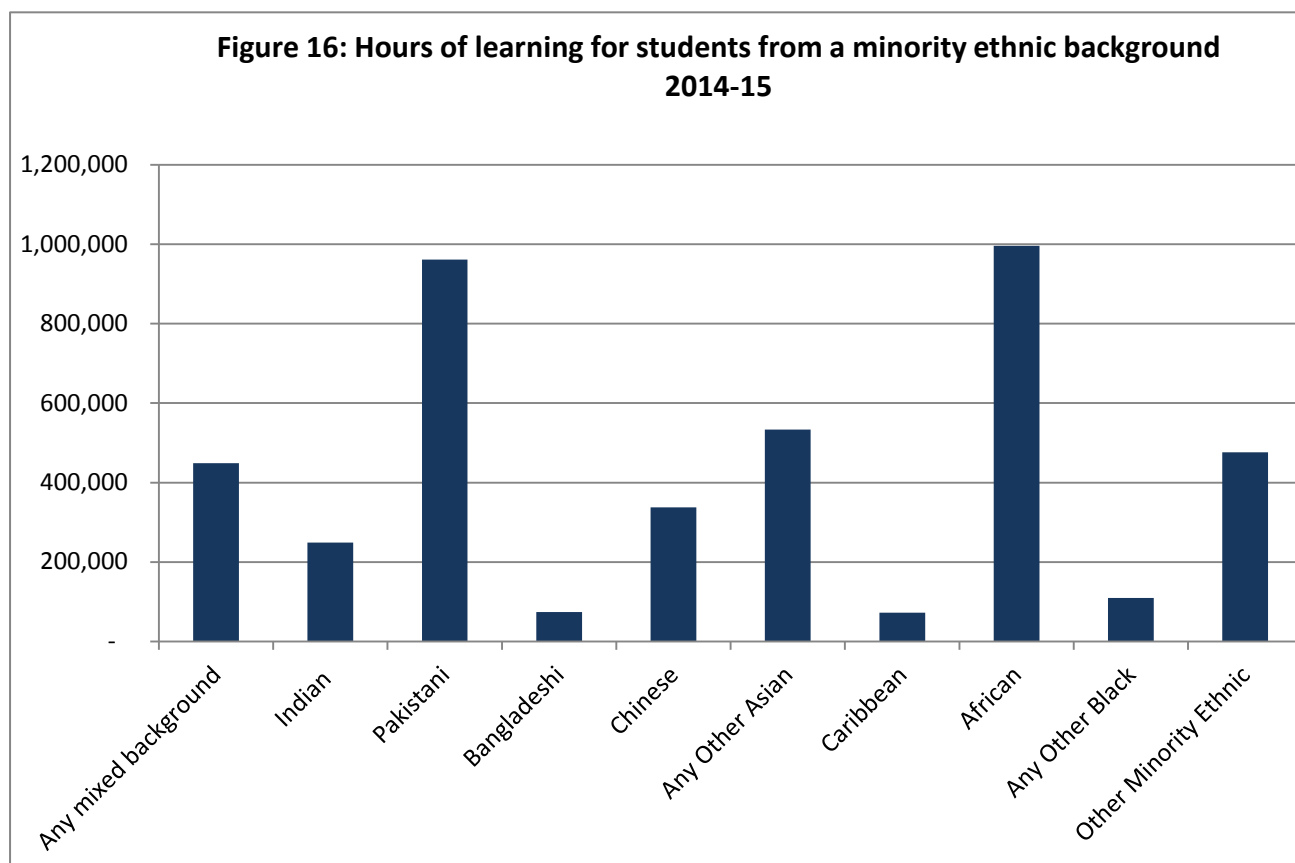
74. Of the 12.3 million learning hours delivered to students with a disability, 6.2 million (51%) was delivered via mainstream programmes without requiring any additional support. The rest was delivered via specialist programmes for students requiring additional support (2.5 million hours) and mainstream programmes that did require additional learning support (3.5 million hours).
75. It is important to note that it is not just disabled students requiring additional learning support and that an additional 5.7 million learning hours of additional support were provided to students without a declared disability.
76. Just under 2.3 million learning hours were delivered on specialist programmes for students without a declared disability requiring additional support. The remaining delivery of just under 3.4 million learning hours was to students without a declared disability requiring personalised additional support whilst enrolled on a mainstream programme of study. This means that, in total, 17.9 million hours of learning were delivered to students with a disclosed disability and non-disabled students requiring additional learning support. This is equivalent to 23% of all learning hours and represents an increase of over 1.3 million hours of learning delivered to this cohort of students when compared with 2013-14 – an 8% increase.

