



Scottish Funding Council

Promoting further and higher education

Scotland's Colleges: A Baseline Report for Academic Year 2011-12

March 2013

Further information:

Gordon McBride, Tel: 0131 313 6575, email: gmcbride@sfc.ac.uk

Scottish Funding Council

Apex 2

97 Haymarket Terrace

Edinburgh

EH12 5HD

List of figures/tables (click to link)	Page
Number of students and enrolments 2005-06 to 2011-12	4
WSUMs delivered against target 2005-06 to 2011-12	5
Funded FTEs delivered 2005-06 to 2011-12	6
Further and Higher Education Enrolments 2005-06 to 2011-12	7
Enrolments lasting for fewer than 10 hours/not leading to a recognised qualification	8
Average hours of learning per student	9
Full-time FE and HE students 2005-06 to 2011-12	10
Full-time students (funded by SFC) aged 16-17, 18-19 and 20-24	11
Secondary school pupils by stage	12
Scottish population aged 16-17, 18-19 and 20-24, 2008 to 2011	12
Full-time students (funded by SFC) aged 16-24 by gender	13
Student enrolments by gender	14
Student enrolments aged 40 & by gender	15
Hours of learning by age group and gender	16
Hours of learning by age group	17
Hours of learning by age group and disability	18
Learning hours for students with a disability or requiring additional learning support	19
Hours of learning for students with a recorded disability 2011-12	20
Enrolments for students with a recorded disability 2011-12	20
Hours of learning by age group and minority ethnic background	21
Hours of learning for students from a minority ethnic background 2011-12	22
Enrolments for students from a minority ethnic background 2011-12	23
Gender split by subject group for working age enrolments	23
Per cent of working age enrolments linked to industry/commerce	24
Enrolments with links to industry/commerce	25
Hours of learning per head of population of local authority 2011-12	26
Nationalities with more than 500 student enrolments	27
Nationalities with between 20 and 500 student enrolments	28
Student enrolments by single year age 2011-12	30
Hours of study by single year age 2011-12	30
Annex A: Deriving college WSUMs and FTEs	32
Table A1: Calculating Weighted SUMs	33
Table A2: Deriving Full Time Equivalent (FTEs) for fundable students	33
WSUMs delivered against target 2005-06 to 2011-12	35
Funded FTEs delivered 2005-06 to 2011-12	35

Executive Summary

Full-time student numbers at Scotland's colleges increased by over 19 per cent between the academic years 2007-08 and 2011-12 and colleges have continued to exceed their activity targets. However, the 257,913 full and part-time learners that studied in Scotland's colleges in 2011-12 represented a reduction of 121,320 students for reasons outlined below.

Students often enrol on more than one programme of study in a single academic year and in 2011-12 the 257,913 students accounted for 320,646 enrolments. In 2007-08 enrolments totalled 489,610 meaning a fall of 169,000 between these two years.

In 2008-09 colleges enrolled 79,588 students on programmes that were designed to be completed in under 10 hours. These programmes averaged 5 hours each whilst a full-time further education (FE) student was required to study for at least 720 hours in that year. This would mean that one full-time FE student studied for the same hours as 148 of these students enrolled on very short programmes. These very short programmes alone account for over 55,000 of the fall in enrolment numbers since 2008-09.

Colleges have exceeded their WSUMs targets in all years over the reporting period. The WSUMs target for 2011-12 is however 3.9% lower than in 2010-11 which is a result of reducing college places for early year school students (below S3).

Colleges have delivered around 120,000 Full Time Equivalent (FTEs) in each year over the reporting period whilst exceeding their WSUM activity targets.

The average hours of learning per student increased by 40% between 2007-08 and 2011-12. This is partly explained by the substantial increase in full-time students and the decline in very short programmes.

Full-time student numbers increased from 66,667 in 2005-06 to 81,373 (+22%) in 2011-12. The majority of these students were funded by SFC and aged 16 to 24. In 2005-06 there were 48,533 full-time students aged 16 to 24 funded by SFC rising to 61,304 in 2011-12 (+26%).

Female students continue to outnumber males although the gap is narrowing. 'Hairdressing/beauty' and 'care' courses tend to be dominated by females and engineering and construction by males.

Students aged 16 to 24 accounted for 61% of all hours of learning in 2005-06 rising to 70% in 2011-12.

The median age for males in 2011-12 was 21 or 19 if weighted for hours of learning. For females the median age was 25 or 20 when weighted for hours of learning.

Disabled students accounted for 15% (11.3 million) of all hours of learning in 2011-12 and a further 5.9 million hours of learning were delivered to students who required additional learning support but did not have a disclosed disability. Dyslexia was the most commonly reported disability.

Four million hours of learning (5% of all hours and enrolments) were delivered to students from minority ethnic backgrounds in 2011-12. Pakistani and African backgrounds were most commonly reported.

Thirty nine per cent of working age student (18 to 59 for females and 18 to 64 males) enrolments were estimated to be linked to industry / commerce in 2011-12.

Sixty two per cent of engineering and construction enrolments were estimates to have a link to industry in 2011-12 whilst only 5% of enrolments on programmes within the 'social subjects' and 13% of those in 'performing arts' had a similar link.

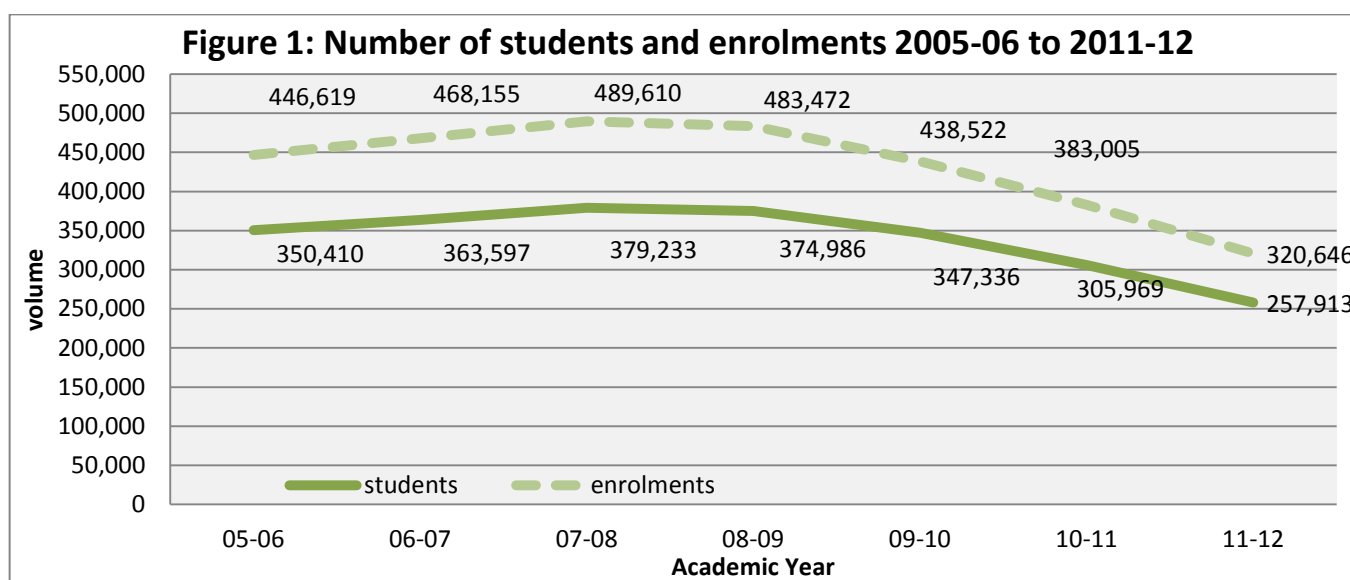
Residents of Perth and Kinross received 10 hours of learning per head of the local population whilst those in North Ayrshire received in excess of 20 hours per head of the population. This can be affected by staying on rates at school and participation in higher education institutions as well as numbers in employment.

195 different nationalities were represented at Scotland's colleges in 2011-12.

Scotland's Colleges statistics 2011-12

In 2011-12 257,913 students attended Scotland's colleges, beyond the qualifying date for funding. Over 40,000 of these students were enrolled on more than one programme of study leading to a total of 320,646 enrolments or 1.24 enrolments per student. There are various reasons why a student may enrol on more than one programme of study such as progression from an introductory course to a higher level of study or to widen their skillset to help them improve their employment prospects.

Figure 1 details levels of students and enrolments over the period 2005-06 to 2011-12. Student numbers were at their highest in 2007-08 with 379,233 students. As stated above this fell to 257,913 in 2011-12 meaning that 121,320 fewer students enrolled in college in 2011-12 in comparison to 2007-08.



The reduction in students and enrolments should be seen in the context of Scottish Funding Council (SFC) guidance to reduce the volume of courses not leading to a recognised qualification or lasting for under 10 hours. [Circular SFC/26/2009](#) issued in August 2009 informed colleges that these courses would no longer be funded, with priority being given to courses that were more likely to improve a student's employment prospects.

As a result, the sector enrolled fewer students overall but these remaining students were more likely to be enrolled in full-time study or on longer part-time programmes.

Colleges are not, however, funded to deliver a specific number of students or enrolments. Instead they are required to deliver a volume of WSUMs for which they receive funding from the SFC. In 2011-12 colleges were funded to deliver 2,233,140 weighted SUMs (WSUMs).

The WSUMs target fell by 3.9% between 2010-11 and 2011-12 which is a result of reducing college places for early year school students (below S3). Colleges had worked in partnership with schools to offer alternative curriculum to these school pupils as part of their studies however these activity levels were reduced as it was decided to concentrate school / college activity towards pupils in S3 to S6 to aid their transition into the workplace or into further study. As these school pupils (below S3) previously receiving college tuition would continue to study full-time at school the reduction in WSUMs would not remove any students from education.

Figure 1a shows the actual number of WSUMs delivered by the college sector over the period 2005-06 to 2011-12. Although the number of students and enrolments (figure 1) has fallen considerably in recent years, figure 1a shows that colleges have continued to exceed their WSUMs targets over the same period. For 2011-12 colleges delivered 2,326,885 WSUMS which exceeded the target by 4% including all WSUMs reported by colleges.

This would suggest that students have enrolled on more substantial programmes of learning in line with the guidance in [Circular SFC/26/2009](#). The chart does, however, also show that the volume of WSUMs delivered has fallen in recent years from 2.4 million in 2009-10 to 2.3 million in 2011-12. Funded WSUMs targets have also fallen between 2010-11 and 2011-12.

Annex A explains how WSUMs (and FTEs) are derived and provides further information on how to interpret the values shown in figures 1a and 1b.

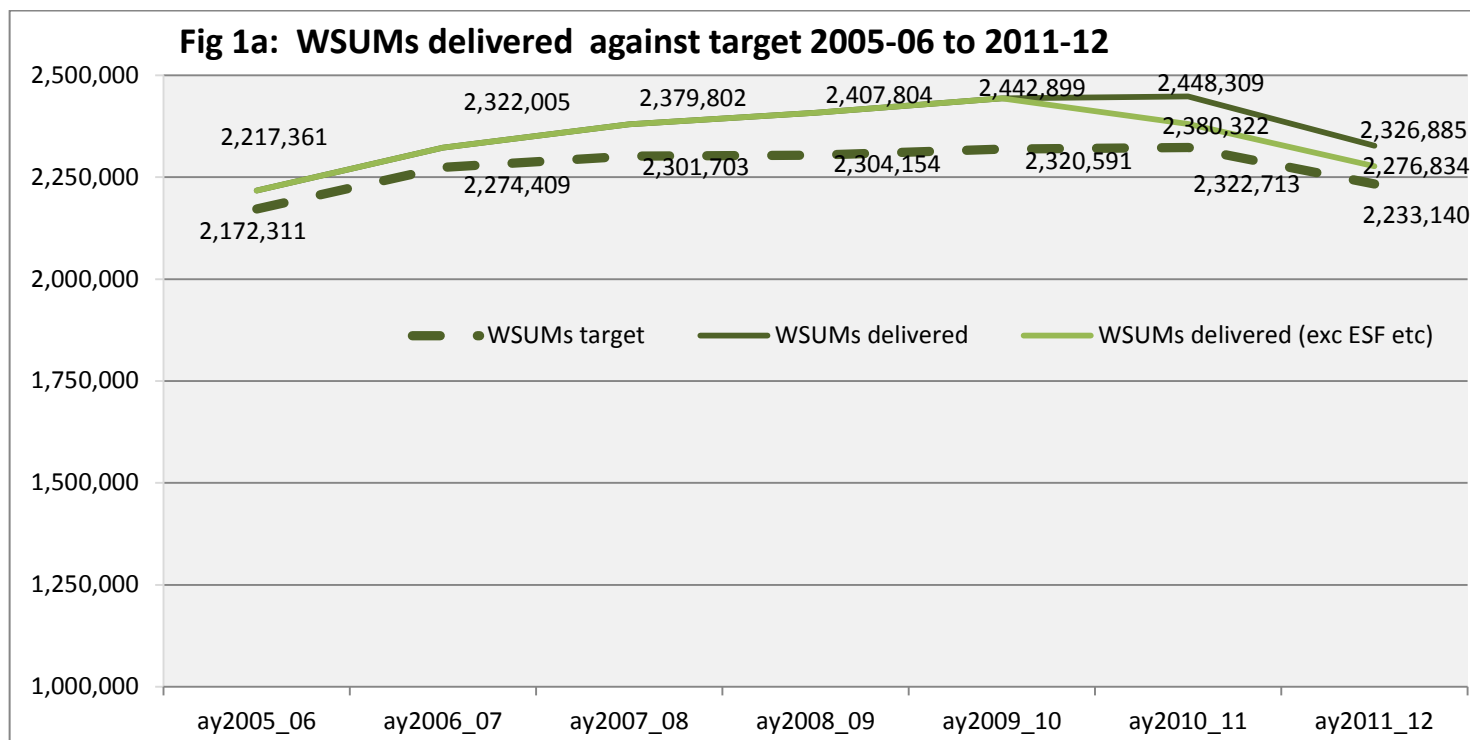
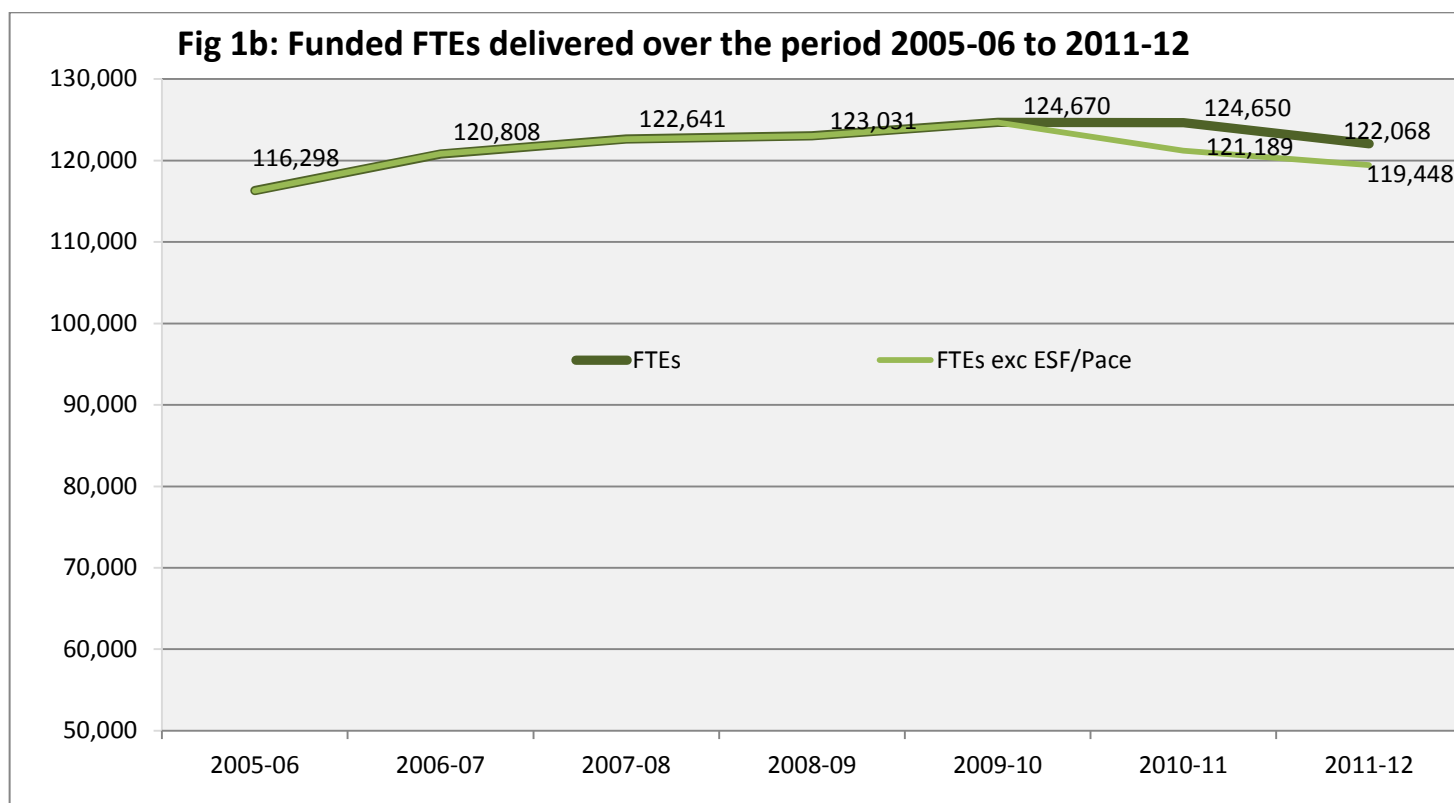


