



SFC Statistical publication

Baseline Report for Academic Year 2012-13

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1 Executive summary

1. Scotland's Colleges were expected to deliver 116,269 Full-Time Equivalents (FTEs) in 2012-13 through a combination of SFC funded targets and additional new college learning programme starts funding by Skills Development Scotland (SDS). Colleges actually delivered 116,399 FTEs plus an additional 2,762 FTEs funded jointly by SFC and the European Social Fund. In total colleges delivered 119,161 FTEs across these projects.
2. Colleges have now exceeded their activity targets in each of the last eight years. They exceeded their target by 1.5% in 2012-13 and by an average of 2.9% over the eight year period.
3. SFC expected to see a fall in student numbers from 2008-09 as colleges were directed to prioritise more substantial courses designed to improve the student's employment prospects and reduce the number of students enrolled on very short programmes of study (under 10 hours) and leisure programmes. This policy is the main reason for a reduction in student numbers from 379,233 in 2007-08 to 238,805 in 2012-13.
4. This prioritisation led to an increase in the average hours of learning per student from 240 hours in 2007-08 to 376 in 2012-13. This represents a 57% increase over this period.
5. In 2006-07 11% of learning hours were delivered on courses that did not lead to a recognised qualification but this fell to 5% in 2012-13.
6. Whilst 58% of student enrolments were for females in 2005-06 the proportion fell to 52% in 2012-13. Females outnumber males in all years.
7. There were 66,667 full-time students in 2005-06 rising to a high of 81,373 in 2011-12 before falling to 78,970 (-3%) in 2012-13. Despite this fall in 2012-13 full-time numbers have increased by 18% from 2005-06.
8. The proportion of all SFC-funded learning hours delivered to those aged 16 to 24 increased year on year from 61% in 2005-6 to 71% in 2012-13. However the actual number of SFC funded learning hours delivered to those aged 16 to 24 fell by 4% between 2011-12 and 2012-13. This can be at least partly explained by a transfer of funded learning hours from SFC to SDS to deliver additional new college learning programme places.
9. College staff FTEs stood at 12,338 in 2005-06 rising to a high of 12,892 in 2008-09 before falling to 10,622 FTEs in 2012-13 (-15% from 2005-06).

2 Scotland: Volume and trends

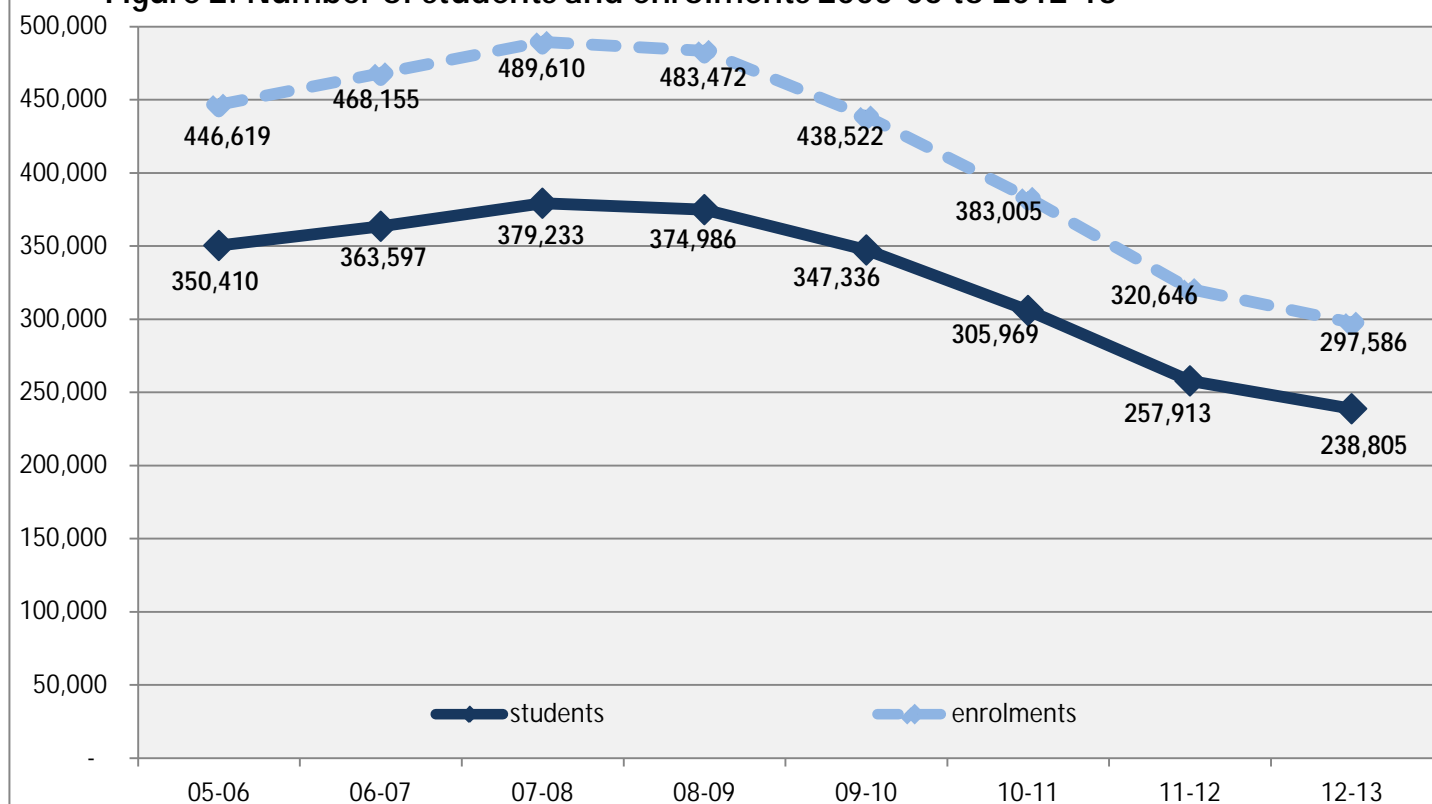
1. There were 238,805 students attending Scotland's colleges in 2012-13 beyond the qualifying date for funding.
2. 196,727 of these students were enrolled on only one course. The remaining 42,078 students were enrolled on multiple courses over the 2012-13 academic year. There were a total of 297,586 enrolments in 2012-13.
3. 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. Several short programmes of study can total fewer learning hours than a single full-time programme. Figure 1 below provides an overview of number of courses taken by college students in 2012-13.

Figure 1 Students to enrolments 2012-13

number of courses undertaken	number of students	number of enrolments
1	196,727	196,727
2	31,047	62,094
3	7,407	22,220
4	2,318	9,273
5 or more	1,307	7,273
	238,805	297,586

4. Figure 2 details the student and enrolments numbers over the period 2005-06 to 2012-13. Student numbers were at their highest in 2007-08 with 379,233 students. This fell to 238,805 in 2012-13 meaning there were 140,428 fewer students registered in colleges in 2012-13 in comparison to 2007-08 and 19,108 fewer in 2012-13 than in 2011-12.
5. A substantial fall in student numbers was expected as SFC moved away from funding very short programmes of study (under 10 hours) and leisure programmes in favour of more substantial courses designed to improve the student's employment prospects (as directed in Circular [SFC/26/2009](#)). Under both the headcount and enrolment measures a student studying for one hour would be counted the same as a full-time student studying for 600 hours or more.
6. As SFC pays colleges to deliver a specified number of learning hours a move towards more substantial programmes of study will mean that colleges deliver their learning hour targets whilst recruiting fewer students.

Figure 2: Number of students and enrolments 2005-06 to 2012-13



7. The learning hours and Full-Time Equivalent measures are more comparable measures over time when measuring funded activity and are favoured when comparing high level volumes over time. These measures better reflect the activity that SFC fund colleges to deliver to the best advantage of the population and economy.
8. In 2012-13, colleges were targeted with delivering 71,000,000 hours of learning (excluding an additional 5,000,000 learning hours for those requiring extended learning support).
9. This target is actually expressed in WSUMs (Weighted Standard Units of Measurement) where one SUM = 40 hours of learning and the 'weight' refers to the relative cost of delivering different subjects. Annex A shows the weights applicable for each subject area.
10. Figure 3 shows the number of WSUMs delivered by the college sector over the period 2005-06 to 2012-13 and that the sector has exceeded its WSUMs target each year. Whilst Figure 2 shows that between 2007-08 and 2012-13 student numbers fell by 37%, Figure 3 shows that WSUMs targets fell by 8% over the same period.
11. College WSUMs targets fell between 2010-11 and 2011-12 as a result of a decision to focus school / college courses towards the senior phase at high

school. Where in 2010-11 colleges were asked to deliver 8.3% of their WSUMs to school pupils attending college as part of their studies in 2011-12 this was reduced to 3% of the total WSUMs target. Prior to 2011-12 school college provision had been delivered over all school years including primary pupils. It should be noted that although the college activity targets were reduced by 5% it does not follow that SFC should expect 5% fewer students in education as these younger school pupils, who had not yet reached the senior phase, would have continued their education on a full-time basis at school.

12. In 2012-13 the government asked colleges to deliver a new programme of learning, focussed on targeting gaps in learner and employer needs. Managed by SDS, the New College Learning Programme (NCLP) aimed to deliver 5,800 starts, and in fact delivered 6,475.

http://www.providercentral.org.uk/OurServices/NationalTrainingProgrammes/New_College_Learning_Programme.aspx

13. SFC's WSUMs target was reduced by 4% to fund these 5,800 places. The reductions in WSUM targets for 2010-11 and 2011-12 shown in Figure 3 below are for this reason.

