

SFC Statistical publication

Higher Education Students and Qualifiers at Scottish Institutions 2014-15

Issue date: 23 March 2016

Reference: SFC/ST/05/2016

Summary: To provide the latest information about HE students and qualifiers at Scottish Institutions.

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Higher Education Students and Qualifiers at Scottish Institutions 2014-15

1. Statistics on students and qualifiers on Higher Education (HE) courses at Scottish institutions in 2014-15 are published by the Scottish Funding Council (SFC). This is the fourth issue of the publication produced by the Scottish Funding Council and covers the period 2005-06 to 2014-15. The release contains information on HE provision and attainment in higher education institutions (HEIs) and colleges in Scotland.
2. This is a summary report outlining the main trends over the past ten years. The publication is accompanied by an Excel workbook which includes additional tables not included within this report. The list of tables available in this workbook appears at the back of this document. These tables can be found on the [SFC website](#).

Student Enrolments

3. It should be noted that, where reference is made to student numbers, this relates to student enrolments (or instances of study).

Summary of Key Findings

- In 2014-15, there were 281,285 students in higher education in Scotland, an increase of 1,790 (0.6%) compared to 2013-14.
- Over the period 2005-06 to 2014-15 the percentage of student entrants from outside of the UK has grown, increasing from 12.5% in 2005-06 to 19.4% in 2014-15.
- There were 97,040 higher education qualifiers from Scottish institutions in 2014-15, a slight fall of 300 from the highest level over the ten year time period of 97,340 recorded in 2013-14. The overall increase over the 10 year period since 2005-06 was 15,875 or 19.6 % and Scottish domiciled students accounted for 69.2% of all qualifiers.
- Of all qualifiers in 2014-15, 65.8% achieved graduate level qualifications (first degree level or above) which were mainly achieved at HEIs. At Scottish colleges, 68.5% of qualifications gained were at HNC/HND level.
- The Higher Education Initial Participation Rate (HEIPR), which roughly equates to the probability of a student participating in Higher Education between ages 16 and 30, increased slightly from 55.0% in 2013-14 to 55.4% in 2014-15.

Student numbers and characteristics

4. Table A shows that in 2014-15, there were 281,285 students in higher education in Scotland, an increase of 1,790 (0.6%) compared to 2013-14. The number of first degree students rose by 1,960 (1.3%), the number of research postgraduates rose by 345 (2.8%) and the number of taught postgraduates rose by 1,750 (4.2%). At sub-degree level, the number of HNC/HND students fell by 520 (1.3%) and the numbers of other sub-degree students fell by 1,735 (5.5%). The decline at sub-degree level is mainly the result of a decline in non-HNC/HND entrants at HEIs, continuing a downward trend since 2008-09. See Table D for further information on entrant numbers by level of study.
5. SFC funds HEIs to deliver a set number of full-time equivalent places for undergraduate and taught postgraduate courses on an annual basis for students from Scotland or the EU. As SFC applies funding consequences if HEIs exceed or fall below these targets this acts as a control on recruitment levels for these students. More detail on these targets can be found on the SFC website¹.

¹ [SFC Funding and Outcomes](#)

6. From AY 2012-13 the Scottish Government put in place legislation to deregulate tuition fees charged to students domiciled in the rest of the UK (RUK) wishing to study at Scottish universities. The tuition fees for these students would no longer be supported through SFC funding. This led to SFC reducing funded FTE places at Scottish HEIs by 3,964 for 2013-14 and by 3,843 for 2014-15 which were estimates of the share of SFC-funded places associated with RUK entrants. The Scottish HEIs were free to continue to recruit these students but SFC would no longer fund their tuition. These students would pay tuition fees regardless of whether they studied at a Scottish or RUK HEI.
7. SFC used the funds freed up through this change to support strategic investments in the sector, such as additional places for Science, Technology, Engineering and Mathematics (STEM) subjects and provision in the Highlands and Islands. Further detail on additional places allocated for 2014-15 can be found on the SFC website².
8. Although this meant fewer funded places overall the number of entrants to HEIs for 2013-14 rose as RUK students continued to choose Scotland as a place to study knowing they would no longer have their study costs paid by SFC.
9. Table A also shows that for HEIs as a whole, the number of students increased by 1,765 (or 0.8%); there were increases for Taught Postgraduate 1,750 (4.2%), Research Postgraduate 345 (2.8%), First Degree 2,000 (1.3%) and HNC/D 50 (1.0%) but the number of other sub-degree students fell substantially by 2,380 (11.6%). The continuing decline in numbers of sub-degree students did not prevent the overall student numbers increasing due to the large increases for Taught Postgraduate and First Degree Students. The number of students participating in HE in colleges rose marginally by 25.
10. Table A shows that HEIs accounted for 82.7% of all students enrolled in HE in Scotland in 2014-15, with the remaining 17.3% studying in colleges. While a majority of those at HEIs (65.9%) were studying at first degree level, most students studying HE at colleges (73.5%) were studying at HNC/D level.
11. Comparing entrant numbers for 2014-15 with 2013-14 as shown in Table D, there was a fall of 1,705 entrants (1.3%) overall, including of a fall of 1,025 (1.1%) for HEIs and a fall of 685 (1.8%) for colleges; while the number of postgraduate entrants rose by 730 (2.3%) and first degree entrants rose by 220 (0.5%), HNC/D entrants fell by 1,270 (4.3%) and other sub-degree entrants fell by 1,395 (5.2%).

² [SFC Outcome Agreements: Indicative Funding Decisions for 2014-15 / University Outcome Agreements 2014-15 Sector Summary Information](#)

12. Scottish domiciled entrants (i.e. entrants living in Scotland prior to study) fell by 2,190 (2.2%), however there were increases in non-Europe entrants of 285 (1.8%), 55 (5.6%) for non-EU Europe and 150 (1.5%) for entrants from the rest of the UK (RUK). EU entrants were broadly unchanged from last year. Table F provides further information.
13. Since 2012-13, SFC has been providing additional funded student places to colleges and HEIs with the first 2 years being delivered at college before the student completes their degree at University. Our college baseline report³ provides more detail on students studying HE courses at college.
14. SFC has also published performance indicators⁴ for those students studying HE courses at college.
15. Further information on the destination of graduates from first degree programmes is available from the HESA website⁵. These figures show the proportion of graduates who gain employment on completing their course or who progress to further study.
16. Figures 1 and 2 below provide an overview of student numbers by level and by institution type for AY 2014-15. These provide a useful snapshot of HE activity across the qualification levels and institution types.

³ [College Baseline Report 2014-15](#)

⁴ [College Performance Indicators 2014-15](#)

⁵ [HESA Destination of Leavers from Higher Education statistics](#)

Table A: Students in higher education at Scottish HEIs & colleges by institution type and level of study, 2005-06 to 2014-15

Institution Type / Academic Session	Level of Study					
	All Levels	Postgraduate		First Degree	Sub-degree	
		Research Postgraduate (1)	Taught Postgraduate		HNC/HND	Other sub-degree
Total						
2005-06	273,050	8,650	38,675	136,105	41,550	48,070
2006-07	279,560	9,360	43,035	133,740	39,265	54,160
2007-08	272,625	9,615	42,265	132,260	38,755	49,730
2008-09	279,615	9,935	42,760	137,720	39,105	50,095
2009-10	287,565	10,665	44,285	146,175	41,230	45,205
2010-11	290,000	11,325	45,255	149,715	42,315	41,390
2011-12	281,630	11,660	43,280	149,350	41,345	35,990
2012-13 (2)	278,745	11,965	41,530	150,935	39,745	34,565
2013-14 (2)	279,495	12,180	41,925	152,460	41,285	31,640
2014-15 (2)	281,285	12,525	43,675	154,420	40,765	29,905
All students at HEIs						
2005-06	222,090	8,650	38,535	135,470	4,445	34,990
2006-07	230,100	9,360	42,880	133,180	4,345	40,330
2007-08	224,855	9,615	42,115	131,645	5,085	36,395
2008-09	231,260	9,935	42,660	137,040	4,745	36,875
2009-10	237,765	10,665	44,165	145,535	4,540	32,855
2010-11	238,645	11,325	45,155	148,770	4,120	29,275
2011-12	233,010	11,660	43,245	148,425	3,875	25,800
2012-13 (2)	230,950	11,965	41,515	149,860	3,605	24,005
2013-14 (2)	230,805	12,180	41,925	151,325	4,905	20,470
2014-15 (2)	232,570	12,525	43,675	153,325	4,955	18,090
All students at colleges						
2005-06	50,960	-	140	635	37,105	13,075
2006-07	49,460	-	155	555	34,920	13,830
2007-08	47,770	-	150	615	33,670	13,335
2008-09	48,355	-	100	680	34,360	13,215
2009-10	49,800	-	120	640	36,690	12,355
2010-11	51,355	-	100	945	38,195	12,115
2011-12	48,620	-	35	925	37,465	10,190
2012-13 (2)	47,795	-	15	1,075	36,140	10,560
2013-14 (2)	48,690	-	-	1,135	36,380	11,175
2014-15 (2)	48,715	-	-	1,095	35,810	11,810

Source: Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC). Refer to Notes to Tables.

Figure 1 Students in higher education at Scottish HEIs and colleges by level of study, 2014-15

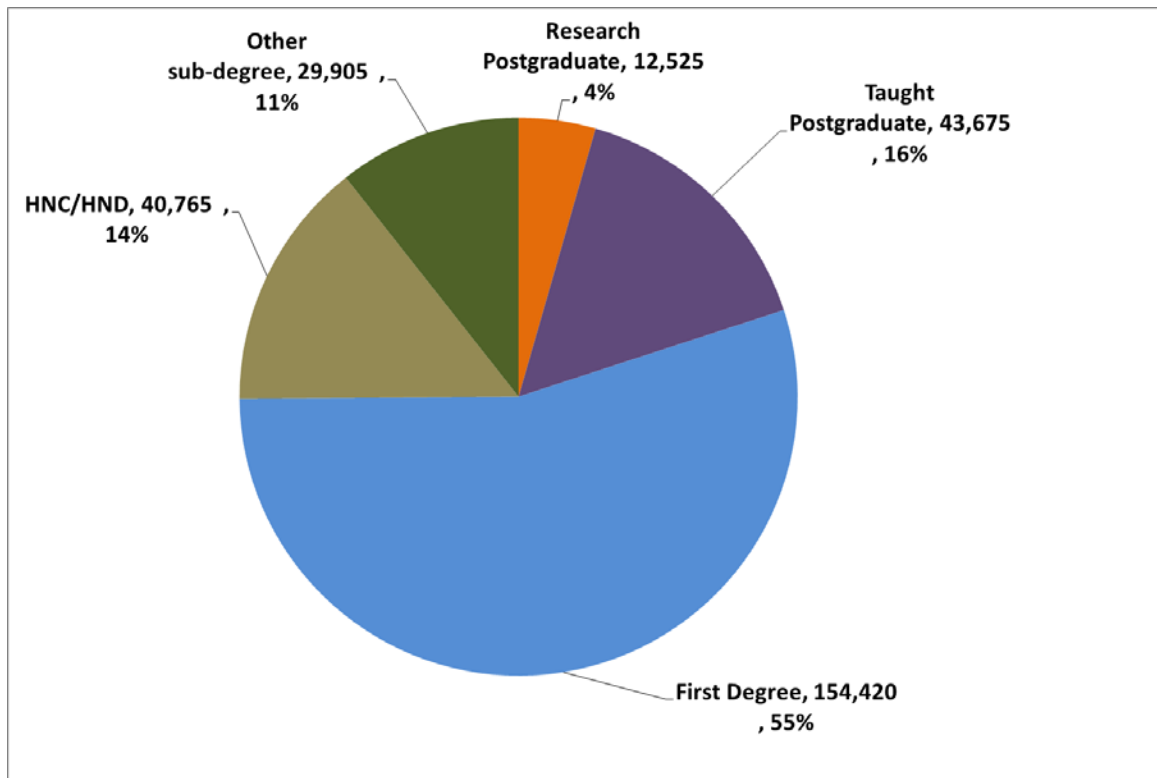


Figure 2 Share of HE students at Scottish institutions by institution type, 2014-15