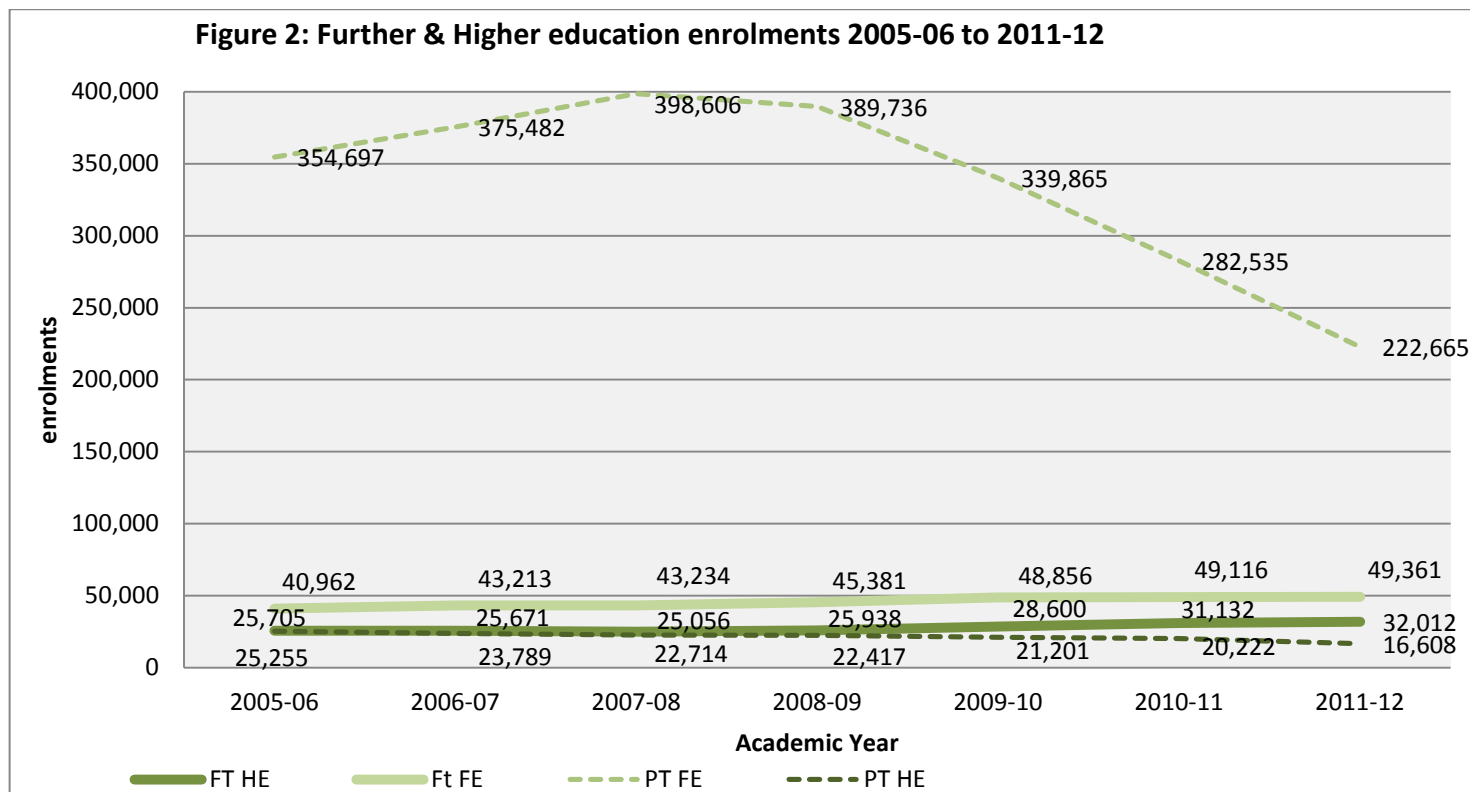
Figure 1a shows that colleges delivered around 2% above target in 2011-12 once activity associated with a separate European Social Fund (ESF) project had been excluded. The ESF project only ran for 2010-11 and 2011-12. We have shown figures excluding this activity to provide a more comparable time series over the seven year period that our report spans.

Another way of looking at student numbers is FTEs. Figure 1b outlines the number of **funded** FTEs delivered over the period 2005-06 to 2011-12. The number of FTEs delivered has fallen slightly in recent years but provides a useful context in which to view the decrease in student headcount or enrolments numbers which have fallen more noticeably. FTEs are a more comparable measure of activity levels over the period and demonstrate that colleges continue to deliver at broadly the same level on a year by year basis.



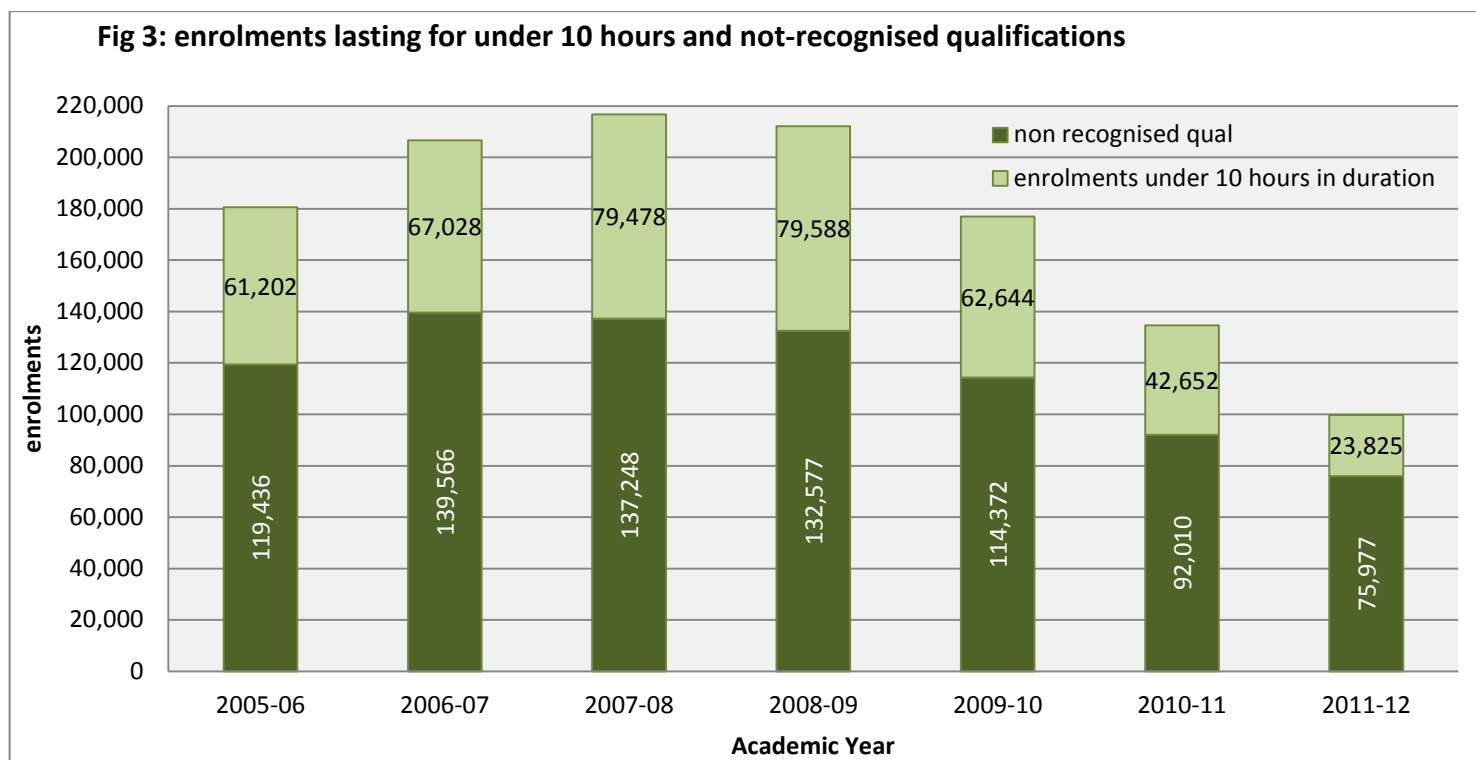
Up to this point this report has concentrated on WSUMs and funded FTEs, which are both funding measures. To ensure this report takes account of all college activity, the rest of the report concentrates on all students and enrolments, not just those supported through SFC funding. Employers, other bodies and students themselves also support college provision. It is, however, essential to consider the changing pattern of enrolments in terms of colleges continuing to achieve their funded WSUMs target and delivering similar levels of FTEs over the period.

Figure 2 provides a more detailed breakdown of enrolments over the period. These are shown for full and part-time and further and higher education categories. The chart clearly shows that the fall in enrolment numbers is mainly related to part-time FE enrolments which fell by around 60,000 from 2010-11 to 2011-12 and by 176,000 since 2007-08.



Historically, these part-time FE enrolments have included nearly all of the programmes that do not lead to recognised qualifications or that lasted for a very short duration, that is under 10 hours. The fall in short programmes/ non-recognised qualifications accounted for around 117,000 of the total reduction of 169,000 enrolments between 2007-08 and 2011-12.

Figure 3 below provides a trend of the number of enrolments on these programmes over the period 2005-06 to 2011-12.



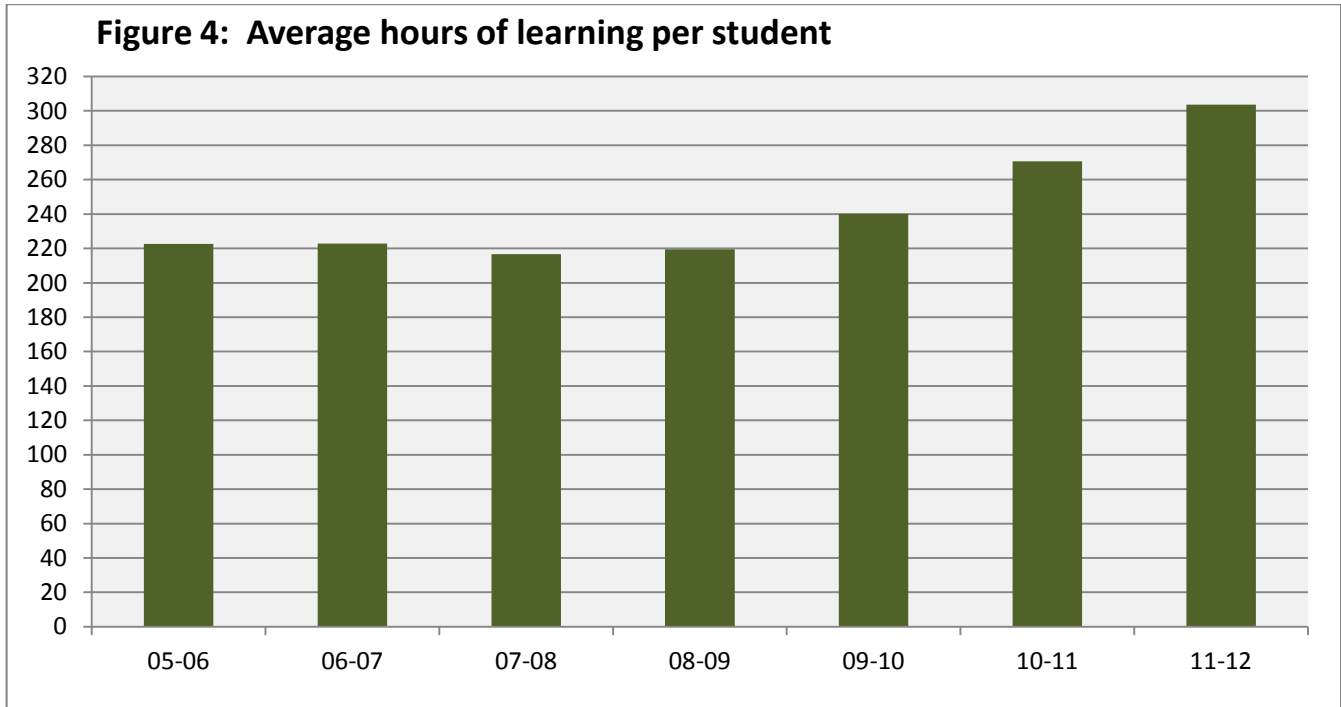
Although the 99,802 enrolments (75,977 + 23,825 for fig 3 2011-12) represent 31% of all enrolments in 2011-12 they actually only represent around 5.8% of SFC funded activity (SUMs, 1 SUM = 40 hours of study) due to their shorter duration. 39% of the funded activity for these students relates to programmes for students with additional learning needs.

In 2008-09 there were 79,588 enrolments on programmes lasting under 10 hours (figure 3). The 79,588 enrolments averaged less than 5 hours each, giving a total of 386,840 hours of learning. Full-time further education students were required to study for a minimum of 720 hours in 2008-09 (640 hours in 2011-12).

This would mean that a single full-time student is equivalent to 148 of these very short duration part-time students in terms of hours of learning.

On this basis the 79,588 enrolments on very short programmes were equivalent to only 537 full-time FE students. Full-time numbers have been increasing and this, along with the SFC's decision to no longer fund these very short programmes, explains why overall student numbers have fallen noticeably in recent years.

Figure 4 outlines the change in the average hours of learning per student over the period 2005-06 to 2011-12. The average hours of learning has increased by 40% from 2007-08. This does, of course, mean that we can expect fewer students for the same total hours of learning but these students will be studying towards more substantial qualifications which are perhaps more likely to improve the students employment prospects.



The increase in average hours of learning is at least partly due to a substantial increase in full-time students.

Figure 5 shows that the sector has increased the number of full-time students by 14,700 since 2005-06. This has been possible partly through increased funding for teaching until 2010-11, reducing short and very short duration programmes and reducing non-vocational programmes. Funding from the European Social Fund also supported the growth in student numbers in recent years.