Figure 3. WSUMs delivered against target 2005-06 to 2012-13

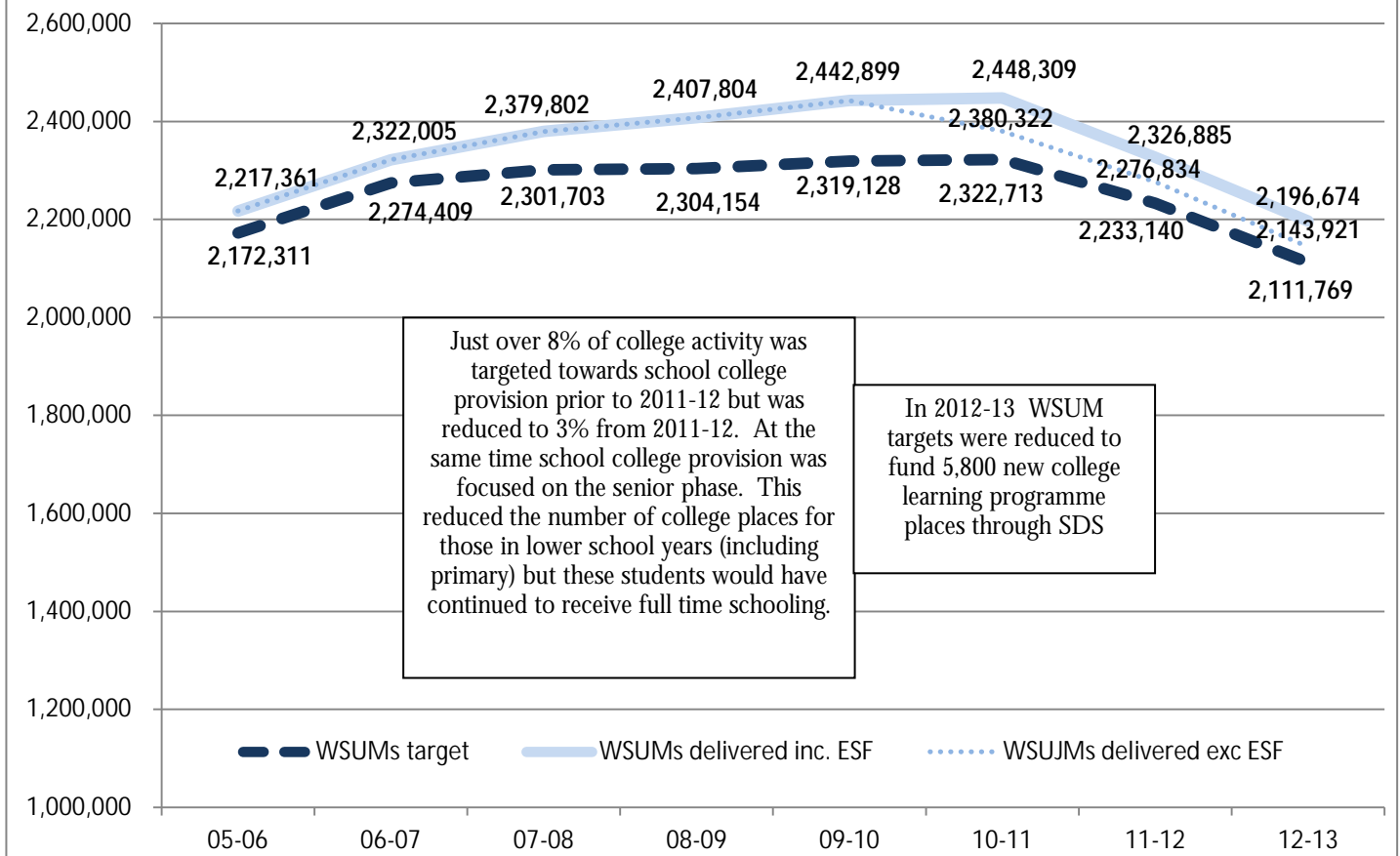
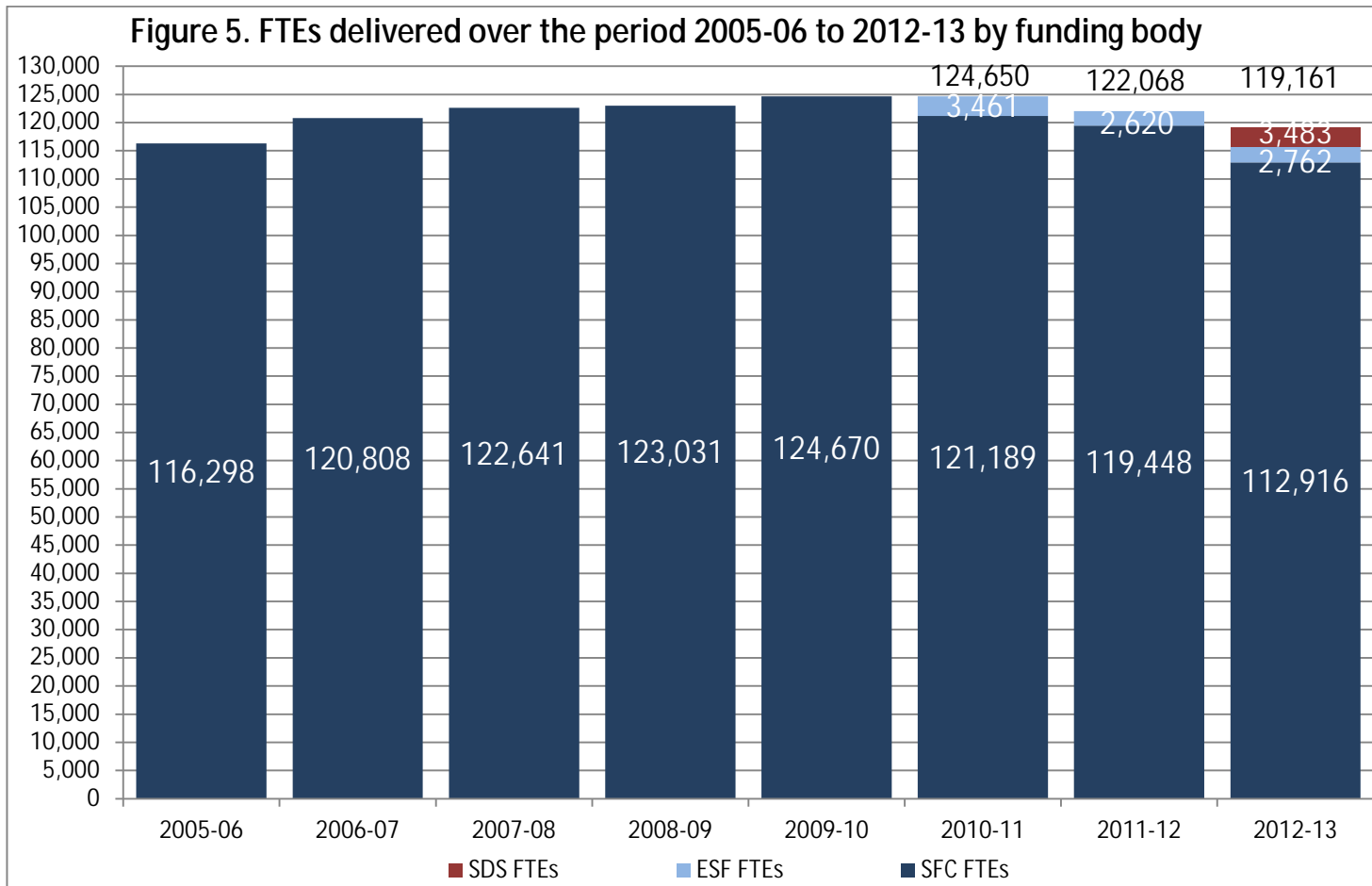


Figure 4 provides a tabular view of the figures presented in Figure 3. It also shows the actual number of WSUMs delivered above target each year and the number of WSUMs above target as a percentage of the WSUMs target. Over the period 2005-06 to 2012-13 colleges delivered over 530,000 WSUMs above target. Colleges did not receive any additional funding for this activity.

Figure 4 WSUMs target and WSUMs delivered 2012-13				
	WSUMs target	WSUMs delivered excluding ESF	WSUMs above target	Percentage above target
2005-06	2,172,311	2,217,361	45,050	2.1%
2006-07	2,274,409	2,322,005	47,596	2.1%
2007-08	2,301,703	2,379,802	78,099	3.4%
2008-09	2,304,154	2,407,804	103,650	4.5%
2009-10	2,319,128	2,442,899	123,771	5.3%
2010-11	2,322,713	2,380,322	57,609	2.5%
2011-12	2,233,140	2,276,834	43,694	2.0%
2012-13	2,111,769	2,143,921	32,152	1.5%
all years	18,039,327	18,570,948	531,621	2.9%

It can be difficult to comprehend what WSUMs actually mean in terms of student throughput. For this reason Figure 5 below provides an overview of college delivery in terms of Full-time Equivalent places. Annex A provides the technical details of how these have been derived.

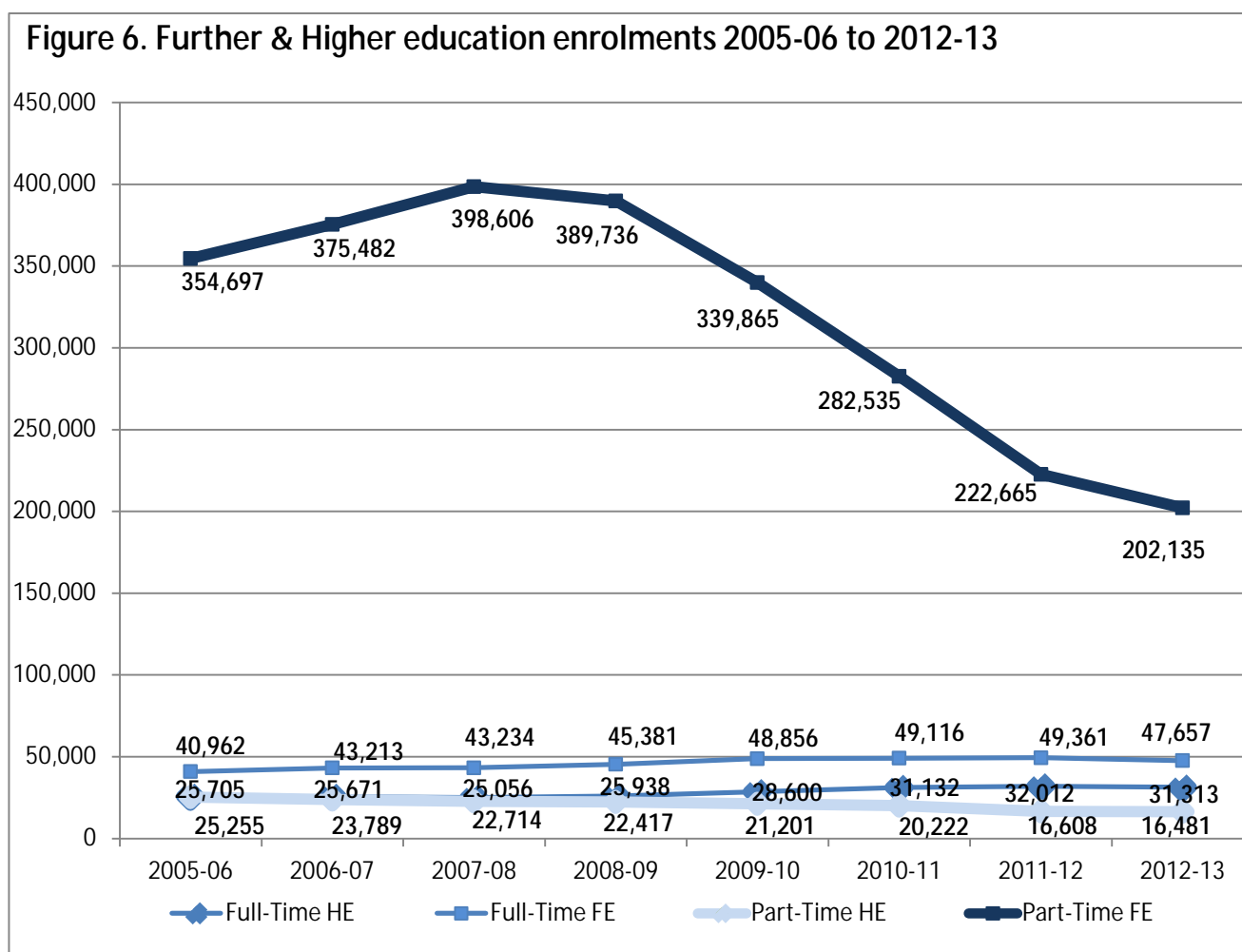
14. Figure 5 shows that colleges delivered 112,916 SFC funded FTEs in 2012-13. SDS has confirmed that the 6,475 NCLP starts in academic year 2012-13 had expected minimum hours in college and work experience of 2,228,958. Relative to the hours for a full-time FE student (640), these starts amount to 3,483 FTEs. The European Social Fund (ESF) project also provided 2,762 FTEs, which are part funded by SFC.



15. Although the FTE values in Figure 5 show a fall from 2009-10 to 2012-13 this is mainly explained by colleges delivering more activity over their WSUM targets in 2009-10 than later years and by the reduction in school college provision from 2011-12 onwards.
16. So far the baseline report has shown high level trends in terms of student headcounts, and enrolments, it has also shown performance against WSUMs targets (based on hours of learning) and the number of FTEs delivered over the period. The rest of the document takes a more detailed look at important sub groups and provides more detail on activity delivered in academic year 2012-13. For this more detailed look we have concentrated on our enrolment and learning hour measures.