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

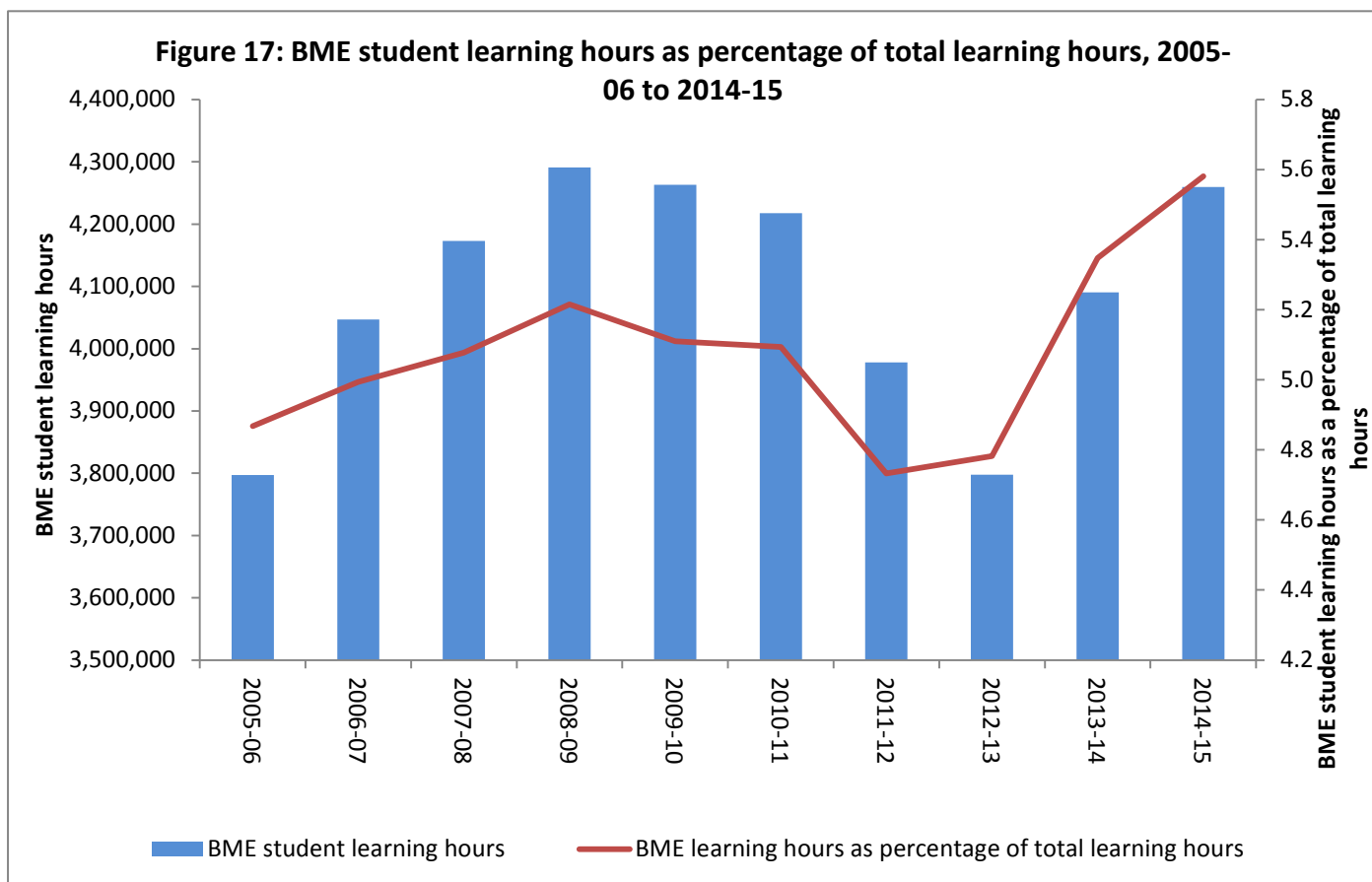


77. There were 17,144 enrolments from a minority ethnic background in 2014-15, which accounts for 5.8% of total enrolments. In 2013-14, this cohort accounted for 16,284 enrolments, or 5.4% of total enrolments. Of these 2014-15 enrolments from a minority ethnic background, 4,135 were from an African background whilst 3,020 were from a Pakistani background.
78. 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 countries outwith the European Union to study a college course. International students (i.e. those outwith the European Union) are not eligible for SFC funding. Overall, 13,396 enrolments of the 17,144 enrolments from those from a minority ethnic background were funded by SFC, as displayed in Figure 15 (above).

79. Figure 16, below, provides a more detailed look at the hours of learning for those from a minority ethnic background in 2014-15. Figure 15 provided a breakdown for the same minority ethnic groups by number of enrolments. Those from a minority ethnic background received 4.3 million hours of learning over a total of 13,396 SFC funded enrolments in 2014-15. This compares with the 4.1 million hours of learning delivered to this cohort in 2013-14.



80. 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 2014-15. The figure also shows what these learning hours represent as a percentage of the total student learning hours.

