



Scottish Funding Council  
Promoting further and higher education



# College Statistics 2017-18

SFC Statistical Publication

## College Statistics 2017-18

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Summary: This publication provides an overview of college sector statistics from 2008-09 to 2017-18.

FAO: Principals and Directors of Scotland's colleges, students, parents, guardians and the general public

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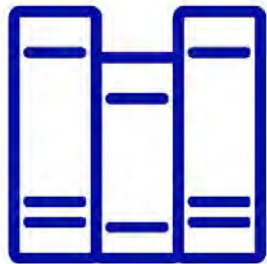
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## 1. Executive Summary

1. This report provides an overview of college sector statistics for 2017-18 and shows how these figures have changed over the last ten years, since 2008-09. This report covers trends relating to student numbers and college activity, including the sector's performance towards government targets. The Scottish Funding Council (SFC) utilises a range of measurements, which are discussed in this report, relating to both students (including enrolments and headcounts) and college activity (Full-Time Equivalents). The data reported in this publication is sourced from the Further Education Statistical return (FES) and quality assured by SFC.
2. SFC publishes this report annually on college sector statistics and previous reports can be found on the [SFC website](#). Furthermore, a broader range of enrolment trends will be published in the [Report for Widening Access](#) later this year.
3. The main findings of this year's report are:
  - Scotland's colleges exceeded the government's 116,269 FTE target by 2,415 Full-Time Equivalents (FTEs) in 2017-18.
  - The college sector actually delivered 131,953 FTEs, but not all are funded or counted against the 116k target.
  - The number of enrolments (303,115) and headcount (242,488) to Scotland's colleges increased in 2017-18 on the previous year by 3.9% and 2.9% respectively.
  - The number of enrolments to non-recognised qualifications (NRQs) and courses under 10 hours in duration has increased in 2017-18 by 23.2% on the previous year. This can be, at least, partly explained by an increase in the number of primary and secondary school pupils enrolled at colleges on these types of courses.

## Key Statistics - 2017/18



**303,115**

enrolments

3.9% increase since 2016-17

**242,488**

headcount

2.9% increase since 2016-17



**118,684**

FTEs\*

2,415 above target in 2017-18

\*Full-time equivalent (FTE), see Annex A: Key definitions (p22)

## 2. Introduction

### 2.1 Report Context

4. This College Statistics Report is published annually by the Scottish Funding Council (SFC) and provides an overview of activity in the college sector over the last ten years (from 2008-09 to 2017-18<sup>1</sup>). All data reported in this publication has been sourced from the Further Education Statistical (FES) return as provided by all Scottish colleges and quality assured and collated by SFC.
5. This publication reports on student numbers including headcounts and enrolments, as well as, including Full-Time Equivalents (FTEs) as a measure of college activity<sup>2</sup>. Colleges offer a wide range of study options to accommodate a diverse range of students. College courses vary from full-time and lasting a year or more, to part-time and lasting one hour depending on the type of course and student. For example, colleges offer day release courses as part of employment arrangements or for school leavers; block release courses for apprentices and other groups; assessment of work based learning; and distance learning opportunities. Definitions of the different measurements discussed throughout this report can be found in [Annex A](#).
6. Background data and further details for all the charts presented in this report can be found on the [Infact Database](#), which also allows for more detailed analysis of provision within Scotland's colleges, links to which can be found throughout this report. Therefore, users can replicate and refine the tables presented in this report.
7. This report explores the trends relating to selected student characteristics whilst others, such as ethnicity and disability, have been omitted from this report but will be included in the Report on Widening Access 2017-18, which will be published later in 2019. Previous [Widening Access Reports](#) are available on the SFC website. Other college metrics are addressed in reports such as the [College Performance Indicators](#) and [College Leaver Destinations \(CLD\)](#). More information on SFC's statistics publication schedule can be found [online](#).

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<sup>1</sup> SFC produces a range of other statistical reports in areas such as widening access, college staffing, and attainment. The full suite of SFC statistical publications can be found at <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistics-schedule/statistical-publication-schedule.aspx>

<sup>2</sup> The Credit based system of funding college activity was introduced in 2015-16. The change to the Credit-based model was discussed in detail in last year's College Statistics 2016-17 and more information can be found in Annex B of this report. This change should provide additional context and explanation around a possible break in trends.

## 2.2 Who the college sector serves



8. SFC funds colleges for the delivery of further education (FE) and higher education (HE). However, it is important to note that not all the activity that colleges deliver is funded by SFC. The eligibility criteria to determine whether credits can be claimed for a student and/or course are set out in the [Credit Guidance: 2018-19 student activity data guidance for colleges](#). Information relating to the delivery of credits in line with the Outcome Agreement National Performance Framework is detailed in [Annex C](#).
9. For more detailed information on specific areas of the college sector (e.g., funding for colleges), please see [SFC's website](#). [Colleges Scotland](#), which provides the collective voice of the college sector in Scotland, is also recommended as a resource for more information on the college sector.

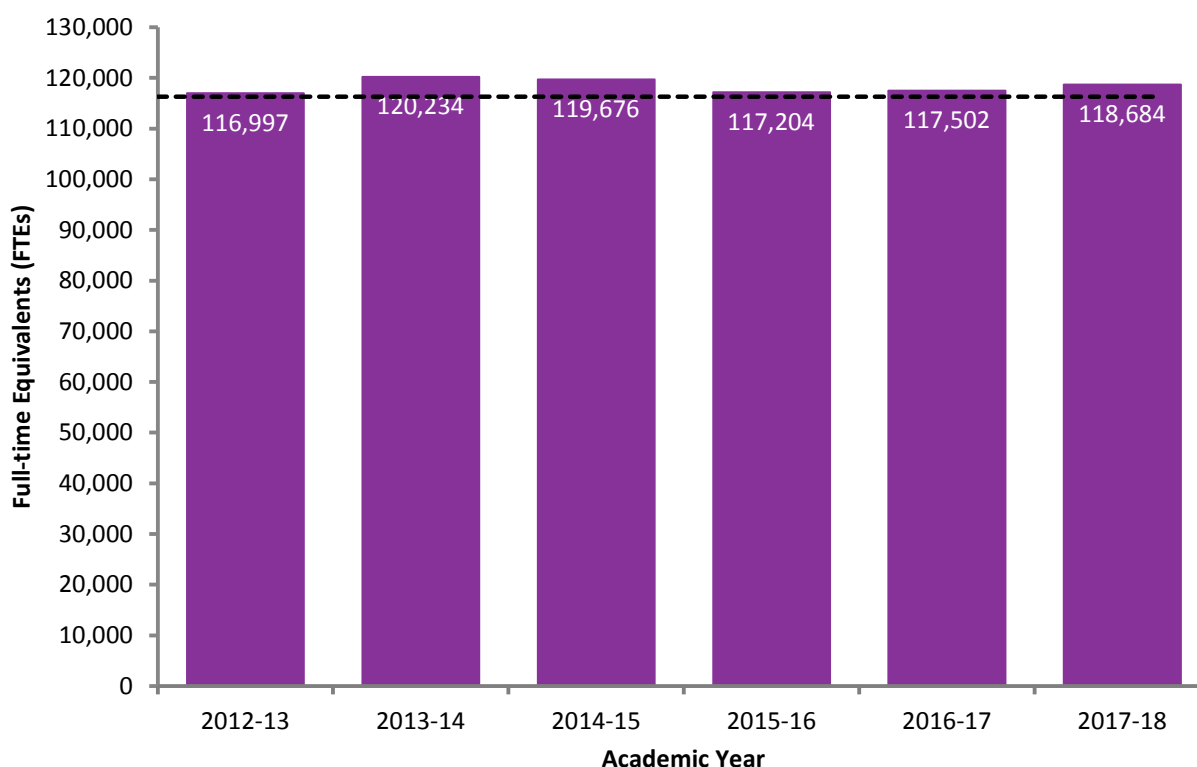
### 3. Trends in Student Numbers and Activity