3 Full and part-time enrolments

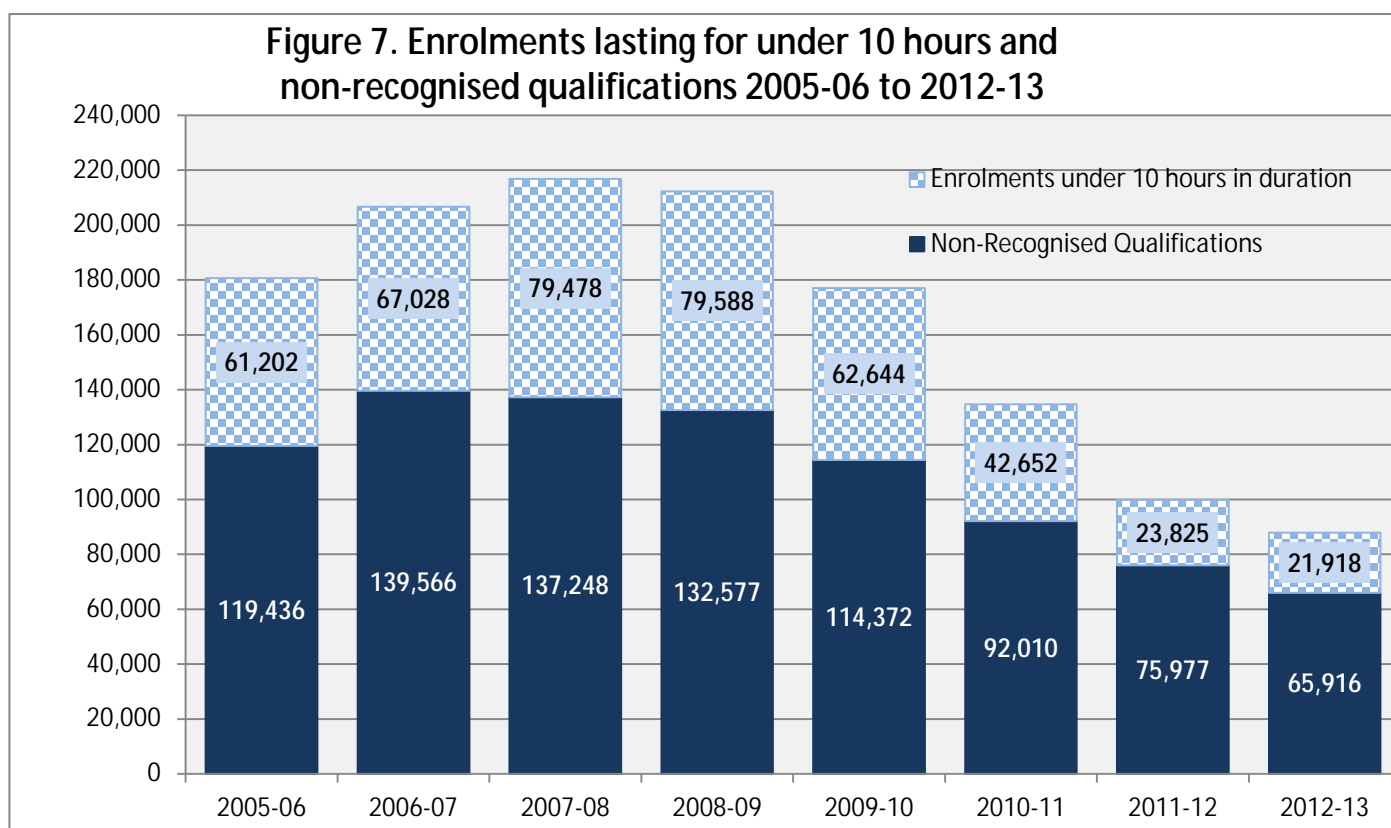
1. Figure 6 provides a detailed breakdown of full and part-time enrolments for further and higher education courses delivered in Scotland's colleges over the 2005-06 to 2012-13 period.
2. The chart shows that the fall in enrolment numbers is largely attributable to part-time FE enrolments falling by around 20,000 from 2011-12 to 2012-13 and by 196,000 since its peak in 2007-08. Part-time HE numbers have also fallen each year since 2005-06 although the numbers in this category make up a much smaller share of overall activity.



3. Historically, part-time FE enrolments have included nearly all of the programmes that do not lead to recognised qualifications or that lasted under 10 hours. The fall in these very short programmes/non-recognised qualifications accounted for around 103,000 of the total reduction of 208,000 enrolments between 2007-08 and 2012-13.

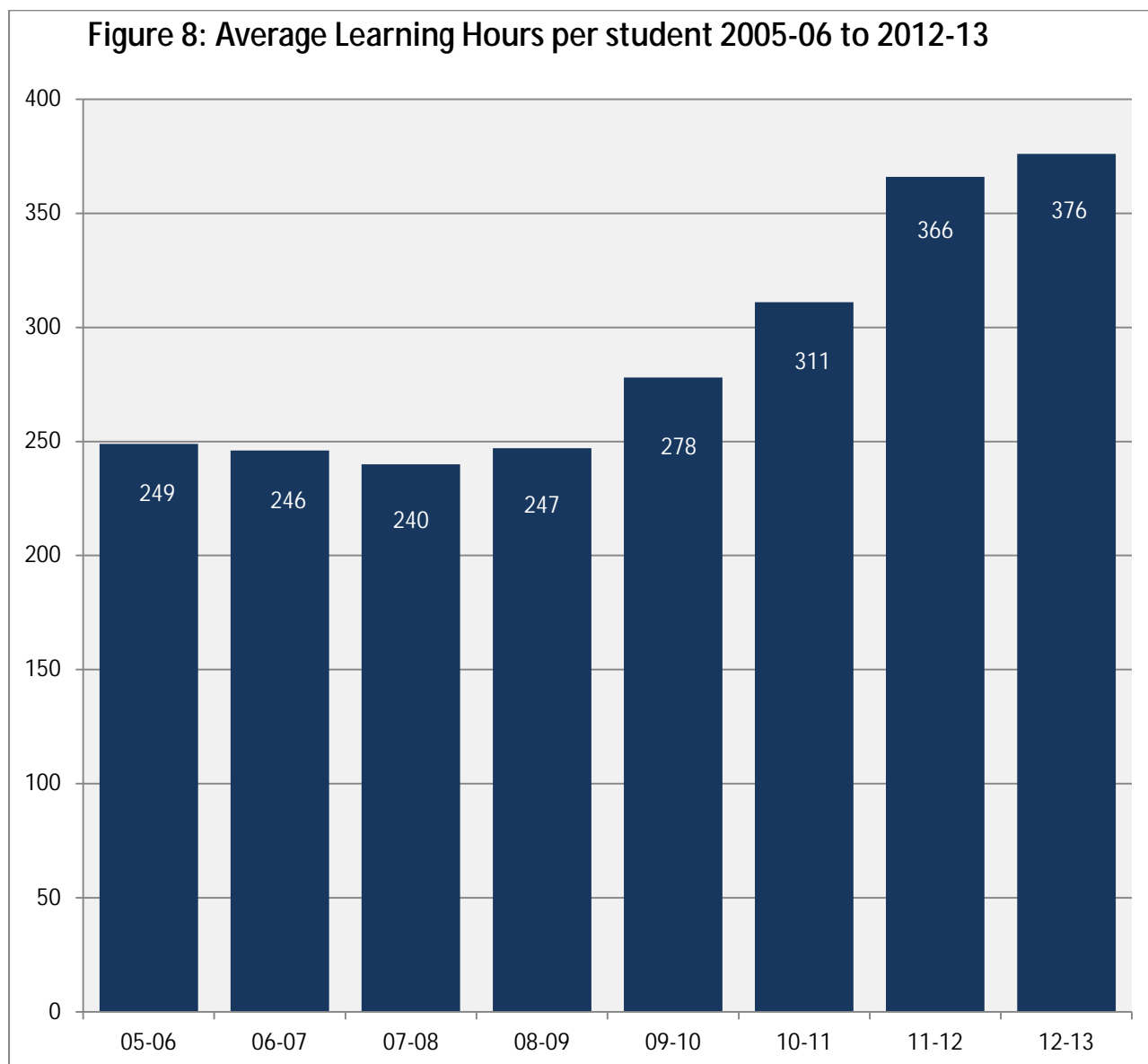
4 Enrolments under 10 hours and non-recognised qualifications

- Figure 7 below shows the number of enrolments on these programmes over the period 2005-06 to 2012-13. Although the 87,834 enrolments (65,916 non-recognised qualifications + 21,918 enrolments for under 10 hours) represents 30% of all enrolments in 2012-13, they only represent 5.1% of SFC funded activity in terms of learning hours.
- In 2008-09 there were 79,588 enrolments on programmes lasting under 10 hours. These enrolments averaged out at less than five hours each, giving a total of 386,840 hours of learning. On this basis, the 79,588 enrolments on very short programmes were equivalent to only 537 full-time FE students (based on 720 hours per student).
- 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.



5 Average hours of learning

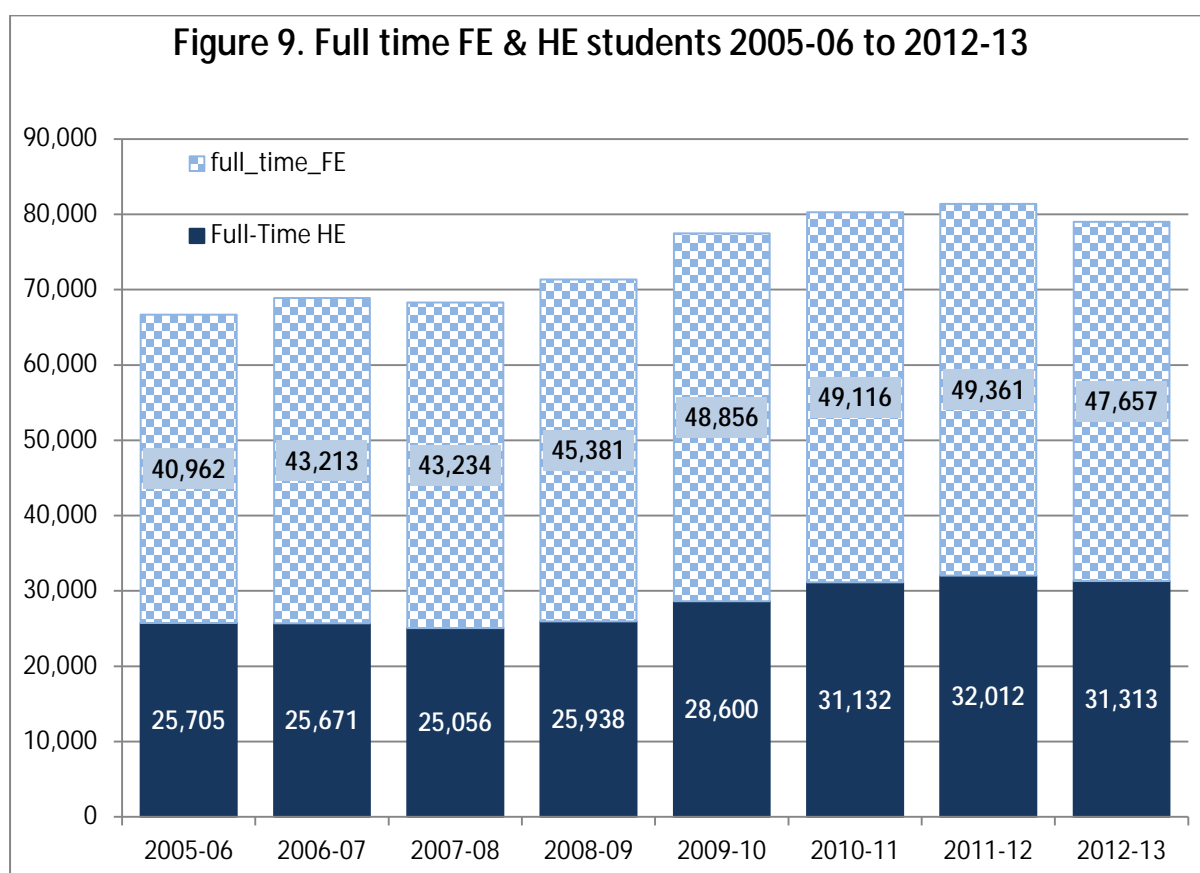
1. Figure 8 outlines the change in the average hours of learning per student over the period 2005-06 to 2012-13. The average hours of learning have increased by 57% from 2007-08. There are fewer students for the same total hours of learning but these students will be studying towards more substantial qualifications which are considered more likely to improve employment prospects.



2. Our policy to prioritise courses that would improve the students employment prospects over very short or leisure programmes was expected to lead to an increase in the average hours of learning and reduction in overall student numbers.

