Scottish Funding Council
Promoting further and higher education

Scotland's Colleges: A Baseline Report

February 2007

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Introduction

This report provides information about the provision of further and higher education in Scotland's colleges, covering in particular aspects of content, activity and participation. The report is intended to serve several functions and will be updated periodically.

Firstly we intend this report to be an authoritative source of facts and figures on Scotland's colleges. It will be of value to policy makers, the colleges themselves, other relevant stakeholders and people and organisations with an interest in tertiary education and its provision.

Secondly, it provides the quantitative background to the current Review of Scotland's Colleges, which is expected to conclude its work and publish a final report later in 2007.

A third important function relates to recent changes in measuring the volume of activity undertaken in Scotland's colleges. As a result of improvements in the way activity is now measured for funding purposes, there is an unavoidable temporal discontinuity in annual activity figures. We include a description of the changes in activity measurement, and compute activity using both the new and the old methods for the most recent year (2005-06). The report therefore provides a bridge between the previous measurement method and the current approach, and forms an appropriate baseline for future comparisons.

Scope

The report covers in detail all activity in Scotland's colleges funded by the Scottish Further and Higher Education Funding Council (SFC) in detail, using the FES (Further Education Statistics) records routinely collected by the Council. These records are less detailed for activity not funded by the Council, and in particular contain more limited information on the full-cost recovery and New Deal courses provided by the colleges. The report covers academic years 1998-99 to 2005-06.

Although the information that we present in this report gives some indication of trends in further education in Scotland, we would caution against drawing definite conclusions from isolated figures. The information that we present should not be over-interpreted – student numbers, for example, can fluctuate from one academic year to another, and such a change by itself is not necessarily an indication of underlying trend.

Presentation

Throughout the report we have provided statistical notes to explain important points about methods of measurement and analysis. These notes are presented in shaded boxes to distinguish them from commentary on the figures.

Context

The context in which this and the companion publication, Higher Education in Scotland: A Baseline Report was set is changing. Since publication of the Higher Education baseline report in July 2004, a single funding body for both further and higher education was established in October 2005, following the merger of the Scottish Further Education Funding Council (SFEFC) and the Scottish Higher Education Funding Council (SHEFC). The merged Council has a wider role in relation to skills and the economy, and its new strategic vision is set out in its Corporate Plan for 2006-09, Learning and innovation: helping to deliver Scotland's strategy for the future, published in November 2006. Specifically, there is greater focus and interest in the role of colleges and universities and their contributions to the Scottish economy and society of which colleges are integral part. The new Council has a Skills Committee with a remit to support and advise the Council in its consideration of the skills needs in Scotland. It does this by evaluating the evidence of skills needs and the supply and demand for further and higher education, and advising the Council on how it can contribute to improving this position.

We are preparing the third update to Higher Education in Scotland: A Baseline Report, which will be published shortly and contain data up to 2005-06. For the future however, we plan to consider the merits of having a single document capturing the whole of further and higher education in Scotland. It will better reflect the spirit and role of the new Council and the changing landscape of FE and HE in Scotland, and will have full regard to the contributions of both universities and colleges.

Feedback

We welcome feedback on new types of statistical reports such as this baseline report for Scotland's colleges. Any views or comments on the content or scope of the publication should be sent to Gordon McBride, Senior Statistical Officer, e-mail GMcBride@sfc.ac.uk, Tel: 0131 313 6575.

Main points at a glance

- in 2005-06 there were 350,079 students undertaking courses in the 43 SFC-funded colleges in Scotland;
- hours of learning (activity) increased by 3 per cent between 2004-05 and 2005-06;
- weighted activity measured on the new basis stands at 2 per cent above target;
- 94 per cent of all activity in Scotland's colleges is for programmes leading to a nationally recognised qualification or for students with learning difficulties;
- 6 per cent of activity in 2005-06 is attributable to programmes that lead to a college validated qualification which is about 30 per cent less than in 2001-02;
- 35 per cent of 17 year olds study at Scotland's colleges;
- Scotland's colleges contribute significantly to the lifelong learning agenda with a substantial number of enrolments across the working age population;
- 8.8 per cent of Scottish people of working age participated in study at Scotland's colleges in 2005-06;
- at least 40 per cent of working age student enrolments had a direct link to business in 2005-06;
- including training schemes and similar activities funded by business, the last figure rises to 59 per cent;
- 6.8 per cent of Scotland's resident population participated in study at Scotland's colleges in 2005-06;
- the participation rate for males was 6.0 per cent and for females 7.5 per cent and the gender gap has grown by 50 per cent since 1998-99;