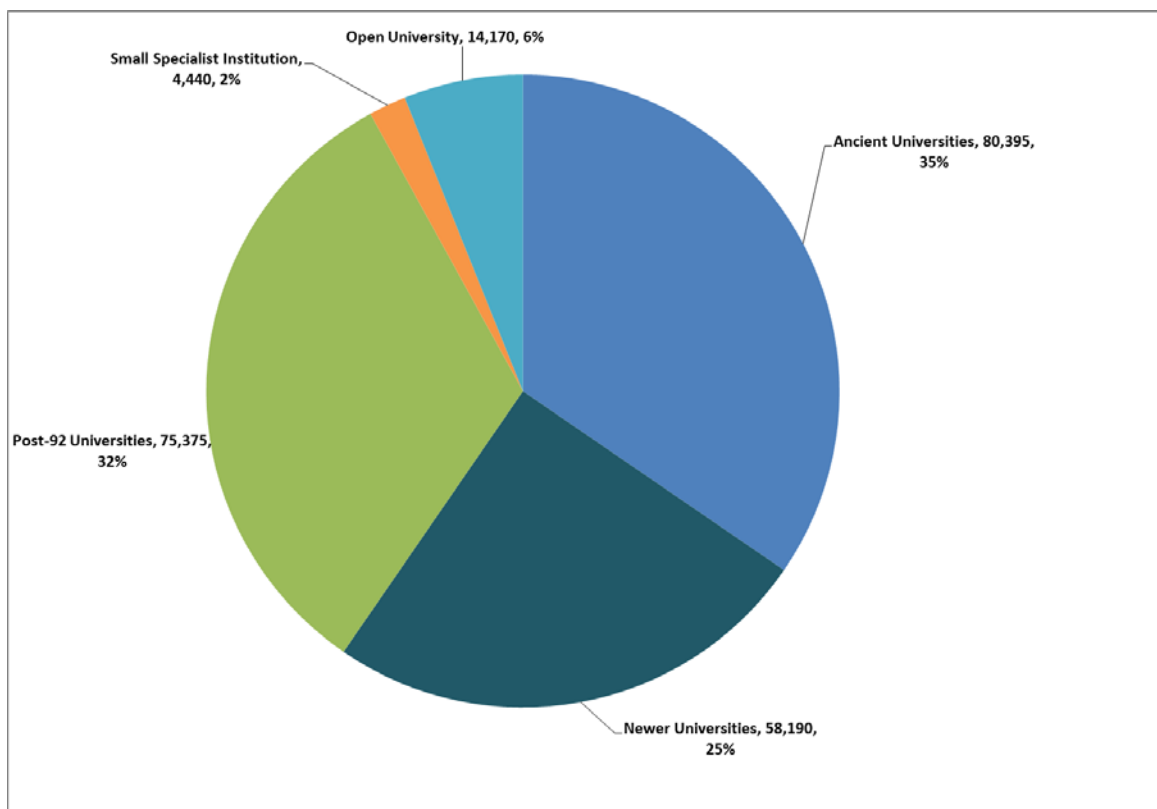


Table B: Students in higher education in Scottish HEIs and colleges by mode of study and gender, 2005-06 to 2014-15

Academic Session	Total			Full-time			Part-time		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total									
2005-06	273,050	115,190	157,860	174,810	76,870	97,940	98,235	38,315	59,920
2006-07	279,560	119,795	159,760	178,680	79,000	99,680	100,875	40,795	60,080
2007-08	272,625	118,250	154,375	174,805	77,795	97,010	97,820	40,455	57,365
2008-09	279,615	122,415	157,195	182,780	81,450	101,330	96,830	40,965	55,865
2009-10	287,565	126,995	160,565	191,615	86,465	105,150	95,950	40,535	55,415
2010-11	290,000	128,900	161,100	197,490	89,165	108,325	92,505	39,735	52,770
2011-12	281,630	124,100	157,525	199,430	89,150	110,280	82,200	34,950	47,245
2012-13 (2,21)	278,745	122,465	156,050	198,405	88,245	110,160	80,340	34,220	45,890
2013-14 (2,21)	279,495	121,970	157,485	202,700	89,490	113,180	76,795	32,480	44,305
2014-15 (2,21)	281,285	122,910	158,270	207,305	90,745	116,500	73,980	32,165	41,770
All students at HEIs									
2005-06	222,090	91,900	130,185	148,830	64,570	84,260	73,260	27,330	45,925
2006-07	230,100	96,455	133,640	152,800	66,765	86,040	77,295	29,695	47,605
2007-08	224,855	95,375	129,480	149,625	65,940	83,680	75,235	29,435	45,795
2008-09	231,260	98,495	132,765	156,830	69,075	87,755	74,430	29,420	45,010
2009-10	237,765	102,270	135,495	162,970	72,700	90,270	74,790	29,570	45,225
2010-11	238,645	103,250	135,395	166,350	73,870	92,480	72,295	29,380	42,910
2011-12	233,010	99,995	133,010	167,365	73,545	93,820	65,640	26,450	39,190
2012-13 (2,21)	230,950	98,640	132,080	167,065	73,190	93,880	63,885	25,450	38,205
2013-14 (2,21)	230,805	97,830	132,935	170,800	74,380	96,390	60,000	23,450	36,545
2014-15 (2,21)	232,570	98,775	133,690	174,840	75,790	98,990	57,730	22,985	34,700
All students at colleges									
2005-06	50,960	23,285	27,675	25,980	12,300	13,680	24,980	10,985	13,995
2006-07	49,460	23,340	26,120	25,880	12,240	13,640	23,580	11,100	12,475
2007-08	47,770	22,875	24,895	25,185	11,855	13,330	22,585	11,020	11,565
2008-09	48,355	23,925	24,430	25,955	12,375	13,580	22,400	11,550	10,855
2009-10	49,800	24,730	25,075	28,640	13,765	14,880	21,160	10,965	10,195
2010-11	51,355	25,650	25,705	31,140	15,295	15,845	20,215	10,355	9,860
2011-12	48,620	24,105	24,515	32,065	15,605	16,460	16,555	8,500	8,055
2012-13 (2)	47,795	23,825	23,970	31,340	15,055	16,280	16,455	8,770	7,690
2013-14 (2)	48,690	24,140	24,550	31,900	15,110	16,790	16,795	9,035	7,760
2014-15 (2)	48,715	24,135	24,580	32,465	14,955	17,510	16,250	9,180	7,070

Source: Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC). Refer to Notes to Tables.

- Table B shows that there was an increase in full-time student numbers at HEIs of 4,040 (2.4%) between 2013-14 and 2014-15, and part-time numbers at HEIs fell by 2,270 (3.8%). For colleges, there was a rise in full-time student numbers of 565 (1.8%), and a fall in part-time numbers of 545 (3.3%). There has been a steady decline in part-time numbers for both sectors as provision shifted towards full-time study; in the college sector the decline reflects the policy shift away from part-time mostly leisure oriented courses and non-recognised qualifications to a greater focus on full-time courses which improve prospects of further study or employment.
- Table B also shows that 56.5% of part-time students in higher education in 2014-15 were female. At colleges, males accounted for 56.5% of part-time students in 2014-15, whilst at HEIs males accounted for 39.8% of students. For full-time students, males accounted for 46.1% at colleges and 43.3% at HEIs.

19. Table B also shows that the majority of HE students (56.3%) were female and 43.7% were male. Between 2013-14 and 2014-15 there was a rise of 940 (0.8%) in the number of male HE level students and a rise of 785 (0.5%) in the number of HE level female students.
20. The majority of females compared to males in HE study can be partly explained through examination of the Scottish School Leaver Destination survey results⁶ which shows that females were better qualified on leaving school and therefore more able to progress to further study while males were more likely than females to go directly into employment.

Table C: Students in higher education in Scottish HEIs and colleges by age, 2005-06 to 2014-15

Institution type / Academic session	Total (6)	16-18	19-20	21-24	25-29	30-39	40-49	50-59	60+
Total									
2005-06	273,050	39,830	55,145	59,230	30,460	42,035	30,910	11,320	3,790
2006-07	279,560	39,770	56,385	61,410	32,410	42,110	31,105	11,805	4,190
2007-08	272,625	38,585	56,085	59,755	32,800	40,095	29,460	11,325	4,200
2008-09	279,615	40,450	57,095	63,280	34,355	39,730	28,630	11,020	4,890
2009-10	287,565	43,330	59,245	66,655	35,400	38,915	27,865	10,855	5,170
2010-11	290,000	41,925	62,415	69,885	36,630	38,560	25,740	10,100	4,655
2011-12	281,630	41,735	62,835	69,725	34,735	35,705	23,010	9,225	4,565
2012-13	278,745	42,370	62,440	70,985	33,715	34,250	21,355	8,995	4,545
2013-14	279,495	42,985	64,605	71,620	33,295	33,625	20,440	8,710	4,105
2014-15	281,285	44,070	66,610	72,765	33,755	33,265	19,125	8,175	3,305
All students at HEIs									
2005-06	222,090	28,985	46,505	51,980	24,695	32,790	24,165	9,155	3,510
2006-07	230,100	28,735	47,530	54,140	26,960	33,655	24,835	9,940	3,960
2007-08	224,855	27,940	47,215	52,750	27,395	32,370	23,590	9,390	3,930
2008-09	231,260	29,290	48,105	55,895	28,895	32,175	22,970	9,190	4,615
2009-10	237,765	31,330	49,825	58,705	29,540	31,780	22,395	9,205	4,900
2010-11	238,645	29,955	52,180	60,935	30,475	31,430	20,730	8,425	4,440
2011-12	233,010	29,515	52,605	61,630	29,030	29,280	18,705	7,780	4,395
2012-13	230,950	30,370	51,905	62,970	28,060	28,115	17,500	7,625	4,350
2013-14	230,805	30,755	53,690	63,375	27,675	27,550	16,695	7,120	3,860
2014-15	232,570	31,590	55,435	64,470	28,225	27,365	15,675	6,660	3,055
All students at colleges									
2005-06	50,960	10,845	8,640	7,250	5,760	9,245	6,745	2,160	280
2006-07	49,460	11,035	8,855	7,270	5,445	8,450	6,270	1,865	230
2007-08	47,770	10,645	8,865	7,000	5,405	7,725	5,870	1,935	270
2008-09	48,355	11,160	8,990	7,385	5,460	7,555	5,660	1,835	275
2009-10	49,800	12,000	9,420	7,945	5,860	7,140	5,475	1,650	270
2010-11	51,355	11,970	10,240	8,945	6,155	7,130	5,010	1,675	215
2011-12	48,620	12,220	10,230	8,095	5,705	6,430	4,305	1,445	170
2012-13	47,795	12,000	10,535	8,015	5,655	6,135	3,855	1,370	200
2013-14	48,690	12,225	10,915	8,245	5,620	6,075	3,745	1,590	245
2014-15	48,715	12,480	11,175	8,295	5,530	5,900	3,450	1,515	250

Sources: Higher Education Statistics Agency (HESA) Scottish Funding Council (SFC).
Refer to Notes to Tables.