6 Full-time FE & HE students

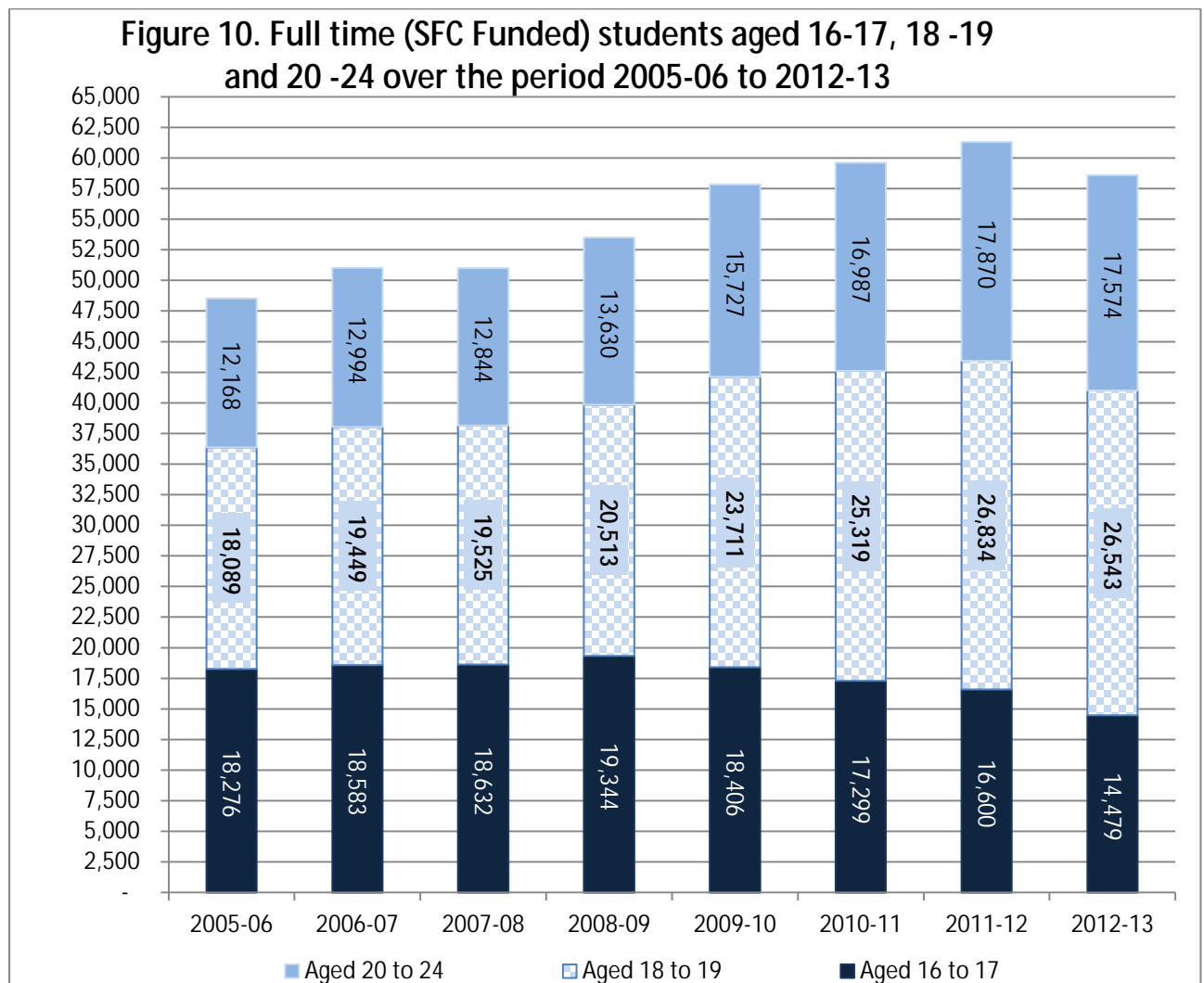
- Figure 9 shows that there has been a percentage increase of 18% in full-time students between 2005-06 and 2012-13, from 66,667 to 78,970. However, the total number of full-time students in 2012-13 is 2,400 (3.0%) less than in 2011-12.
- It has been mentioned that student numbers have fallen as a result of moving away from funding very short programmes of study (under 10 hours) and leisure programmes in favour of more substantial courses designed to improve the student's employment prospects. This has resulted in an increase in full-time enrolments as colleges deliver more full-time courses at the expense of the short part-time courses.



- Of the 78,970 full-time students enrolled at Scotland's Colleges in 2012-13 75,008 were funded by SFC with the remaining 3,962 funded from other sources. 2,318 of these students were funded from overseas with a further 975 funded by other government agencies such as Skills Development Scotland.

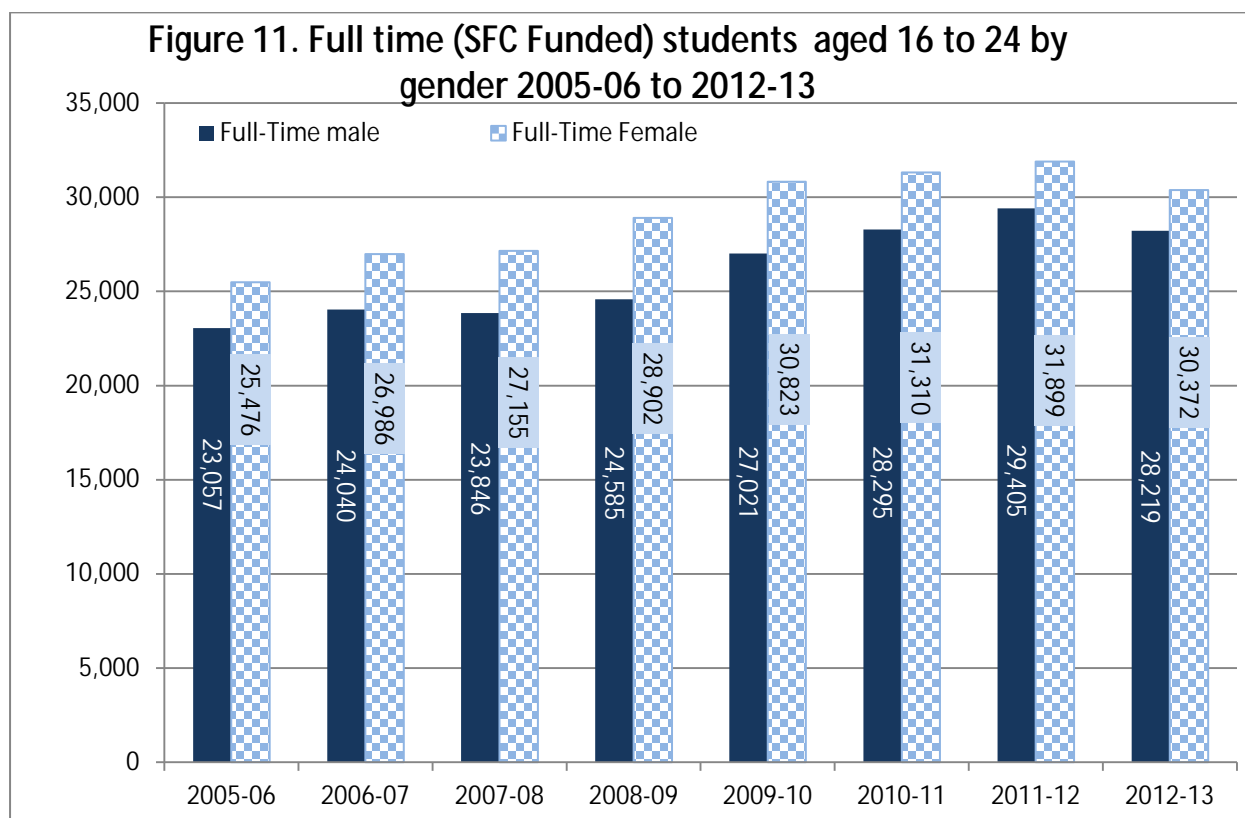
7 Full-time students aged 16-24 funded by SFC

1. The 16 to 24 year old age group is generally considered a priority for funding. In 2012-13, 58,591 (78% of full-time SFC funded students) full-time students were in this demographic.
2. Figure 10 shows that whilst the numbers of 16 to 24 year old students have increased over the period 2005-06 to 2011-12 there has been a fall in 2012-13 that has meant the number of full-time students in the 20-24 age group is now around the levels delivered in 2009-10 and 2010-11.
3. Figure 10 provides a more detailed breakdown for 16-17, 18-19 and 20-24 year olds which shows that the fall can be mainly attributed to lower numbers of 16 & 17 year olds attending college on a full-time basis. This can be partly explained by increased numbers staying on at school.



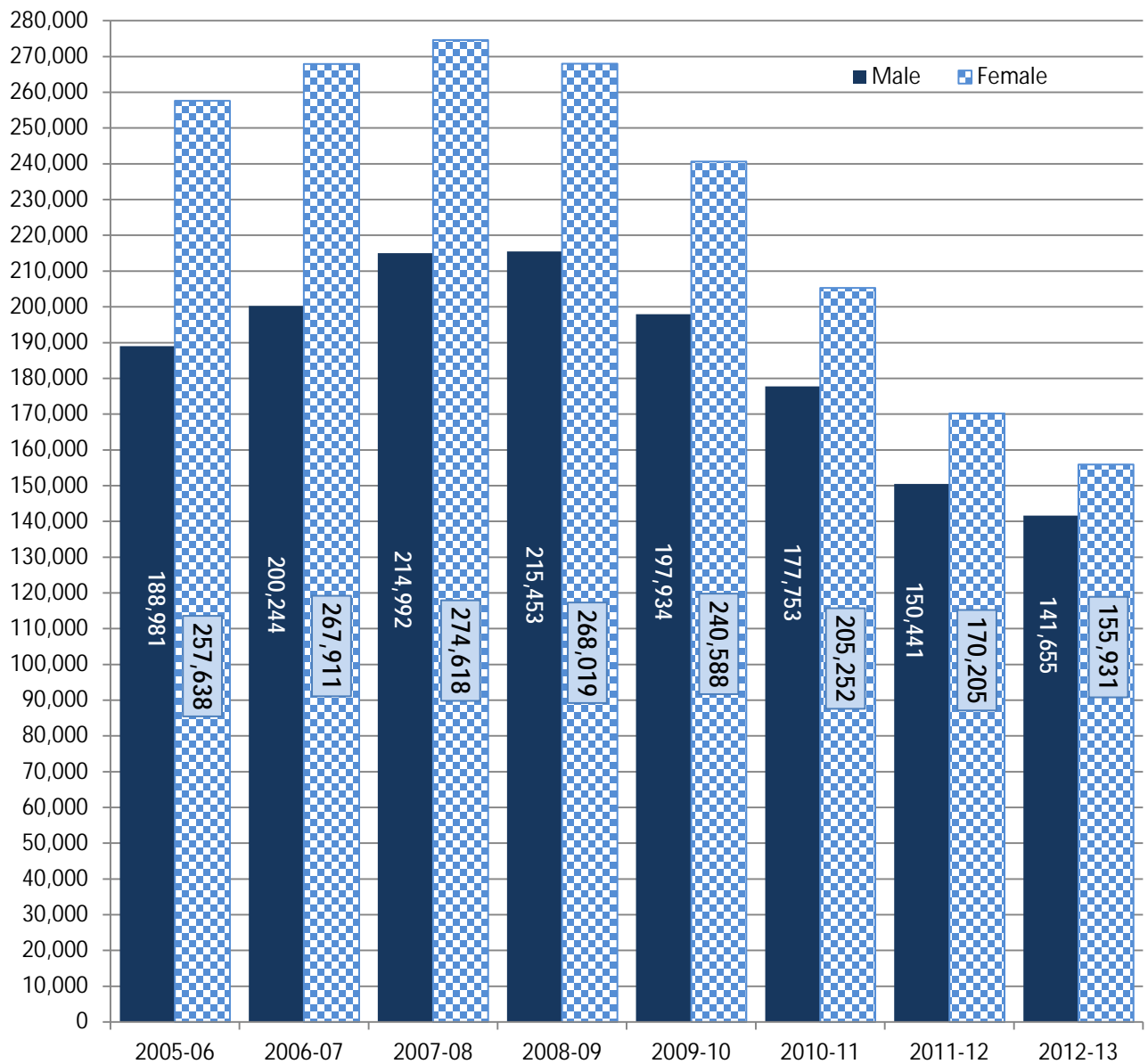
8 Full-time students funded by SFC by gender

1. Figure 11 shows the number of male and female full-time students aged 16-24 from 2005-06 to 2012-13. It shows that 54% of full-time students aged 16 to 24 were female in 2008-09 falling slightly to 52% in 2012-13.
2. The mid-year population figures show that in 2012's mid-year population estimate just under 50% of the population in this age group were female. This means female students continue to be over represented although this gap is narrowing.