- in terms of geographical areas (supply and demand areas) the highest percentage of residents participating in study at Scotland's colleges are from Glasgow and Fife, with 8.5 per cent and 9.6 per cent respectively;

- students from the 20 per cent most deprived areas in Scotland are well represented at Scotland's colleges, with 26 per cent of all activity being delivered to such students in contrast to 14 per cent being delivered to students from the 20 per cent most affluent areas;

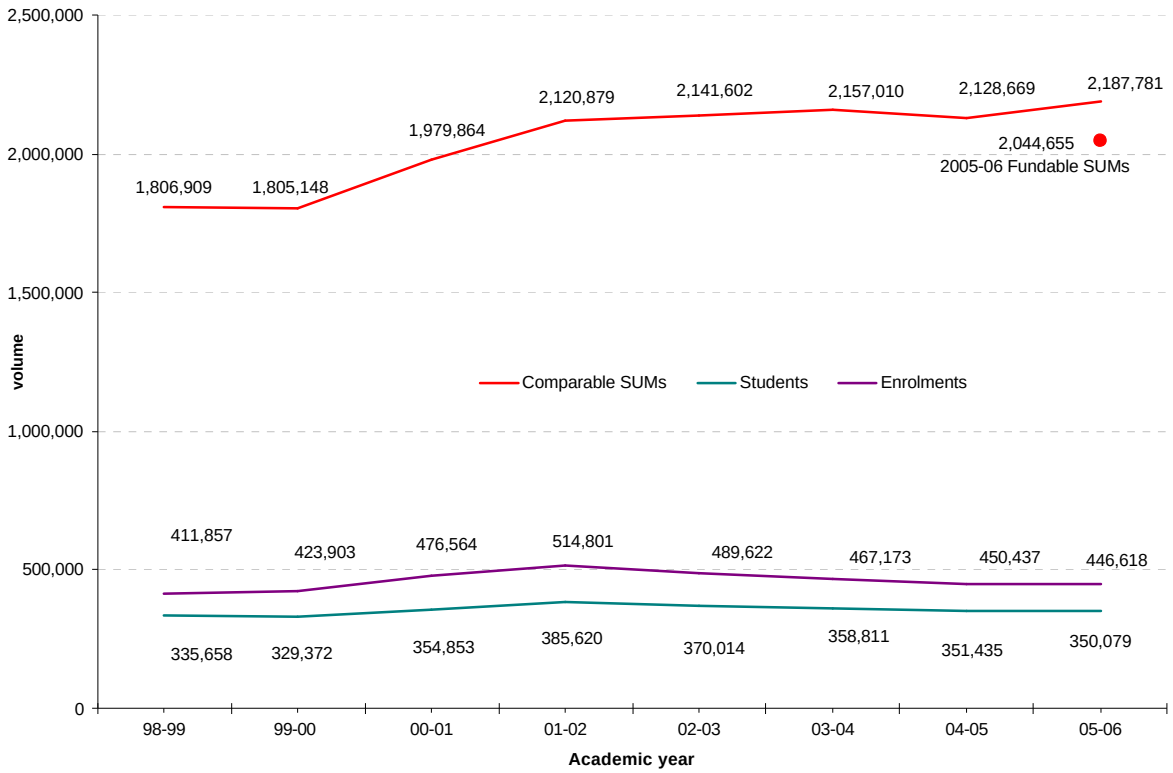
- 14 per cent of students and 22 per cent of activity are attributable to students with a disability or requiring extended learning support in 2005-06. (Of the general population 20 per cent are estimated to have a disability, but this is weighted towards the older age groups who are less likely to attend college.); and

- 4.7 per cent of college students are from non-white ethnic groups, whilst the 2001 census showed that about 2 per cent of the general population are from the non-white groups.

Part 1: Students in Scotland's colleges

As shown in Figure 1, in 2005-06 there were 350,079 students (headcount) studying in Scotland's 43 SFC-funded colleges. It also shows that Scotland's colleges delivered 2,187,781 fundable SUMs, where 1 SUM is equal to 40 hours of learning. SUMs are referred to as 'activity' throughout the report.

Figure 1: Number of students, enrolments, and SUMs, 1998-99 to 2005-06



Statistical note:

In 2005-06 the Council introduced a new method of measuring fundable activity. This has created an inevitable discontinuity in 2005-06 compared with previous years for trends in fundable activity. Annex A (page 19) explains how we have measured the underlying trend and figure 1 shows an adjusted fundable SUMs total for 2005-06 for comparison with earlier years. The 2005-06 fundable SUMs figure will be used to rebase future trends.