10. This section focuses on trends across college provision from 2008-09 to 2017-18, considering the activities delivered, such as FTEs, student numbers (headcount) and enrolments.

#### 3.1 Full-time equivalents (FTEs)

11. Since 2012-13, the Scottish Government has set a national target for the college sector to deliver 116,269 FTE student places each year.

Figure 1: FTEs Delivered against 116,269 FTE Target, AY 2012-13 to AY 2017-18



12. Figure 1 shows progress against this target. The sector has exceeded the target in all six years since it was introduced and by around 2,400 FTEs in the latest year, delivering 118,682 FTEs eligible towards the target.

13. This can be partly explained by the increase in core places delivered by colleges between 2016-17 and 2017-18, equivalent to over 1,000 FTEs. Furthermore, the Flexible Workforce Development Fund (FWDF) was introduced in 2017-18 which provides college places for UK Apprenticeship levy payers in Scotland. £10m was made available to fund these places with the expectation of delivering around 2,700 FTEs. In the first year of this fund the colleges delivered places to a value of around £6.2m worth of places rather than the full £10m equating to 1,743 FTEs rather than the projected 2,700. However, this still exceeds the number of FTEs claimed for Employability Fund students in previous years which was in the region of 700 FTEs per year. The FWDF



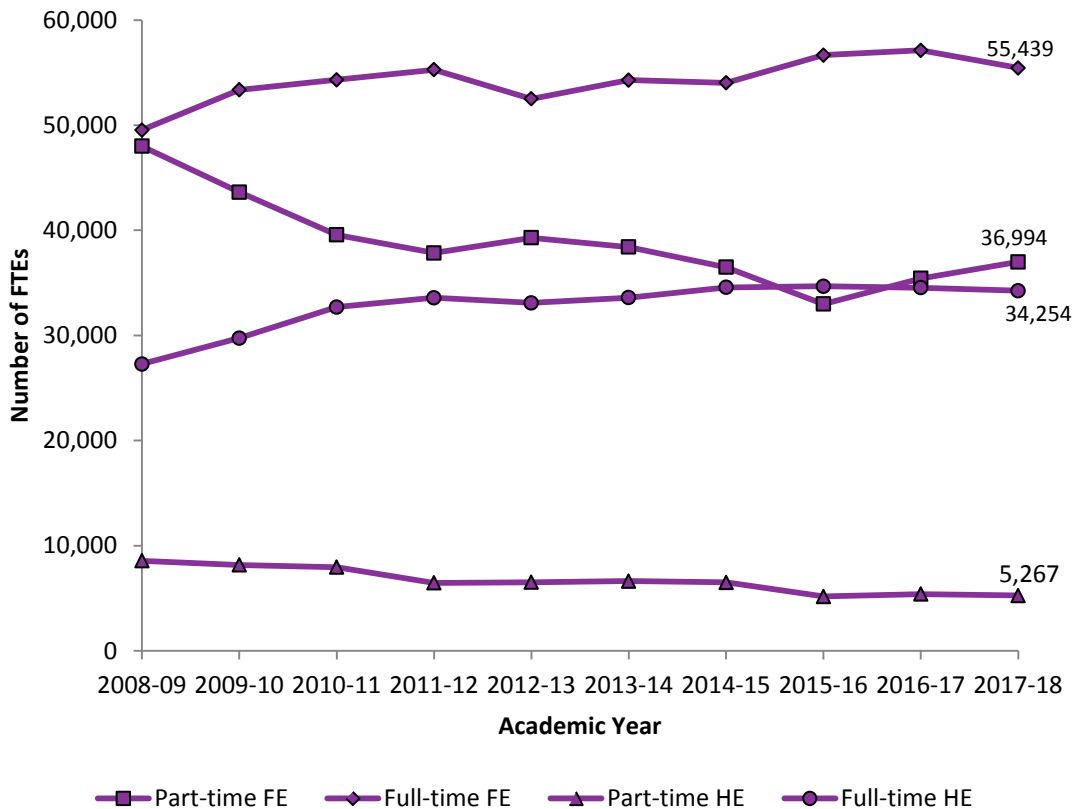
replaced the Employability Fund in 2017-18.

14. In 2016-17 SFC began to include Foundation Apprenticeship (FA) places towards the 116k FTE target. Students beginning FA courses from 2017-18 are funded by Skills Development Scotland (SDS), rather than SFC, and contribute 389 FTEs towards the 116k target. This is in addition to the 84 FTEs for students continuing their FA from 2016-17 and who are still funded by SFC.
15. 2017-18 also saw a reduction in FTEs claimed for additional learning hours for students who required extended learning support (ELS) following the [ELS review](#). For the academic years 2015-16 and 2016-17 SFC claimed 3,000 FTEs for the additional learning undertaken by these students, providing £50m to support this activity. From 2017-18 onwards colleges are no longer required to flag those students who benefit from this support. Instead colleges will now provide SFC with a more inclusive [access and inclusion strategy](#). As a result the student records submitted to SFC no longer identify the students who benefit from this support. As SFC no longer has the same level of evidence to support the claim for the additional activity/FTEs, it will only claim FTEs for students continuing from previous years. This will reduce the claim to 1,500 in 2017-18 and around 750 in 2018-19. No additional FTEs will be claimed for additional learning undertaken by this student group after that point. Colleges will, however, continue to receive the £50m ELS funding to support delivery of their access and inclusion strategies.
16. SFC continues to count 598 FTEs towards the 116k target for HE places that were transferred from the college to university sector after the target was set. This relates to HE places delivered by SRUC.
17. It is important to note that not all college activity counts towards the 116k target. Colleges have actually delivered over 130,000 FTEs each year since 2012-13 but not all of these are counted towards the 116k target mainly because some are not funded by the government purse, such as overseas or self-funded students and those funded by the European Social Fund (ESF). The [Infact Database](#) allows readers to look at all FTEs delivered rather than just those counting towards the 116k target and provides an opportunity to break down the FTE figure into tailored outputs such as age distribution or by college, which can be refined to the required level of detail.
18. Figure 2 (below) shows the distribution of all FTEs delivered across college provisions by mode and level of study. This includes all FTEs regardless of the funding body and, therefore, totals 131,953 for 2017-18 and not 118,684 as shown in Figure 1.
19. This demonstrates the prominence of full-time FE in all years. Of note is the reduction in part-time FE provision alongside the growth in full-time HE activity. The importance of the college sector in delivering HE activity in Scotland should

be noted considering 29.4% of all FTEs are for HE programmes.