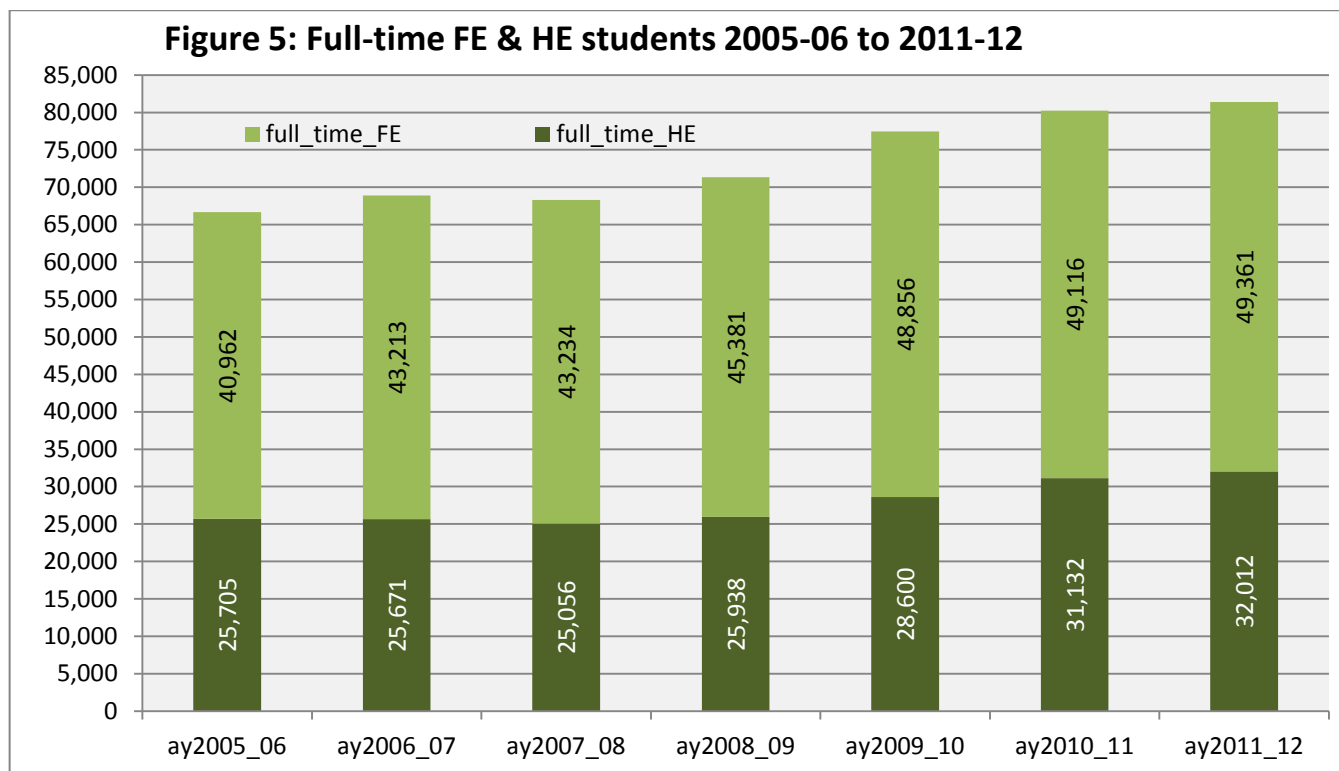


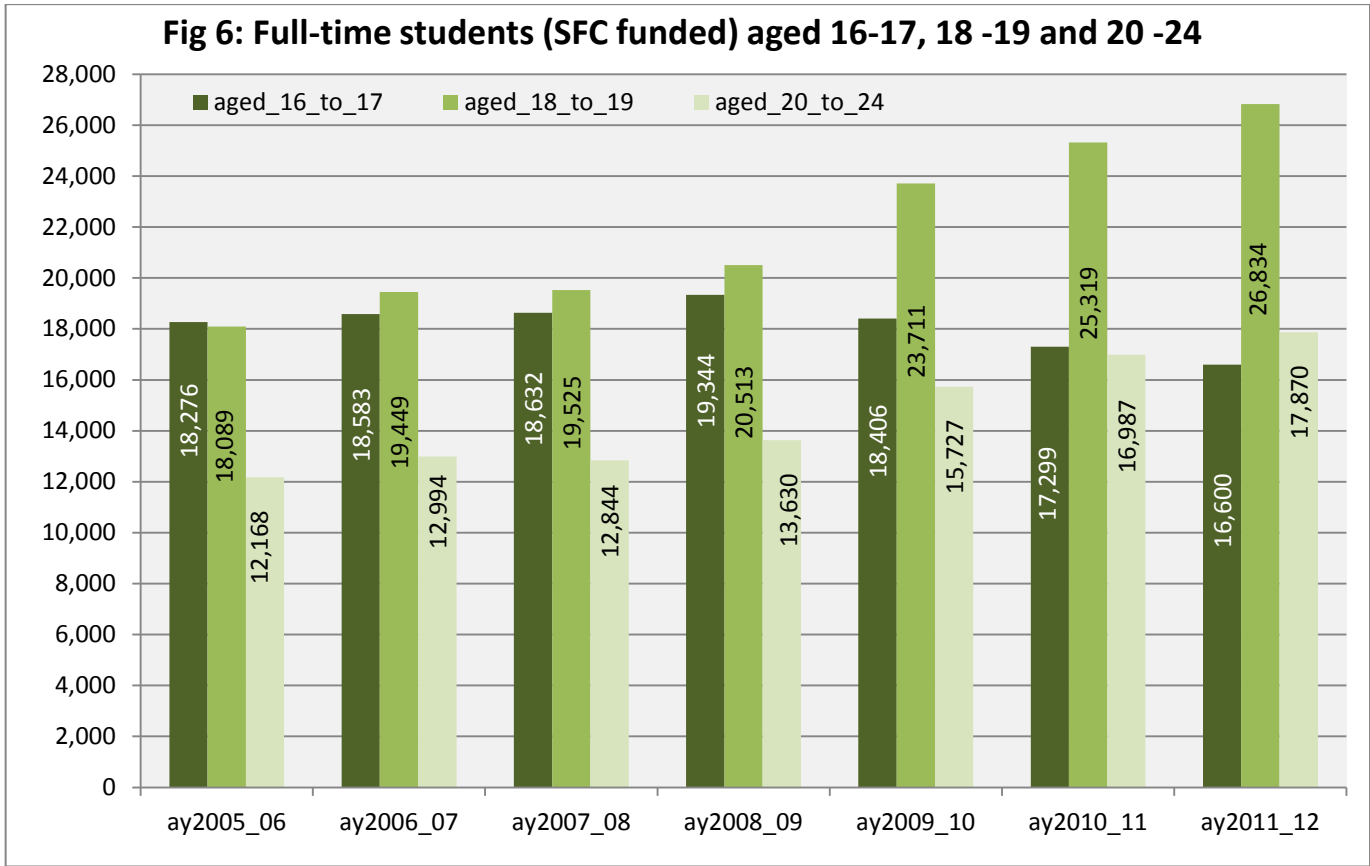
Figure 5 shows that full-time student numbers rose from 66,667 in 2005-06 to 81,373 in 2011-12 which is a 22% increase over the period.

In 2011-12 63,214 (78%) of these full-time students were in the priority 16 to 24 age group. Of these a total of 61,304 were funded by SFC.

Figure 6 shows that there were 48,533 full-time students (funded by SFC) aged 16 to 24 in 2005-06 rising to 61,304 in 2011-12. This represents a 26% increase over the period.

Figure 6 also shows that whilst the numbers of 16 to 24 years olds have increased there has been a fall in students aged 16 to 17 at college over the period.

Full-time students aged 16 and 17 decreased by 14% between 2008-09 and 2011-12 from 19,344 to 16,600, a drop of 2,744.



At the same time student numbers in S5 and S6 at secondary schools increased. The Scottish Government's '[Pupils in Scotland 2011](#)' publication includes a table (3.3) shows the numbers of secondary school pupils by stage. In 2008 these S5 & S6 numbers totalled 74,829 growing to 79,987 in 2011 (figure 6a). This increase of 5,158 is greater than the decline in full-time numbers at college for those aged 16 & 17 at college.

Figure 6b shows the change in the Scottish population over the same period. This shows that whilst the combined numbers of students aged 16 and 17 at school and college increased the actual population aged 16 & 17 decreased from 132,159 to 123,092.

Fig 6a: Secondary school pupils by stage

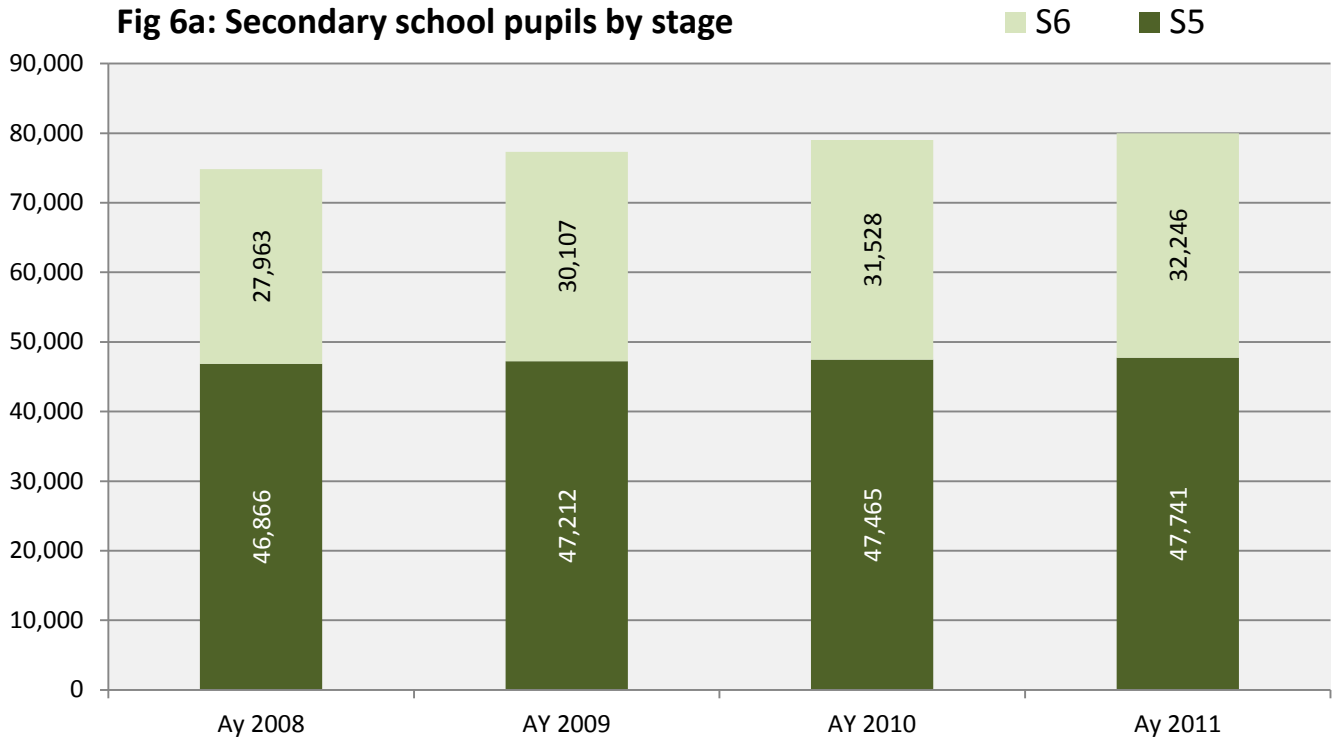


Fig 6b: Scottish population aged 16 to 17, 18 to 19 and 20 to 24, 2008 to 2011

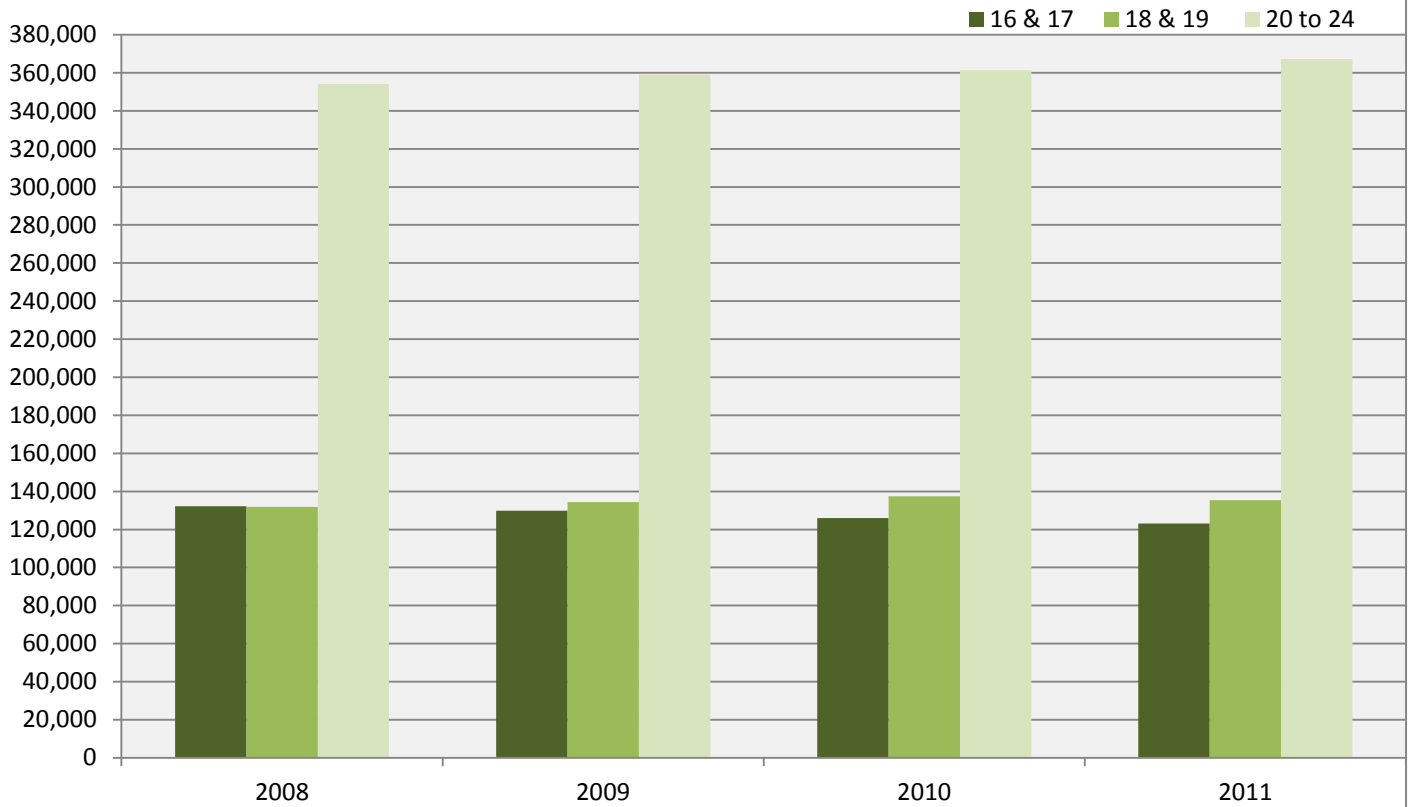


Figure 7 shows the numbers of male and female full-time student from 2005-06 to 2011-12. It shows that 54% of full-time students aged 16 to 24 were female in 2008-09 falling to 52% in 2011-12. The 2011 mid-year population estimates from the General Registers Office (GRO) show that 49% of the population in this age group were female meaning that females continue to be over represented although the gender gap is narrowing.

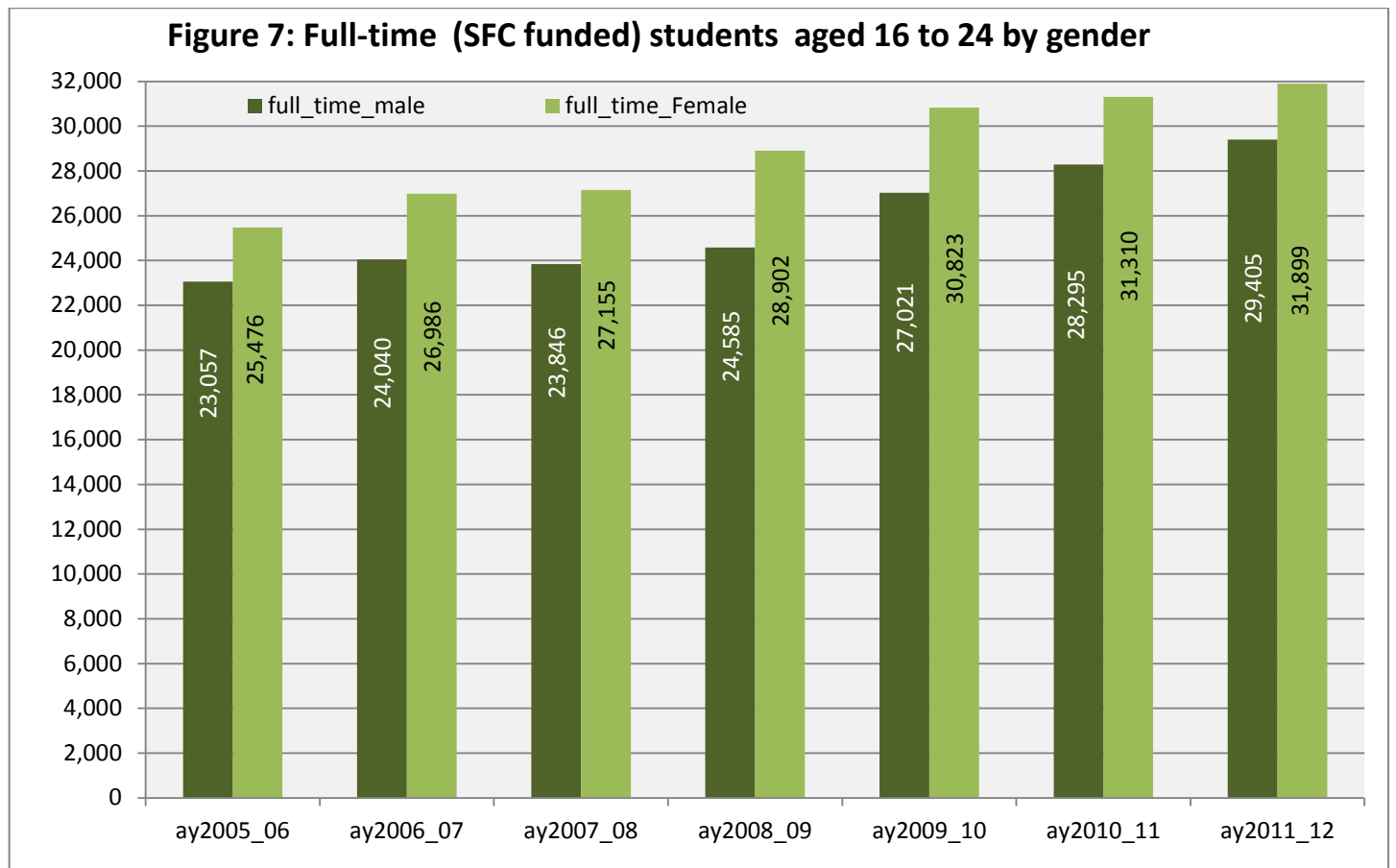
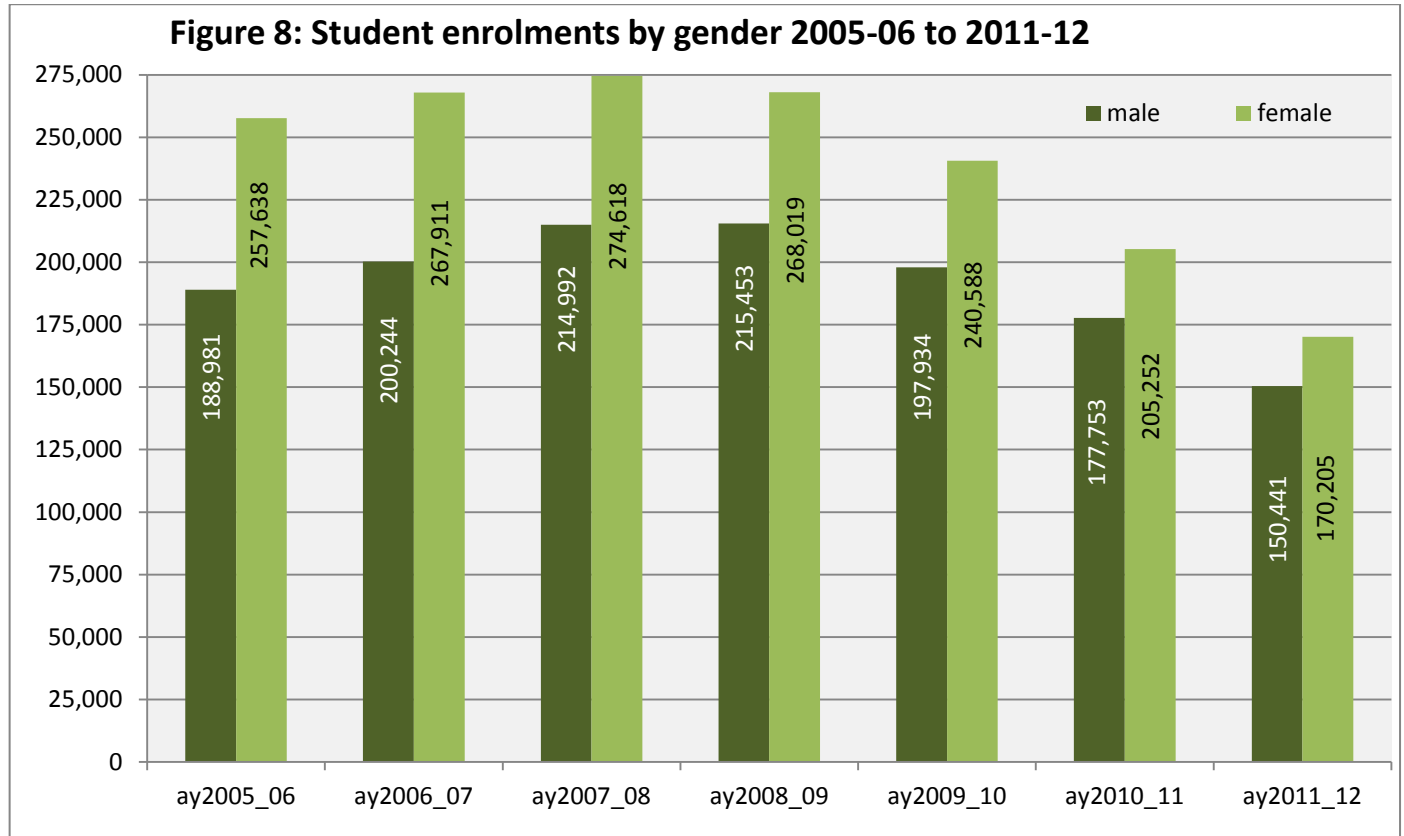
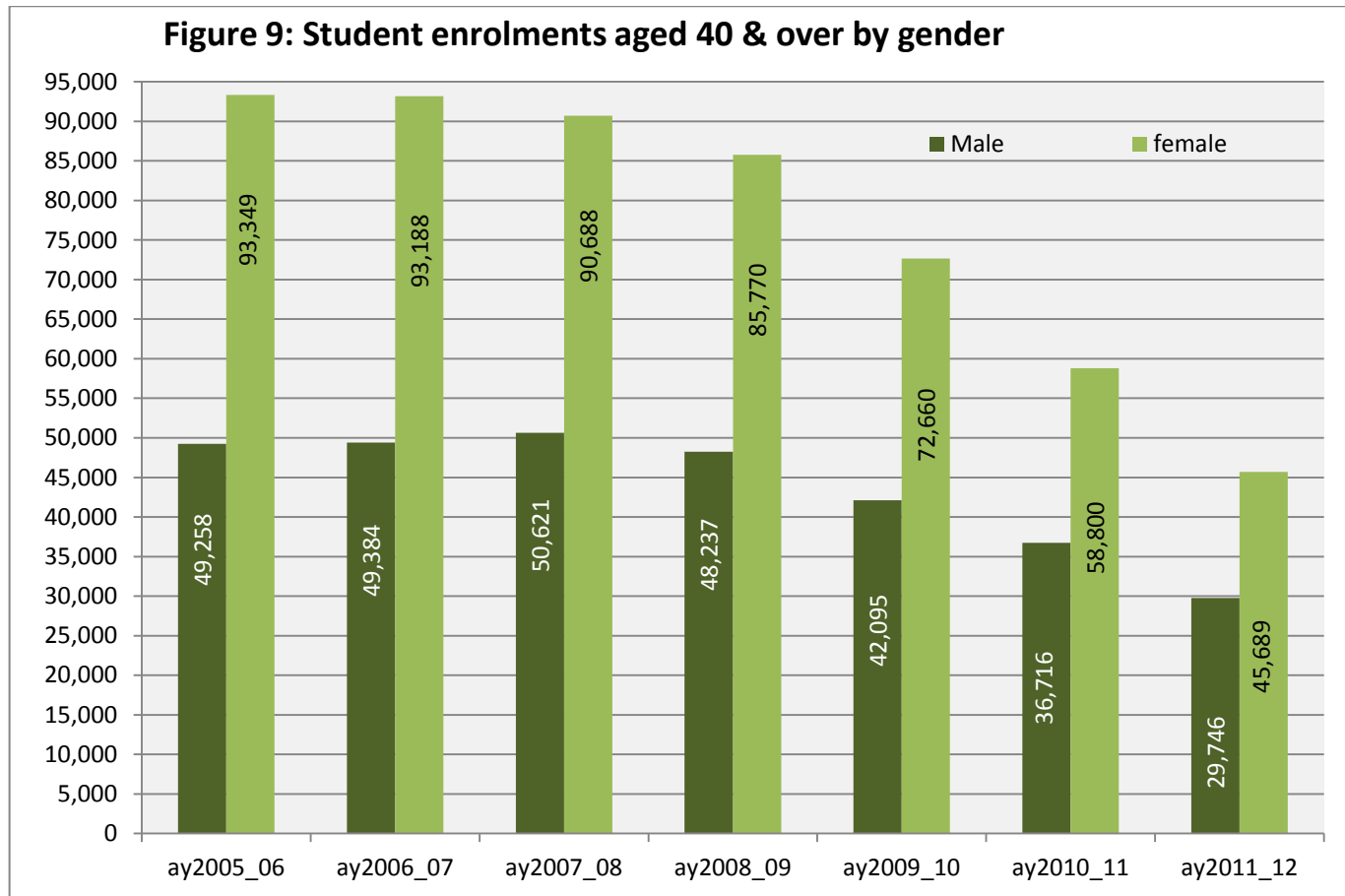