Figure 1 shows that:

- the number of students grew from 335,658 in 1998-99, peaked at 385,620 in 2001-02 and fell to the 2005-06 figure of 350,079 students;
- similarly, enrolments also peaked in 2001-02 with 514,801. Since then enrolments have steadily fallen to the 2005-06 figure of 446,618;

- the number of SUMs grew year on year from 1.81 million in 1998-99 to 2.16 million in 2003-04, before falling slightly in 2004-05 and then rising by 3 per cent to the highest level of an estimated 2.19 million in 2005-06;

- the SUMs methodology changed in 2005-06 and recorded activity levels (SUMs) now sit 7 per cent lower than activity measured on a comparable basis at 2.04 million;

- a rise in SUMs (activity) and a fall in student numbers demonstrates that on average students are now enrolled on programmes with a greater number of learning hours. 5.4 SUMs per student in 1998-99 to 6.2 SUMs per student in 2005-06 (adj); and

- in 2005-06 there were 67,920 students enrolled on more than one programme of study. These students accounted for 164,459 enrolments (students may enrol on a short course as they take their first tentative steps back into education before enrolling on more substantial programmes of study, or enrol on several short courses rather than a single programme of study).

Figure 2: Students by mode of attendance and level of study, 1998-99 to 2005-06

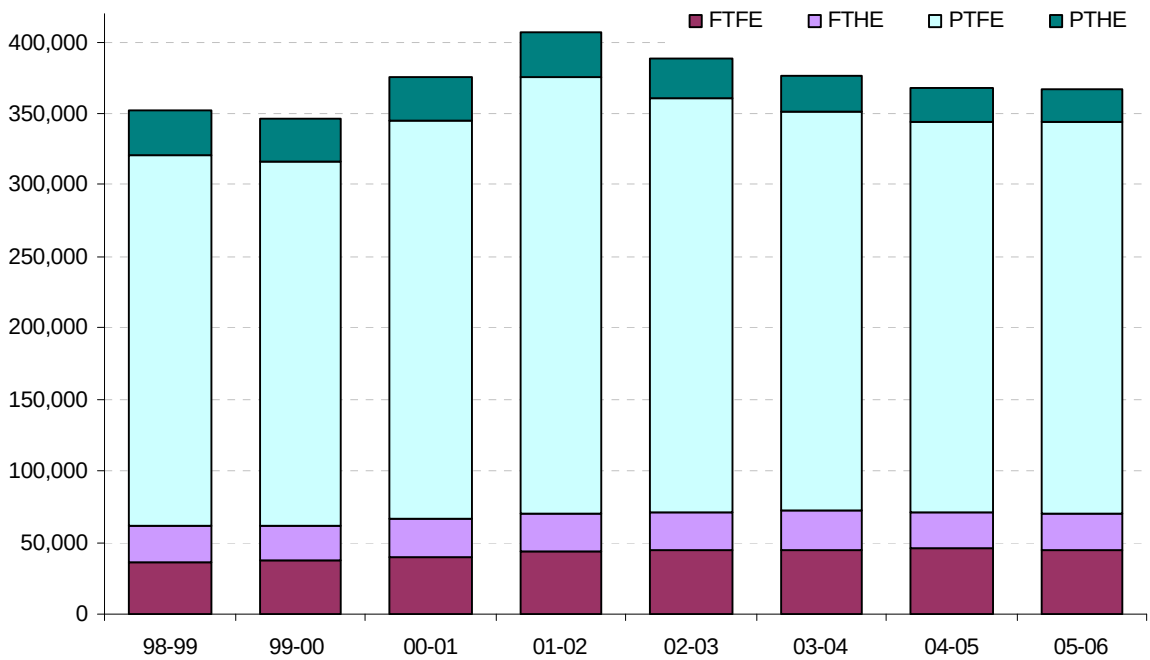


Figure 2 shows that:

- in 2005-06 there were 48,688 students studying on HE programmes in colleges, of whom 53 per cent were enrolled on a full-time programme; and

- at FE-level, in the same year there were 40,209 full-time and 277,307 part-time students, with full-time accounting for 13 per cent of all FE-level students. One of the main reasons for the high proportion of part-time learning at FE level is that many students are also in full-time paid work or have other domestic responsibilities. Such students are often enrolled on programmes of a vocational orientation.