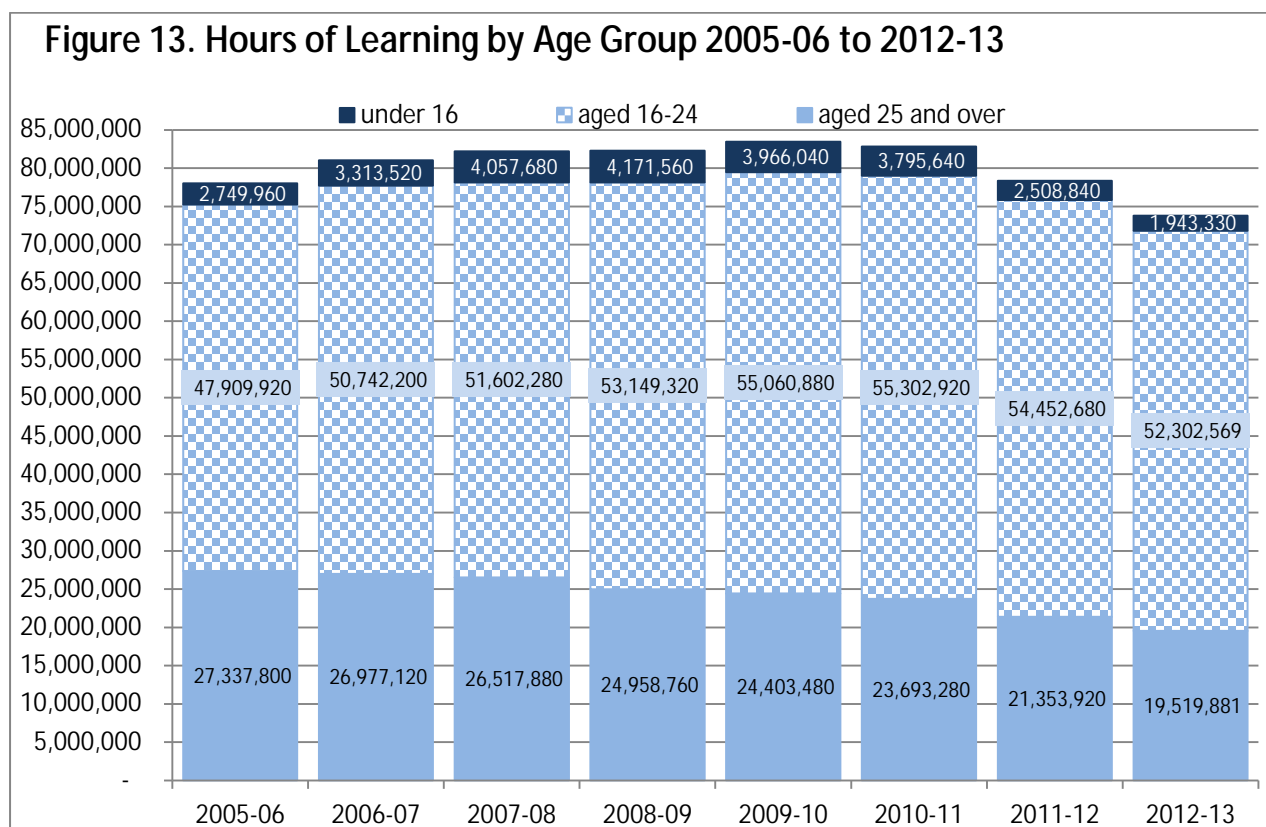
3. Figure 12 provides a gendered breakdown for all enrolments (full-time, part-time and very short duration programmes).
4. It shows a further narrowing of the gender gap. In 2005-06 58% of students enrolments were for female students falling to 52% in 2012-13 however females outnumber males in each year.

Figure 12. Student Enrolments by Gender 2005-06 to 2012-13



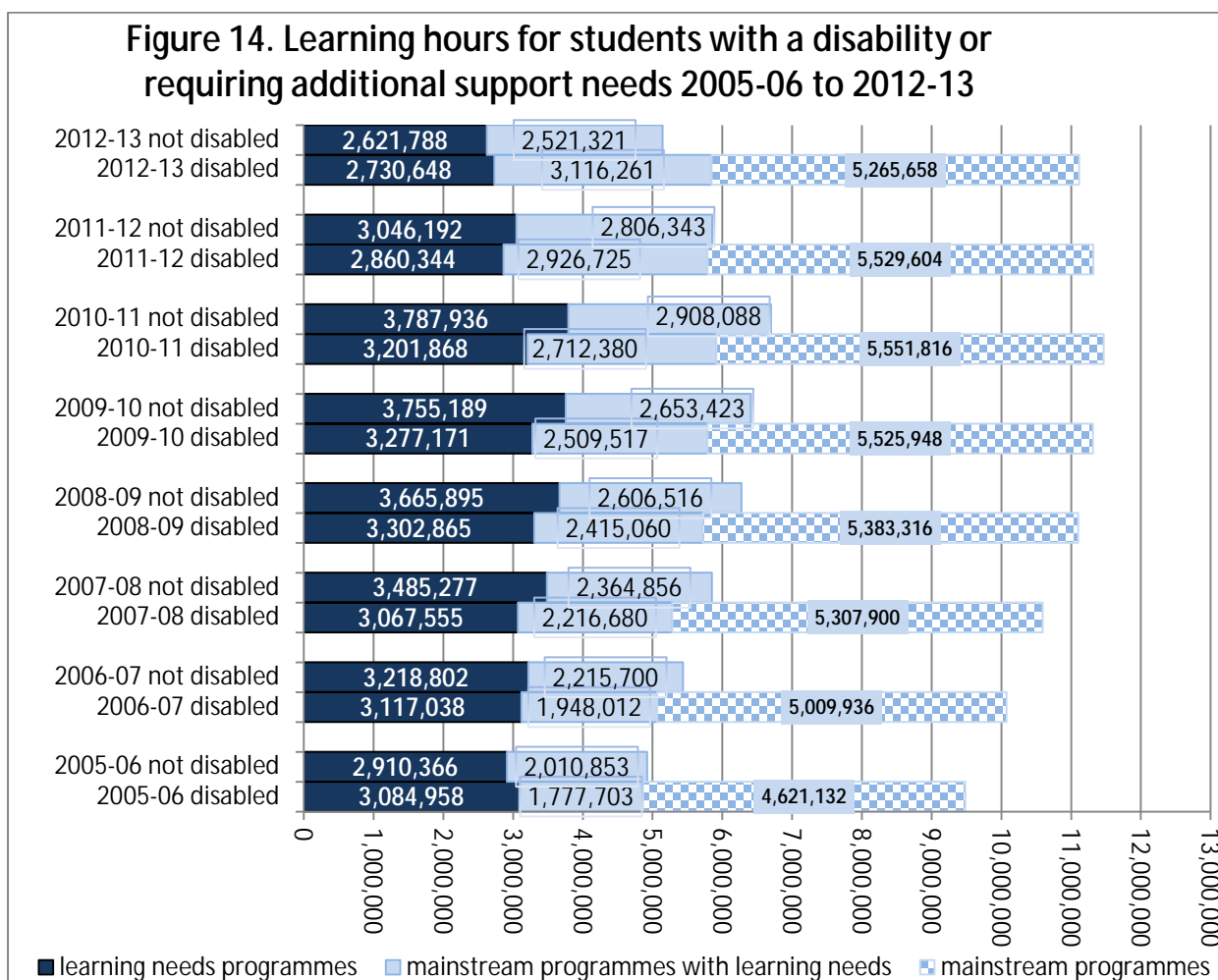
9 SFC funded hours of learning

1. Figure 13 provides a breakdown of SFC funded hours of learning by age group.
2. In 2005-06 colleges delivered just under 78 million hours of learning. This peaked in 2009-10 at 83.4 million hours. Since then this has decreased and in 2012-13 colleges delivered just over 73.7 million hours of learning. Including the places transferred to SDS alongside these figures would show a smaller drop from 2011-12 levels.
3. In addition hours of learning targets were reduced by 5% between 2010-11 and 2011-12 for school college provision which is now focused on the senior phase. Although there are fewer school college places these students outwith the senior phase would still have their full-time place at school.
4. The hours of learning for 16 to 24 year olds peaked in 2010-11 at 55.3 million learning hours and then fell to 54.5million in 2011-12. This has decreased to 52.3 million in 2012-13 (a 4% drop from 2011-12) but is still 9% higher than 2005-06. It should be noted that the SFC learning hour targets were reduced by 4% in 2012-13 and used to increase SDS places. In 2005-06, 61% of all hours of learning were for 16 to 24 year olds. In 2012-13 this percentage was 71%.



10 Students with a Disability

1. Figure 14 provides a breakdown of hours of learning by disability status for those who have disclosed a disability or who received additional learning support.
2. In addition to the 11.1 million hours of learning delivered to those with a disclosed disability, an additional 5.1 million hours of learning were delivered to students who required additional learning support but did not have a disclosed disability.
3. Just over 2.6 million of these hours were delivered on specialist programmes for students requiring additional support. The remaining 2.5 million were delivered to students requiring personalised additional support whilst enrolled on a mainstream programme of study. This means that 16.2 million hours of learning were delivered to students with a disclosed disability or requiring additional learning support.
4. 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.



5. Figure 15 provides details of the learning hours delivered to students requiring additional learning support.
6. Hours of learning for those with a recorded disability increased from 9.4 million hours (13% of total hours of learning) to a peak of 11.4 million hours in 2010-11 (14% of total hours of learning).
7. The total hours of learning for those with a recorded disability has since decreased slightly although the percentage of total activity has increased. In 2012-13 colleges delivered 15% of total hours of learning to students with recorded disabilities (11.1 million hours of learning). These 11.1 hours of learning are comprised of 37,500 enrolments which are detailed in Figure 16 below.
8. 32% of enrolments for those with a disclosed disability were delivered to students with dyslexia. These students undertook 39% of all learning hours for this group.
9. Whilst students who were wheelchair users or had a mobility issue only accounted for 2.4% of enrolments, they consumed 3.8% of learning hours meaning these students were enrolled on more substantial programmes of study.