Figure 8 provides a gender breakdown for all enrolments (full-time, part-time and very short duration programmes). Once again, it shows a narrowing of the gender gap from 58% in 2005-06 to 53% in 2011-12. 52% of the total population was estimated to be female in the 2011 mid-year population estimates.



The gender split is markedly different for different age groups. Figure 9 provides a breakdown of all enrolments for those aged 40 & over. The number of enrolments for both genders has fallen markedly over the period. These enrolments are more likely to be for short courses as the older age groups are less likely to study full-time and therefore we would expect to see a significant drop in numbers in line with our earlier findings.



Although the number of enrolments for females aged 40 & over has fallen by a greater amount than for males (aged 40 & over) it is clear from the most recent figures that females continue to outnumber males. Sixty one per cent of enrolments for those aged 40 & over were for females in 2011-12.

Figure 10 provides a breakdown of hours of learning (a full-time FE student will count as 800 hours and full-time HE 600 hours) by age group and gender. Once again there is a narrowing of the gender gap.

The learning hours for males aged 16 to 24 have increased by 13% since 2005-06 and for females 15%. Learning hours have decreased, since 2005-06, for those aged 25 & over by 14% for males and 26% for females. The hours for those under 16 have also decreased.

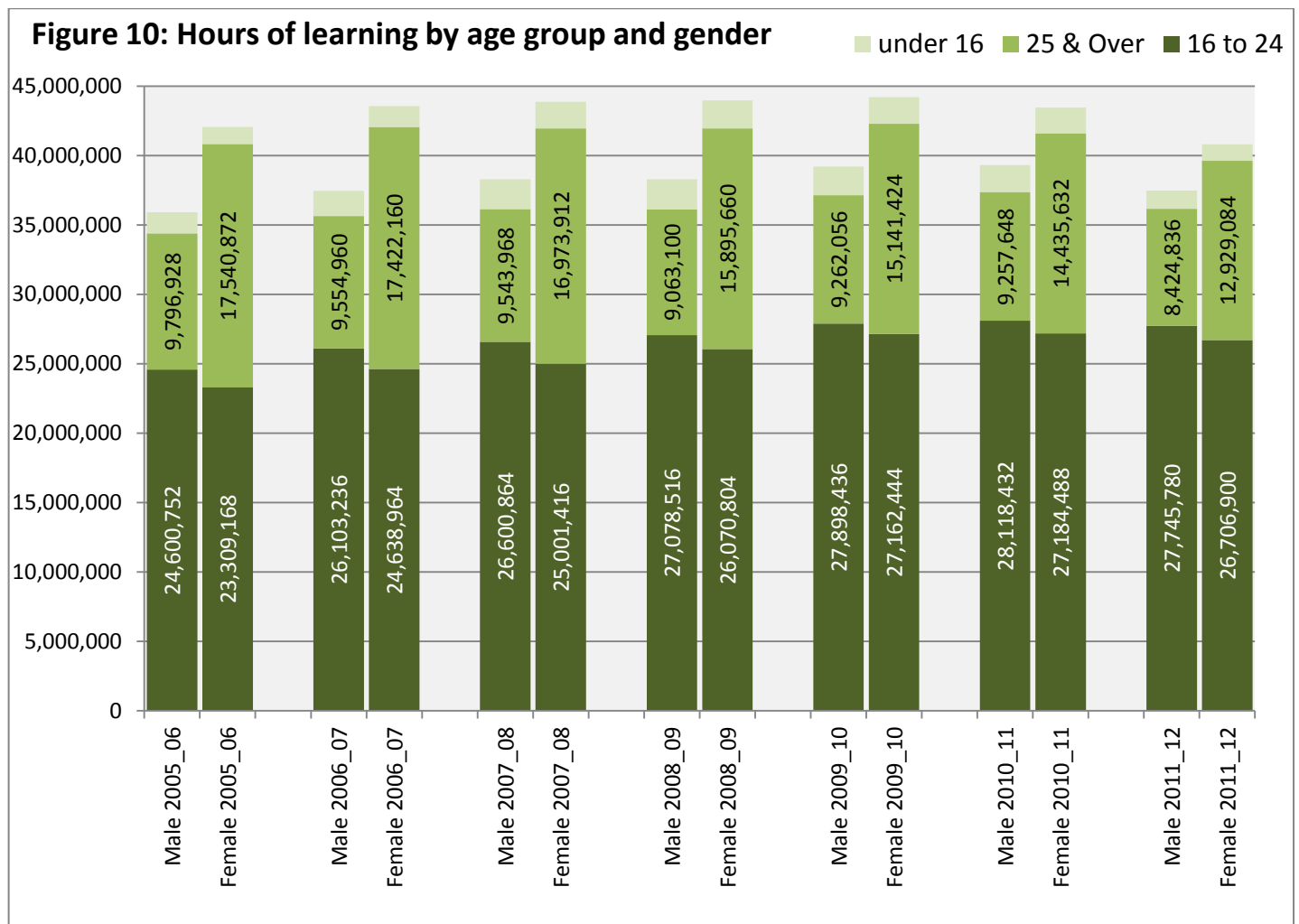


Figure 11 shows that the hours of learning delivered to the 16 to 24 group has increased over the period from 47.9 million hours of learning to 54.5 million in 2011-12 (falling slightly from 55.3 million in 2010-11).

The proportion delivered to this group has increased from 61% in 2005-06 to 70% in 2011-12. Colleges delivered fewer than 78 million hours of learning in 2005-06 in comparison to 78.3 million hours of learning in 2011-12. The highest number of hours of learning was delivered in 2009-10 with 83.4 million.

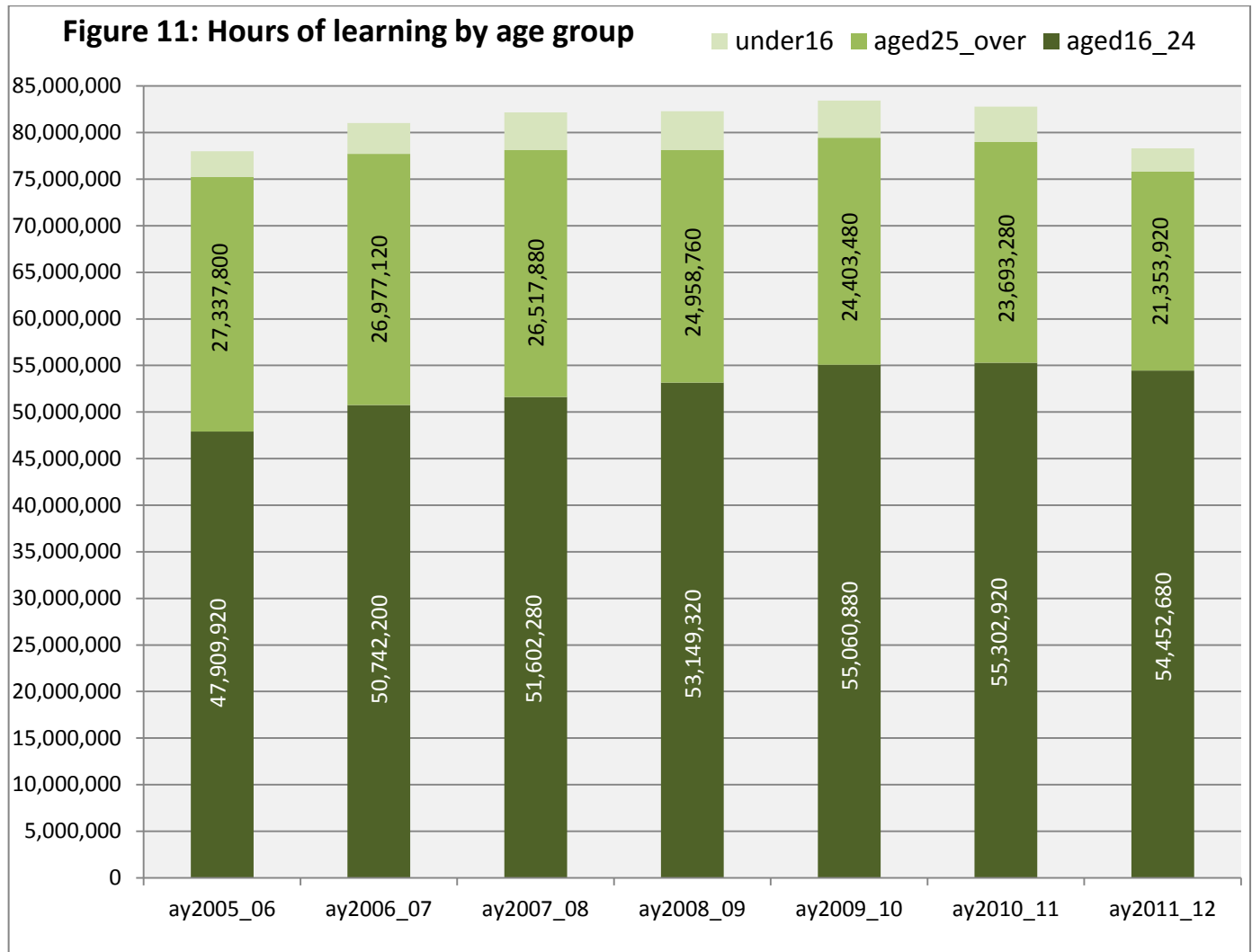


Figure 12 provides a breakdown of hours of learning by age band and disability status. Students for whom the disability status was not been disclosed have been excluded.

In 2011-12 there were 11.3 million hours of learning delivered to students with a recorded disability. This accounted for 15% of all hours of learning for those aged 16 to 24 and 25 & over. For those under 16 the corresponding figure is 17%. Figure 12 shows a 19% increase in hours of learning delivered to those with a recorded disability between 2005-06 and 2011-12 (this may be partly due to additional students disclosing a disability). In 2011-12 the 11.3 million hours of learning were delivered across 40,000 student enrolments.

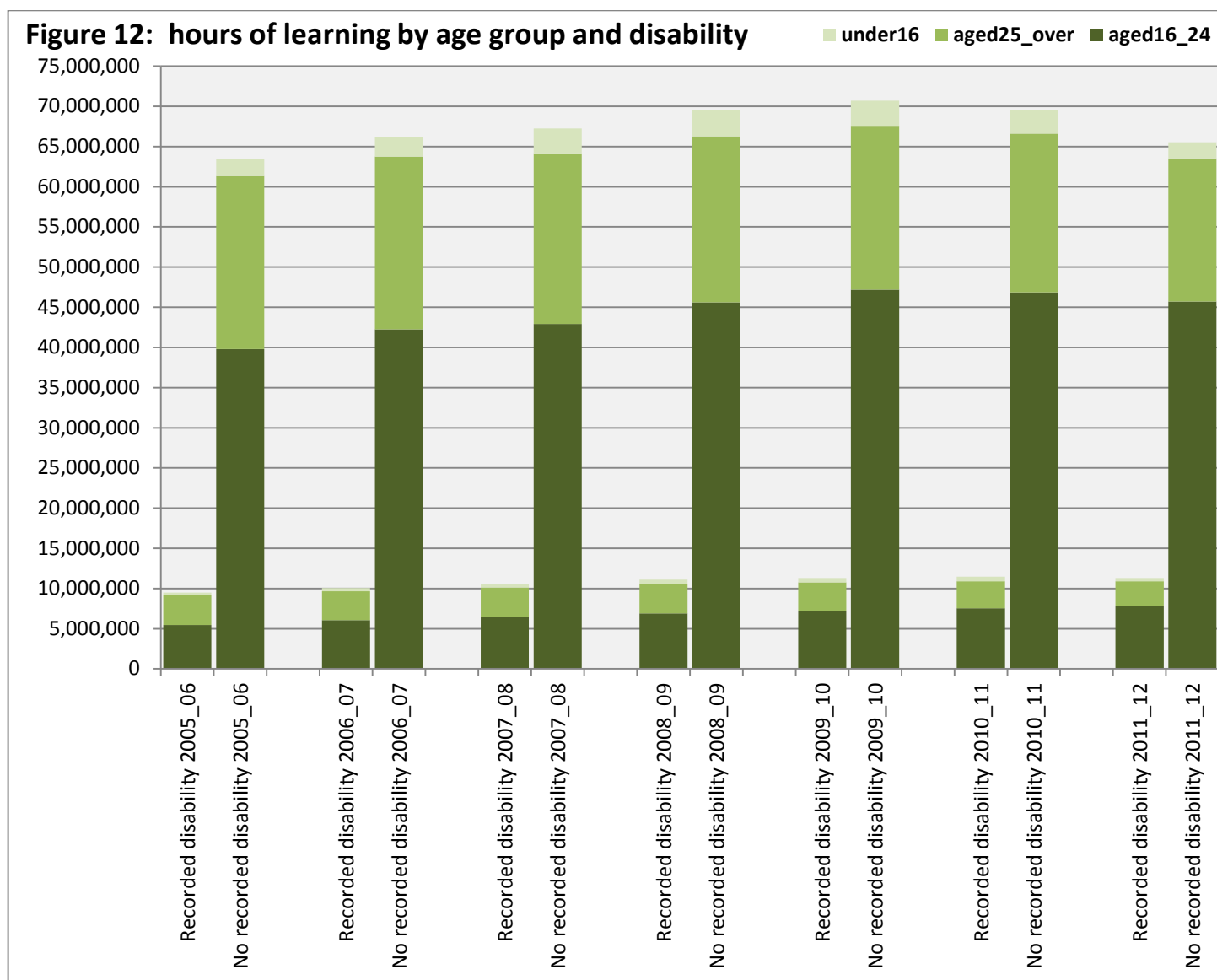


Figure 12a provides details of the learning hours delivered to students requiring additional learning support. In 2011-12 Scotland's colleges delivered 11.3 million hours of learning to students with a disclosed disability. Fig 12a, however, also shows that an additional 5.9 million hours of learning were delivered to students who required additional learning support but did not have a disclosed disability.