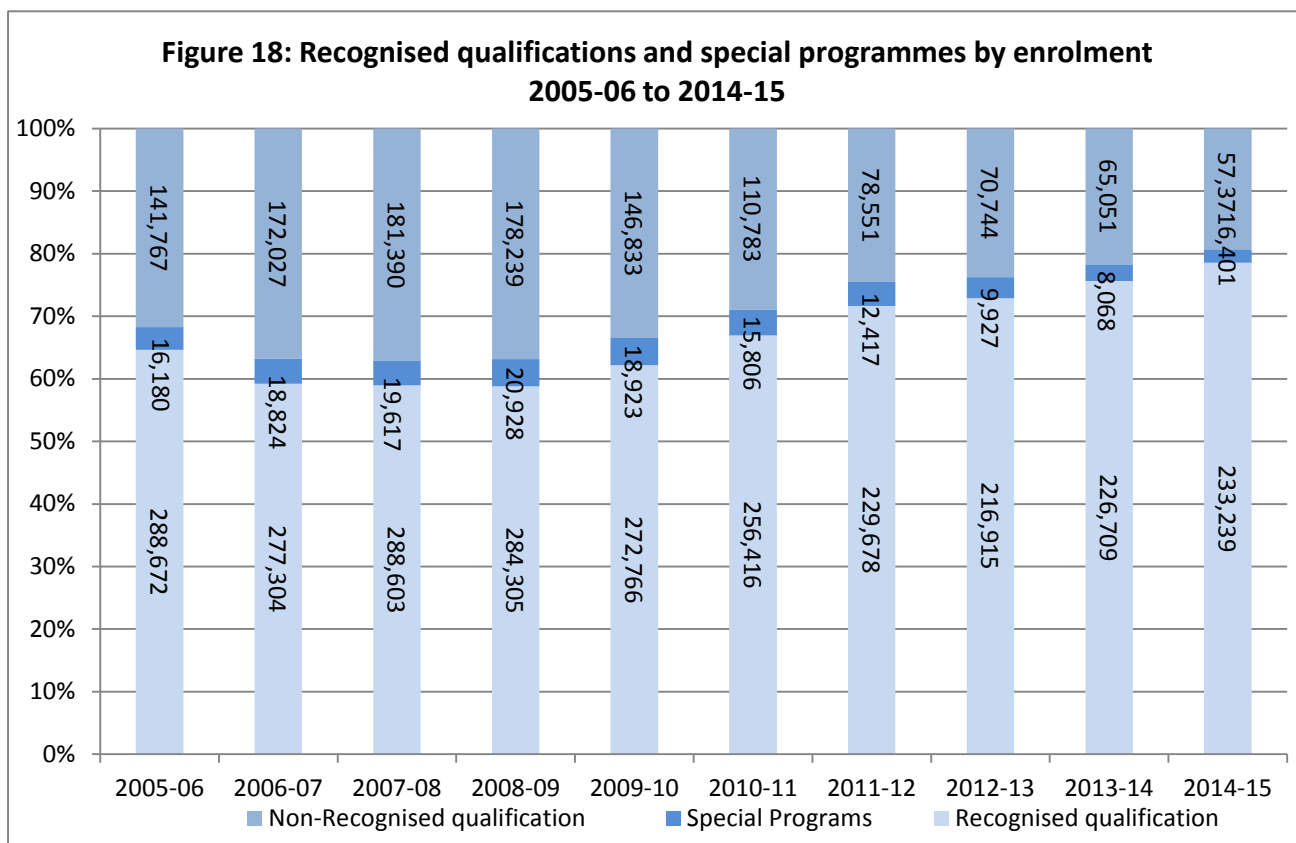


81. The number of learning hours delivered to those from a minority ethnic background in 2014-15 was around 4.3 million. As Figure 17 shows, the number of learning hours delivered to this cohort peaked in 2008-09 at 4.3 million, and declined slowly before decreasing back up to a similar level in 2014-15. The 4.3 million learning hours delivered in 