Figure 15. Learning hours for students with a disclosed disability 2012-13

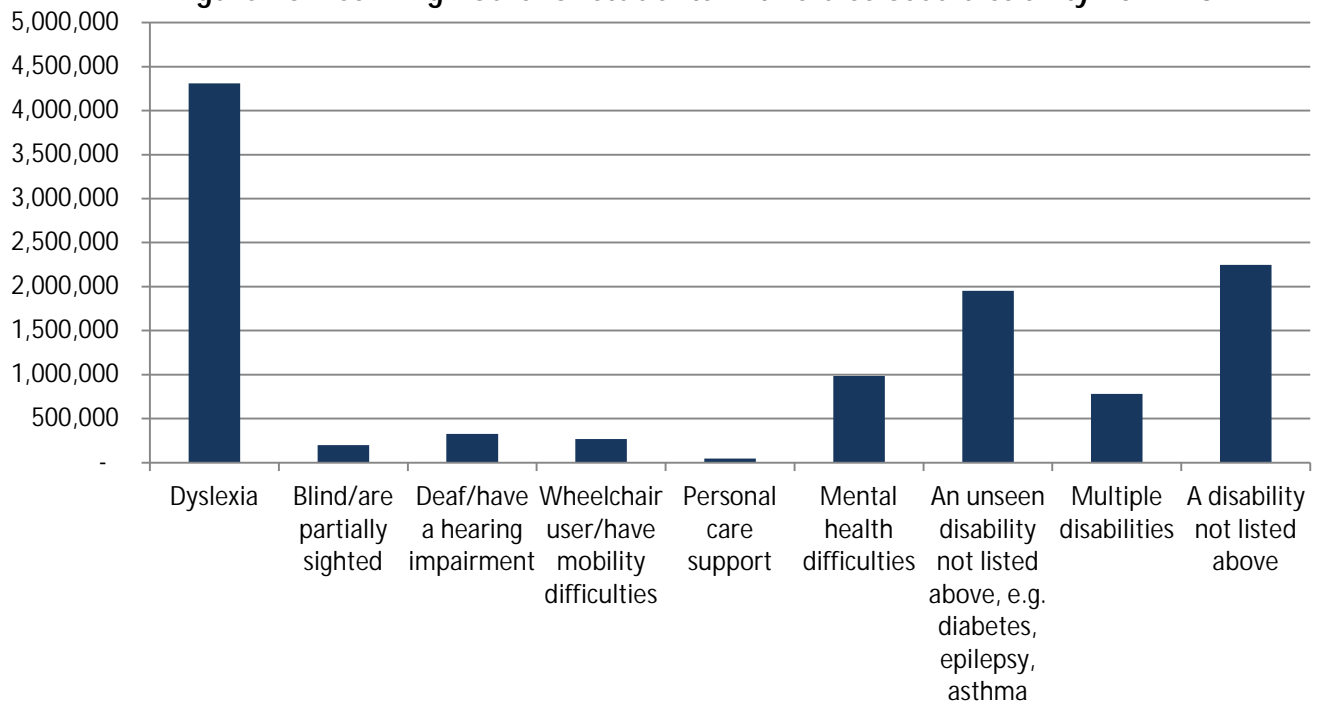
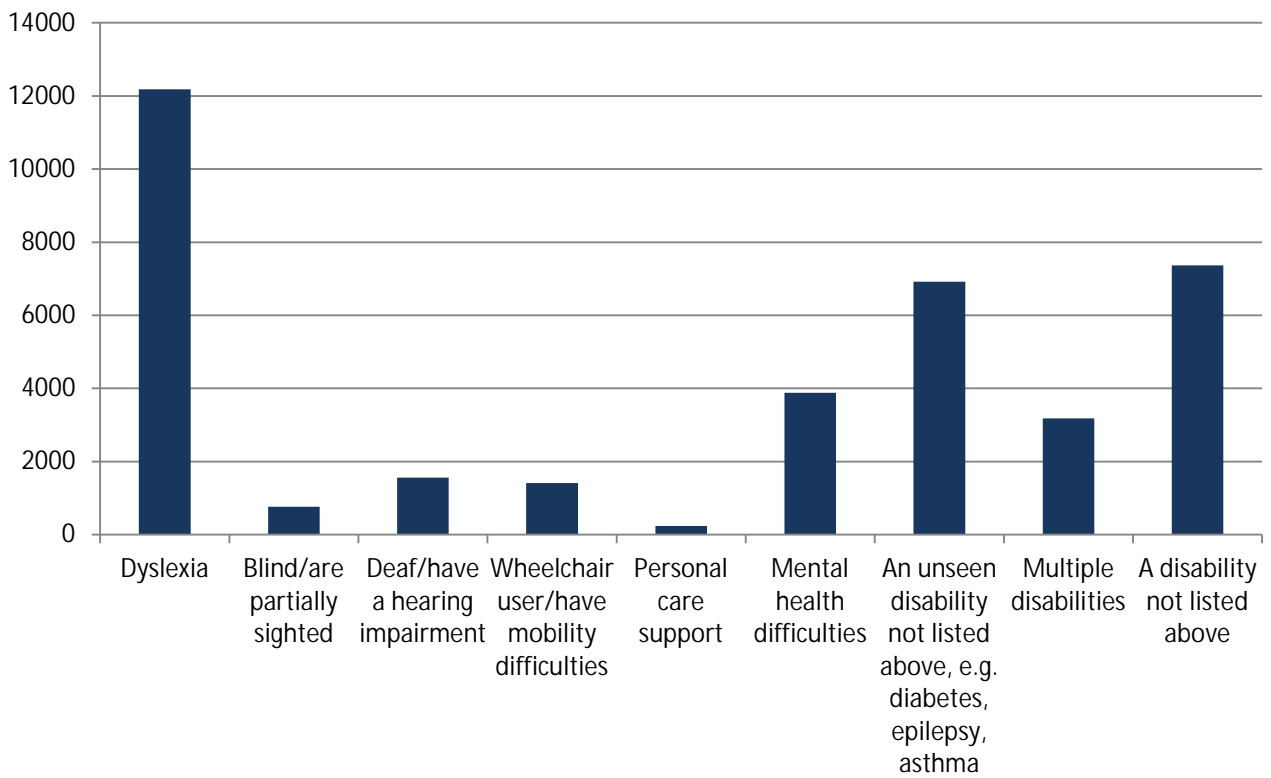
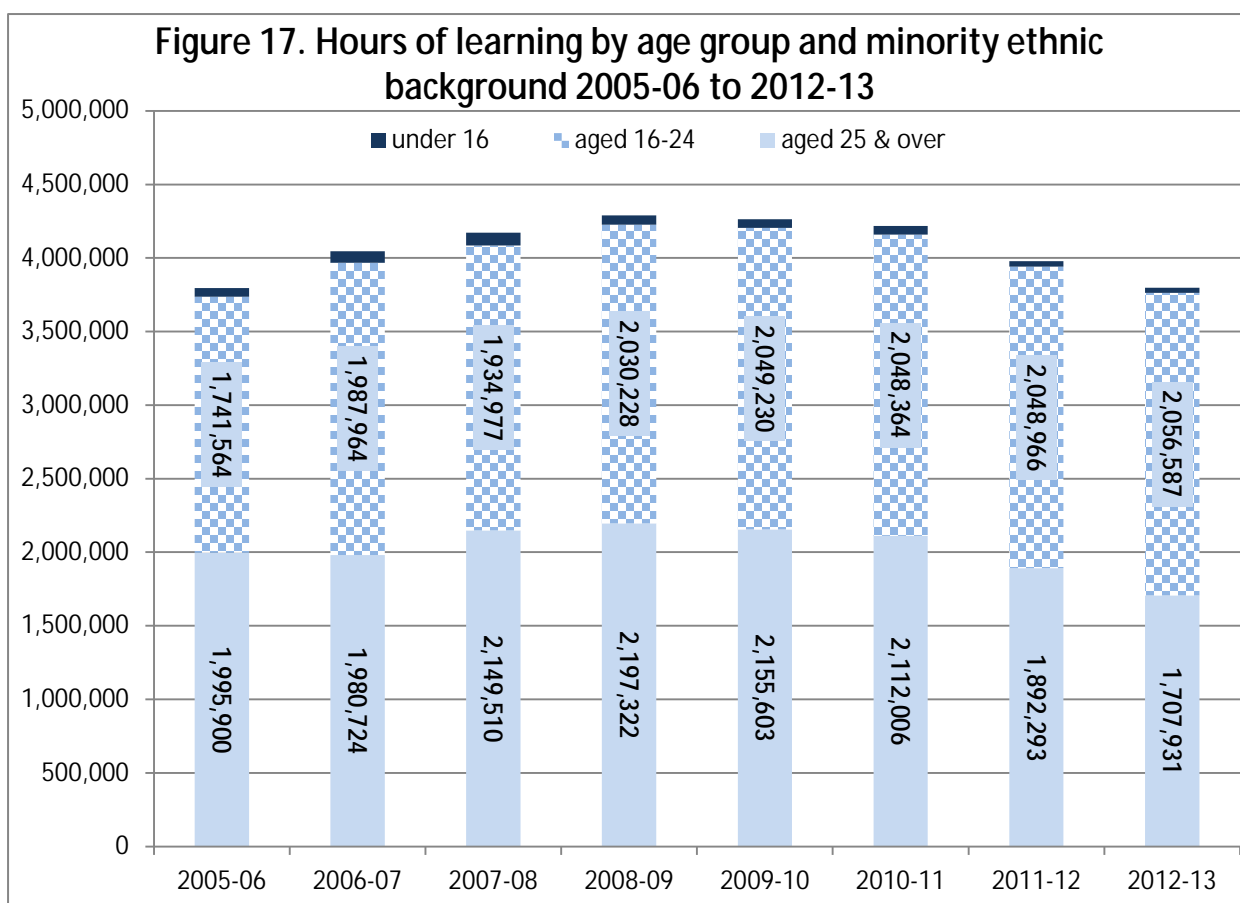


Figure 16. Enrolments for students with a disclosed disability 2012-13



11 Students from a minority ethnic background

1. Figure 17 provides a breakdown of hours of learning by minority ethnic background over the period 2005-06 to 2012-13. The values presented are for those students where ethnic background was disclosed.
2. The number of learning hours delivered to those from minority ethnic backgrounds in 2012-13 was just under 3.8 million hours. The number of learning hours for minority ethnic backgrounds peaked in 2008-09 with 4.3 million and has declined slowly since then. The 3.8 million hours of learning in 2012-13 is equivalent to just over 5% of all activity. This is higher than the proportion of the population from minority ethnic backgrounds in Scotland.



3. Figure 18 provides a more detailed look at the hours of learning for those from a minority ethnic background in 2012-13. Figure 19 provides a breakdown for the same minority ethnic groups by number of enrolments. Those from a minority ethnic background received 3.8 million hours of learning over a total of 14,786 enrolments in 2012-13.
4. Our hours of learning measure is based on SFC funded students for whom we collect information on planned learning hours. SFC does not collect information on planned learning hours for students funded from other sources. This is more likely to be the case for students from minority ethnic backgrounds who may travel from overseas to study a college course. Students from overseas (outwith the European Union) would not be eligible for SFC funding.
5. There were 14,786 students from a minority ethnic background in 2012-13. 3,190 were from a Pakistani background, 3,126 were from an African background.
6. Although there were 1,869 enrolments for those from an Indian background only 741 of these were funded by SFC representing 40% of these enrolments. Overall 11,383 (77%) enrolments for those from a minority ethnic background were funded by SFC.

Figure 18. Hours of learning for students from a minority ethnic background 2012-13

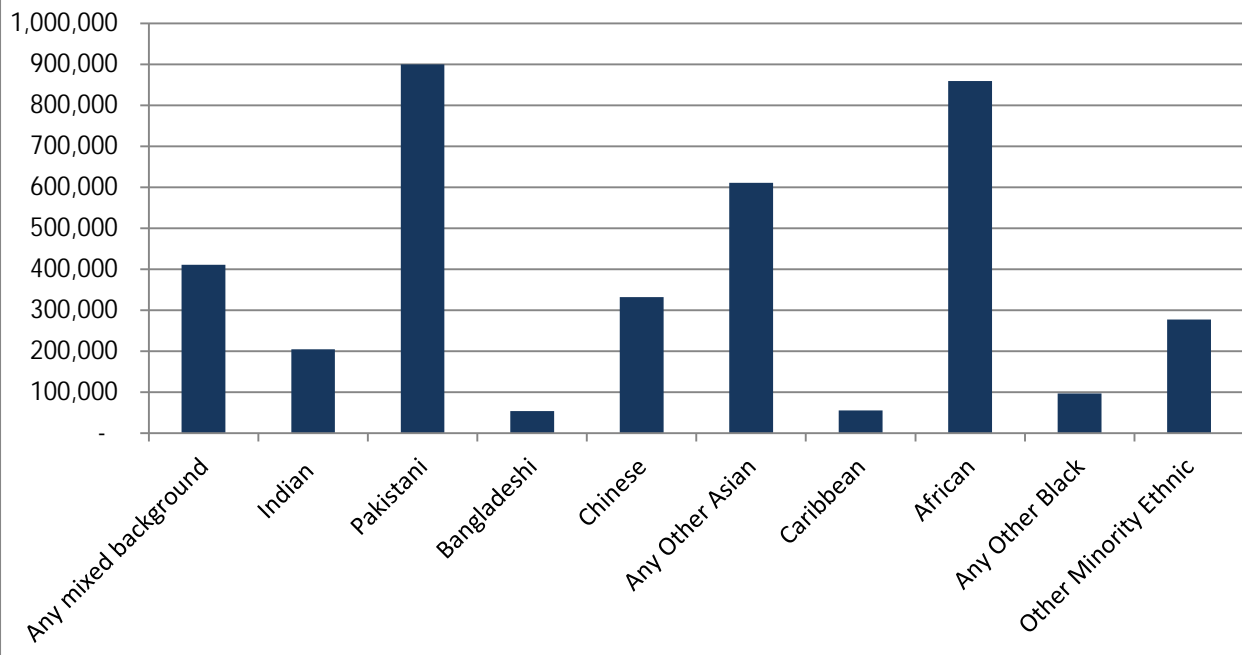
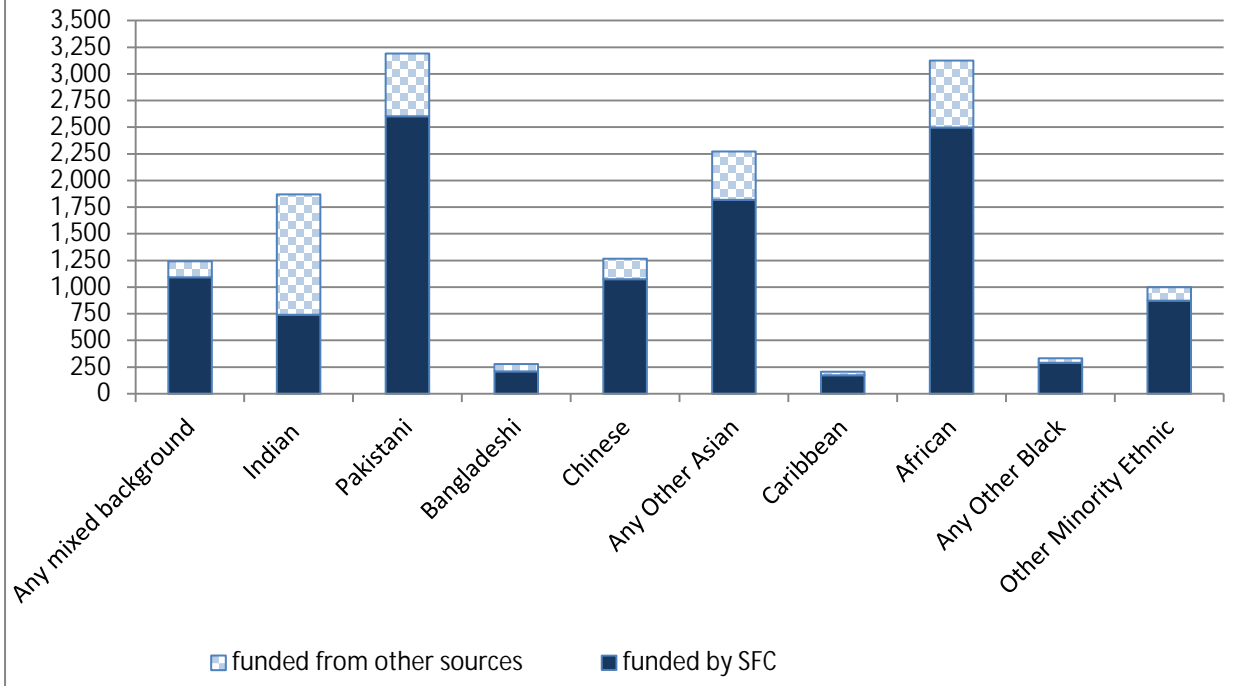
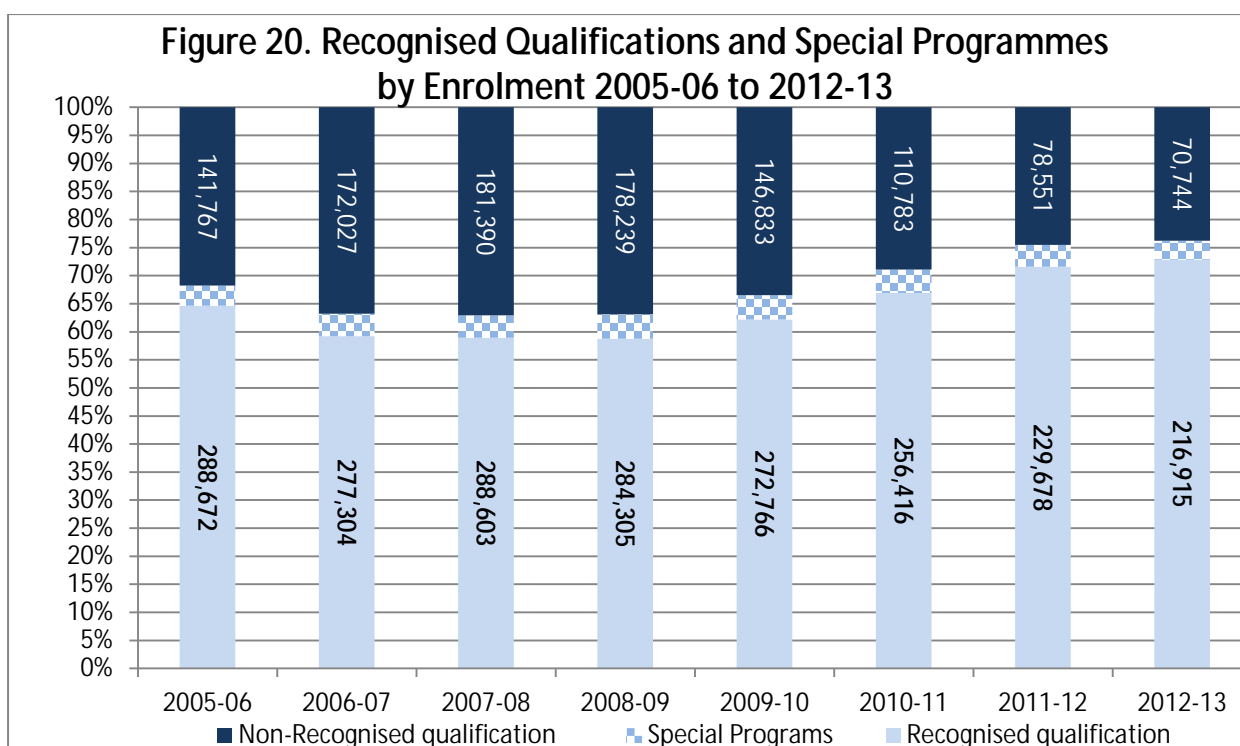