Figure 12a shows that in 2011-12 just over 3 million of these learning hours were delivered on specialist programmes for students requiring additional support and the remaining 2.8 million were delivered to students requiring **personalised** additional support whilst enrolled on a mainstream programme of study.

Adding these 5.9 million hours of learning to the 11.3 million for students with a disclosed disability shows that 17.2 million hours of learning were delivered to students with a disclosed disability or requiring additional learning support.

This is equivalent to 22% of all learning hours and does not include the additional weights/premiums paid on behalf of students requiring additional learning support.

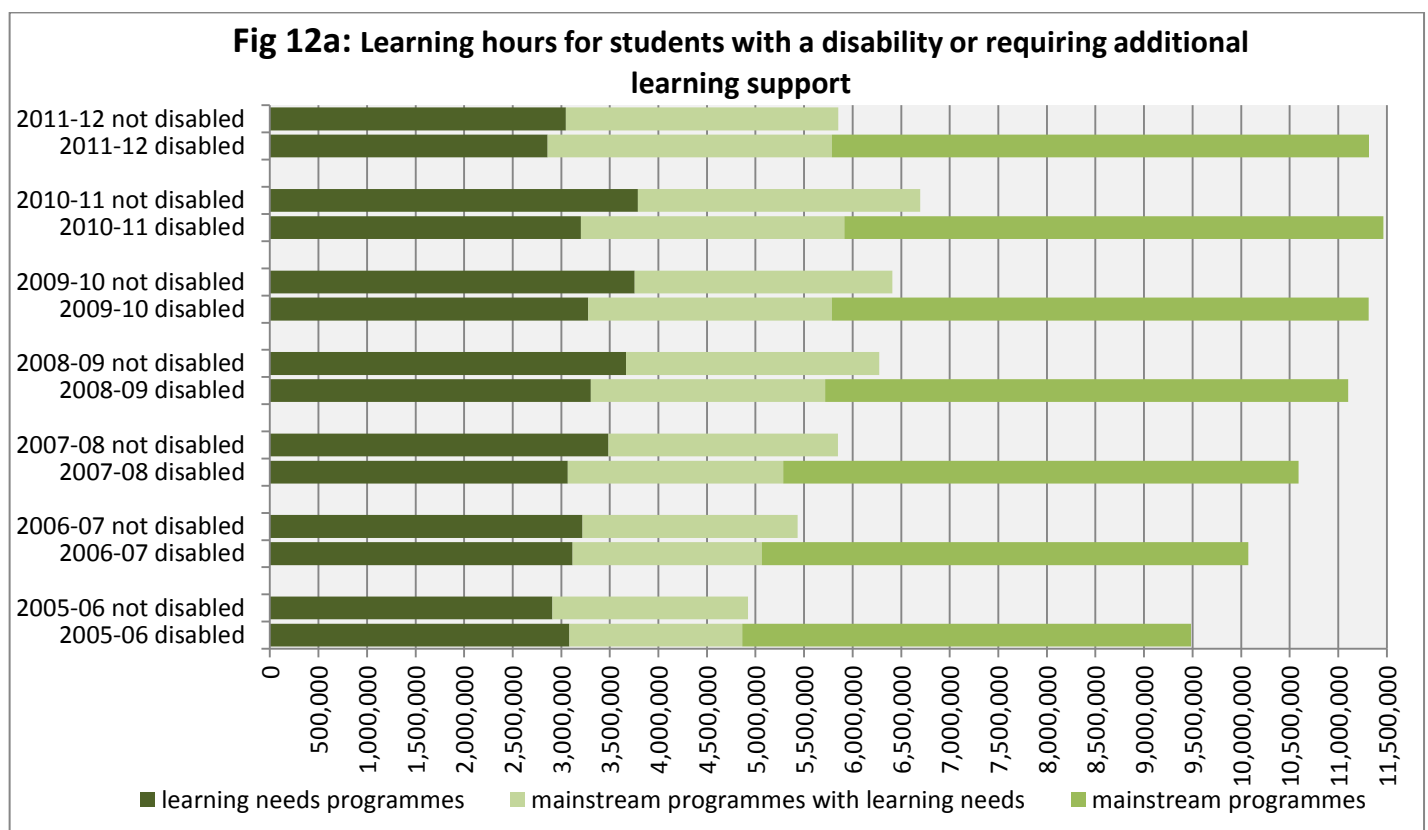


Figure 13 provides a more detailed breakdown of the disabilities held by these students for academic year 2011-12 (totalling 11.3 million hours of learning). Thirty seven per cent of learning hours for students with a recorded disability are delivered to dyslexic students

Figure 13: Hours of learning for students with a recorded disability 2011-12

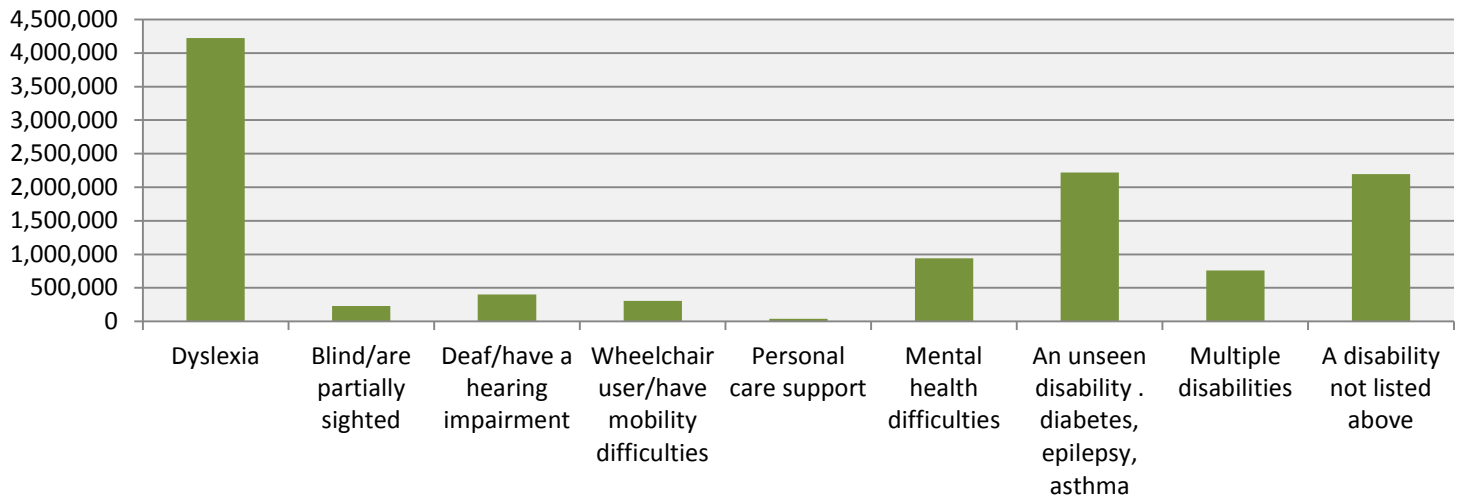


Figure 14 provides a breakdown for the 40,000 enrolments totalling the 11.3 million hours of learning outlined in figure 13. In this case 29% of all enrolments for students with a disability were delivered to students with dyslexia. These students accounted for 37% of the total hours of learning meaning that these students were enrolled on longer programmes of study.

Figure 14: enrolments for students with a recorded disability 2011-12

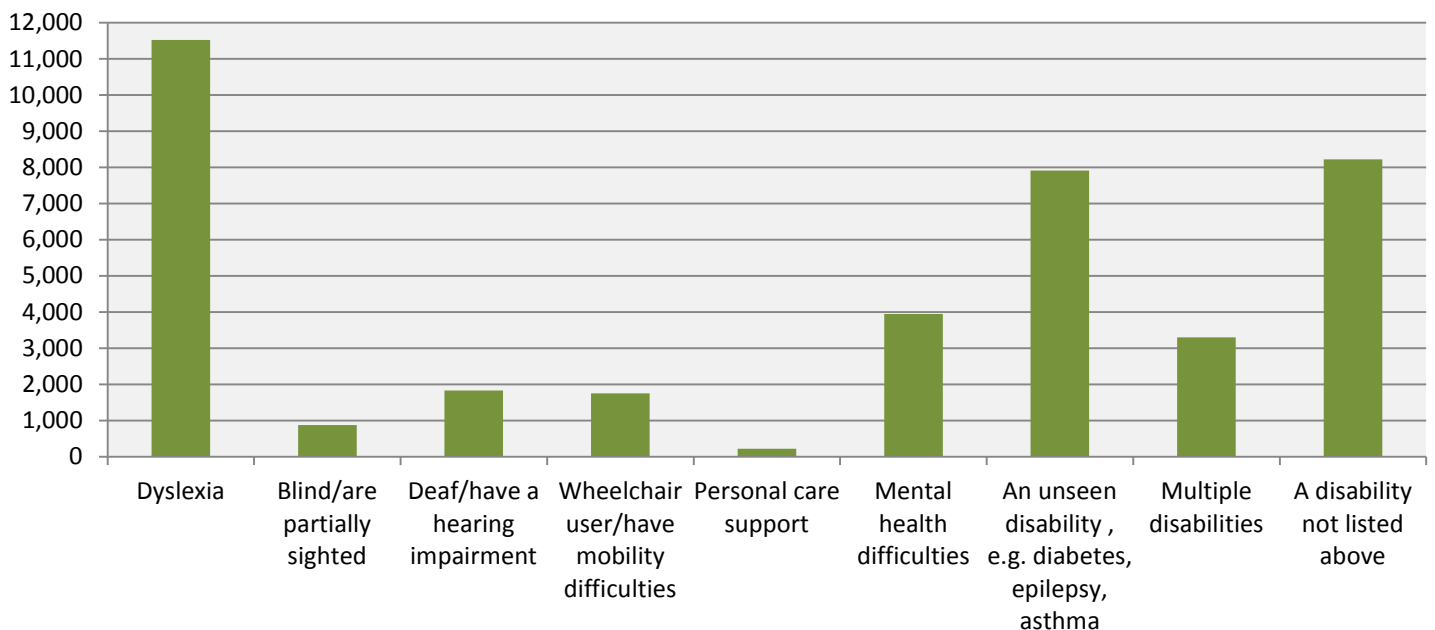
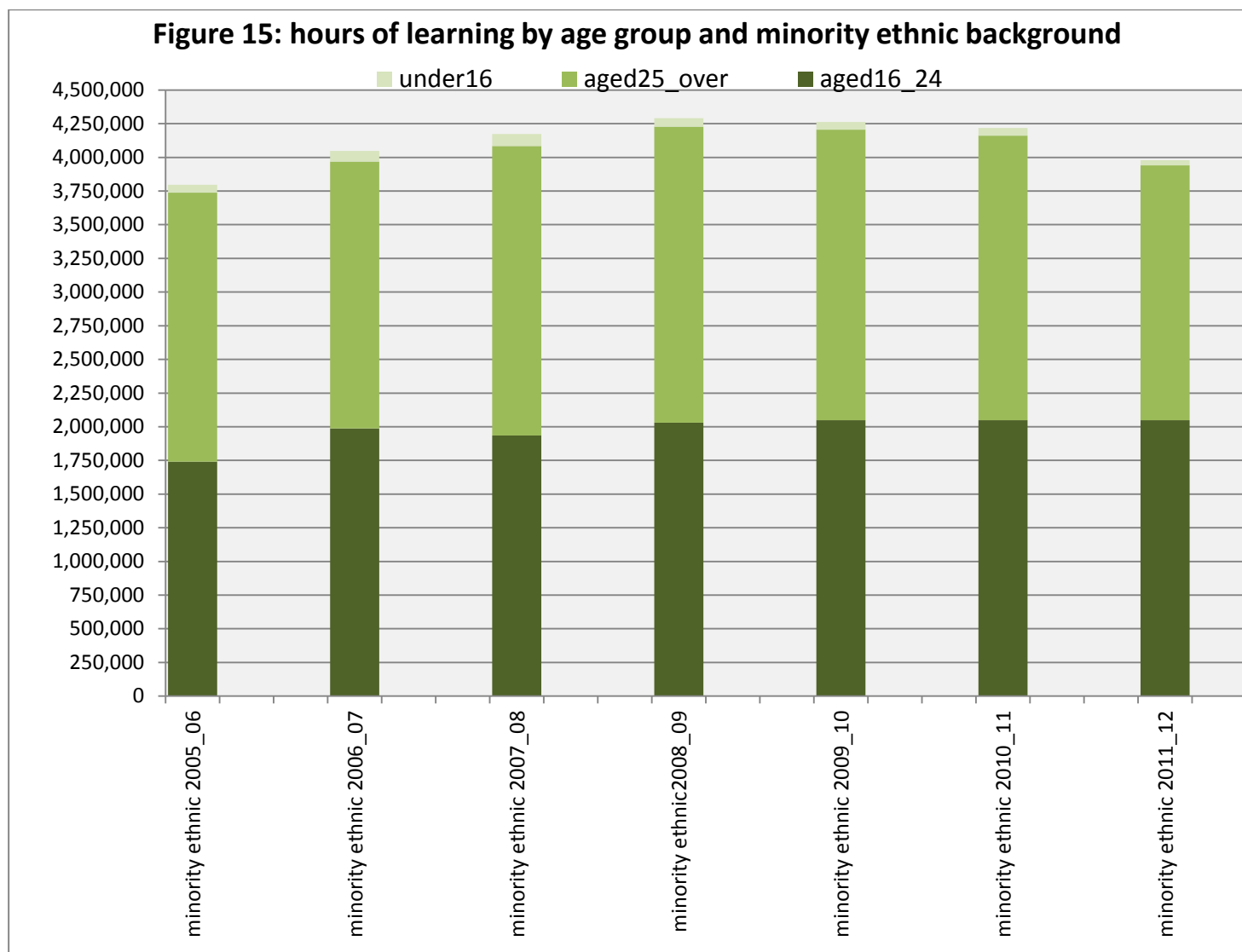


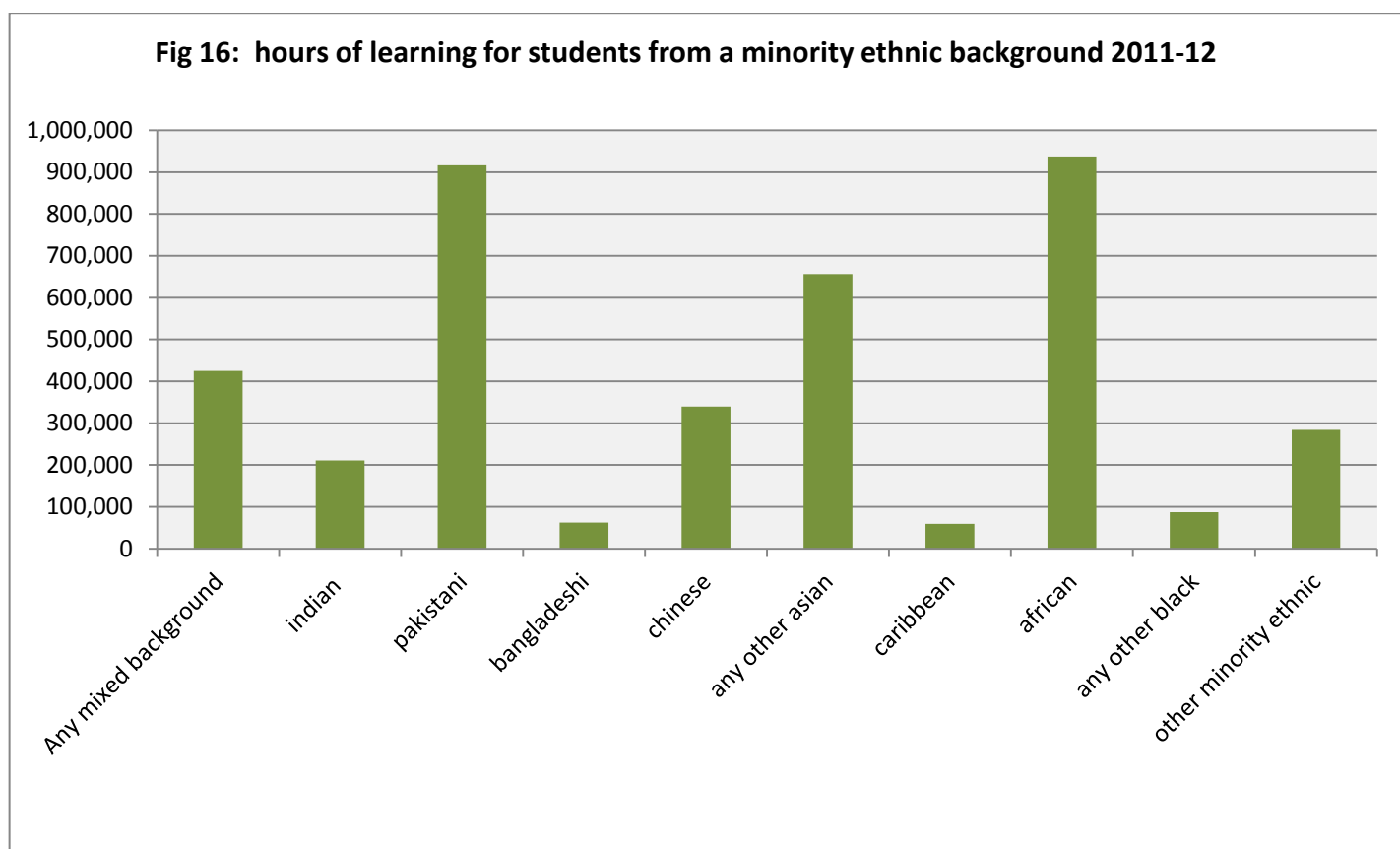
Figure 15 provides a breakdown of hours of learning by ethnic background over the period 2005-06 to 2011-12. The values presented are for those where the ethnic background was recorded.