⁶ [Scottish School Leaver Destination Survey results](#)

21. Table C shows that the number of students aged under 25 rose by 4,235 (2.4%) between 2013-14 and 2014-15 and there was also an increase for students aged 25 to 29 which rose by 460 (1.4%). Student enrolments for the 30 to 59 age group fell by 2,210 (3.5%).
22. Student numbers for those aged 30 to 59 have reduced noticeably since 2004-05. To be consistent with Scottish Government policy, SFC asked colleges and HEIs to prioritise the 16 to 24 age group in order to improve the employability of young people. There was also increased demand from school leavers to attend HEIs during the economic recession (when fewer opportunities were available to enter employment). As first degree numbers for Scottish students attending Scottish HEIs are controlled by SFC through a set number of funded places, if HEIs recruit more school leavers or other younger students, then there will be less available places for older students.

Student entrant numbers and characteristics

23. Table D shows that the total number of new entrants to HE courses fell by 1,705 (or 1.3%) between 2013-14 and 2014-15. This was mainly due to a decline in sub-degree study of 2,665 (4.8%), including a fall of 1,270 (4.3%) in HNC/D entrants, HN entrant numbers at colleges falling by 1,215 (4.7%) and HN entrant numbers at HEIs by 55. By contrast, there was of an increase in entrants to postgraduate study of 730 (2.3%) and a rise in entrants to first degree study of 220 (0.5%). The overall number of new entrants at HEIs was 96,875 (72.5% of the total) and the number at colleges was 36,780 (27.5%).

Table D: Entrants to higher education in HEIs and colleges by level of study and academic year: 2005-06 to 2014-15

Institution Type / Academic Session	Total	Postgraduate Research (1)	Postgraduate Taught	First Degree	HNC/HND	Other Sub-degree
Total						
2005-06	137,565	2,935	23,645	44,010	30,385	36,590
2006-07	142,460	3,275	25,730	42,780	28,965	41,710
2007-08	137,495	3,245	24,675	42,965	28,275	38,235
2008-09	144,130	3,655	25,720	46,775	28,470	39,465
2009-10	147,465	3,790	27,700	50,295	29,600	36,080
2010-11	140,590	3,865	26,840	46,860	30,250	32,775
2011-12	132,365	3,800	25,915	44,945	29,275	28,430
2012-13	133,415	3,940	25,870	46,870	27,945	28,790
2013-14	135,365	4,090	27,290	47,855	29,485	26,650
2014-15	133,660	4,175	27,935	48,075	28,215	25,255
All students at HEIs						
2005-06	97,040	2,935	23,505	43,555	2,935	24,110
2006-07	103,575	3,275	25,575	42,400	3,470	28,855
2007-08	100,115	3,245	24,535	42,520	3,765	26,050
2008-09	105,975	3,655	25,645	46,255	3,290	27,125
2009-10	108,840	3,790	27,610	49,765	3,110	24,570
2010-11	101,080	3,865	26,765	46,070	2,885	21,500
2011-12	95,350	3,800	25,905	44,140	2,465	19,040
2012-13 (2)	96,970	3,940	25,870	45,970	2,410	18,780
2013-14 (2)	97,900	4,090	27,290	46,920	3,465	16,135
2014-15	96,875	4,175	27,935	47,230	3,410	14,125
All students at colleges						
2005-06	40,525	-	140	450	27,450	12,480
2006-07	38,885	-	155	380	25,495	12,855
2007-08	37,380	-	140	445	24,510	12,185
2008-09	38,150	-	80	515	25,175	12,340
2009-10	38,625	-	90	535	26,490	11,505
2010-11	39,510	-	75	790	27,370	11,275
2011-12	37,015	-	10	805	26,810	9,385
2012-13 (2)	36,445	-	-	900	25,535	10,010
2013-14 (2)	37,465	-	-	935	26,020	10,510
2014-15 (2)	36,780	-	-	845	24,805	11,135

Sources: Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC). Refer to Notes to Tables.

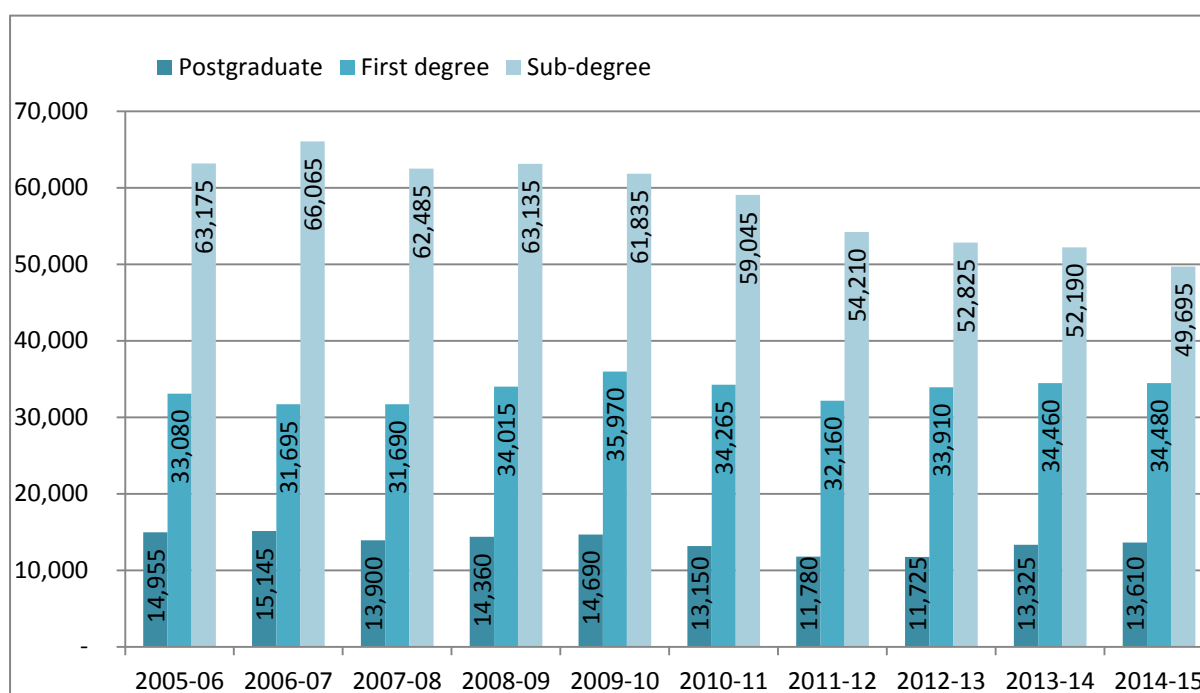
Table E: Entrants to higher education in HEIs and colleges in 2014-15 by level of study, subject and gender

Subject Area	All levels			Postgraduate			First degree			Sub-degree		
	Total	Male (%)	Female (%)	Total	Male (%)	Female (%)	Total	Male (%)	Female (%)	Total	Male (%)	Female (%)
Total (21)	133,660	43.4%	56.6%	32,110	43.1%	56.9%	48,075	42.3%	57.7%	53,470	44.5%	55.5%
Medical Studies												
Subjects allied to Medicine	13,220	17.9%	82.1%	3,310	25.3%	74.7%	5,670	15.3%	84.7%	4,240	15.6%	84.4%
Medicine and Dentistry	2,255	41.8%	58.2%	895	39.3%	60.7%	1,270	40.9%	59.1%	95	76.3%	23.7%
Total	15,475	21.4%	78.6%	4,205	28.3%	71.7%	6,940	20.0%	80.0%	4,330	16.9%	83.1%
Science and Engineering												
Agriculture & related subjects	1,110	42.2%	57.8%	335	47.5%	52.5%	160	38.8%	61.3%	615	40.2%	59.8%
Architecture, building and planning	3,290	68.7%	31.3%	1,015	53.1%	46.9%	1,065	62.1%	37.9%	1,210	87.7%	12.3%
Biological Sciences	8,815	36.1%	63.9%	1,710	38.8%	61.2%	5,450	34.5%	65.5%	1,655	39.0%	61.0%
Engineering and Technology	13,390	85.7%	14.3%	2,840	76.8%	23.2%	4,265	83.2%	16.8%	6,290	91.3%	8.7%
Computer Science	6,780	80.6%	19.4%	1,090	70.6%	29.4%	2,845	83.3%	16.7%	2,845	81.7%	18.3%
Mathematical Sciences	1,625	57.8%	42.2%	390	57.7%	42.3%	1,055	54.0%	46.0%	180	80.6%	19.4%
Physical Sciences	4,095	56.1%	43.9%	1,325	57.2%	42.8%	2,395	55.8%	44.2%	375	53.7%	46.3%
Veterinary Science	395	19.1%	80.9%	55	39.3%	60.7%	275	17.9%	82.1%	65	7.6%	92.4%
Total	39,490	66.2%	33.8%	8,760	60.7%	39.3%	17,505	59.8%	40.2%	13,225	78.4%	21.6%
Business and Social Studies												
Business & Administrative studies	23,410	42.0%	58.0%	6,560	47.4%	52.6%	6,870	42.6%	57.4%	9,985	38.2%	61.8%
Law	4,290	36.9%	63.1%	1,695	42.3%	57.7%	1,620	35.2%	64.8%	980	30.3%	69.7%
Mass Communication & documentation	2,380	46.3%	53.7%	545	30.4%	69.6%	885	42.0%	58.0%	950	59.4%	40.6%
Social Studies	13,515	27.9%	72.1%	2,230	40.1%	59.9%	4,375	34.3%	65.7%	6,910	19.9%	80.1%
Total	43,600	37.4%	62.6%	11,025	44.3%	55.7%	13,745	39.0%	61.0%	18,825	32.1%	67.9%
Education and the Arts												
Creative Arts & Design	10,855	33.2%	66.8%	1,010	34.7%	65.3%	3,080	32.5%	67.5%	6,765	33.3%	66.7%
Education	7,690	27.8%	72.2%	5,065	25.5%	74.5%	1,580	17.2%	82.8%	1,045	54.5%	45.5%
Historical & Philosophical Studies	4,040	41.4%	58.6%	1,015	45.7%	54.3%	2,260	40.3%	59.7%	765	39.1%	60.9%
Languages	5,120	31.8%	68.2%	780	33.1%	66.9%	2,285	26.7%	73.3%	2,055	36.9%	63.1%
Total	27,500	32.8%	67.2%	7,870	30.0%	70.0%	9,195	30.4%	69.6%	10,630	37.0%	63.0%
Combined (7)	7,325	42.6%	57.4%	230	29.3%	70.7%	655	45.9%	54.1%	6,440	42.7%	57.3%
Supplementary subjects contained in the above categories												
Economics and Politics	2,920	51.5%	48.5%	1,005	53.0%	47.0%	1,770	51.4%	48.6%	140	42.0%	58.0%
English	2,030	33.6%	66.4%	290	32.8%	67.2%	1,025	24.7%	75.3%	710	46.8%	53.2%
Geography (8)	815	42.5%	57.5%	250	51.5%	48.5%	560	38.6%	61.4%	5	28.6%	71.4%
Psychology	3,720	25.0%	75.0%	690	25.9%	74.1%	2,325	22.8%	77.2%	705	31.6%	68.4%

Sources: Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC). Refer to Notes to Tables.