2014-15 is equivalent to around 5.6% 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)<sup>13</sup>. This represents an increase on the 2013-14 percentage of total learning hours delivered to students from minority ethnic backgrounds.

<sup>13</sup> [Scotland's Census 2011](#)

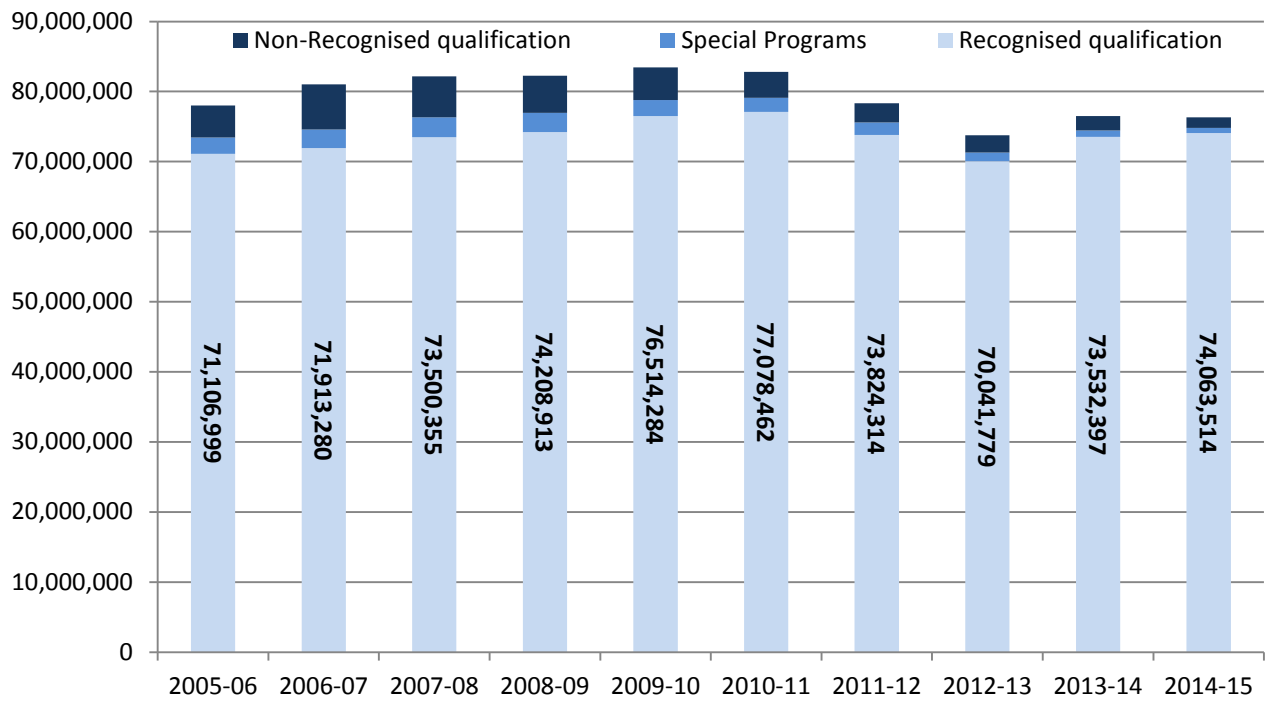
## **Section 10: Recognised qualifications and additional support needs**