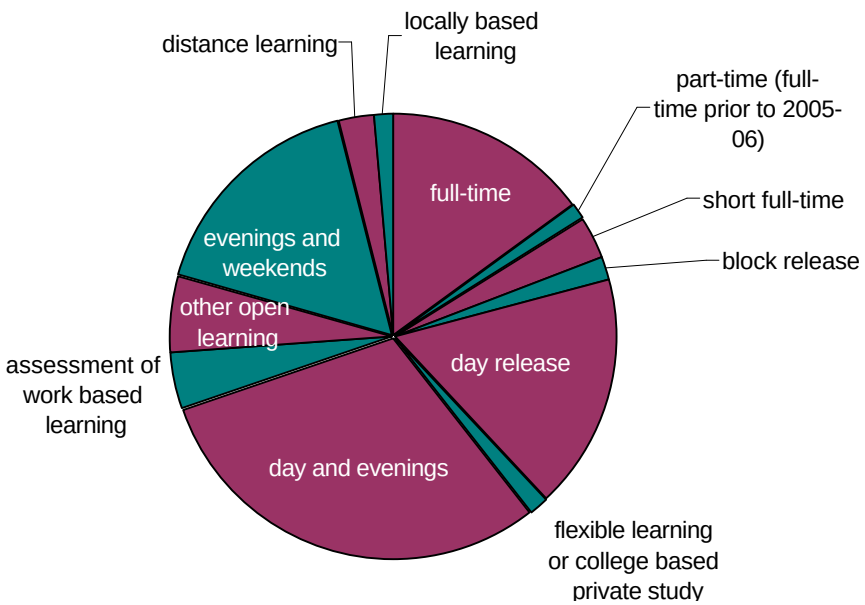
Statistical Note:

Figure 2 shows an estimated headcount of 366,088 in 2005-06 whilst figure 1 states that there were only 350,079 students in that year. We have already stated that there were 67,920 students enrolled on more than one programme of study. Figure 1 counts these students once but figure 2 will count these students once for each of the modes and levels of study that they participated in. So if a student was enrolled on a full-time HE and an additional part-time FE programme then in figure 2 they will be counted once in each of these categories.

This method of counting is necessary to avoid under representing particular categories. A reader may have a particular interest in part-time FE programmes and would want to know the actual number of students participating at this level, whilst another reader will have a particular interest in full-time HE and wants to know the actual number of students participating at that level. This method is used throughout the report when looking at student numbers and can inflate the number of 'students' depending on the categories used.

We often draw a simple distinction, as above, between full-time and part-time students. The FES data collects more detail than this. Figure 3 shows information on enrolments by the detailed mode of attendance for academic year 2005-06.

Figure 3: Student enrolments by detailed mode of study, 2005-06



We can see from Figure 3 that full-time, day release and evening programmes are the most popular modes of study.

Figure 4 provides a breakdown of students by gender over the period 1998-99 to 2005-06.