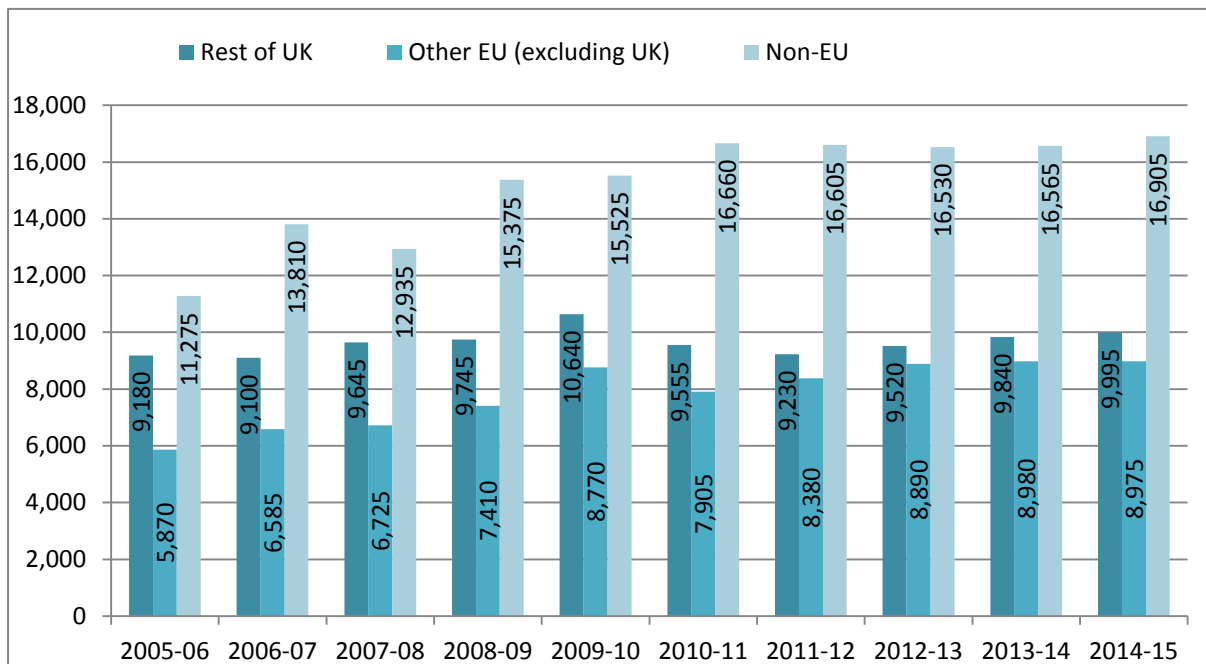
24. Some subject areas have tightly controlled student intakes which influence profile of subjects delivered. Our [controlled subjects sector communication](#) outlines these numbers.
25. Table E shows that a majority (56.6%) of entrants in 2014-15 were female and 43.4% were male. The subject groups with the highest proportions of female entrants were Subjects allied to Medicine (82.1%), Veterinary Science (80.9%) and Education (72.2%). The subject groups with the highest proportion of male entrants were Engineering and Technology (85.7%), Computer Science (80.6%) and Architecture, Building and Planning (68.7%).
26. The HE courses in Scotland with the largest overall numbers of entrants in 2014-15 were Business & Administrative Studies with 23,410 entrants followed by Social Studies with 13,515 entrants and Engineering and Technology with 13,390 entrants.

Figure 3 Scottish domiciled entrants to HE at Scottish HEIs and colleges by level of study: 2005-06 to 2014-15



27. Figure 3 shows that the number of Scottish domiciled first degree entrants has increased by 4.2% between 2005-06 and 2014-15, but in the same time period the number of Scottish domiciled postgraduate entrants has declined by 9.0% and the number of Scottish domiciled sub-degree students by 21.3% respectively.
28. In 2013-14 SFC began investing in additional taught postgraduate places and there has been an increase in Scottish-domiciled postgraduate entrants of 1,885 (16.1%) since the low point in 2012-13.

Figure 4 Non-Scottish domiciled entrants to HE at Scottish HEIs and colleges by domicile: 2005-06 to 2014-15



29. Prior to 2012-13, the number of RUK students at Scottish HEIs had been controlled to some degree by the number of funded places available at Scottish HEIs which supported the provision of RUK students. The provision for these students is now funded through the de-regulated tuition fees that were introduced for 2012-13. The likely long term effect on RUK recruitment of these changes is uncertain but the figures for the period 2012-13 to 2014-15 displayed in Figure 4 show an increase in entrants from RUK, despite the de-regulation of tuition fees.

Domicile of Entrants

30. Table F shows that of the 133,660 entrants to HE in Scotland in 2014-15, either at Scottish colleges or HEIs, 97,790 (73.2%) were Scottish domiciled while 9,995 (7.5%) were from the rest of the UK.
31. Table F shows that the total number of Scottish domiciled entrants fell by 2,190 (1.8%) between 2013-14 and 2014-15.
32. While the number of Scottish domiciled entrants decreased, there was an increase of 285 (2.2%) for Non-European entrants and an increase of 55 (5.6%) for entrants from the Non-EU Europe area. There was also an increase of 150 (1.5%) from RUK entrants but EU entrants were at broadly the same level compared to 2013-14. Table F provides further information.
33. Students from the EU (not RUK) are still eligible to have their provision supported through SFC funding but would have to pay higher fees if they chose to study at an HEI elsewhere in the UK.

Table F. Entrants in higher education at Scottish HEIs and colleges by domicile and level of study, 2005-06 to 2014-15

Level of Study / Academic Session	Total all domiciles (13)	Scotland	England	Wales	Northern Ireland	Other UK	Total UK	EU	Non-EU Europe	Non-European
All levels										
2005-06	137,565	111,210	7,210	235	1,575	80	120,390	5,870	495	10,780
2006-07	142,460	112,910	7,065	240	1,580	75	122,010	6,585	595	13,215
2007-08	137,495	108,175	7,320	260	1,505	70	117,820	6,725	565	12,370
2008-09	144,130	111,555	7,745	235	1,430	110	121,300	7,410	685	14,690
2009-10	147,465	112,495	8,440	275	1,420	335	123,135	8,770	810	14,715
2010-11	140,590	106,460	7,800	235	1,390	75	116,015	7,905	870	15,790
2011-12	132,365	98,150	7,495	260	1,375	75	107,380	8,380	880	15,725
2012-13	133,415	98,455	7,910	285	1,165	155	107,975	8,890	965	15,565
2013-14	135,365	99,980	8,175	315	1,295	60	109,820	8,980	975	15,590
2014-15	133,660	97,790	8,405	285	1,240	65	107,780	8,975	1,030	15,875
Postgraduate										
2005-06	26,580	14,955	2,060	90	240	20	17,410	2,125	240	6,775
2006-07	29,005	15,145	2,610	95	250	20	18,175	2,290	300	8,205
2007-08	27,920	13,900	2,690	120	270	20	17,035	2,235	295	8,350
2008-09	29,380	14,360	2,550	100	235	20	17,320	2,535	335	9,155
2009-10	31,490	14,690	3,035	115	295	20	18,235	3,150	380	9,695
2010-11	30,705	13,150	3,095	100	270	15	16,660	3,160	395	10,480
2011-12	29,715	11,780	3,280	115	255	15	15,465	3,470	400	10,380
2012-13	29,810	11,725	3,280	120	215	65	15,405	3,730	485	10,175
2013-14	31,375	13,325	3,230	170	240	25	16,995	3,895	470	10,020
2014-15	32,110	13,610	3,030	125	230	25	17,020	4,025	520	10,545
First Degree										
2005-06	44,010	33,080	4,230	125	1,230	40	38,715	2,825	190	2,275
2006-07	42,780	31,695	3,600	105	1,195	40	36,660	3,180	220	2,700
2007-08	42,965	31,690	3,850	120	1,070	35	36,795	3,615	215	2,340
2008-09	46,775	34,015	4,320	100	1,100	70	39,625	4,075	285	2,790
2009-10	50,295	35,970	4,715	130	1,065	60	41,950	4,830	350	3,155
2010-11	46,860	34,265	3,720	100	1,035	45	39,170	4,175	330	3,185
2011-12	44,945	32,160	3,495	95	1,070	50	36,865	4,210	410	3,455
2012-13	46,870	33,910	3,910	125	885	45	38,875	4,500	370	3,125
2013-14	47,855	34,460	4,255	110	975	25	39,825	4,280	390	3,360
2014-15	48,075	34,480	4,670	125	955	30	40,265	4,115	385	3,310
Sub-degree										
2005-06	66,980	63,175	915	25	110	20	64,265	920	65	1,730
2006-07	70,675	66,065	850	35	135	15	67,170	1,120	75	2,310
2007-08	66,510	62,485	780	20	170	15	63,890	880	60	1,680
2008-09	67,935	63,135	875	30	95	20	64,310	800	70	2,750
2009-10	65,680	61,835	690	25	60	255	62,950	790	80	1,860
2010-11	63,025	59,045	985	35	85	10	60,185	570	140	2,125
2011-12	57,705	54,210	720	50	50	10	55,045	700	65	1,890
2012-13	56,735	52,825	725	40	65	45	53,695	655	110	2,265
2013-14	56,135	52,190	695	35	80	5	53,000	805	115	2,210
2014-15	53,475	49,695	705	35	60	5	50,500	830	125	2,020

Source: Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC). Refer to Notes to Tables.

Access and Equalities

34. Table G shows that 88.2% of all students whose ethnicity was recorded were white. Students from an Asian–Chinese background were the second largest ethnic group with 2.6% of the total and students from a Black African background were the third largest ethnic group with 1.9%.

Table G. Students in higher education at Scottish HEIs and colleges by level of study and ethnicity, 2014-15

Ethnic Background	Level of Study					
	All Levels	Postgraduate		First Degree	Sub-degree	
		Research Postgraduate	Taught Postgraduate		HNC/HND	Other Sub-degree
All Students	281,285	12,525	43,675	154,420	40,765	29,905
Asian - Bangladeshi	425	30	135	185	60	20
Asian - Chinese	6,630	495	2,595	2,750	160	635
Asian - Indian	3,375	265	970	1,355	300	485
Asian - Pakistani	3,755	105	490	2,310	630	215
Asian - other	3,080	350	940	1,410	215	160
Black - African	4,830	435	1,885	1,700	520	295
Black - Caribbean	320	15	100	130	40	30
Black - other	360	40	120	120	50	25
White	223,820	7,540	26,075	127,210	37,970	25,025
Mixed background	4,295	265	725	2,700	310	295
Other ethnic background	2,865	425	900	1,090	210	235
Unknown	27,530	2,565	8,725	13,460	300	2,480

Sources: Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC).
Refer to Notes to Tables.

35. The proportion of Scottish-domiciled entrants to HE that come from the 20% most deprived areas of Scotland was 16.0% in 2014-5, a marginal increase of 0.1 percentage points compared to 2013-14. As 19.3% of the working age population live in the 20% most deprived areas of Scotland, this cohort remain under-represented in higher education in Scotland.
36. Looking at the variability between institution types; students from the 20% most deprived areas remain over-represented in Scotland's colleges (23.0%) and under-represented amongst Scotland's HEIs, particularly ancient universities (8.4%) and small specialist institutions (11.7%), there is little change evident in these proportions between 2013-14 and 2014-15. SFC⁷ allocates additional places to students from most deprived areas.
37. SFC's *Learning for All: Measures of Success 2015*⁸ publication provides further analysis of statistics concerning those from the most deprived areas at Scotland's HEIs and Colleges.
38. In 2014-15, entrants from the 20% most deprived areas were under represented by 3.2 percentage points. In 2005-06, under-representation of this group stood at 4.7 percentage points. Figure 5 provides an overview of the level of representation by institution type.