- Figure 2 also shows how the distribution of FTEs across different provisions has changed over time. It can be seen that full-time FE has consistently accounted for the majority of FTEs and, despite fluctuations, there has been an overall increase of 5,908 FTEs (+11.9%) since 2008-09.

Figure 2: Distribution of all FTEs across college provision

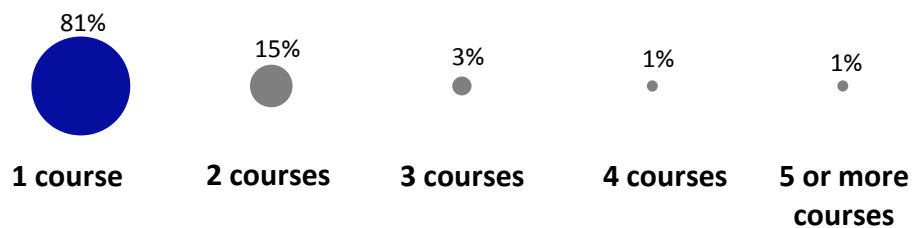


- In 2008-09 the level of part-time FE was comparable to the provision delivered of full-time FE. However, since this time, part-time FE provision has reduced by 11,000 FTEs (-22.9%) and full time FE has increased by 5,908 (+11.9%). Meanwhile, full-time HE provision delivery has increased by 6,972 FTEs (+25.6%) since 2008-09 meaning that the current level of full-time HE delivery (34,254) is now more similar to the level of part-time FE provision at colleges. Finally, part-time HE has experienced the largest percentage change in the number of FTEs (-38.5%) of all other provisions. In 2017-18 there were 5,267 FTEs in this provision, 3,301 less than in 2008-09. Part-time provision could increase in future years as the number of young people in the population reduces and colleges deliver more places for upskilling and older age groups.

### 3.2 Student numbers (headcounts and enrolments)

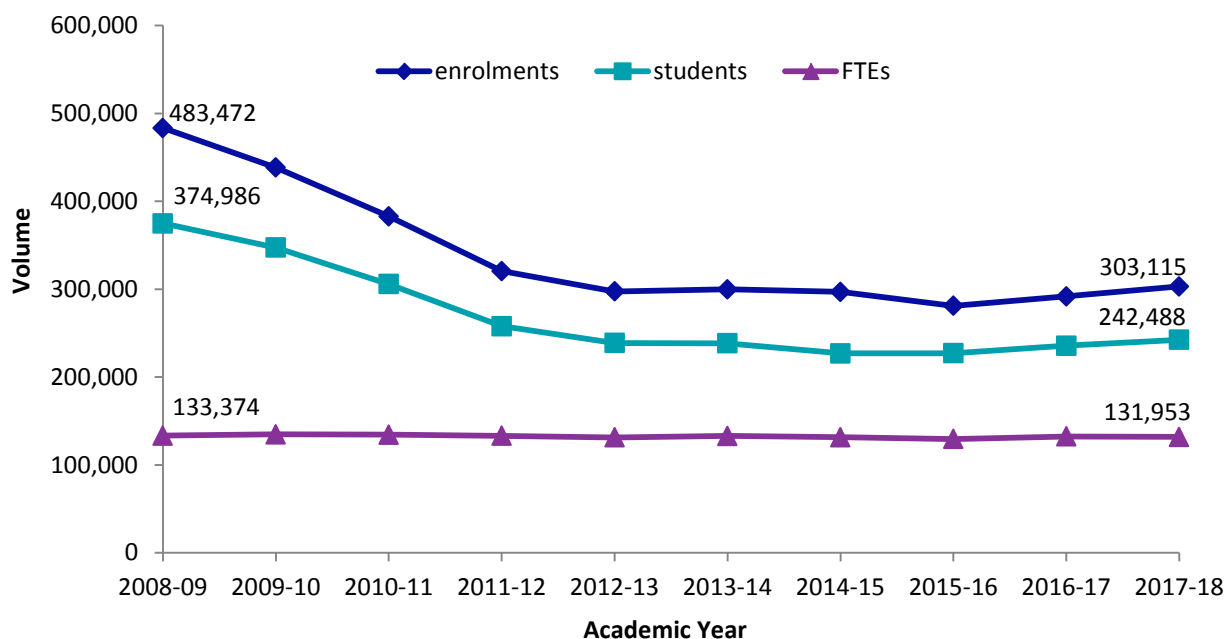
22. Student numbers are presented in two forms, headcounts and enrolments. One headcount is equal to one student; however, a student can be enrolled on multiple courses within one academic year. Therefore, the number of enrolments in the sector is higher than the number of students. More detail can be found in [Annex D](#).
23. A student might enrol on multiple courses within the same academic year due to a number of reasons, for example, a particular industry requiring a higher level of engagement or when a student's employment prospects might benefit from additional courses. However, if there is a substantial number of students undertaking more than one course in the same academic year, more resources would be invested in these students, which could result in a reduction of overall places available for other persons.

Figure 3: Distribution of students enrolled on one or more courses, AY 2017-18



24. Figure 3, above, shows the percentages of students enrolled on one or more courses in 2017-18. The majority of students were enrolled on only one course (81%) and 96% were enrolled on one or two courses, very similar to figures reported in 2016-17 with a decrease of 0.3 percentage points.