Figure 4: Students by gender, 1998-99 to 2005-06

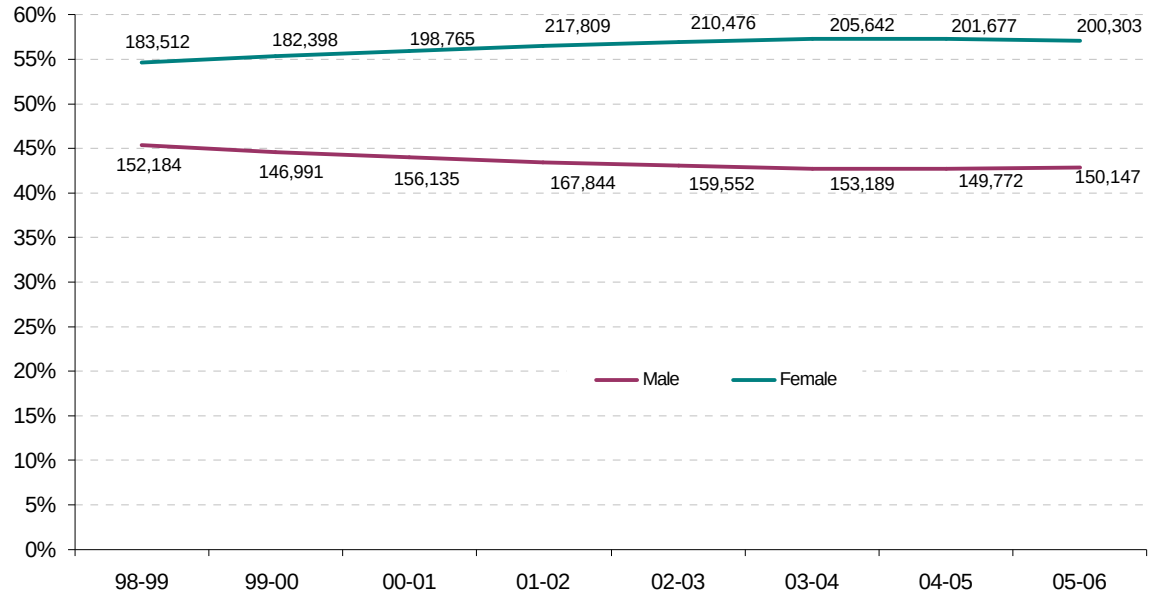


Figure 4 shows that:

- in 2005-06 the female to male gender split in student headcount terms was 57 to 43 per cent;
- the number of males studying at college fell by 1.3 per cent over the period 1998-99 to 2005-06, whilst the numbers of females increased by 9.1 per cent; and
- the gender gap has grown by over 50 per cent from 1998-99 to 2004-05, and the 2005-06 figures show some signs of stabilisation.

Figure 5 provides a breakdown of enrolments in Scotland's colleges by student employment background/type. It should be noted that students can belong to more than one category, that is, a student can be on a government sponsored training scheme (for example, the New Deal programme for longer-term unemployed persons), and be unemployed at the same time.

Figure 5: Enrolments by category of student, 2005-06. Enrolments are counted for each category they qualify for, and in hierarchical order, by excluding enrolments already listed in categories to the left.

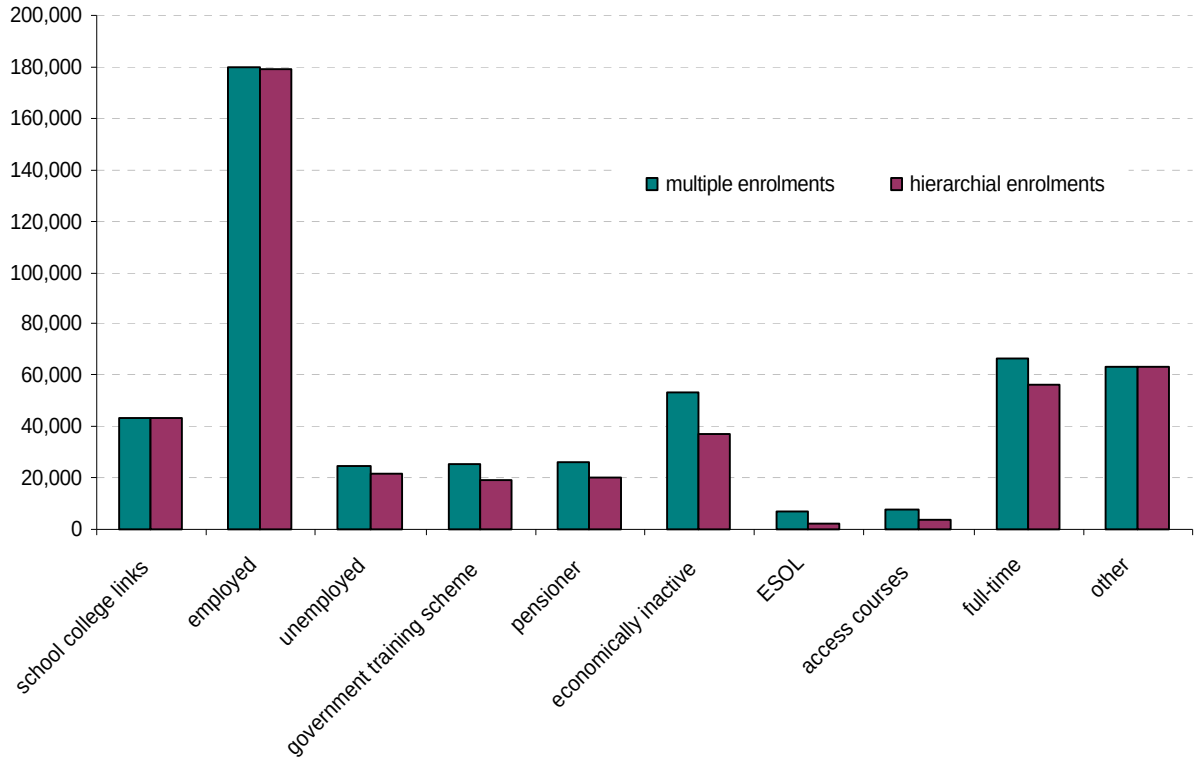


Figure 5 shows that:

- the biggest single group are enrolments by employed people accounting for 40 per cent of all enrolments in 2005-06;
- full-time enrolments account for 15 per cent of all student enrolments; and
- 10 per cent of all enrolments are for school pupils attending college as part of their school curriculum.