Figure 19: Enrolments for students from a minority ethnic background 2012-13

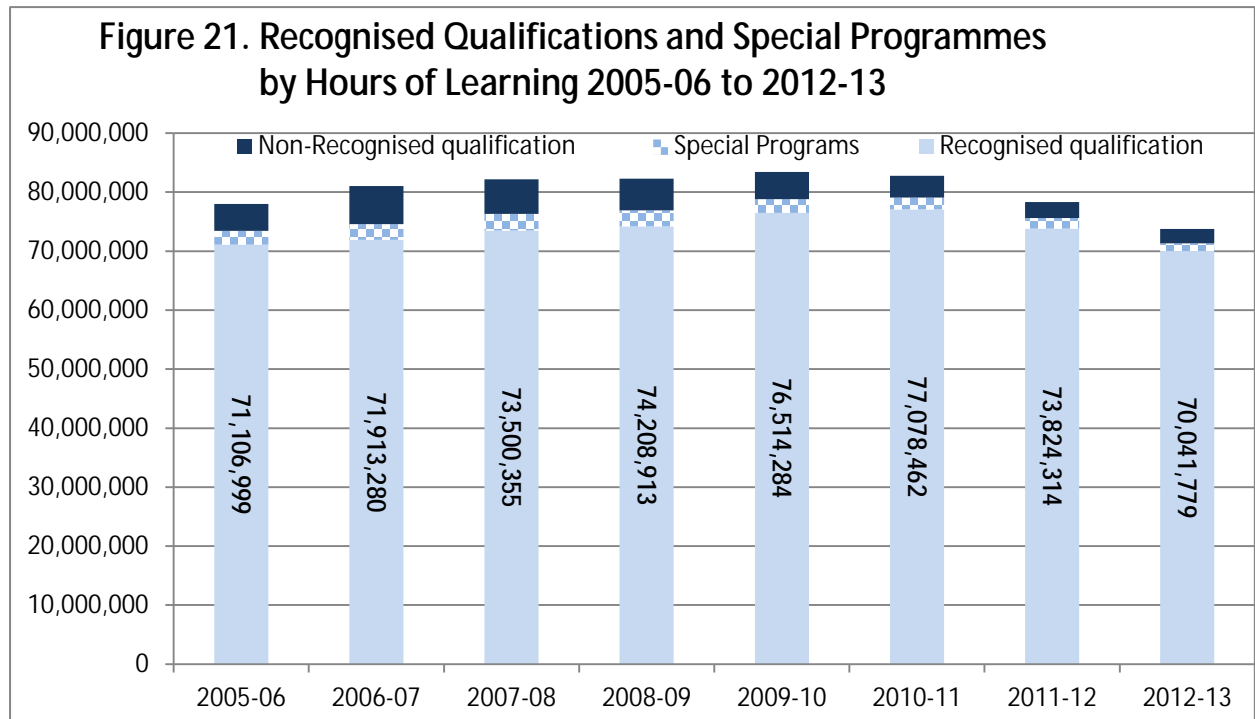


12 Recognised qualifications and additional support needs

1. Figure 20 shows the number of enrolments on courses which lead to recognised qualifications (including courses for students with additional support needs). Programmes that do not lead to a recognised qualification for students who require additional support are shown separately as are courses not leading to a recognised qualification for students who do not require additional support.
2. Additional support courses facilitate learning for those with learning difficulties separate to mainstream courses.
3. The focus on more substantial programmes that improve employment prospects has had an effect on the numbers of enrolments for non-recognised qualifications. Enrolment on non-recognised qualifications has decreased by 60% since 2007-08.
4. Whilst the absolute number of enrolments on recognised qualifications has also declined, these courses have increased from being 59% of total enrolments in 2007-08 to 73% in 2012-13.



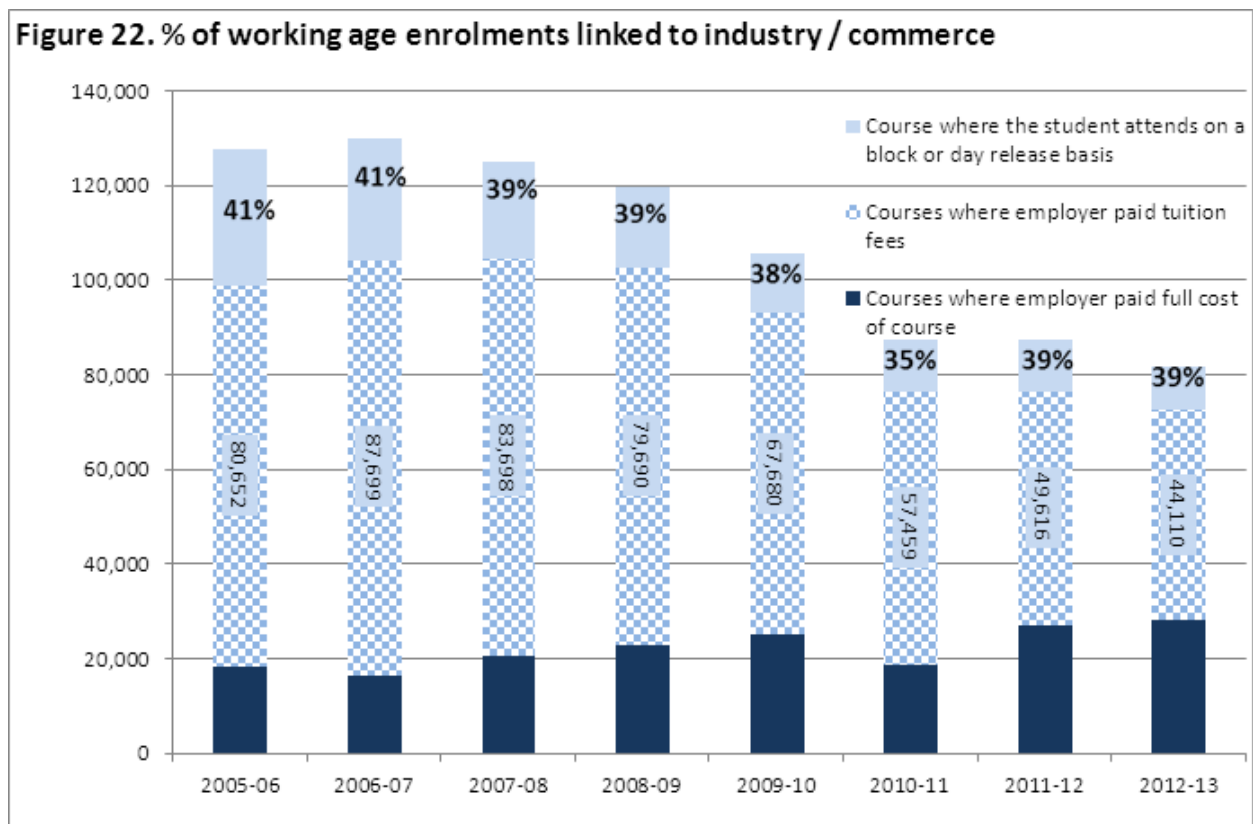
5. Figure 21 shows the hours of learning on courses which lead to recognised qualifications, special programs and non-recognised qualifications. In 2009-10 the percentage of learning hours leading to a recognised qualification was 92%. In 2012-13 it was 95%. This has steadily increased for the last five years.



6. In 2006-07 11% of learning hours were delivered on courses that did not lead to a recognised qualification but this fell to 5% in 2012-13.