⁷ [SFC Outcome Agreement information](#)

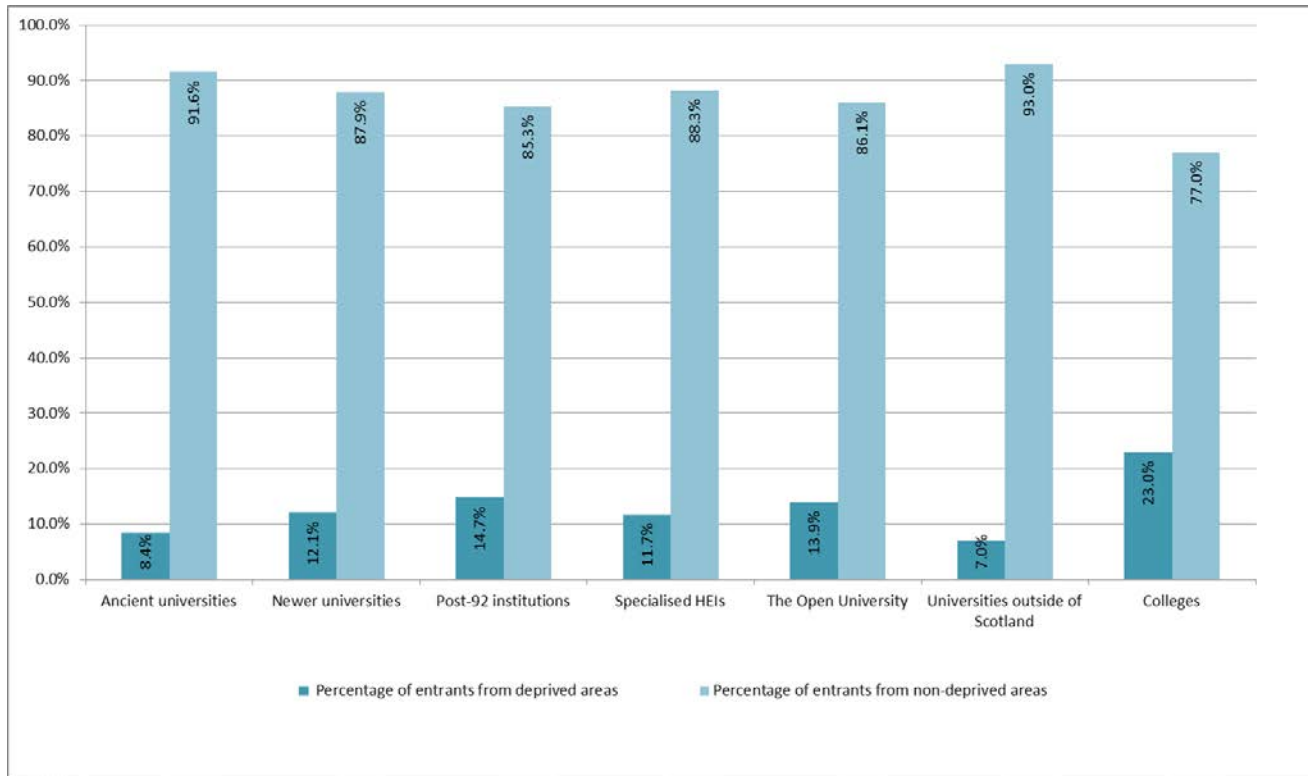
⁸ [Learning for All: Measures of Success 2015](#)

Table H. Scottish domiciled entrants from deprived areas to higher education in the UK by institution type, 2005-06 to 2014-15

Type of Institution (15)	Percentage of HE entrants from 20% most deprived areas (16)									
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Colleges	21.7%	21.8%	21.8%	21.7%	22.6%	22.3%	22.4%	22.8%	22.5%	23.0%
Ancient Universities (3)	7.6%	7.7%	7.3%	7.8%	7.6%	7.9%	7.4%	8.2%	8.8%	8.4%
Newer Universities	11.7%	11.7%	11.1%	11.0%	11.1%	11.2%	10.7%	11.1%	11.9%	12.1%
Post-92 HEIs	14.4%	14.6%	14.8%	14.7%	14.6%	14.8%	13.9%	15.3%	15.0%	14.7%
Specialised HEIs (2,3)	7.7%	6.5%	7.5%	6.6%	7.9%	7.2%	8.6%	7.4%	10.8%	11.7%
Open University	13.2%	13.7%	13.2%	14.0%	14.0%	14.7%	14.7%	15.4%	14.7%	13.9%
Universities outside Scotland	6.8%	6.3%	6.9%	7.4%	7.0%	9.0%	7.5%	5.8%	7.1%	7.0%
All entrants from 20% most deprived areas (16,22)	15.0%	15.0%	14.8%	14.9%	15.1%	15.4%	15.1%	15.8%	15.9%	16.0%
% of Scottish population living in 20% most deprived areas (16)	19.7%	19.6%	19.3%	19.2%	19.1%	19.0%	19.0%	19.3%	19.2%	19.2%
% of Scottish working age population living in 20% most deprived areas (17)	19.4%	19.4%	19.0%	19.0%	18.9%	18.8%	18.8%	19.3%	19.3%	19.3%
Under-representation of total population from 20% most deprived areas	-4.7%	-4.6%	-4.5%	-4.3%	-4.1%	-3.6%	-3.9%	-3.5%	-3.4%	-3.2%
Under-representation of working age population from 20% most deprived areas	-4.4%	-4.4%	-4.2%	-4.1%	-3.8%	-3.4%	-3.7%	-3.5%	-3.4%	-3.3%

Sources: Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC).
Refer to Notes to Tables.

Figure 5: Scottish domiciled entrants to higher education by deprivation classification of domicile and institution type: 2014-15



Qualifiers

Qualifier numbers and characteristics

39. Table I shows that there were 97,040 higher education qualifiers from Scottish institutions in 2014-15, a slight fall of 300 from the highest level of 97,340 recorded in 2013-14. The overall increase over the 10 year period since 2005-06 was 15,875 or 19.6 % and Scottish-domiciled students accounted for 69.2% of all qualifiers.
40. While the number qualifying at research postgraduate level rose by 325 (12.5%) and the number at taught postgraduate level rose by 25 (0.1%), the number of qualifiers at first degree level fell by 140 (0.4%) and qualifiers at HNC/D level fell by 470 (2.3%). The majority of the fall in qualifiers at HNC/D level was at colleges. There was also a reduction in the number of qualifiers at other sub-degree level (excluding HNC/Ds), which fell by 35 overall (0.3%), reflecting a fall in qualifiers at HEIs of 665, and a partially compensating increase of 625 sub-degree qualifiers from colleges.
41. Qualifiers from Scottish HEIs decreased by 440 (0.6%), from 71,615 in 2013-14 to 71,175 in 2014-15, and have increased by 12,175 (20.6%) since 2005-06. Altogether, 65.9% of qualifiers in 2014-15 achieved graduate level qualifications (first degree level or above), and these were mainly achieved at HEIs. There was a small increase in qualifiers from colleges of 140 (0.5%).

Table I. Qualifiers from higher education courses at Scottish institutions by institution type, level of qualification obtained and academic year, 2005-06 to 2014-15

Institution Type / Academic Session	Level of Qualification Obtained					
	All Levels	Postgraduate		First Degree	Sub-degree	
		Research Postgraduate (1)	Taught Postgraduate		HNC/HND	Other Sub-degree
Total						
2005-06	81,165	2,235	17,575	31,090	17,470	12,790
2006-07	82,920	2,300	18,135	32,025	16,275	14,185
2007-08	83,335	2,155	19,550	31,235	15,695	14,650
2008-09	84,030	2,275	19,355	31,750	16,685	13,965
2009-10	83,885	2,330	19,045	32,095	18,260	12,155
2010-11	90,480	2,590	20,920	33,130	20,000	13,840
2011-12	92,870	2,710	22,360	34,585	20,530	12,675
2012-13 (2)	95,575	2,870	22,685	36,025	20,570	13,430
2013-14 (2)	97,340	2,605	24,110	37,010	20,525	13,090
2014-15 (2)	97,040	2,930	24,135	36,870	20,055	13,055
All students at HEIs						
2005-06	59,000	2,235	17,470	30,910	1,750	6,635
2006-07	60,910	2,300	18,020	31,825	1,430	7,335
2007-08	62,130	2,155	19,510	30,965	1,950	7,550
2008-09	61,565	2,275	19,315	31,465	1,715	6,790
2009-10	60,530	2,330	19,000	31,790	1,675	5,730
2010-11	64,295	2,590	20,875	32,555	1,765	6,500
2011-12	67,930	2,710	22,350	34,085	1,865	6,925
2012-13 (2)	70,005	2,870	22,670	35,440	1,920	7,110
2013-14 (2)	71,615	2,605	24,110	36,340	2,320	6,240
2014-15 (2)	71,175	2,930	24,135	36,210	2,330	5,575
All students at colleges						
2005-06	22,165	-	105	185	15,720	6,155
2006-07	22,010	-	115	205	14,845	6,850
2007-08	21,205	-	40	265	13,745	7,100
2008-09	22,465	-	40	285	14,970	7,175
2009-10	23,355	-	45	300	16,585	6,420
2010-11	26,185	-	40	570	18,230	7,340
2011-12	24,935	-	15	505	18,670	5,750
2012-13 (2)	25,565	-	15	585	18,650	6,320
2013-14 (2)	25,725	-	-	670	18,205	6,850
2014-15 (2)	25,865	-	-	660	17,730	7,475

Sources: Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC). Refer to Notes to Tables.

- 42. Many of these qualifying students will be from outwith Scotland but may choose to take up employment in Scotland when their course ends. Retaining these highly qualified graduates is an important benefit of Scotland remaining a net importer of students.
- 43. Further information on destination of qualifiers is available with the [HESA publication on destination of leavers](#).
- 44. HESA also follows graduates over a longer time frame and publish their finding for this group in their [longitudinal survey publication](#).

Figure 6. Qualifiers from higher education in Scottish HEIs and colleges by level of student: 2014-15