Figure 4: Number of students, enrolments, and FTEs, AY 2008-09 to AY 2017-18



25. Figure 43 above shows a ten-year time series for the number of college students, enrolments, and FTEs between 2008-09 and 2017-18. Over the last ten years the number of FTEs has remained relatively stable. As discussed in previous reports there was a reduction in student numbers (headcounts and enrolments) up to 2015-16, driven by a deliberate change in funding. However, in more recent years, both of these measures have experienced increases.
26. SFC was aware of a large increase in very short courses in 2007-08. Two colleges alone enrolled over 20,000 primary school pupils in that year. As a result there were discussions with the sector and a change of guidance that led to a move away from a focus on very short courses and leisure programmes that did not provide the same educational benefit as other courses. This resulted in a sharp decline in student numbers from the 2007-08 high.
27. This time also coincided with the economic downturn which led to a refocusing of college places towards full-time courses for 16 to 24 year olds. As discussed, the number of FTEs was relatively steady over this period but this refocusing towards full-time provision for young people and away from the very short courses and leisure programmes did lead to a managed decline in student

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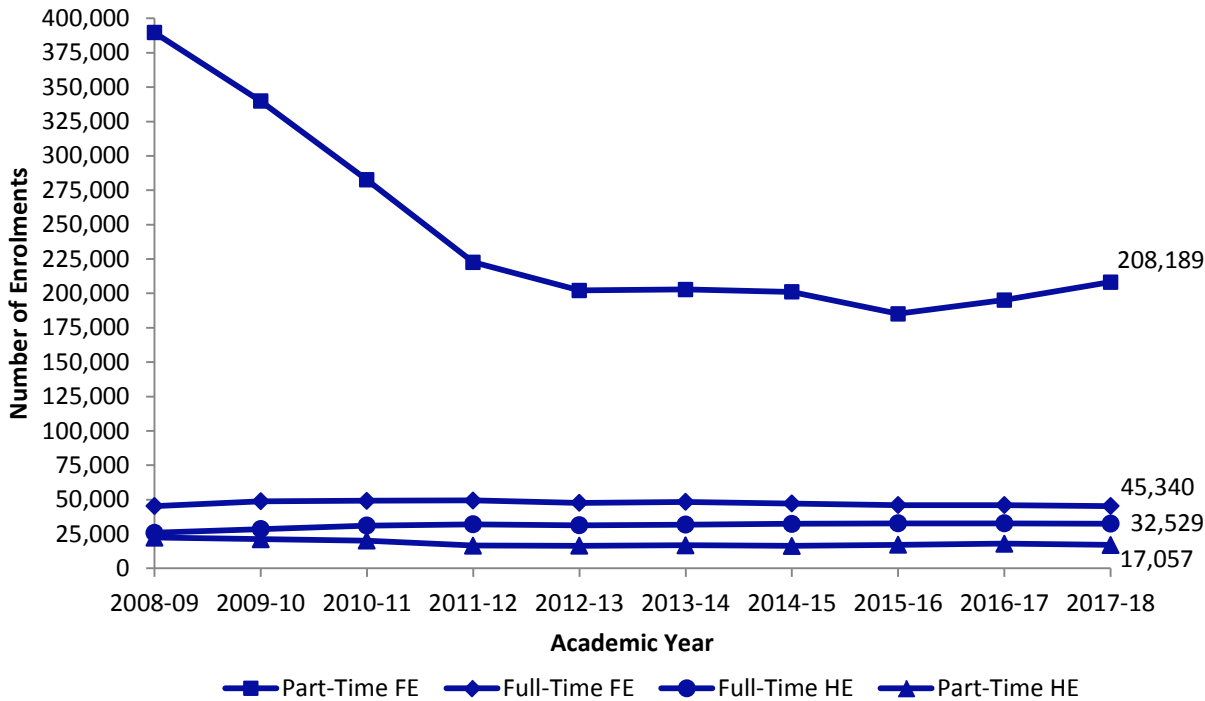
<sup>3</sup> College Performance Indicators show a reduction in full-time FE college enrolments between 2014-15 and 2017-18. The FTE figures in this report show an increase in this measure due to different student coverage. Furthermore, the FTE figures given here include a higher count for students that study additional hours or courses.

numbers. There has, however, been an increase in both student numbers and enrolments in 2017-18 which coincide with an increase in short courses and non-recognised qualifications (NRQs) as shown in Figure 6.

**4: Trends in Level and Mode of Study**

- 28. This section analyses trends in proportions and numbers relating to the level and mode of study delivered in Scotland’s colleges over a ten-year time series, 2008-09 to 2017-18. The level refers to either further education (FE) or higher education (HE). Mode refers to full-time or part-time provision.
- 29. Figure 5 (below) shows that overall delivery of college enrolments has reduced over the last ten years, by 180,357 enrolments, (-37.3%). As part-time FE is the most common form of study in colleges, trends in overall activity typically follow from the level of delivery of this provision. Therefore, the vast reduction in the number of enrolments to colleges over the last ten years can, at least, in part be explained by the reduction of part-time FE activity whilst all other level and mode combinations of study have remained stable in comparison. The following section discusses each of these in more detail. Additionally, other [Infact Database](#) detailed breakdowns of enrolments are available in a variety of factors, such as by college, which can be further refined to meet requirements.

Figure 5: Enrolments across level and mode of study, AY 2008-09 to AY 2017-18



#### **4.1 Full-time HE courses**

30. In 2017-18 there were 32,529 enrolments to full-time HE courses, a reduction of 0.6% on the previous year. Between 2008-09 and 2017-18 there has been an overall increase in the number of enrolments to full-time HE courses by 25.4% (6,591 enrolments), despite some fluctuations throughout this time.

#### **4.2 Full-time FE courses**

31. Despite marginal fluctuations year on year, overall, the number of enrolments to full-time FE courses has remained relatively stable over the last ten years. The most recent figures show that the number of enrolments in 2017-18 (45,340) was only 41 less than in 2008-09. However, this is a decline from 2016-17 of 1.5% (698 enrolments). Although there was a government policy drive to prioritise full-time college provision for 16-24 year olds, as discussed in the [2010-11 Ministerial Guidance](#), full-time FE provision has remained relatively constant and has actually decreased from 2010-11 levels over the past few years. It should be noted that the number of young people in the Scottish population is shrinking and this is expected to impact on the number of full-time students.

#### **4.3 Part-time HE courses**

32. The lowest intake of enrolments to colleges is to part-time HE courses. The most recent figures show that, between 2016-17 and 2017-18, there has been a decline of 906 enrolments (5.0%). Over the last ten years there has been a decline in part-time HE courses of 5,360 enrolments (-23.9%).