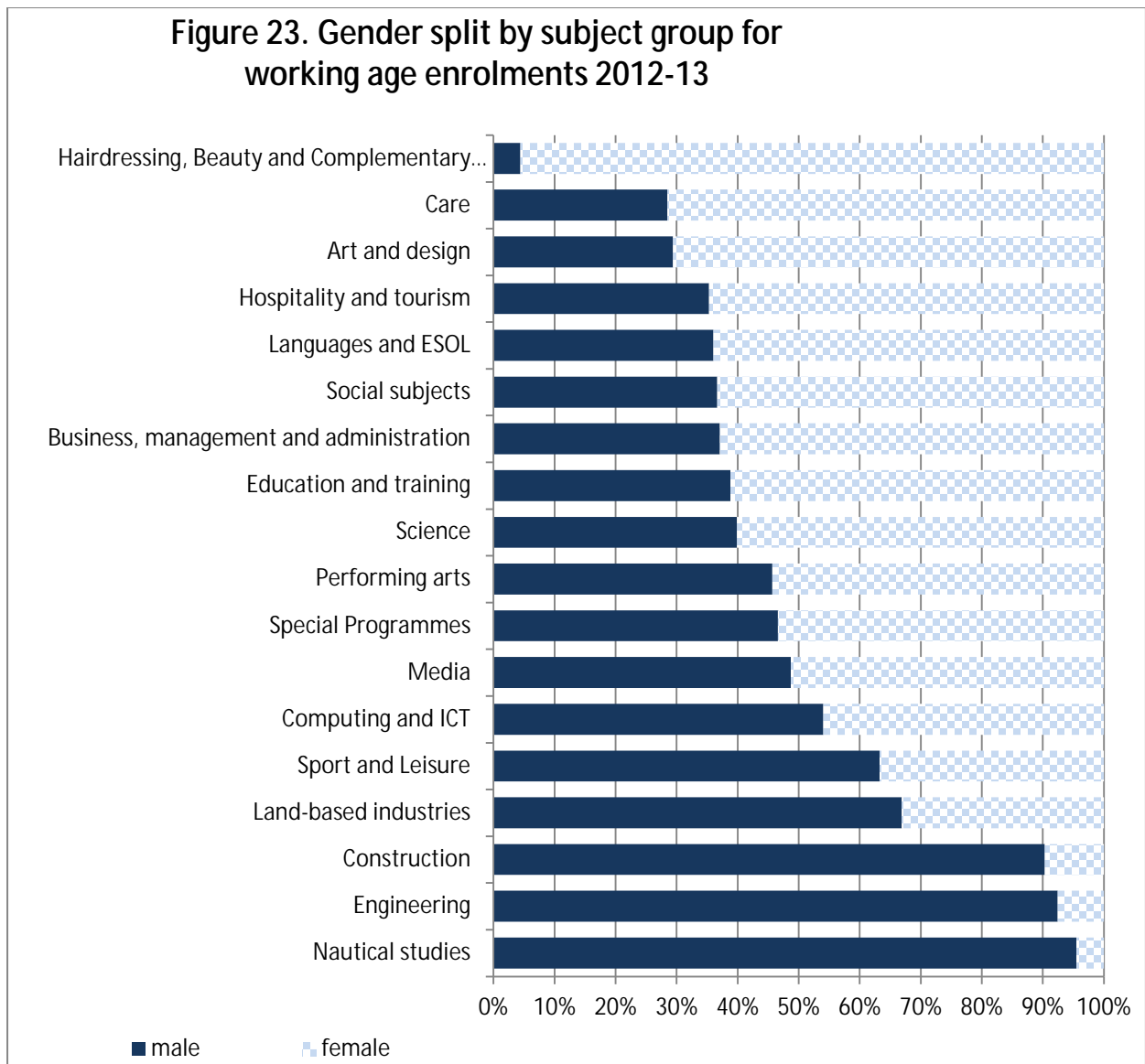
13 Enrolments linked to industry

1. Figure 22 shows the amount and proportion of working age enrolments delivered to commerce, business and industry over the period 2005-06 to 2012-13. Three categories are shown for each year:
 - i Course where the student attends on a block or day release basis.
 - ii Courses where the employers pay the tuition fees.
 - iii Courses where the employer pays for the full cost of the course.
2. Enrolments for programmes linked to industry have fallen since 2008. This is most likely linked to the economic downturn.



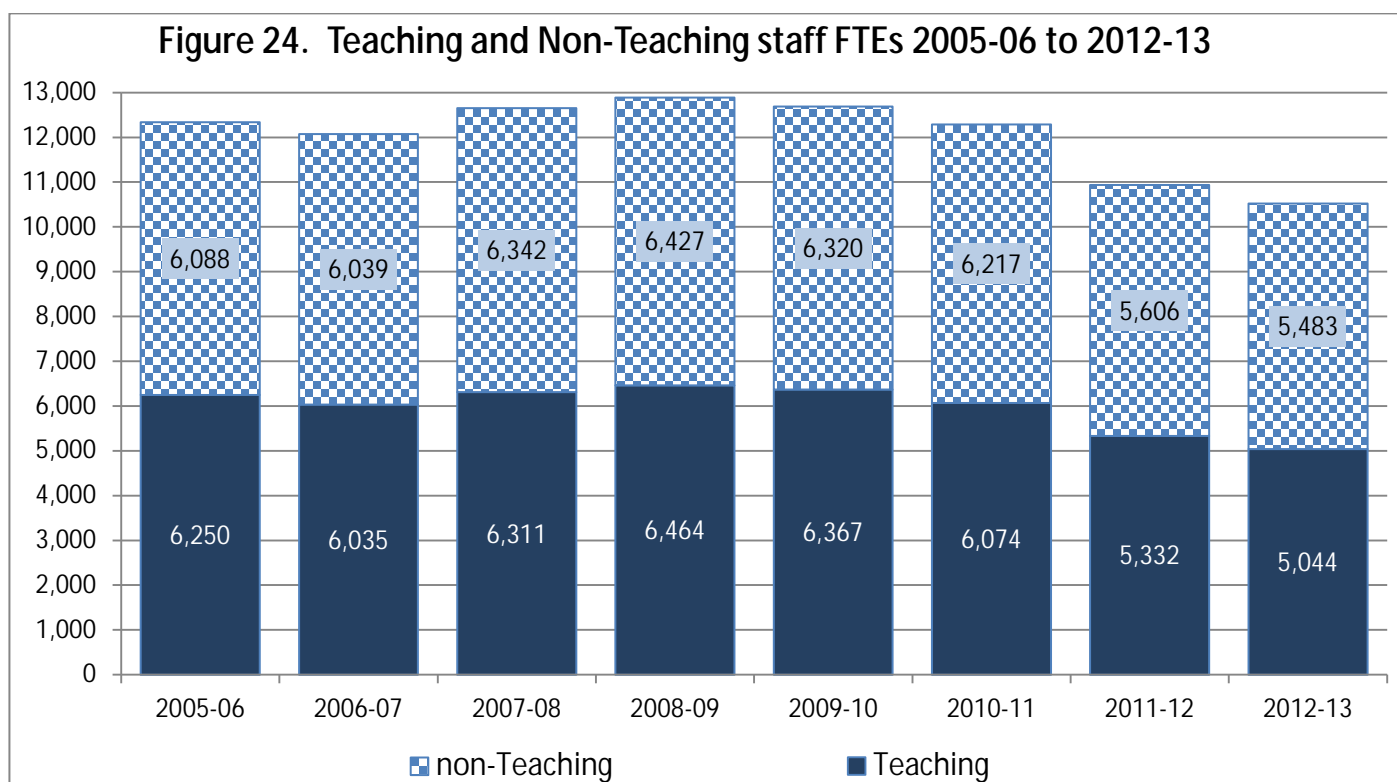
14 Gender split by subject group

1. Figure 23 looks at the enrolments for those of working age (18 to 59 for females and 18-64 for males) split by subject area and by gender for 2012-13.
2. It shows that some subject areas are dominated by males and some by females. Construction, Engineering, and Nautical courses continue to be dominated by males while females dominate Hairdressing and Beauty, Care, and Art and Design programmes.



15 Teaching and non-teaching staff

1. Figure 24 provides a breakdown of staff FTEs over the period 2005-06 to 2012-13. Staff numbers peaked in 2008-09 at 12,892 FTEs and reduced to a total of 10,527 FTEs in 2012-13. This equates to a fall of 18% from 2007-08 or 15% from 2005-06.
2. Teaching staff numbers also peaked in 2008-09 and these have fallen by 22% between 2008-09 and 2012-13.
3. Non-teaching staff FTEs have exceeded teaching staff FTEs in five of the eight years. Teaching staff have accounted for 48 to 51% of all staff in each year.



4. Figure 3 shows that funded college activity targets peaked in 2010-11. By comparing Figure 24 and Figure 3 we can see that staff numbers were falling whilst activity targets were increasing (before 2011-12). There was an 11% fall in staffing numbers between 2010-11 and 2011-12 with a 14% decline between 2010-11 and 2012-13.

16 Further information

1. The [Infact database](#), available on the SFC website, allows for more detailed analysis of provision within Scotland's colleges.
2. All charts and data shown here, as well as additional data not presented in the report, are available in an [excel spreadsheet](#) from our website.
3. A publication detailing [College Performance Indicators for 2012-13](#) can also be found on our website.
4. 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

1. Colleges have traditionally been funded to deliver a Weighted SUMs (WSUMs) target rather than a specified 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.
2. **Table A1** below details the 297,586 enrolments delivered in 2012-13 and the SUMs claimed for these students. In total 1,985,084 SUMs ($1.98 \text{ M} * 40 \text{ hours} = 79.4 \text{ million hours of learning}$, Figure 17) were claimed for these students. In addition a further 143,327 extended learning support SUMs ($143,327 * 40 = 5.7 \text{ million hours of learning}$) were claimed for additional learning undertaken by students who required additional support with their learning.
3. The table shows how WSUMs are derived from the SUMs delivered by colleges in 2012-13. 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).
4. In addition colleges often enrol students on mainstream programmes 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.
5. 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 2,196,674 WSUMs for 2012-13.

Table A1: Calculating Weighted SUMs (WSUMs)

dprog	Dominant programme group	enrolments	SUMs	ELS SUMs	Subject weight	SUMs * weight		WSUMs + ELS WSUMs
						WSUMs	ELS WSUM	
0	No program group recorded	0	0	0	0	0	0	0
1	Agriculture & Horticulture	5,983	43,456	6,333	1.52	66,193	9,499	75,691
2	Business & Management	13,736	123,262	6,118	0.84	103,349	9,177	112,526
3	Food Technology & Catering	11,242	66,938	6,438	1.18	78,698	9,657	88,355
4	Computing	23,518	119,033	10,221	0.96	113,803	15,331	129,134
5	Construction	15,417	148,326	9,333	1.26	187,122	14,000	201,122
6	Art & Design	15,643	168,669	16,896	1.05	176,633	25,343	201,976
7	Engineering	18,272	142,417	7,045	1.26	179,668	10,568	190,235
8	Health	41,646	293,596	29,321	0.96	280,697	43,981	324,678
9	Minerals & Materials	2,279	19,263	1,327	1.18	22,647	1,991	24,638
10	Personal Development	10,423	29,994	3,169	0.87	26,161	4,753	30,914
11	Printing	145	1,517	91	1.26	1,914	137	2,051
12	Science & Maths	7,063	52,364	5,916	0.96	50,064	8,874	58,937
13	Office & Secretarial	2,488	31,091	2,482	0.96	29,725	3,723	33,448
14	Social Studies	25,387	231,094	19,383	0.74	171,799	29,074	200,873
15	Social Work	9,947	76,207	6,065	0.96	72,859	9,097	81,957
16	Sport & Recreation	8,201	105,884	7,181	1.05	110,883	10,772	121,655
17	Transport	5,586	57,223	3,622	1.26	72,190	5,432	77,622
18	Special Programmes	19,621	133,811	0	1.80	240,860	0	240,860
		236,597	1,844,145	143,327		1,985,265	211,409	2,196,674

- SFC publishes FTEs in the [Infact database](#) each year. These statistics include students whose places were not funded by 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 as this has a bearing on how FTEs are calculated SFC therefore had to develop a new method of calculating FTEs. The detail of how FTEs have been derived for 2012-13 is outlined in the table below.

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

	FTEs	students requiring		total full time	SUMs	ELS SUMs	total part time & group 18 SUMs	FT tariff	FTE
		students	ELS						
Special programmes	(SUMs + ELS SUMs) / FT tariff				133,811		133,811	16	8,363
Full time FE students	one per student plus ELS	41,343	4,943	46,286					46,286
part time FE	(SUMs + ELS SUMs) / FT tariff				373,866	10,676	384,542	16	24,034
Full time HE students	one per student plus ELS	29,945	2,014	31,959					31,959
part time HND	(SUMs + ELS SUMs) / 15				5,841	135	5,976	15	398
other part time HE	(SUMs + ELS SUMs) / Tariff				54,592	1,059	55,650	12	4,638
		71,288	6,957	78,245	568,110	11,870	579,979		115,678

7. **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 programme comprising 16 SUMs are classified as full-time).
8. All full-time students count as one FTE.
9. 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 programme comprising of 16 SUMs is classified as full-time).
10. 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.
11. For part-time HNC students the number of SUMs was divided 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.
12. As stated above the FTEs published in the [Infact database](#) exclude activity delivered to students requiring extended learning support. In 2012-13 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 FTE calculations.
13. 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 two FTEs. FTEs for part-time students would also be increased in respect of the ELS hours of learning.

Glossary of terms

Very short programmes: A very short programmes of study is a course under 10 hours.

ESF (European Social Fund): A European body that provides funding for certain courses.

Full-time: A full-time course is, at least, 640 hours of study.

Full-Time Equivalent (FTEs): A measure to quantify the volume of student activity into a total derived from the activity required to be considered full-time.

WSUMs (Weighted Standard Units of Measurement): One SUM = 40 hours of learning. The 'weight' refers to the relative cost of delivering different subjects.