There has been a small rise in the number of learning hours delivered to those from a minority ethnic background between 2005-06 (3.8 million) and 2011-12 (4 million). The 5% rise in learning hours is, however, a fall from 2008-09 when 4.3 million hours of learning were delivered to students from a minority ethnic background.



The 4 million hours of learning in 2011-12 is equivalent to just over 5% of all hours of learning for students with a known ethnic background which is greater than the proportion of the population from a minority ethnic background in Scotland.

Figure 16 provides a more detailed look at the ethnicities for those from a minority ethnic background in 2011-12. The chart shows that those from African backgrounds receive the greatest share of taught hours, closely followed by those from a Pakistani background.



In the 2011-12 academic year students from a minority ethnic background received 3,978,014 hours of learning over a total of 17,547 enrolments. This suggests that each student received 227 hours of learning. The average number of hours of learning for all enrolments was 262.

Figure 16a provides this overview for 2011-12 and shows a breakdown for the same minority ethnic groups by number of enrolments.

Students with an Indian background have a higher representation in terms of enrolments suggesting these students study on shorter programmes of study. The average number of hours of learning for Indian students is only 92 hours. Those from a mixed ethnic group received an average of 313 hours of learning.

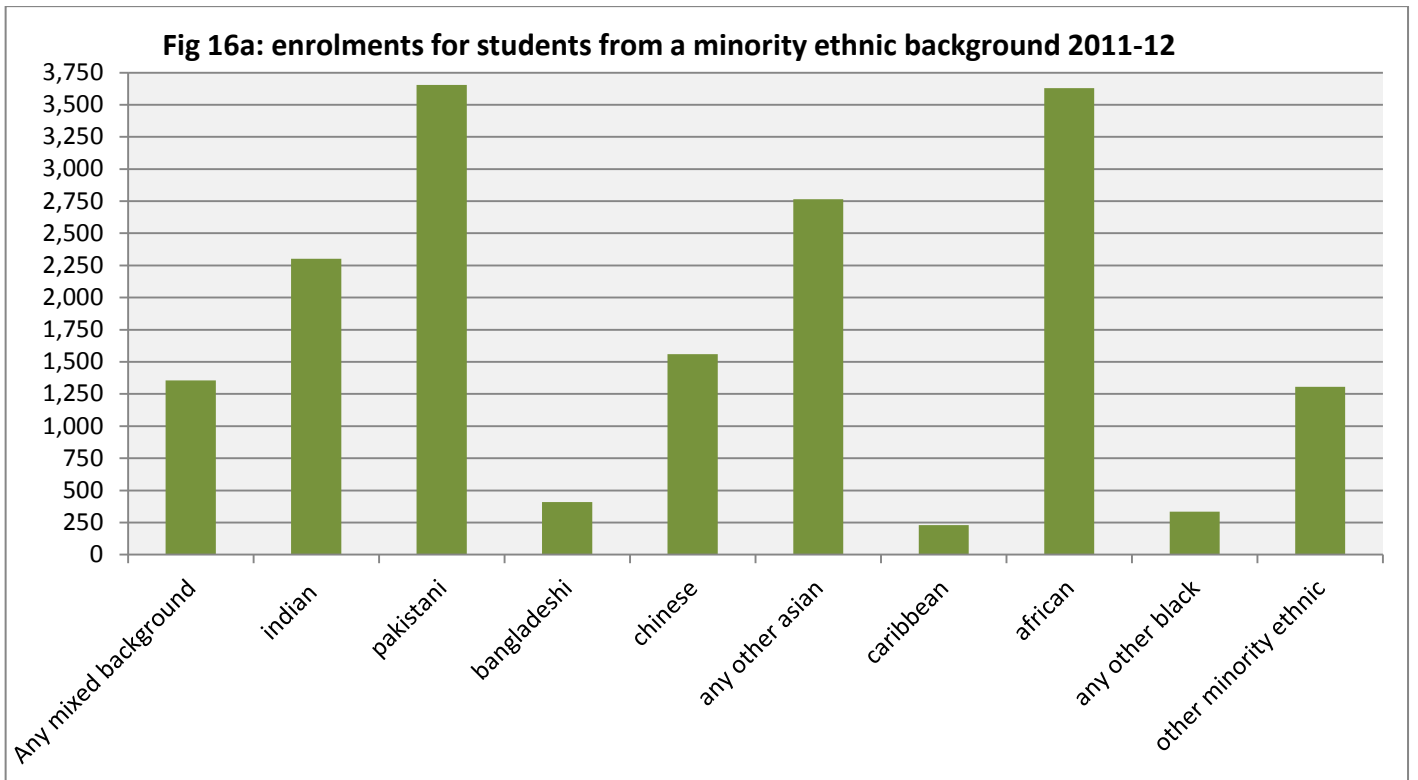
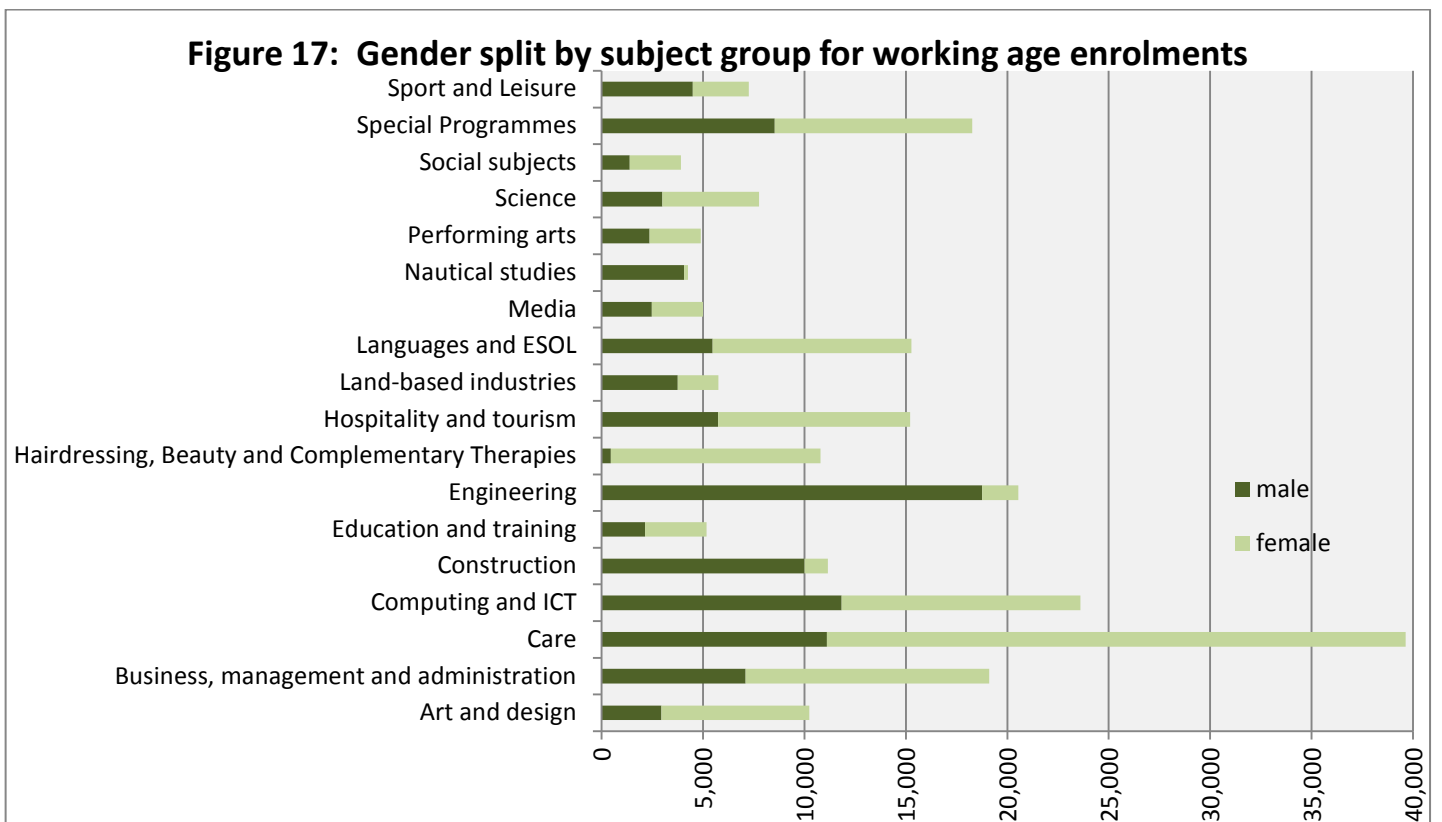
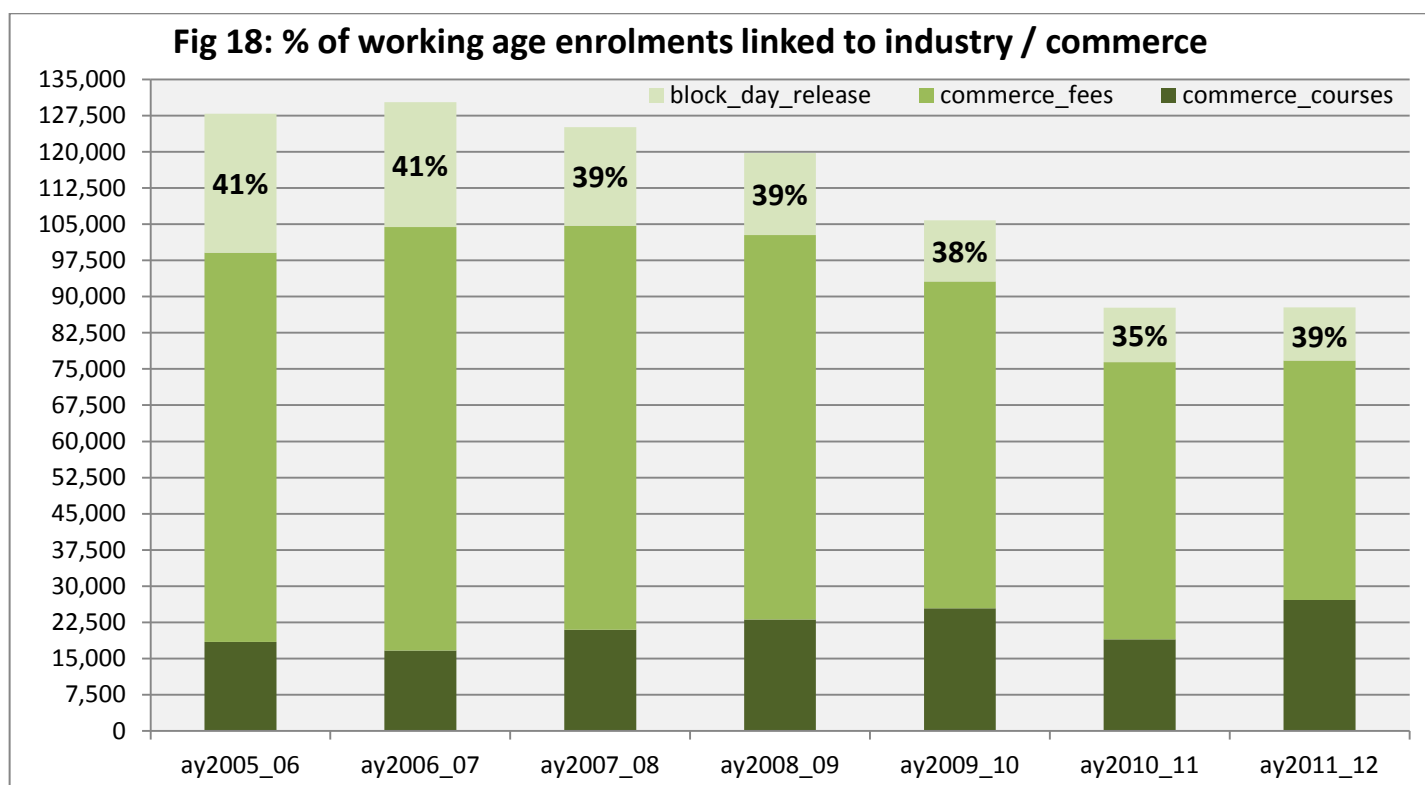


Figure 17 looks at the enrolments for those of **working age** (18 to 59 for females and 64 for males) split by subject area and by gender for 2011-12. It shows that some subject areas are dominated by males and some by females.



Construction, engineering, and nautical courses tend to be dominated by males while females dominate in hairdressing and beauty, and art and design programmes.

Figure 18 shows the proportion of working age enrolments delivered to commerce / business / industry over the period 2005-06 to 2011-12. Three categories are shown for each year. The first is the number of enrolments where the entire cost of the course is paid for by commerce or UK industry. The second is where the student fee element is paid by the employer or by a government training scheme. The final category is where the course is taught by block release, day release or by work-based learning.



Although the number of enrolments for programmes linked to industry has fallen over the period, there has been an increase in 2011-12 as a proportion of all working age enrolments. This shows that a greater proportion of working age enrolments are now linked to industry than in 2009-10 or 2010-11. There has been a large increase in enrolments for programmes fully funded by industry / commerce. The overall proportion is, however; still lower than in earlier years (pre 2009-10 / economic downturn).

Figure 19 provides a breakdown of the subject areas for those enrolments in 2011-12 with links to industry. The chart is sorted by the percentage of working age enrolments with a link to industry, of all working age enrolments, in descending order.

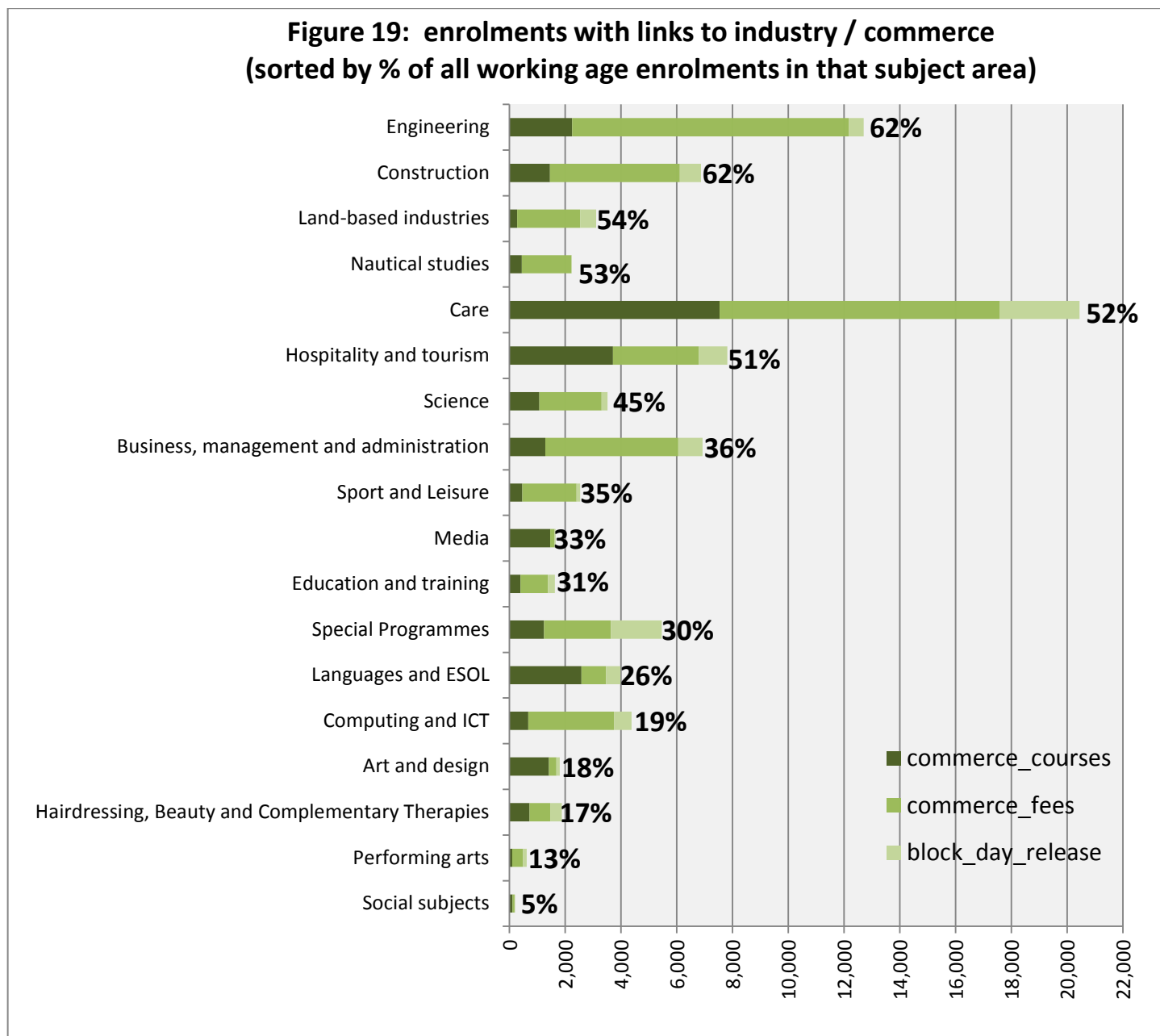


Figure 19 highlights that the largest number of enrolments with a link to industry are in the care subject area group followed by engineering. Engineering courses also have the highest proportion of enrolments with a link to industry (62%), out of all enrolments of working age.