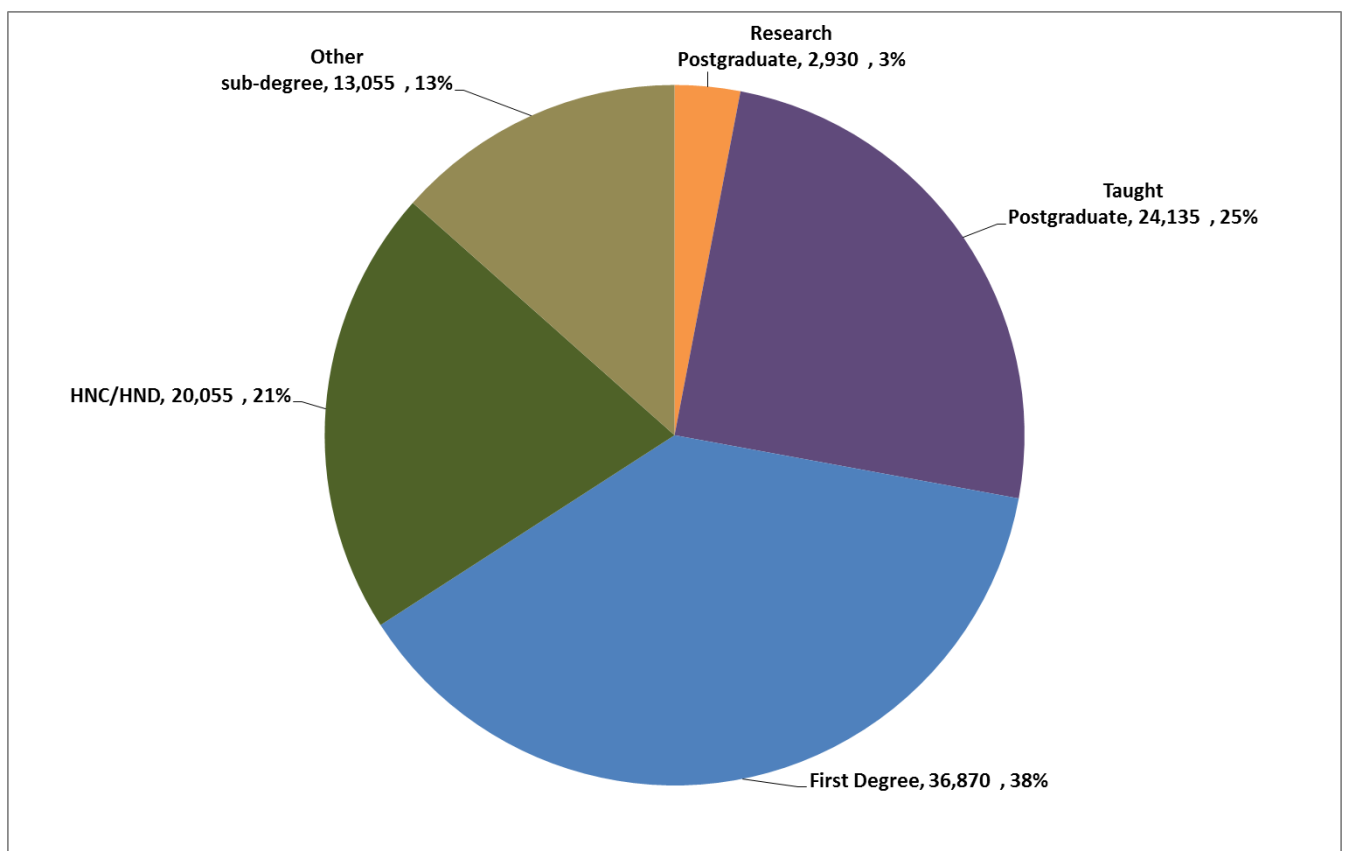
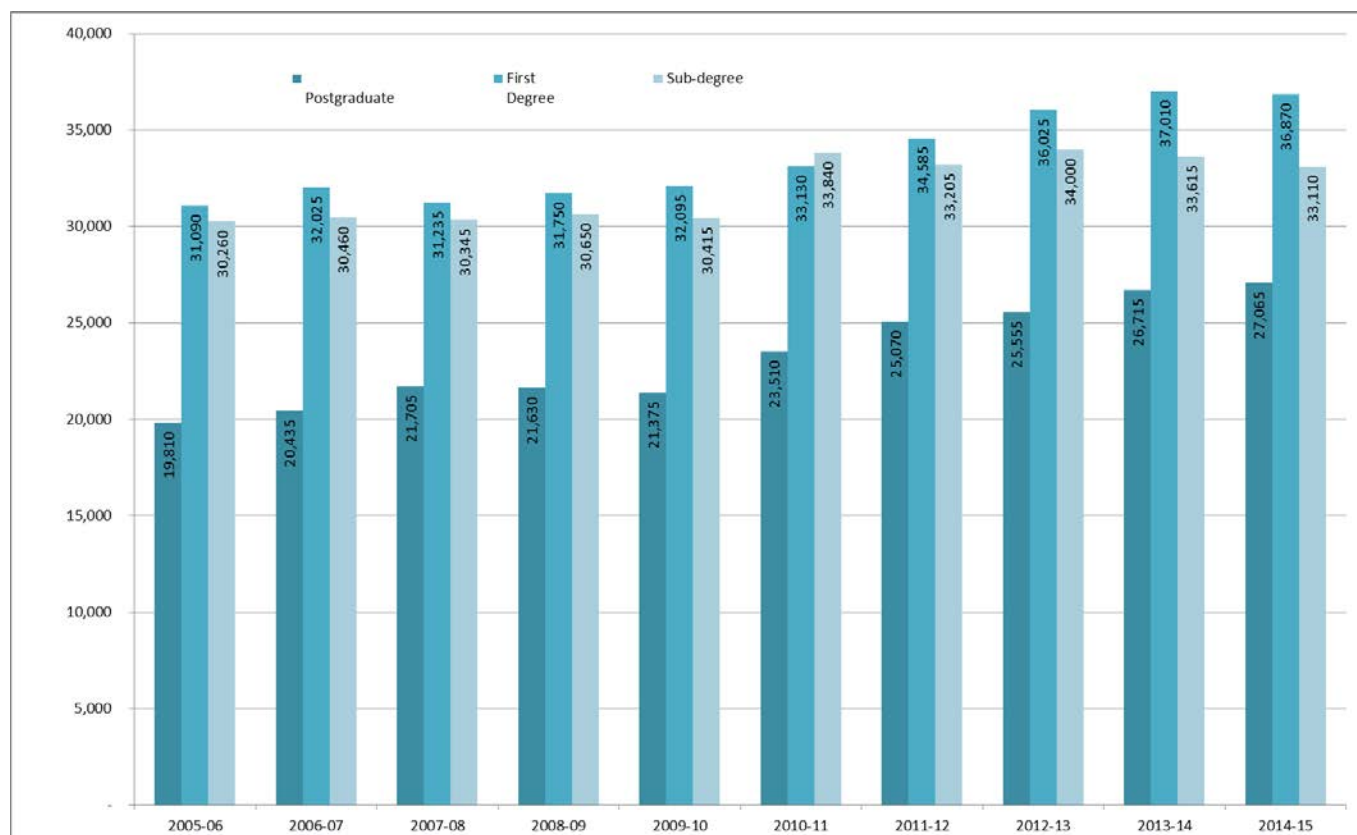


Figure 7. Scottish qualifiers from HE in Scottish HEIs and colleges by level of study: 2005-06 to 2014-15



Gender, age and domicile of qualifiers

45. Table J shows that the number of qualifiers aged 16 to 24 decreased by 3,220 (5.4%) between 2013-14 and 2014-15. The majority of qualifiers (57.7%) in 2014-15 were aged below 25.
46. Table K shows that students with Scottish domiciles accounted for 69.2% of qualifiers from Scottish institutions in 2014-15. Students from the rest of the UK accounted for a further 7.3 % of qualifiers, with 7.5 % from the rest of the EU and 16.9% from outside the EU. Between 2013-14 and 2014-15 qualifiers from Scottish domiciles fell by 1,345 (2%).
47. Table L shows that in 2014-15, the percentage of males in the qualifier population was 43.4% (down marginally from 43.5% in 2013-14) and that females made up 56.6% of qualifiers (up marginally from 56.5% in 2013-14).

Table J: Qualifiers from Higher Education courses at Scottish Institutions by age, 2005-06 to 2014-15

Level of Qualification / Academic Session	Total (6)	16-18	19-20	21-24	25-29	30-39	40-49	50-59	60+
All levels									
2005-06	81,165	2,145	7,140	31,325	14,140	13,575	9,405	2,960	455
2006-07	82,920	2,310	7,590	32,930	14,540	13,090	9,025	2,915	500
2007-08	83,335	2,280	7,615	32,675	15,040	13,045	8,920	2,970	555
2008-09	84,030	2,580	7,870	33,455	15,025	12,965	8,510	3,005	610
2009-10	83,885	2,830	8,110	33,620	15,495	12,650	7,900	2,735	535
2010-11	90,480	2,930	9,165	36,170	17,270	13,250	7,955	3,000	740
2011-12	92,870	3,140	9,360	37,945	18,360	13,320	7,450	2,705	580
2012-13	95,575	3,585	14,815	38,895	16,055	12,295	6,660	2,545	715
2013-14	97,340	3,755	15,685	39,770	15,930	12,285	6,545	2,615	755
2014-15	97,040	3,020	10,485	42,485	18,470	12,985	6,160	2,725	705

Sources: Higher Education Statistics Agency (HESA) and Scottish Funding Council.
Refer to Notes to Tables.

Table K: Qualifiers from Higher Education courses at Scottish Institutions by pre-study domicile and academic year, 2005-06 to 2014-15

Level of Qualification / Academic Session	Total	Scotland	Rest of UK	EU excluding UK	Rest of the world
Total					
2005-06	81,165	62,225	6,665	4,180	8,100
2006-07	82,920	62,710	6,605	4,610	8,990
2007-08	83,335	61,420	6,895	4,820	10,205
2008-09	84,030	61,435	7,485	5,005	10,100
2009-10	83,885	60,740	6,605	5,755	10,725
2010-11	90,480	64,715	7,110	5,955	12,655
2011-12	92,870	65,045	7,500	6,095	14,230
2012-13	95,575	66,640	7,945	6,475	14,515
2013-14	97,340	68,530	7,260	6,855	14,695
2014-15	97,040	67,185	7,130	7,320	15,405

Sources: Higher Education Statistics Agency (HESA) and Scottish Funding Council.
Refer to Notes to Tables.

Table L: Qualifiers from Higher Education courses at Scottish Institutions by mode of study and gender, 2005-06 to 2014-15

Academic Session				Full-time			Part-time (20)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
2005-06	81,165	33,975	47,190	49,715	20,560	29,155	31,450	13,415	18,035
2006-07	82,920	35,435	47,485	52,615	21,840	30,775	30,305	13,595	16,710
2007-08	83,335	36,015	47,315	51,085	21,515	29,570	32,245	14,505	17,740
2008-09	84,030	37,270	46,760	53,585	23,010	30,575	30,445	14,260	16,185
2009-10	83,885	37,410	46,470	55,075	23,925	31,155	28,805	13,490	15,320
2010-11	90,480	41,215	49,265	58,490	25,935	32,560	31,990	15,280	16,710
2011-12	92,870	41,440	51,430	62,275	27,130	35,145	30,595	14,310	16,285
2012-13	95,575	42,280	53,290	63,340	27,425	35,915	32,230	14,855	17,375
2013-14	97,340	42,320	55,005	66,150	27,945	38,195	31,195	14,375	16,815
2014-15	97,040	42,125	54,890	67,210	27,930	39,280	29,800	14,195	15,610

Sources: Higher Education Statistics Agency (HESA) and Scottish Funding Council.
Refer to Notes to Tables.

Participation Rates for Entrants to Scottish Higher Education

Higher Education Initial Participation Rate (HEIPR)

48. The Higher Education Initial Participation Rate (HEIPR) roughly equates to the probability that a 16 year old will participate in Higher Education by the age of 30.
49. The Scottish HEIPR, displayed in Table M, is a measure of all initial entrants⁹ aged between 16 and 30 (inclusive). The measure does not show the proportion currently participating, the proportion continuing beyond the first six months, or those who successfully complete a course. It measures access to higher education and is suitable for comparison with measures in other countries. Key strengths of these rates, compared to simple student statistics, are that these participation rates are more inclusive and better recognise the importance of lifelong learning.
50. The initial participation rates for each age group (16 to 30) in scope of this calculation are summed to give the HEIPR.

⁹ An initial entrant is defined as any student who participates for at least six months on a course which is expected to last for at least six months, who has not participated in Higher Education previously for a period for at least six months (whether at a College or an HEI).