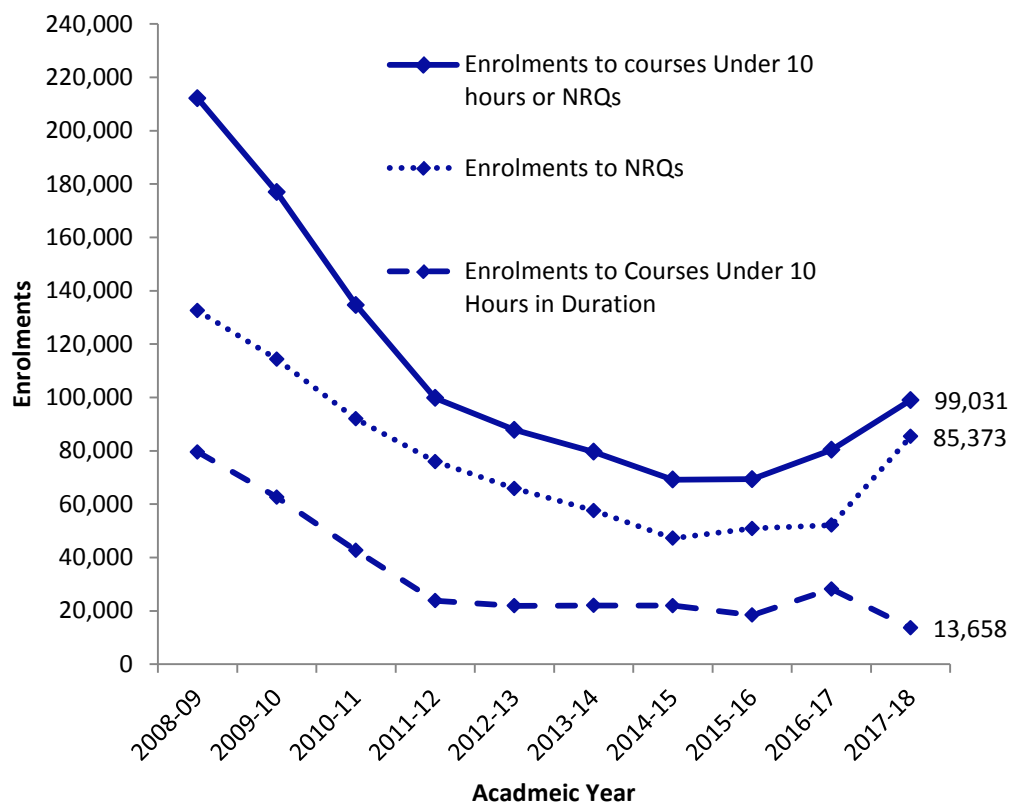
#### **4.4 Part-time FE courses**

33. The overall reduction in the number of enrolments to colleges over the last ten years has mainly been driven by a reduction in programmes that do not lead to recognised qualifications and those that last for less than 10 hours as described in more detail below.

#### **4.5 Non-Recognised Qualifications and Courses lasting under 10 Hours**

34. Figure 6 (below) shows that, since 2008-09, there has been an overall decrease in the number of enrolments to non-recognised qualifications and courses under 10 hours from 212,165 to 99,031 enrolments (-53.3%).
35. In 2016-17 there were 80,378 courses classified as under 10 hours and non-recognised qualifications, an increase of 18,653 courses in 2017-18. One college increased the hours of learning delivered to students on some of these courses in 2017-18. This means that these enrolments are no longer classified as under 10 hours but non-recognised qualification courses instead.

Figure 6: Under 10 Hours & Non-Recognised Qualifications, AY 2008-09 to AY 2017-18  
 Where an enrolment is both to a non-recognised qualification and under 10 hours in duration it is counted only as an enrolment to 'Courses Under 10 Hours in Duration'



36. In 2017-18 there has been divergence in the number of enrolments to non-recognised qualifications (NRQs) and courses under ten hours in duration, whilst the overall number of enrolments to these courses has increased by 23.2% since 2016-17. As can be seen in Figure 6 above, the number of NRQs have increased (+33,223 enrolments) whilst courses under 10 hours in duration have decreased (-14,570 enrolments).
37. This shift has been driven, in part, by college delivery to school pupils, particularly primary school pupils. The introduction of the FWDF has also led to colleges delivering courses to meet the needs of apprenticeship levy payers that, whilst vocational, may not lead to recognised qualifications. In 2017-18 school pupils accounted for 37.7% of all NRQs and courses under 10 hours in duration. Of the 18,653 additional enrolments in 2017-18, 49.7% can be attributed to school pupils and, specifically, 6,851 (36.7%) from primary school enrolments alone.
38. This is a notable increase in very short and NRQ courses, especially in the context of the managed reduction of courses in these categories since 2008-09.

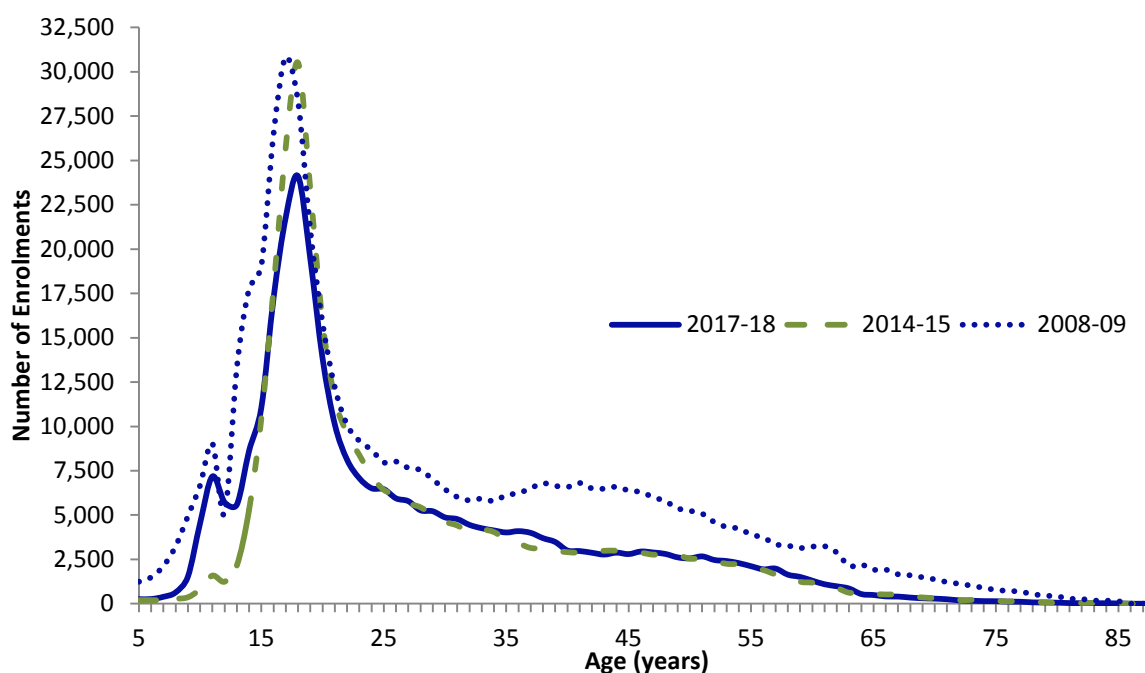
## 5. Student Characteristics – age and gender

39. This section includes a high level summary of student characteristics in relation to age and gender. Specifically, it discusses age and gender as a rationale for the prioritisation of specific curriculum delivery. SFC publishes more detailed information on a broader range of student characteristics in the Report on Widening Access and the next edition is due to be published in May 2019. Last year’s publication can be found on the [SFC website](#).