Scotland's colleges enrol large numbers of disabled students and students with additional support needs. Figure 6 shows that 14 per cent of all students (headcount) have a disability orreceive additional support in one form or another. This equates to more than 20 per cent of all activity.

Figure 6: Students with a disclosed disability or receiving additional support, 2005-06

	Students	SUMs
Students with a declared disability	32,023	281,537
Students enrolled on special programmes for students with learning difficulties	12,190	72,759
Students enrolled on mainstream programmes but requiring extended learning support	3,090	100,543
Total students listed above	47,303	454,840
Total in FE colleges 2005-06	350,079	2,044,655
Percentage of students with a disability	14%	22%

Statistical note:
Students have been allocated to the categories in figure 6 hierarchically, so that a student is counted only once. Students with a declared disability appear only in the first (top) category and so on.

These figures are subject to an element of under-reporting as many students decline to provide information on their disability status or the required data is not collected. In 2005-06 we did not have recorded disability details for about 49,000 students although around 2,900 of these are included in table 7 as they are enrolled on programmes for students with learning difficulties or receive extended learning support (of the remaining 46,000 about 16,000 are enrolled on full-cost recovery courses for which these details are not collected).

It is estimated that 20 per cent of all people in Scotland have a disability although the numbers are heavily weighted towards the older age groups. The majority of students enrolled in Scotland's colleges are in the lower age groups and therefore the figures above suggest that those with a disability or requiring additional learning support are well represented at Scotland's colleges.

Figure 7: Students by breakdown of recorded disabilities, 2005-06

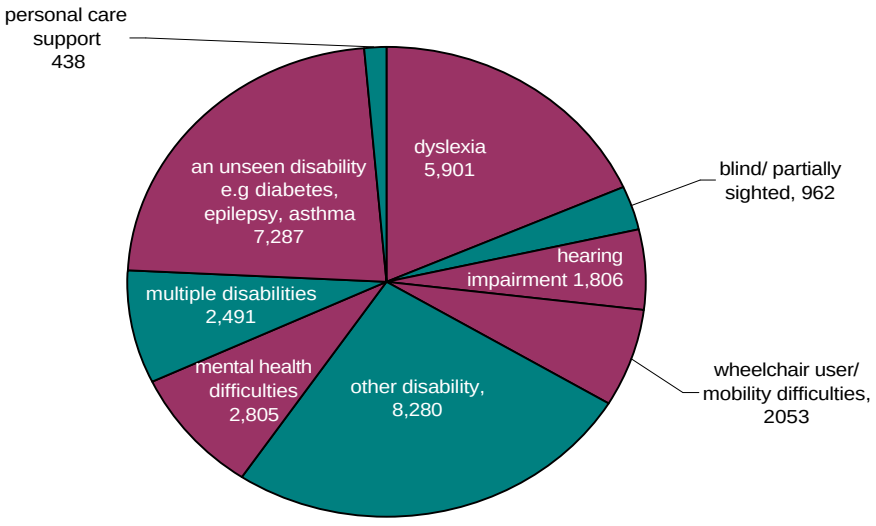
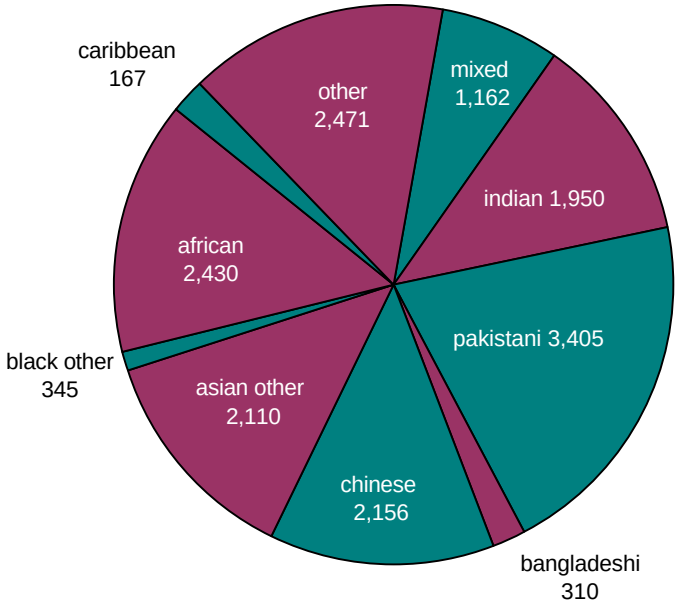