Table M: Scottish Higher Education Initial Participation Rate (HEIPR) by Age 2013-14 and 2014-15

	2013-14			2014-15			
Age	Initial Entrants	Population	Initial Participation Rate	Initial Entrants	Population	Initial Participation Rate	Year-on-Year Change in HEIPR
16	1,061	61,362	1.7%	1,131	59,569	1.9%	↑
17	9,569	61,868	15.5%	9,677	61,669	15.7%	↑
18	13,039	63,905	20.4%	13,029	63,315	20.6%	↑
19	3,911	67,369	5.8%	3,755	66,249	5.7%	↓
20	1,688	69,697	2.4%	1,815	69,134	2.6%	↑
21	1,148	74,680	1.5%	1,113	70,661	1.6%	↑
22	938	76,895	1.2%	853	75,636	1.1%	↓
23	781	74,243	1.1%	781	76,950	1.0%	↓
24	701	72,573	1.0%	658	74,037	0.9%	↓
25	616	72,826	0.8%	630	72,354	0.9%	↑
26	598	71,143	0.8%	555	72,768	0.8%	↔
27	534	70,361	0.8%	557	71,185	0.8%	↔
28	511	69,909	0.7%	519	70,389	0.7%	↔
29	443	68,013	0.7%	428	70,041	0.6%	↓
30	417	68,417	0.6%	366	68,138	0.5%	↓
16-30	35,955	1,043,260	55.0%	35,867	1,042,096	55.4%	↑

Source: Higher Education Statistics Agency (HESA), Scottish Funding Council (SFC) and National Records of Scotland (NRS)

51. Table M indicates that the Scottish HEIPR has slightly increased from 55.0% in 2013-14 to 55.4% in 2014-15. It indicates that the distribution of ages of entrants is similar for the two years, and indicates that a significant majority of new entrants continue to be less than 20 years of age. That trend may be explained by SFC prioritising support for the 16 to 24 age group at colleges in recent years.
52. Further detailed information on the HEIPR how it is calculated can be found in SFC's *Participation Rates for Entrants to Scottish Higher Education in 2012-13* publication¹⁰. Breakdowns of Tables M can be provided by different variables on request via the contact details on the front page of this report.

¹⁰ [Participation Rates for Entrants to Scottish Higher Education in 2014-15](#)

Notes to Tables

Some of these notes refer to additional tables published on the SFC website and not to any of the tables in this publication.

1. The figures include Scottish-domiciled postgraduate research students at the Open University up to 2011-12. The Open University had 20 Scottish-domiciled postgraduate research students in 2011-12.
2. Students at the former land-based colleges of Barony, Elmwood and Oatridge, which merged with the Scottish Agricultural College (SAC) to form SRUC in October 2012, were still recorded through the college reporting until 2012-13. They are included in the figures for colleges for 2012-13 but are included with the SRUC and HEI related figures from 2013-14.
3. The following changes to institutions have taken place over the period 2004-05 to 2014-15:
 - The University of Paisley merged with Bell College at the start of the 2007-08 academic session to become the University of the West of Scotland.
 - The Edinburgh College of Art merged with the University of Edinburgh at the start of academic session 2011-12.
 - In 2005-06 Fife College of Further and Higher Education and Glenrothes College merged to form Adam Smith College.
 - In 2005-06 Falkirk College of Further and Higher Education and Clackmannan College of Further Education merged to form Forth Valley College.
 - In 2005-06 Glasgow College of Food Technology and Glasgow College of Building and Printing merged to form Glasgow Metropolitan College.
 - In 2010-11, Glasgow Metropolitan College, Glasgow College of Nautical Studies and Central College Glasgow merged to form City of Glasgow College.
 - In 2012-13 Telford College, Stevenson College and Jewel and Esk Valley College merged to form Edinburgh College.
 - In 2012-13 Barony College, Elmwood College and Oatridge College merged with the Scottish Agricultural College to form SRUC.
 - On 1 November 2013, Aberdeen College and Banff and Buchan College merged to form North East Scotland College.
 - On 1 August 2013, Ayr College, James Watt College (Kilwinning campus) and Kilmarnock College merged to form Ayrshire College
 - On 1 August 2013, Adam Smith College, Carnegie College and SRUC (non-land base element) merged to form Fife College.
 - On 1 November 2013, North Glasgow College, John Wheatley College and Stow College merged to form Glasgow Kelvin College.

- On 31 July 2013, Anniesland College, Cardonald College and Langside College merged to form Glasgow Clyde College.
- On 1 November 2013, Angus College and Dundee College merged to form Dundee and Angus College.
- On 1 November 2013, Cumbernauld College and Motherwell College merged to form New College Lanarkshire, and on 1 April 2014, they were joined by Coatbridge College.
- On 1 August 2013, Clydebank College, Reid Kerr College and James Watt College (Greenock campus) merged to form West College Scotland.

The college full-time equivalents (FTEs) for HE students exclude the additional volume associated with students receiving extended learning support as this is not reported in the same way for HEIs.

4. The totals include Scottish domiciled students whose local authority was not recorded.
5. The above table does not include Scottish domiciled students at UK institutions outside of Scotland and does not represent rates of participation in Scottish local authorities.
6. Totals include students whose ages were not reported. In 2014-15 there were 170 students (120 at HEIs and 50 at colleges) who were aged 15. The college students were mainly school based and the level of study was mostly at sub-degree level. There were also about 40 students where the age of student was not reported. For qualifiers in 2014-15, there were 30 students at sub-degree level whose ages were not reported.
7. The 'Combined' subject grouping is used in recognition of programmes of study which cut across different subject areas.
8. Prior to 2007-08, Environmental Science was included under the heading Geography. In 2007-08 a new subject classification system was introduced (JACS 2.0) and Environmental Science was no longer classified as Geography. The values associated with Geography for 2007-08 to 2014-15 therefore do not include Environmental Science students.
9. This table includes students at UK HEIs only and does not include students studying at colleges.
10. The total includes a small number of students at the Open University who are domiciled outside the UK.
11. Includes students from the Channel Islands and the Isle of Man and students from the UK whose specific country of domicile was not reported.

12. Total includes students from overseas whose specific country of domicile was not recorded.
13. Total includes UK and overseas students whose specific country of domicile was not reported.
14. For colleges, students with an autistic spectrum disorder are included in the category 'A disability, impairment or medical condition not listed above' as they are not reported on separately.
15. Where universities are categorised as Ancient, Small Specialist Institutions, Post-92s or Newer Universities, these categories are comprised of the following HEIs:
 - Ancient Universities: University of Aberdeen, University of Edinburgh, University of Glasgow, University of St. Andrews.
 - Newer Universities: University of Dundee, Heriot-Watt University, University of Stirling, University of Strathclyde.
 - Post-92 Universities: University of Abertay Dundee, Queen Margaret University, Edinburgh, Glasgow Caledonian University, Edinburgh Napier University, University of the West of Scotland, Robert Gordon University and the University of the Highlands and Islands.
 - Small Specialist Institutions: SRUC, Royal Conservatoire of Scotland, Glasgow School of Art).
16. Deprived areas are defined as the 20% lowest ranked areas in the Scottish Index of Multiple Deprivation (SIMD) for the relevant year. In this table, academic years 2001-02 to 2004-05 relate to SIMD 2004, 2005-06 and 2006-07 relate to SIMD 2006, academic years 2007-08 to 2010-11 relate to SIMD 2009 and academic years 2011-12, 2012-13, 2013-14 and 2014-15 relate to SIMD 2012.
17. The working population is defined as number of persons aged 16-64.
18. This data includes an update from the University of Aberdeen for awards in academic year 2006-07.
19. Aegrotat degrees; this is an honours degree without classification; awarded on the understanding that had the candidate not been unwell he or she would have passed.
20. Includes students obtaining qualifications from writing up and dormant status who were previously studying full-time.
21. The totals in 2014-15 include 105 students at HEIs representing 62.3 FTE and 5 students at colleges representing 4.2 FTE whose gender was not reported.

22. The entrant figures shown in the table will not match Scottish domiciled entrant figures in other tables as not all postcodes from student records can be matched, e.g. if they are either incomplete or missing, to postcodes in SIMD. In 2014-15 98.6% of entrant postcodes were successfully matched.

Methodology, Data Definitions, and Quality Information

Counting of Associate Students

1. This publication reports the total number of student enrolments (instances) for each reporting year. As students can enrol on more than one course in any given year, this will mean that the actual number of students attending a HE course is less than the number of enrolments shown in the report. In some cases a student will enrol on two entirely separate courses in the same academic year and will therefore count twice in our report but there are also occasions where the student will be counted twice on the same course for administrative purposes. This can occur where a college and HEI share responsibility for the student, for example, a HEI may act as the awarding body for a course that is partly delivered at college and at the HEI. This may mean the classes for the first year or two are delivered at college and later years at the HEI.
2. Some HEIs use this arrangement to improve access to University courses and, in 2013-14 and 2014-15, SFC funded around 1,000 additional places in each year to be delivered under this arrangement. SFC estimates the overall number of associate students ranges between 1,000 and 2,500, and as SFC increases funding for arrangements to improve access to University, it is anticipated that numbers of associate students will increase. As there is a shared responsibility for these students across both the College and HEI sectors and they were being counted in both sectors it was decided to undertake a consultation to determine if these students should be continue to be counted in both sectors or in one sector only for this publication.

Results of the Consultation on Associate Students

3. The consultation, which was held in 2015, put forward three possible options to deal with the issue. These were:
 - Option 1: Continue to count the Associate Students in both sectors.
 - Option 2: Count the students in the HEI sector only.
 - Option 3: Count the students in the college sector for years 1 and/or 2 of their study and count them in the university sector for later years of study.
4. Taking account of the responses received, the overall balance of opinion was that the approach identified in Option 1 should be followed. This means that the students will continue to be counted in both sectors as before and that SFC will develop an additional table for inclusion in future publications with information

on 'Associate Students'. The data available for Associate Students in 2014-15 is summarised in Annex C.

More information about the [consultation](#) and the [results](#) is on the SFC website.

Data Sources

5. This publication contains information on students from both colleges and higher education institutions (HEIs) who are attending Higher Education courses in Scotland. These statistics are collected by the Higher Education Statistics Agency (HESA) from HEIs and by SFC from further education colleges (colleges).
6. Where analysis refers to institutions (rather than HEIs or colleges) student data from both Scottish HEIs and Scottish colleges has been combined to report on all Scottish institutions.

Coverage

7. Following a consultation in 2007, the method of counting students at HEIs was changed in 2009 in order to provide a greater level of consistency with HESA. The figures in this publication that relate to higher education institutions are defined by HESA's standard registration population. To allow comparisons across years all time-series have been revised according to this definition.
8. The standard registration population includes all higher education student instances active at a reporting institution at any point in the reporting period 1st August to 31st July except; dormant students, incoming visiting exchange students, students who study wholly outside the UK, students on sabbatical and writing up students.
9. Data from Scottish colleges continues to be reported in the same way as in previous years and excludes those students who do not complete the first 25% of their course (the point at which they become eligible for funding).

Student Instances

10. HESA's Student Records use the term 'instance' to describe a student's engagement within an institution. A student may enrol on more than one course and therefore have more than one instance. It is instances that are reported in this publication. This approach is consistent with that of HESA. The same approach is taken when reporting on student activity at Scottish colleges. Where references are made in this release to 'students' this should be interpreted as 'instances'.

Full-time Equivalents

11. Full-time Equivalents (FTE) represent the expected hours of learning undertaken by a student during their course, as a proportion of the expected hours of learning of full-time study, according to the best academic judgement of the reporting institution. For example; a student with an FTE of 0.8 is expected to undertake 20% fewer hours of learning relative to a full-time student on the same course, a student with an FTE of 1.2 is expected to undertake 20% more hours of learning relative to a full-time student on the same course.
12. At UK HEIs, full-time students are those normally required to attend an institution for periods amounting to more than 24 weeks within the year of study, on thick or thin sandwich courses, and those on a study-related year out of their institution. During that time students are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week. Full-time HE students at Scottish colleges are those which meet the criteria of at least 480 planned notional hours.

Open University

13. Students attending the Open University whose pre-study location (domicile) was in Scotland, are classified in this publication as studying at a Scottish HEI. Where comparisons are made to other UK countries, the Open University is regarded as a separate institution in each country. Students studying at the Open University whose pre-study location was outside the UK or recorded as an unknown UK domicile are excluded prior to 2012-13. This methodology differs from that used by HESA where the Open University is counted as a wholly English institution; as a result student figures reported in this release will differ from those reported by HESA.