### 5.1 By Age

40. Age is an important metric as it is one of SFC’s national priorities. This is discussed in [Guidance for the development of College Outcome Agreements: 2019-20 to 2021-22](#) which specifically states that colleges should be “providing more equal opportunities for people of all ages”. The age profiles of students at colleges vary by mode of study as discussed below.

Figure 7: Enrolments by age of student, 2008-09, 2014-15 and 2017-18



41. Figure 7 shows the age distribution of college enrolments over three academic years. Whilst the total number of enrolments to college has reduced by 37.3% since 2008-09, enrolments for students aged 25 and over decreased by 45.5% compared to a 29.4% for younger students (24 and under). However, when measured as FTEs, students aged 25 and over only reduced by 1.4% in comparison to a reduction of 0.9% for those aged under 25.

42. Figure 7 also shows a more recent reduction in enrolments for 16 and 17 year



olds which, perhaps, reflects the overall reduction in the younger age groups in Scotland's population. However, Figure 7 does suggest a more recent increase in young primary and secondary school pupils. Those aged 18 years old were the most frequent age group in the student population in 2017-18.

Table 1: Proportion of 18-19 year olds in Scotland to attend college from 2008-09 to 2017-18

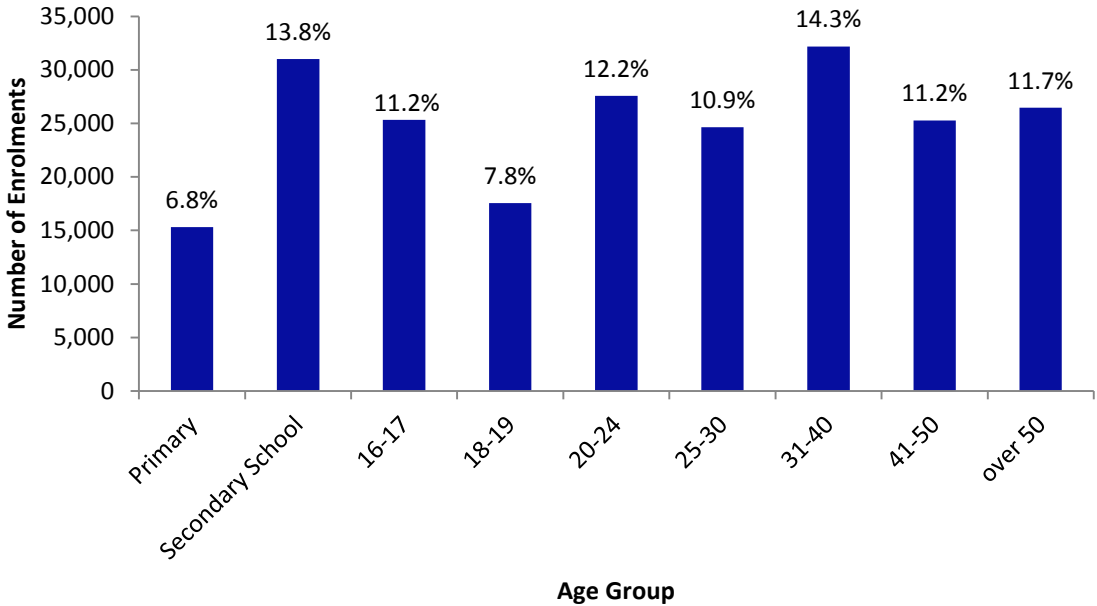
	<b>18-19 Student Population</b>	<b>18-19 Scotland Population</b>	<b>18-19 Participation Rate</b>	<b>% change year on year</b>
2008-09	21,242	126,269	<b>16.8%</b>	
2009-10	24,487	128,070	<b>19.1%</b>	▲2.3%
2010-11	26,039	130,354	<b>20.0%</b>	▲0.9%
2011-12	27,466	129,508	<b>21.2%</b>	▲1.2%
2012-13	27,559	127,358	<b>21.6%</b>	▲0.4%
2013-14	27,571	125,248	<b>22.0%</b>	▲0.4%
2014-15	27,273	123,401	<b>22.1%</b>	▲0.1%
2015-16	26,993	123,190	<b>21.9%</b>	▼0.2%
2016-17	27,240	121,595	<b>22.4%</b>	▲0.5%
2017-18	25,927	118,594	<b>21.9%</b>	▼0.5%

43. Table 1 above shows the total number of full-time enrolments for 18 and 19 years old at college and the corresponding number of 18 and 19 year olds in the Scottish population. Using these two figures the proportion of 18 and 19 year olds studying full-time at college has been calculated and this is detailed in [Annex D](#). This college participation rate provides important context when looking at student numbers. For example, in 2015-16 there were 26,993 full-time students aged 18 or 19 at college but by 2017-18 this figure had decreased to 25,927, a decrease of around 1,000. This can be, at least, partly explained by there being fewer 18 and 19 year olds in the Scottish population, which reduced by over 4,500 for this age group in that timeframe. In both years 21.9% of this key age group studied full-time at college despite the reduction in student numbers.
44. Over the next few years the young Scottish population (18 to 24) is projected to reduce further, which will likely result in fewer young students at college. This means there will be more places available for school aged and older students to enrol at college and, therefore, there may be further change in the college age profile.
45. Table 1 also shows that the proportion of full-time 18 and 19 year olds at college has increased by over 5% since 2008-09 although there was a reduction of 0.5% from 2016-17 to 2017-18. The population of 18-19 year olds in Scotland dropped over the last ten years by 6.1%, however, the student population for this age group has increased by 4,685 students (+22.1%) in this time despite a drop in more recent years. Regardless, these figures indicate that more students are attending college as a proportion of the population, despite a

smaller pool of students to potentially attend in the first place. Since the high point in 2012-13, the student population of full-time 18-19 year olds reduced by 1,632 students, compared to the 18-19 year old population in Scotland which reduced more greatly, by 8,764.

46. Figure 8, below, shows the distribution of enrolments across age groups on part-time courses for 2017-18. In 2017-18 there were 225,246 part-time enrolments to colleges. As illustrated, students aged 16-24 constitute 31.2% of all part-time enrolments to colleges. However, 46,331 enrolments from young people at primary and secondary schools account for 20.6% of part-time enrolments to colleges, through school-college partnerships and other school programmes. This is 8.4 percentage points more than those aged 20-24. It is worth noting that school pupils account for 15.9% of all enrolments. Older populations, age 41 and over, constitute 22.9% of all part-time enrolments to college, representing a similar percentage as primary and secondary provision or 18-24 year olds. This also ties into the delivery of non-recognised qualifications and courses less than 10 hours in duration as discussed in Section 4.5.