Figure 8 describes the ethnicity of students by ethnic groups other than white in Scotland's colleges for academic year 2005-06. On this basis, students from ethnic backgrounds other than white totalled 16,506, which is about 4.7 per cent of all students, and is far higher than the 2 per cent of Scotland's population recorded in these groups in the 2001 census.

Figure 8: The ethnic background of minority student groups, 2005-06



It is difficult to provide accurate trends for ethnic groups other than white over the period 1998-99 to 2005-06. This is mainly due to students declining to disclose details of their ethnic background. Reported data does, however, suggest a rising trend in students from minority ethnic groups.

Figure 9: Students by gender and ethnic group, 2005-06

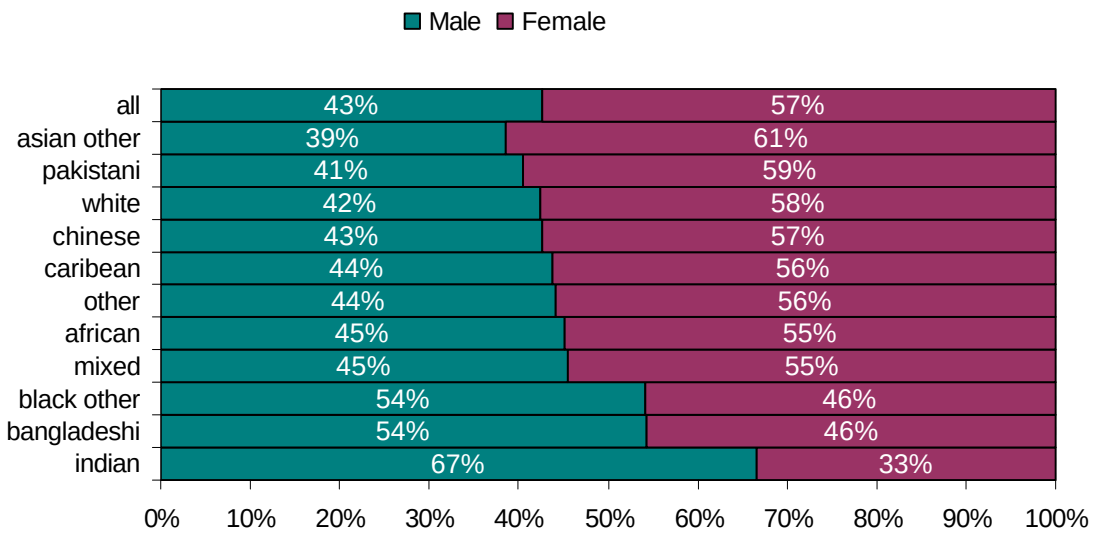


Figure 9 shows the gender balance among students from each ethnic group. While the overall gender balance is in favour of females, in some ethnic groups such as 'Indian', 'Bangladeshi' and 'Black other' males are in the majority. Small numbers in some groups are likely to lead to large percentage changes between years.

Scotland's colleges attract students from all ages from compulsory school age to senior citizens. Figure 10 shows the age pattern in Scotland's colleges by gender in 2005-06.