UK Comparisons

14. Unless stated otherwise, data from UK institutions outside of Scotland are not included in the analysis. Where data from UK institutions outside of Scotland are included, the analysis compares only HEIs and does not include data from Scottish colleges. In 2013-14, 17.4% of HE students enrolled at Scottish institutions (including Open University students) were studying at Scottish colleges.

Entrants from Deprived Areas of Scotland

15. Analysis of entrants from deprived areas of Scotland is based on the Scottish Index of Multiple Deprivation (SIMD). The Scottish Index of Multiple Deprivation (2012) combines 38 indicators across seven domains, namely: income, employment, health, education, skills and training, housing, geographic

access and crime. The overall index is a weighted sum of the seven domain scores. The weighting for each domain is based on the relative importance of the domain in measuring multiple deprivation, the robustness of the data and the time lag between data collection and the production of the SIMD.

16. Entrants from deprived areas are Scottish domiciled entrants to HE whose pre-study location was within one of the 20% lowest ranked areas in Scotland. The SIMD is split into 6,505 small areas called datazones, with the 20% lowest ranked areas comprising of datazones 1 to 1301. A process of postcode matching was undertaken to identify which datazones students belonged to prior to study. In 2014-15, 98.6% of Scottish domiciled students were successfully matched through this process before entrant populations were defined. Entrants whose postcodes belonged to one of the 20% lowest ranked datazones in the SIMD are classified as entrants from deprived areas.
17. To date, there have been four SIMDs (SIMD 2004, SIMD 2006 SIMD 2009 and SIMD 2012). For each academic year contained within the analysis in this release, the most appropriate SIMD (relative to the time-period of applications to study HE in the UK) was selected for use with entrant data for the particular academic year.
18. In this release, academic years 2001-02 to 2004-05 relate to SIMD 2004, 2005-06 and 2006-07 relate to SIMD 2006, academic years 2007-08 to 2010-11 relate to SIMD 2009 and academic years 2011-12, 2012-13, 2013-14 and 2014-15 relate to SIMD 2012.
19. More information on the Scottish Index of Multiple Deprivation can be found on the [Scottish Government website](#).

Domicile

20. UK domiciled students are those whose normal residence is in the UK, and for the purposes of this publication include Guernsey, Jersey and the Isle of Man. Officially, the Crown Dependencies of Guernsey, Jersey and the Isle of Man are not part of the UK or the EU. Guernsey and Jersey in this context refer to the Bailiwicks of Guernsey and Jersey, which includes their smaller islands.
21. Other European Union domiciled students are those whose normal residence prior to commencing their programme of study was in countries which were European Union (EU) members (excluding the UK) at 1 December of the reporting period. This includes Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and from 2014-15, Croatia.

22. Non-EU Europe includes European countries not included in the European Union; Albania, Azerbaijani Republic, Belarus, Bosnia and Herzegovina, Georgia, Faroe Islands, Iceland, Kazakhstan, Kyrgyz Republic, Liechtenstein, Macedonia, Monaco, Norway, Russia, San Marino, Switzerland, Tajikistan, Turkey, Turkmenistan, Ukraine, Uzbekistan, Montenegro, Slovenia and Serbia.
23. Non-European-Union students are those whose normal residence prior to commencing their programme of study was outside the EU. Where Non-EU countries are shown separately, individual country figures exclude the country's overseas territories. These individual country figures are listed within the geographic region in which they lie.

Level of Study

24. Postgraduate students include; doctorate, masters, postgraduate bachelor's degrees, postgraduate diplomas or certificates, PGCE/PGDE and professional qualification at postgraduate level. From 2007-08 professional graduate certificates in education have been reported as undergraduate qualifications and separately from postgraduate certificates in education, in years prior to this both were reported as postgraduate certificates in education.
25. First Degree students include; first degrees, first degrees with qualified teacher status, enhanced first degrees, first degrees obtained concurrently with a diploma and intercalated first degrees.
26. Sub-degree students include; Diploma of Higher Education (DipHE), Certificate of Higher Education (Cert HE), professional qualification at undergraduate level, foundation courses at HE level, HND, HNC, NVQ/SVQ levels 5 and 4, diplomas and certificates at undergraduate level and other formal HE qualifications of less than degree standard. Other Higher Education includes all sub-degree level study excluding HNCs/HNDs.

Subject Tables

27. Subject data from higher education institutions is apportioned to broadly reflect the weight of a particular subject within the study programmes of individual enrolments. This process is consistent with the treatment of subject breakdowns by the Higher Education Statistics Agency (HESA). As well as being counted in the main subject groupings, supplementary subjects are shown separately for clarity. Economics and Politics are included in Social Studies, English is included in Languages, Geography is included in Social Studies, Environmental Science is included in Physical Sciences and Psychology is included in Biological Sciences.

Data Presentation

28. In all tables in this release, figures have been rounded to the nearest 5, and 0, 1 and 2 have been rounded to 0. Unknown values are not displayed individually in tables but are included in totals. Figures may not sum to totals due to rounding and the inclusion of unknown values. Figures and percentages in the text and charts are calculated from rounded values.

Use of Data for Funding

29. SFC use HESA Student Records for HEIs in Scotland to help determine whether institutions have met some of their targets in their Outcome Agreements. Failure to meet targets could potentially lead to financial penalties. Further information about [SFC allocations of funding for HEIs and colleges](#) is on the SFC website.

Related Publications

30. The publication has been preceded by the following related publications covering the 2014-15 academic year for Scotland:
31. [HESA Statistical First Release 224 - Student Enrolments and Qualifications](#) published in January 2016.
32. HESA publication [Students in Higher Education Institutions 2014-15](#) published in February 2016.
33. [College Performance Indicators 2014-15](#) published in January 2016.
34. [College Baseline Report 2014-15](#) published in January 2016.

Data Quality Information

35. This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability.

Relevance

36. HESA is the official UK agency for the collection, analysis and dissemination of quantitative information about higher education at higher education institutions. It was set up by agreement between the relevant government departments, the higher education funding councils and the universities and colleges. A primary purpose of the Student data collection is to provide each of the bodies listed below with accurate and comprehensive statistical information regarding student enrolments. SFC collects data on provision at colleges through the Further Education Statistics (FES) data collections.

37. The statistics are used both within and outside the Scottish Government and the SFC to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:
- Ministers and the Scottish Parliament.
 - Officials in the Scottish Government.
 - Other government departments.
 - SFC.
 - Higher Education Institutions and representative bodies.
 - Students, researchers, and academics.
 - Individual citizens, private companies, and the media.
38. These statistics are used in a variety of ways. Some examples of these are:
- Advice to Ministers.
 - To inform the education policy development and decision-making process in Scotland.
 - To answer parliamentary questions.
 - General background and research.
 - Inclusions in reports and briefings.

Accuracy

39. The HESA Student Record and the student records for colleges contain information about individual enrolments, which, because a student can be enrolled on more than one programme of study, may exceed the number of students. The [procedures followed by HESA to ensure quality of the data](#) are provided on the HESA website.
40. HESA also provide draft student enrolment tables and lists of anomalies to all statutory customers, including SFC, to review before tables are signed off as accurate.
41. The [guidance issued by SFC for the submission of the Scottish college records](#) is on the SFC website.
42. Colleges submit their returns via the FES ONLINE web tool which performs around 150 separate validations on each record. These validations are updated on an annual basis based on feedback from statistical advisory and performance indicator groups. These validations include ensuring returns are submitted in line with FES guidance. As well as performing data validation, the FES ONLINE system provides colleges with management reports which include summaries of the college returns by level, council area, ethnicity and disability and by SIMD quintiles. The reports also provide comparison with the data for previous years.

43. SFC allocates £500m per year to colleges to support places for students and to provide financial student support. As a result colleges undergo significant audit of their student records to ensure these funds are being spent in line with guidance. This includes verifying student enrolment details and checking of withdrawal information. The funding allocations include a postcode premium for recruitment from deprived areas. As well as incentivising colleges to recruit students from deprived areas this also ensures SFC received high quality postcode data.
44. SFC has prioritised recruitment from the 16 to 24 age group in recent years. Since 2012-13 colleges have set recruitment targets for these priority groups within their outcome agreements. This will have had an impact on the recruitment profile which is closely monitored through the quarterly FES returns as part of the outcome agreement monitoring process. It will also have an effect on data quality as colleges monitor data more closely and at an earlier point in the academic year meaning reporting errors are picked up earlier and corrected before the student record is returned to SFC.
45. The following table gives the proportions of the overall student populations at Scottish HEIs and colleges where the ethnicity and disability were unknown, both for all students and for Scottish domiciled students only. The proportion of Scottish-domiciled students at Scottish HEIs and colleges for whom their unitary authority of residence was not recorded is also given.

Proportion unknown for key variables

Proportion of unknowns for key variables	2013-14	2014-15
LA unknown for		
Scottish Domiciles:		
HEIs	0.5%	1.0%
Colleges	2.0%	0.0%
Ethnicity unknown		
HEIs		
Scottish domiciles	2.0%	2.5%
All HEI students	11.9%	11.6%
Colleges		
Scottish domiciles	2.1%	1.0%
All college students	2.1%	1.0%
Disability unknown		
HEIs		
Scottish domiciles	0.0%	0.0%
All HEI students	0.0%	0.0%
Colleges		
Scottish domiciles	1.4%	0.0%
All college students	1.4%	0.0%

46. Scottish HEIs are only required to return ethnicity information for UK-domiciled students.

47. HESA changed the reporting requirements for disability information for the 2010-11 academic session so that new entrants from 2010-11 onwards for whom it was not known whether or not the students had a disability had to be recorded as having 'no known disability'.

Timeliness and Punctuality

48. HESA collected student enrolment data for the 2014-15 academic year between August and October 2015. They produced their first statistical release in January 2016 and follow this up with the annual publication *Students in Higher Education Institutions* which was released on 11 February 2016. SFC produced this bulletin in March 2016, meeting the planned date of publication.

Accessibility and Clarity

49. This statistical bulletin is pre-announced and then published on the SFC website. It is accompanied by more detailed tables available on the website only, a free to use service.

Comparability

50. HESA collects student enrolment data from all publicly funded UK HEIs, so comparison with other countries within the UK is possible. The Statistical First Release [Higher Education Student Enrolments and Qualifications Obtained at Higher Education Institutions in the United Kingdom](#) provides information on this topic.

Associate Students Information

Associate students identified in 2014-15: gender, age and deprived area percentages for MD20 and MD40

	Number of Associate Students	Percentage of Associate Students
Gender		
Male	745	59.1%
Female	515	40.9%
Total	1,260	
Age group		
16-18	485	38.5%
19-20	310	24.6%
21-24	185	14.7%
25-29	135	10.7%
30-39	105	8.3%
40-49	30	2.4%
50-59	10	0.8%
Total	1,260	
Deprivation Quintile		
20% most deprived areas		19.9%
40% most deprived areas		39.2%

1. Associate students are students for whom there is a shared responsibility across the HEI and College sectors, with courses being delivered partly at a college and partly at an HEI. As a result of this arrangement, these students are being counted in both sectors. As noted in Annex B, SFC held a consultation on the best way to handle this issue in future publications, in 2015.
2. Following the consultation, it was decided to continue counting the students in both sectors and to produce a separate table quantifying the number of identifiable Associate Students. The table shows a split by gender, age and percentages from the most deprived areas for the 1,260 students who have been identified as Associate Students in 2014-15. It is expected that more complete information will become available for future publications as the recording of this information becomes more comprehensive.

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