Figure 8: Distribution of FE and HE enrolments across age groups on part-time courses, AY 2017-18

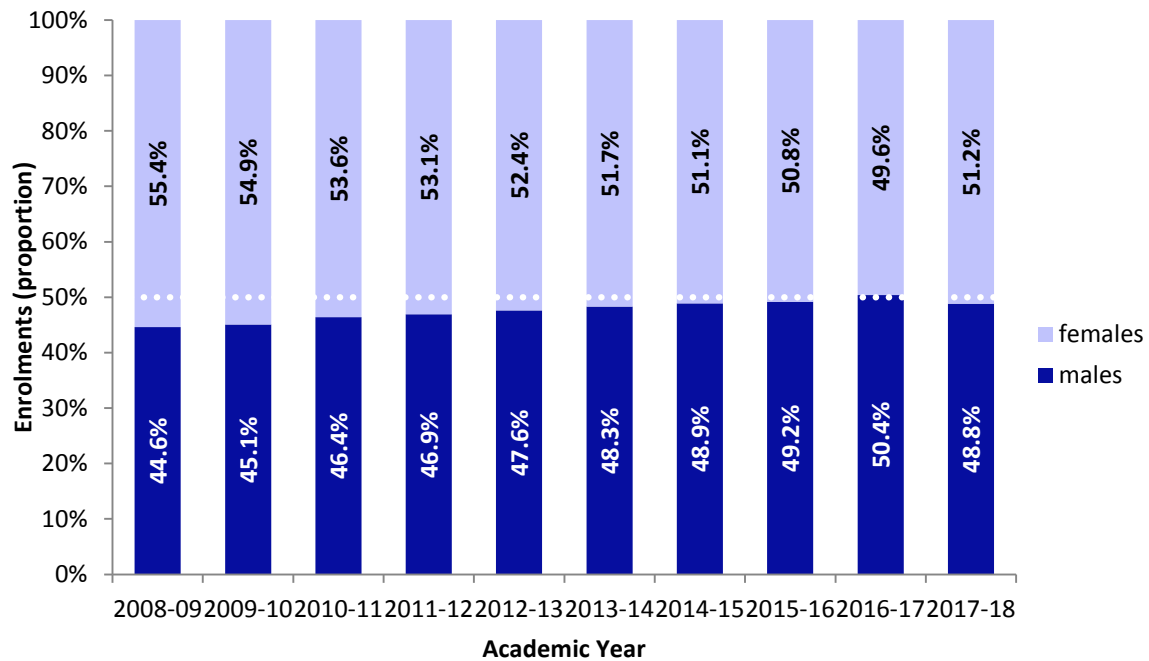


**5.2 By Gender**

47. Figure 9 below shows a breakdown of enrolments by gender from 2008-09 to 2017-18. There have been more female than male enrolments to colleges in nine of the last ten years. The latest figures show that females represent the majority of college students with 154,679 enrolments, 51.2% of enrolments in the sector. This is an increase of 1.6 percentage points on 2016-17, which was

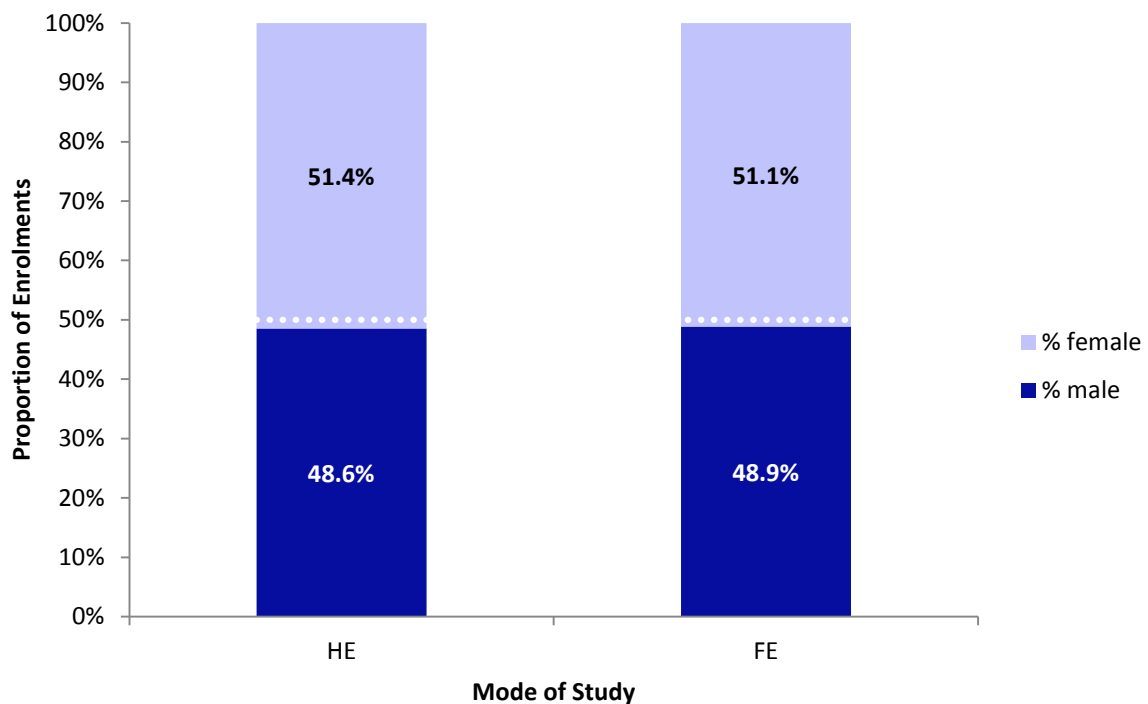
the only year in the last ten years where the proportion of male enrolments outweighed the proportion of female enrolments.

Figure 9: Gender split of student enrolments, AY 2008-09 to AY 2017-18



48. Figure 10 (below) considers the gender split of enrolments when taking into account the level of study. In both HE and FE provision, there were more females than males enrolled in 2017-18. The gender split of enrolments to FE courses was more balanced than to HE courses by 0.3 percentage points.

Figure 10: Gender split of enrolments by level of study, AY 2017-18



49. Gender is another important metric discussed in the [Guidance for the development of College Outcome Agreements: 2019-20 to 2021-22](#). SFC expects intensified outcome agreements in seven key areas, gender being one of them. SFC also expects institutions to develop and publish Gender Action Plans and to set more ambitious targets. As discussed in this Guidance, colleges are directed to set targets to overcome gender imbalances in the most gendered subject areas to ensure that no subject area has more than a 25/75 gender split. Additional information on gender by subject is provided in the Background Tables online and a more detailed analysis can be found in the [SFC Gender Action Plan](#) and corresponding [Technical Report](#) for 2016-17. Previous versions of this Guidance also included gender as one of SFC’s national priorities.