82. 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.
83. Additional support courses (referred to as 'Special Programmes' in Figures 18 and 19, below) facilitate learning for those with learning difficulties separate to mainstream courses.
84. The focus on prioritising more substantial programmes that improve employment prospects has had an effect on the number of enrolments to non-recognised qualifications. Enrolment on non-recognised qualifications has decreased by 68% since 2007-08.
85. Whilst the absolute number of enrolments on recognised qualifications has also fallen from the peak figure in 2007-08, enrolments on these courses have increased from 59% of total enrolments in 2007-08 to 79% of total enrolments in 2014-15.



86. Figure 19 shows the hours of learning on courses which lead to recognised qualifications, special programmes and non-recognised qualifications. In 2005-06 the percentage of learning hours leading to a recognised qualification was 91%. By 2014-15 it had increased to 97%.
87. In 2005-06, 9% of learning hours were delivered on courses that did not lead to a recognised qualification. In 2014-15 that fell to 3%.
88. There has been a notable reduction in the volume and percentage of learning hours delivered on special programmes in recent years.

**Figure 19: Recognised qualifications and special programmes by hours of learning 2005-06 to 2014-15**





## Section 11: Further information

89. The INFACT database<sup>14</sup>, 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.
90. All charts and data shown in this report are available in an Excel spreadsheet from the main SFC contact. These charts are also available in an Excel spreadsheet on the SFC website<sup>15</sup>.
91. A publication detailing College Performance Indicators for 2014-15 can also be found on the SFC website<sup>16</sup>. Student numbers presented in the Baseline Report may differ from those contained in other publications, as the reports are prepared for different purposes. For example, the College Performance Indicators publication excludes students who begin courses in January and finish in December of the same year as results will not be available for these students until the course ends. However in the Baseline Report, activity relating to these students is counted.
92. College staffing data has not been included in this publication. SFC intends to publish this data in a separate publication in 2016.
93. The SFC publication *Learning for All: Measures of Success*<sup>17</sup> presents statistics on widening access in the College and University sectors.
94. 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](mailto:sriddell@sfc.ac.uk)

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<sup>14</sup> [INFACT database](#)

<sup>15</sup> [Baseline Report background data](#)

<sup>16</sup> [College Performance Indicators 2014-15](#)

<sup>17</sup> [Learning for All: Measures of Success 2015](#)

## Annex A: College Outcome Agreements

95. 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.
96. The table below shows the 2012-13 to 2014-15 figures for some of the measures, expressed in SUMs:

**Table A1: Selected national performance measures, 2012-13 to 2014-15**

SFC Priority	Measure	2012-13	2013-14	2014-15
<b>Right learning in the right place</b>	SUMS delivered	1,844,145	1,912,161	1,908,089
	Proportion of SUMS delivered to learners aged 16-19	49.9%	49.0%	48.3%
	Proportion of SUMS delivered to learners aged 20-24	21.0%	21.5%	22.0%
	Proportion of SUMS delivered to full-time learners aged 16-19	55.5%	54.1%	52.5%
	Proportion of SUMS delivered to full-time learners aged 20-24	22.8%	22.9%	23.3%
<b>Access for people from the widest range of backgrounds</b>	Proportion of SUMS delivered to learners from the 10% most deprived areas	15.9%	16.3%	16.8%
	Proportion of SUMS relating to learners from different protected characteristic groups and care leavers (where data is available)			
	Female	51.7%	51.8%	51.8%
	Male	48.3%	48.2%	48.2%
	BME	5.2%	5.3%	5.6%
	Disabled	15.1%	15.2%	16.1%

97. Further information and a summary of the progress of the College sector can be found on the SFC website<sup>18</sup>.

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<sup>18</sup> [Information on Outcome Agreements and a summary of progress made](#)