Figure 20 shows the number of learning hours per head of the population for each local authority in Scotland for academic year 2011-12.

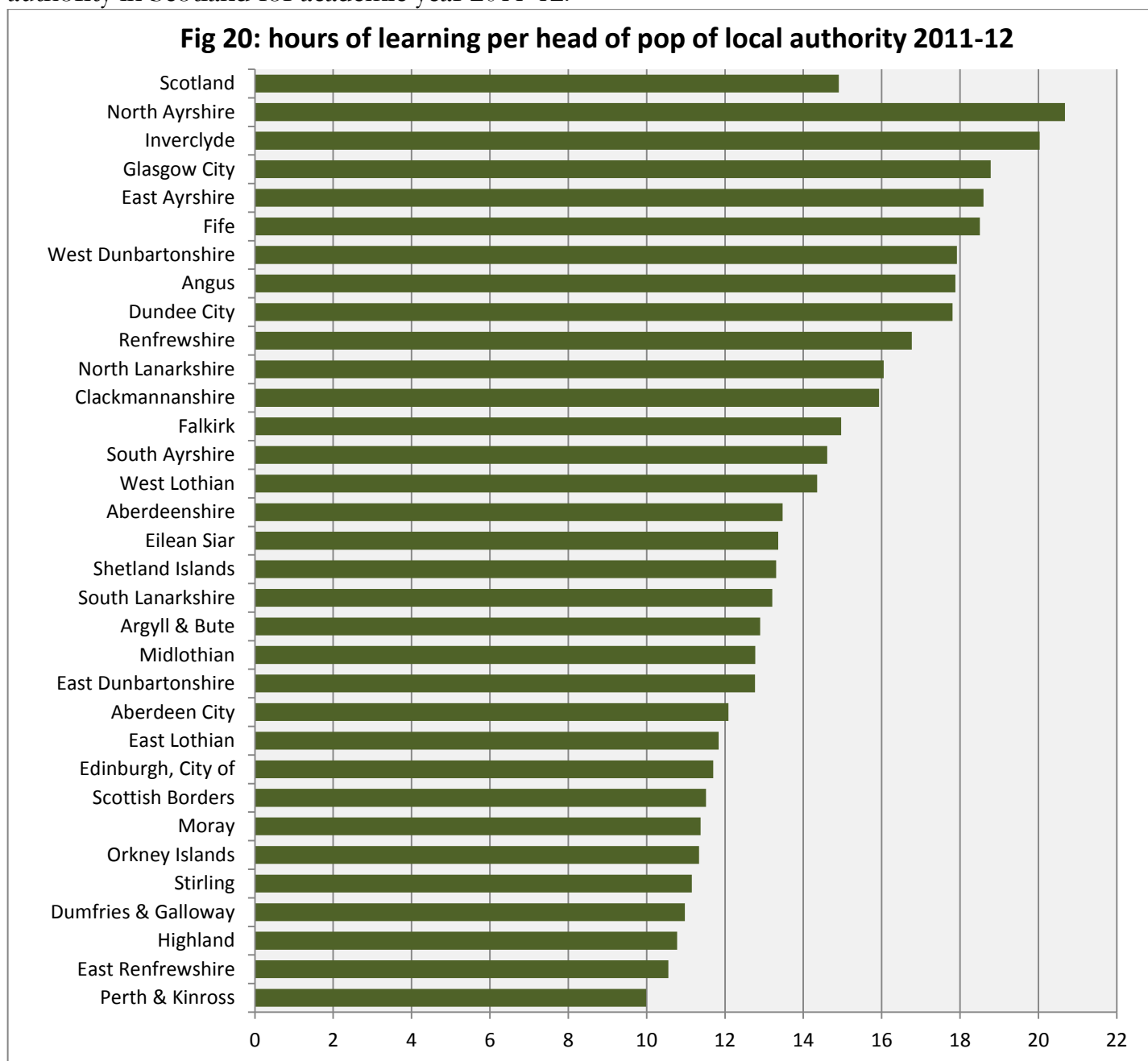


Figure 20 shows that whilst residents of Perth & Kinross received an average of 10 hours of learning per head of the population, residents in North Ayrshire received more than 20 hours on average.

These variances can be partly explained by residents of some areas being more likely to stay on at school or attend university, find employment or enrol on a training programme than other areas (rather than attending college). SFC's [Participation Report](#) provides a fuller insight into participation across the local authority areas:

The SFC is able to provide a breakdown by local authority as we collect the postcodes for each student enrolled at college

The SFC also collects details of the nationality of the college student population. A full list of these nationalities can be viewed in code list A of the [guidance notes](#) for returning student data.

Figure 21 provides a breakdown of the most common nationalities. The list is clearly dominated by those who have stated that their nationality is Scottish / United Kingdom. However 6,787 enrolments are also for those whose nationality is recorded as Polish whilst 571 enrolments are recorded as Nigerian. Many of these students will be resident in Scotland although some will have come specially to study at one of our colleges.

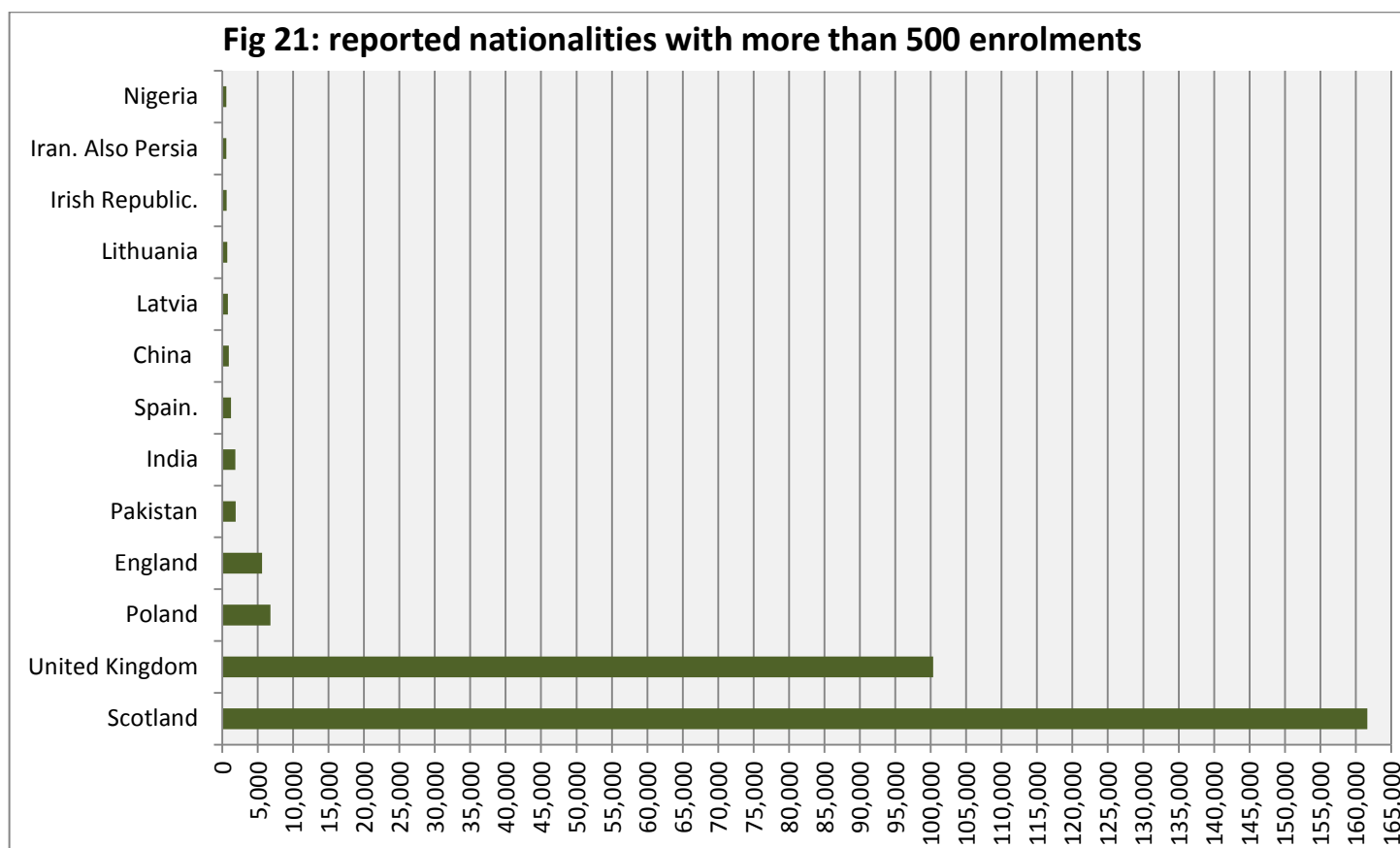
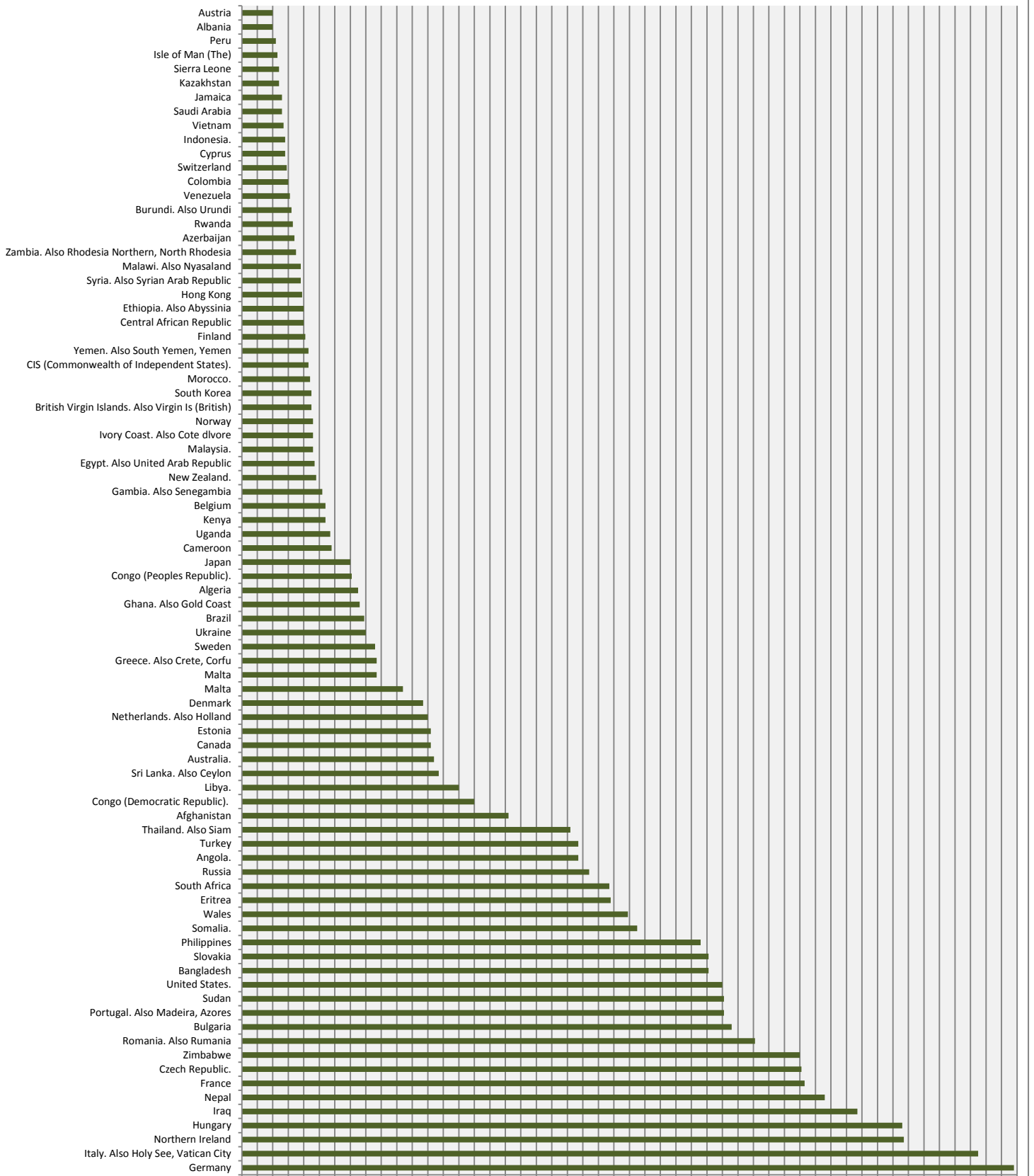


Figure 21a lists all nationalities with 20 to 500 students studying at Scotland's colleges.

Fig 21a: reported nationalities with between 20 and 500 student enrolments

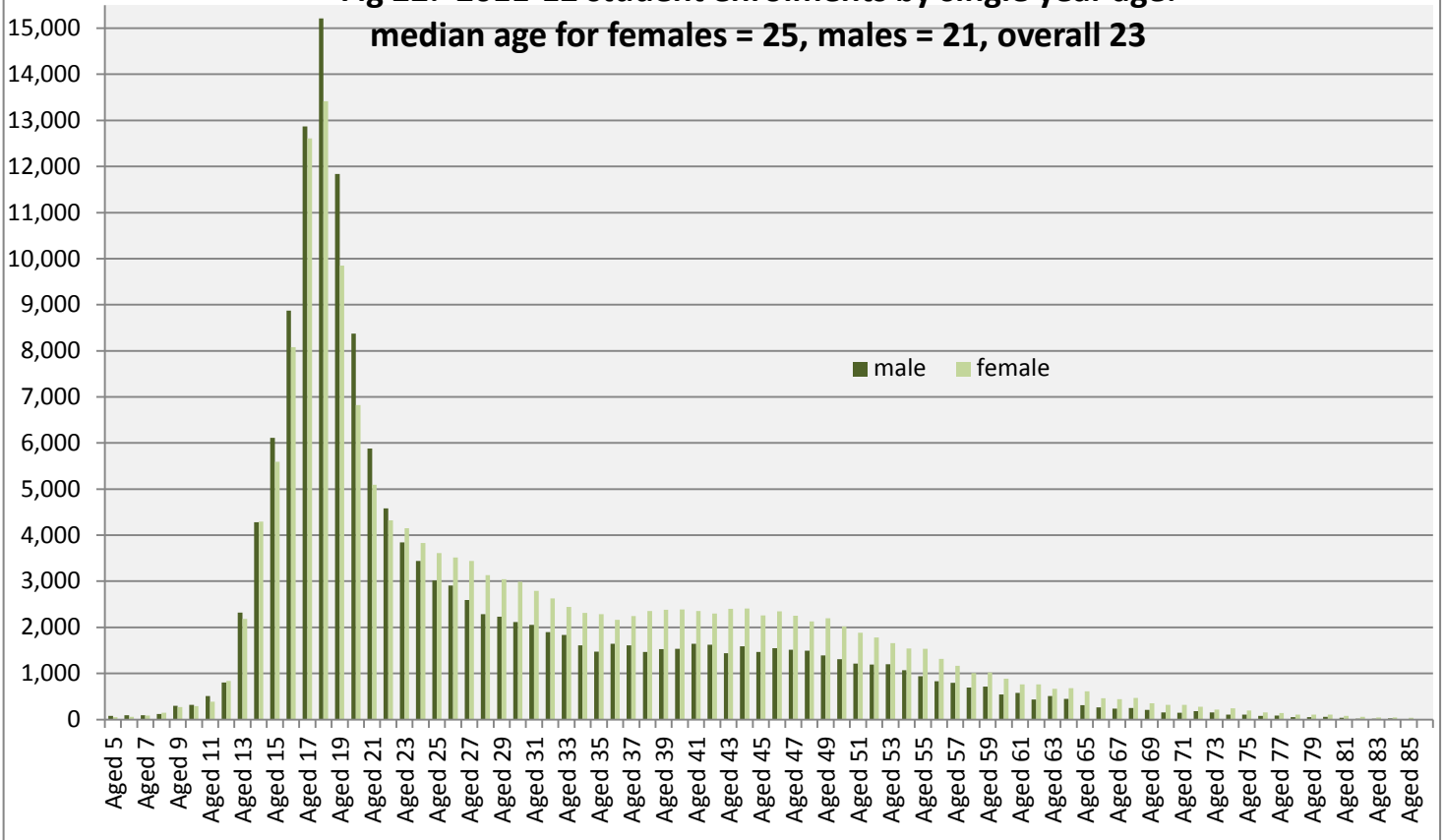


Thirteen nationalities are shown in figure 21 each having more than 500 student enrolments, 83 further nationalities are represented in figure 21a with 20 to 500 student enrolments and in total 195 nationalities have at least one student enrolled at one of Scotland's colleges.