## 6. Conclusion

50. Overall, the number of FTEs in Scotland's colleges has continued to remain stable whilst enrolments and headcount have increased this year.
51. Over the last ten years there has been focus towards full-time young students in colleges. However, with a change in policy direction and the expected shift in age demographics across the country, meaning fewer young people in the Scottish population, this may change again towards more part-time activity. Colleges may enrol more school age and older students. The changing age profiles and shift in college provision will provide an opportunity to make an impact on government policies to close the subject level gender gap and encourage more individuals into STEM.
52. There may be further challenges ahead. As the Commission on Widening Access results in more students from deprived areas attending university, this may further reduce the pool of potential college students, as many of these students may have attended college otherwise.
53. Some aspects of the college sector have not been covered in this report, such as some student characteristics and trends surrounding learning hours. However, these will be addressed, with more relevance and detail, in other reports such as the Report on Widening Access which is [scheduled](#) for publishing in May 2019. Previous years can be found on SFC's [Statistics Publication Schedule](#).
54. In the meantime, trends for protected characteristics in the college sector can be explored using the [Infact Database](#).

## Further Information

55. The [Infact Database](#) allows for more detailed analysis of provision within Scotland's colleges. Please note that figures may differ from those presented here. FTE figures may differ as Infact also includes FTE figures for students not funded by SFC. 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.
56. All charts and data shown in this report are available in background tables provided on the SFC website.
57. A publication detailing College Performance Indicators for 2017-18 is scheduled to be published on the [SFC website](#) on 29 January 2019. Student numbers presented in this 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 this report, activity relating to these students is counted.
58. The [SFC Report on Widening Access](#) presents further statistics on widening access in the College and University sectors whilst [SFC Higher Education Student and Qualifiers](#) covers HE activity delivered in Scotland by universities and colleges.

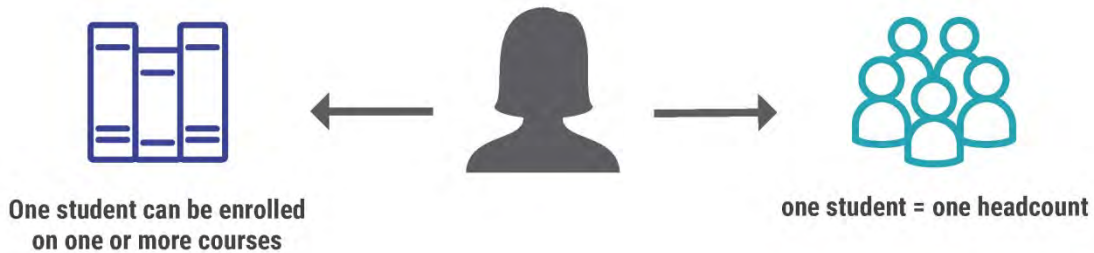
## Annexes

### Annex A: Key Definitions

# Key definitions



#### One student



#### Other definitions, e.g. mode (of study)



#### Full-time

- 600 hours +
- 15 credits or more on a single programme in one annual year (12 or more for HNC)



#### Part-time

- 1 - 600 hours
- Anything below 15 credits (12 for HNC)



#### Duration

- The length of course, e.g. one day or two years.



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## Annex B: Notable Changes in External Factors Affecting the College Sector

Date	Change	Impact on the trends presented in this report
2008-09	Colleges directed to prioritise more substantial courses designed to improve employment prospects.	Reduction in number of students enrolled on very short programmes of study unlikely to lead to employment or higher level of study.
2011-12	Decision to focus school / college courses towards the senior phase of high school.	Reduction in college activity targets of 5%, but students affected continue to have a full-time place at school.
2012-13	Introduction of College Outcome Agreement. Transfer of funded learning hours from SFC to SDS.	Reduction in SFC funded learning hours delivered to those aged 16 to 24, with this activity being commissioned by the SDS Employability Fund (equivalent to 586 FTEs in 2016-17).
2015-16	WSUMs replaced with Credits and removal of full-time tariffs.	Hours of learning reduce under the Credit system as a result of improvements that removed funding considerations and created a purer measure of activity.



## Annex C: College Outcome Agreements

1. 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.
2. The table below shows the 2014-15 to 2017-18 figures for some of the measures in line with the current Outcome Agreements.

Table G: Selected National Performance Measures, 2014-15 to 2017-18

Measure	2014-15	2015-16	2016-17	2017-18
Credits delivered	1,755,601	1,752,536	1,762,032	1,778,466
Proportion of Credits delivered to learners Under 16	2.6%	2.7%	2.7%	3.3%
Proportion of Credits delivered to learners aged 16-19	47.7%	46.9%	46.6%	45.2%
Proportion of Credits delivered to learners aged 20-24	22.2%	21.8%	21.5%	21.1%
Proportion of Credits delivered to learners aged 25 and over	27.6%	28.7%	29.2%	30.4%
Proportion of Credits to Female learners	51.4%	51.7%	51.3%	51.5%
Proportion of Credits to Male learners	48.6%	48.3%	48.6%	48.5%
Proportion of Credits delivered to learners from the 10% most deprived areas	16.7%	16.9%	17.2%	16.5%
Proportion of Credits to learners from a care experienced background	0.3%	1.0%	1.6%	2.0%
Proportion of Credits to BME learners	5.7%	6.0%	6.4%	7.0%
Proportion of Credits to Disabled learners	16.0%	16.8%	17.1%	18.8%

3. Further information on Outcome Agreements can be found on the [SFC website](#).

## Annex D: Participation Rate Methodology

1. The Scottish population of young adults (particularly of 18 and 19 year olds) is inflated due to the influx of non-Scottish students undertaking college and university education in Scotland. Therefore, in order to calculate a more representative participation rate of the proportion of 18 and 19 year olds undertaking college courses, who would be residing in Scotland regardless of their education path, population values have to be aged forward. This is demonstrated in Table B. For example, to calculate the population of 18 and 19 year olds in Scotland in 2017-18, the population of 16 and 17 year olds in 2015-16 has been aged forward by two years so that they are calculated as 17 and 18 year olds in 2016-17 and 18 and 19 year olds in 2017-18 (highlighted in yellow).

Table B: Mid-Year Population Estimates, NRS

	2015-16	2016-17	2017-18
16	58,760	56,863	57,019
17	59,834	58,760	56,863
18	61,761	59,834	58,760
19	61,429	61,761	59,834

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