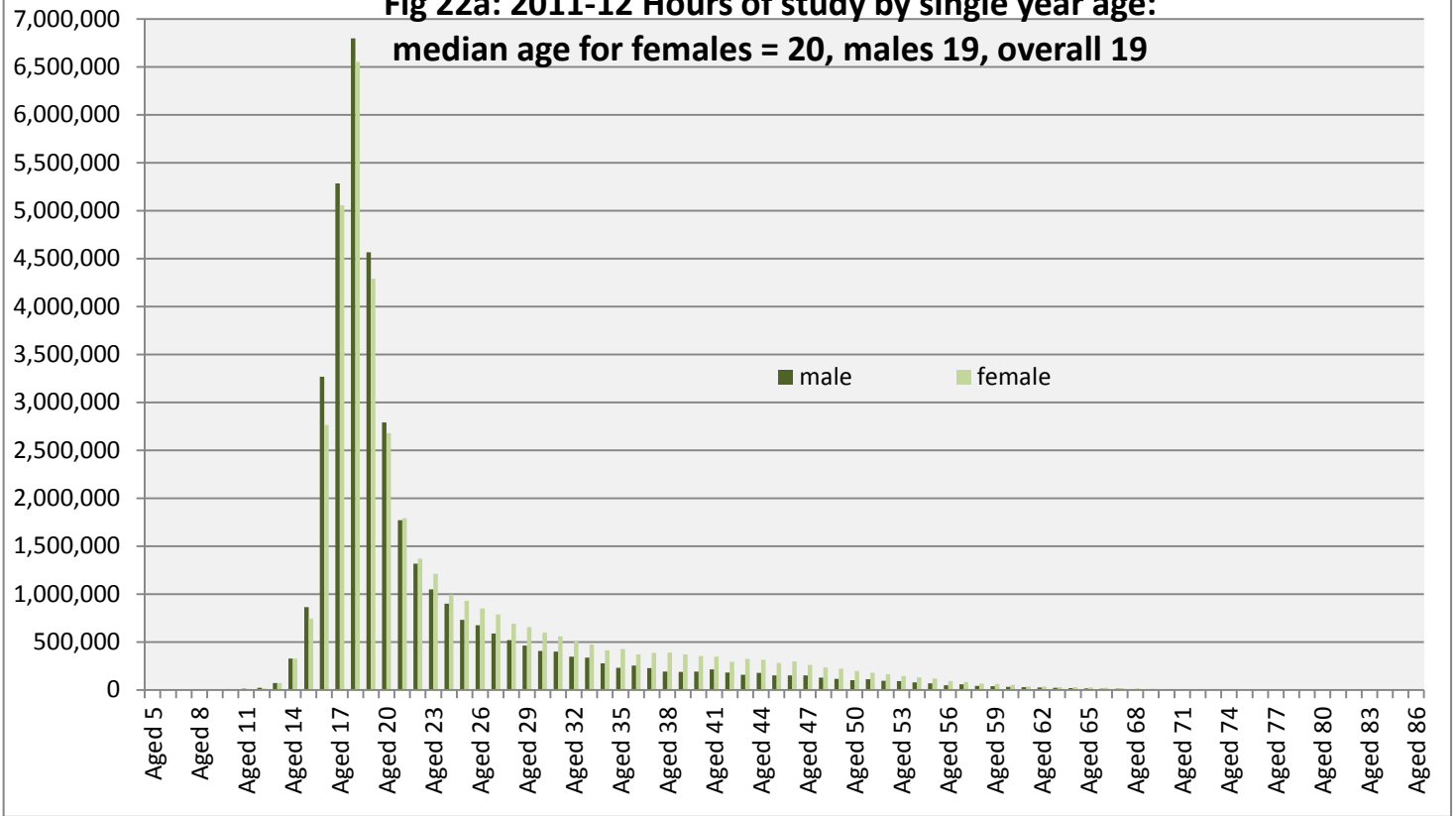
Students of all ages study at Scotland's colleges. In 2011-12 there were 132 students aged five enrolled at Scotland's colleges and 50 aged 85. Figure 22 shows a breakdown of college enrolments in 2011-12 by age.

Figure 22a provides a similar breakdown but by hours of learning rather than enrolments. Figure 22a emphasises that the majority of learning is undertaken by those in the 16 to 24 group. The median age for females studying at colleges is 25 based on enrolments but falls to 20 when adjusted for the hours of learning consumed by these students. For males the figures based on enrolments is 21 but 19 when adjusted for hours of learning.

**Fig 22: 2011-12 student enrolments by single year age:
median age for females = 25, males = 21, overall 23**



**Fig 22a: 2011-12 Hours of study by single year age:
median age for females = 20, males 19, overall 19**



The [Infact database](#), available on the SFC website, allows for more detailed analysis of provision within Scotland's colleges.

For further information or to comment on any aspect of this publication please contact Gordon McBride, Tel: 0131 313 6575, email: gmcbride@sfc.ac.uk.

Annex A: Deriving college WSUMs and FTEs

Colleges have traditionally been funded to deliver a Weighted SUMs (WSUMs) target rather than a particular number of students, enrolments or Full Time Equivalents (FTEs). A WSUM is a student unit of measurement (SUM) weighted for the relative cost of teaching across different subject areas and the additional resource associated with students who require additional support for learning. A SUM is a period of 40 hours of learning.

Table A1 below details the 320,646 enrolments delivered in 2011-12 and the SUMs claimed for these students. In total 1,957,886 SUMs ($1.96 \text{ m} * 40 \text{ hours} = 78.3 \text{ m hours of learning}$, figure 10) were claimed for these students. In addition a further 143,327 extended learning support SUMs (ELS, $143,327 * 40 = 5.7 \text{ m hours of learning}$) were claimed for additional learning undertaken by students who required additional support with their learning.

The table shows how WSUMs are derived from the SUMs delivered by colleges in 2011-12. Each subject group has a corresponding weight which takes into account the relative cost of delivering tuition across subject areas. For example, 'business and management' is likely to be classroom based and require less specialist equipment than an engineering course and therefore has a relatively low subject weight (0.84). Engineering on the other hand tends to require specialist equipment and often requires low class sizes for health and safety reasons and therefore had a higher subject weight (1.26)

In addition colleges often enrol students on mainstream programme who require extended learning support to keep up with others in the class. These students study for longer hours and receive additional support from their tutors or college guidance staff. Colleges claim additional ELS SUMs for these students and this activity receives an additional weight of 1.5 to allow for the cost of delivering one to one support etc.

WSUMs are derived by multiplying the SUMs for each subject area by the subject weight and then the ELS SUMs by 1.5. The total of these calculations is the total WSUMs delivered which is 2,326,885 WSUMs for 2011-12.

Table A1: Calculating Weighted SUMs (WSUMs)

dprog	Dominant programme group	enrolments	SUMs	ELS SUMs	Subject weight	SUMs * weight WSUMs	ELS SUMs * 1.5 ELS WSUMs	WSUMs + ELS WSUMs total WSUMs
0	No program group recorded	7,146	0	0	0	0	0	0
1	Agriculture & Horticulture	8,235	47,957	6,108	1.52	73,048	9,162	82,210
2	Business & Management	18,149	127,934	5,441	0.84	107,265	8,161	115,427
3	Food Technology & Catering	20,359	68,580	6,439	1.18	80,629	9,658	90,287
4	Computing	32,685	127,815	11,200	0.96	122,200	16,800	138,999
5	Construction	18,819	156,670	10,722	1.26	197,649	16,084	213,732
6	Art & Design	19,175	176,292	14,889	1.05	184,616	22,334	206,950
7	Engineering	22,291	141,328	8,050	1.26	178,295	12,075	190,370
8	Health	52,779	299,766	27,205	0.96	286,596	40,808	327,404
9	Minerals & Materials	3,428	21,113	1,201	1.18	24,822	1,801	26,623
10	Personal Development	16,738	38,067	3,945	0.87	33,203	5,918	39,121
11	Printing	257	2,396	125	1.26	3,022	188	3,210
12	Science & Maths	7,626	57,552	6,700	0.96	55,023	10,050	65,073
13	Office & Secretarial	4,019	36,079	3,675	0.96	34,493	5,512	40,005
14	Social Studies	30,848	241,572	17,540	0.74	179,589	26,310	205,899
15	Social Work	14,322	90,261	8,267	0.96	86,296	12,400	98,696
16	Sport & Recreation	10,068	110,763	8,165	1.05	115,993	12,248	128,241
17	Transport	10,056	66,078	3,654	1.26	83,361	5,481	88,843
18	Special Programmes	23,646	147,663	0	1.80	265,794	0	265,794
		320,646	1,957,886	143,327		2,111,895	214,990	2,326,885

The SFC publishes FTEs in the [Infact database](#) each year. These statistics include students who were not funded by the SFC and exclude additional activity delivered to students who require additional support with learning. In addition the qualifying tariff for full-time programmes was changed for 2011-12 and this has a bearing on how our FTEs are calculated. The SFC has therefore developed a new method of calculating FTEs for fundable students. The detail of how FTEs have been derived for 2011-12 is outlined in the table below.

Table A2: Deriving Full Time Equivalents (FTEs) for fundable students

FTEs	students requiring			SUMs	ELS SUMs	total	SUMs to be delivered to qualify for full time tariff	FTE
	students	ELS	total full time					
Special programmes				147,663		147,663	16	9,229
Full time FE students								
part time FE				397,222	10,383	407,605	16	25,475
Full time HE students								
part time HND				6,002	303	6,305	15	420
other part time HE				59,279	976	60,255	12	5,021
				74,878	7,044	81,922		122,068

Table A2 shows that FTEs for students enrolled on special programmes are derived by dividing the number of SUMs delivered to these students by 16 (students enrolled on a FE programming comprising 16 SUMs are classified as full-time).

All full-time students count as one FTE.

The FTEs for part-time FE students are again derived by dividing the number of SUMs delivered to these students by 16 (students enrolled on a FE programming comprising 16 SUMs are classified as full-time).

For part-time HND students the number of SUMs is divided by 15 to produce the FTE as this is the number of SUMs required to achieve the qualification in each year of a two year full-time programme.

For part-time HNC students we divide the number of SUMs by 12 as this is generally the number of SUMs required to achieve the qualification at that level and students enrolled on a HE programme comprising 12 SUMs are classified as full-time.

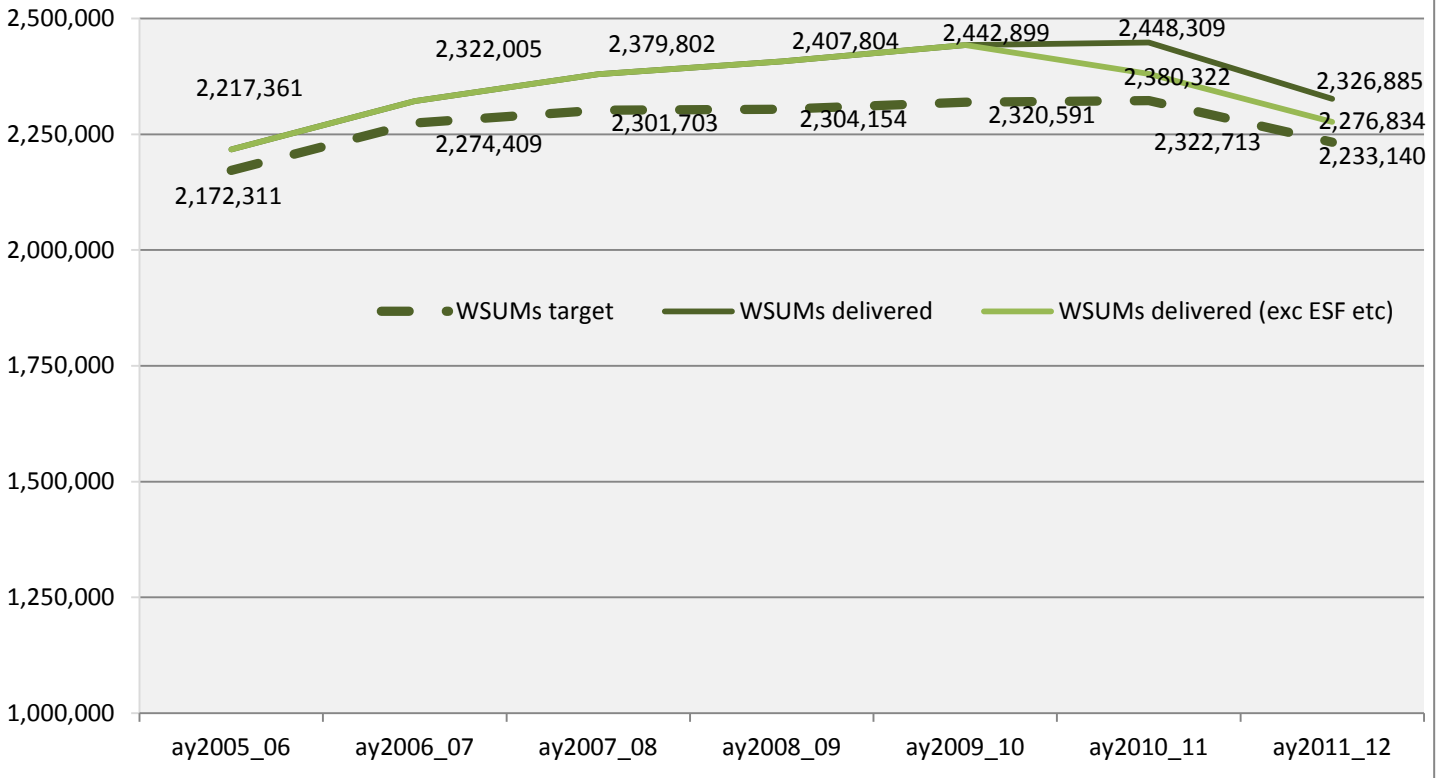
As stated above the FTEs published in the [Infact database](#) exclude activity delivered to students requiring extended learning support. In 2011-12 this amounted to 143,327 ELS SUMs which is equivalent to 5.7 million learning hours. These additional learning hours have now been included in our FTE calculations.

Colleges currently claim twice the volume of learning hours for students requiring extended learning support. Therefore a full-time student requiring extended learning support will count as 2 FTEs. FTEs for part-time students would also be increased in respect of the ELS hours of learning.

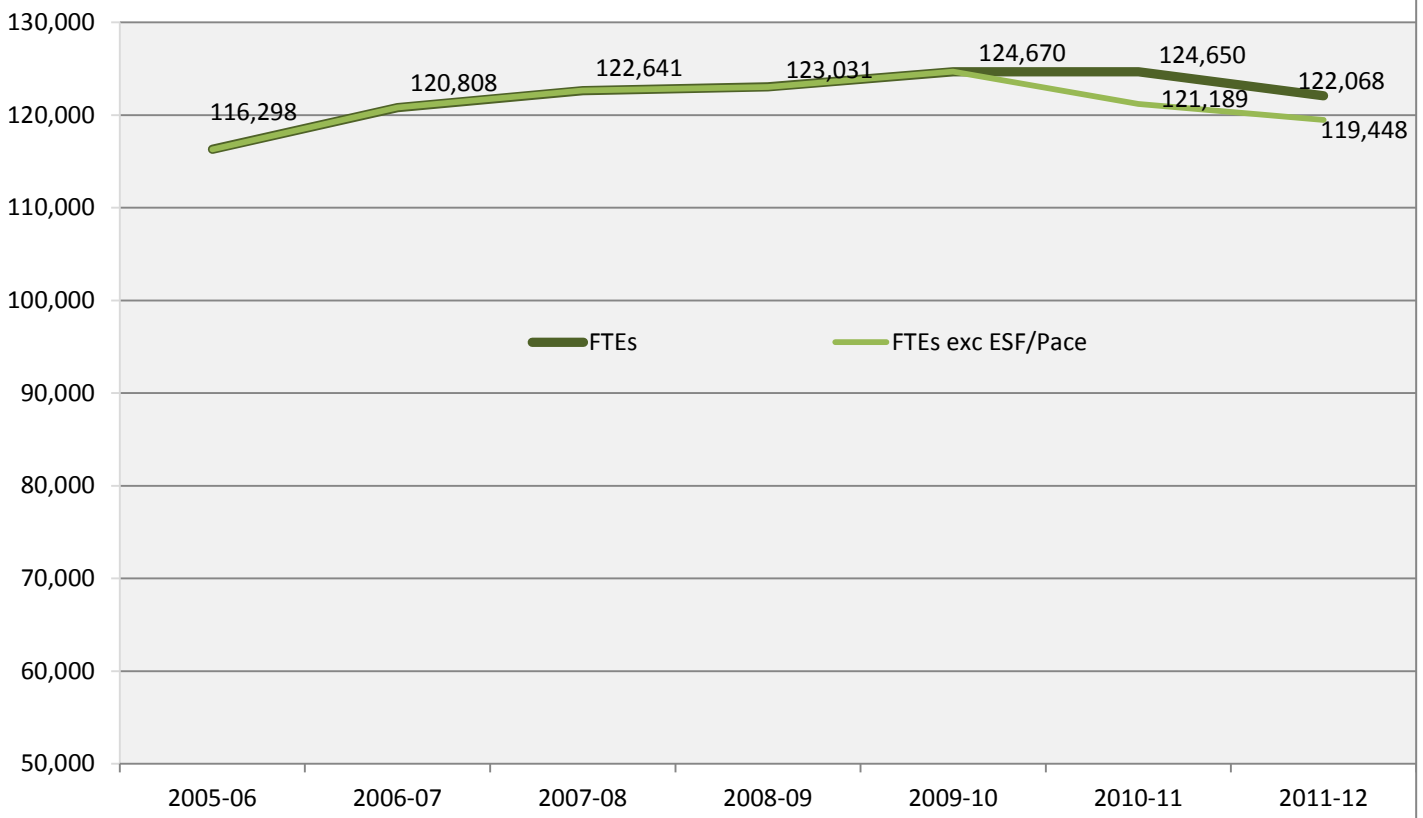
In 2011-12 these calculations result in a total 122,068 FTEs. By dividing the total WSUMs (2,326,885) by the total FTEs (122,068) we come to an average of 19.1 WSUMs per FTE for 2011-12.

The following charts show college delivery against WSUM targets for 2005-06 to 2011-12 and FTE delivered over the same period. FTEs are calculated using our revised methodology for all years.

WSUMs delivered against target 2005-06 to 2011-12



Funded FTEs delivered over the period 2005-06 to 2011-12



The charts above show that colleges delivered 122,068 FTEs in 2011-12 including all activity or 119,448 FTEs if we exclude the additional European Social Fund (ESF) activity which is over and above our published WSUMs targets.

They also show that colleges delivered 2,276,834 WSUMs in 2011-12 (once the additional European Social Fund targets are removed) which is 2% above the WSUMs target.

The number of WSUMs and FTEs has fallen in recent years as has the WSUMs target for the sector.

They also show that colleges have delivered above target in all years.