Figure 10a: Students by age and gender, 2005-06

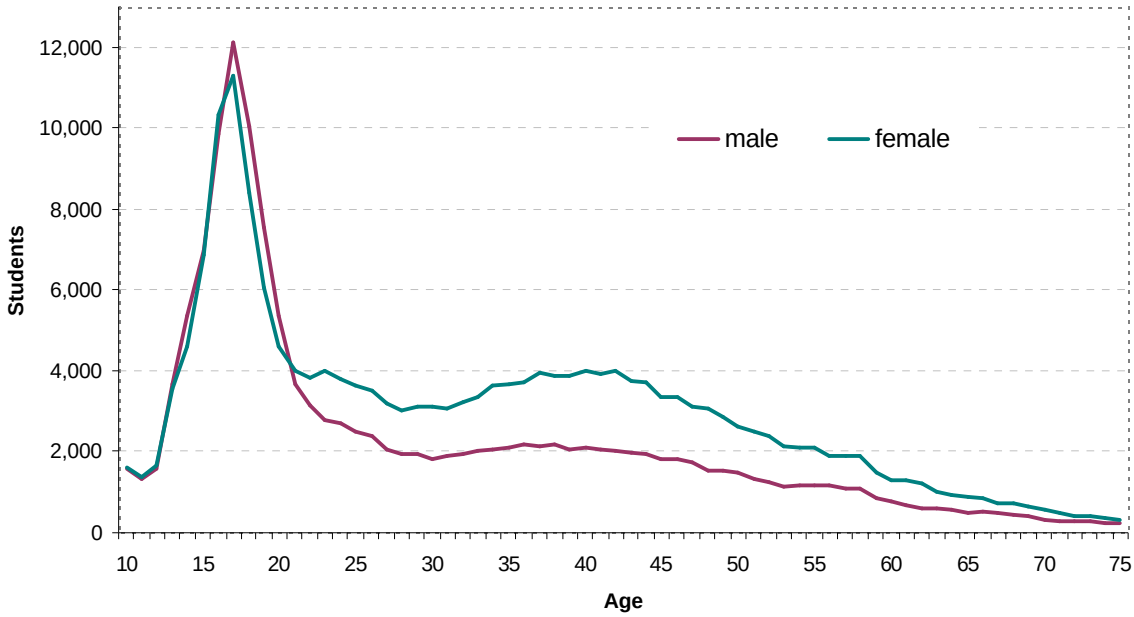


Figure 10a shows that::

- the number of males slightly outnumbers females in the younger age groups;
- the number of females considerably outnumber the number of males in the older age groups;
- students below the age of 15 are mostly part of school-college collaborative learning programmes; and
- there are also substantial numbers of students across the working age population, which gives an indication of the lifelong learning contribution by colleges.

Figure 10b: Cumulative frequency of students by age and gender, 2005-06

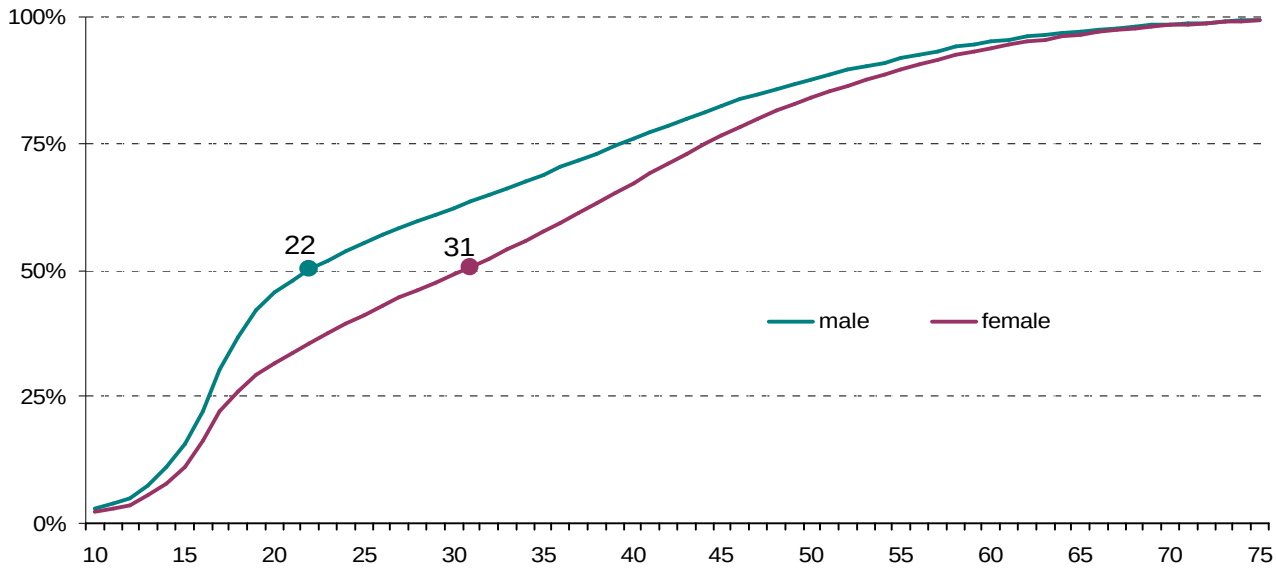


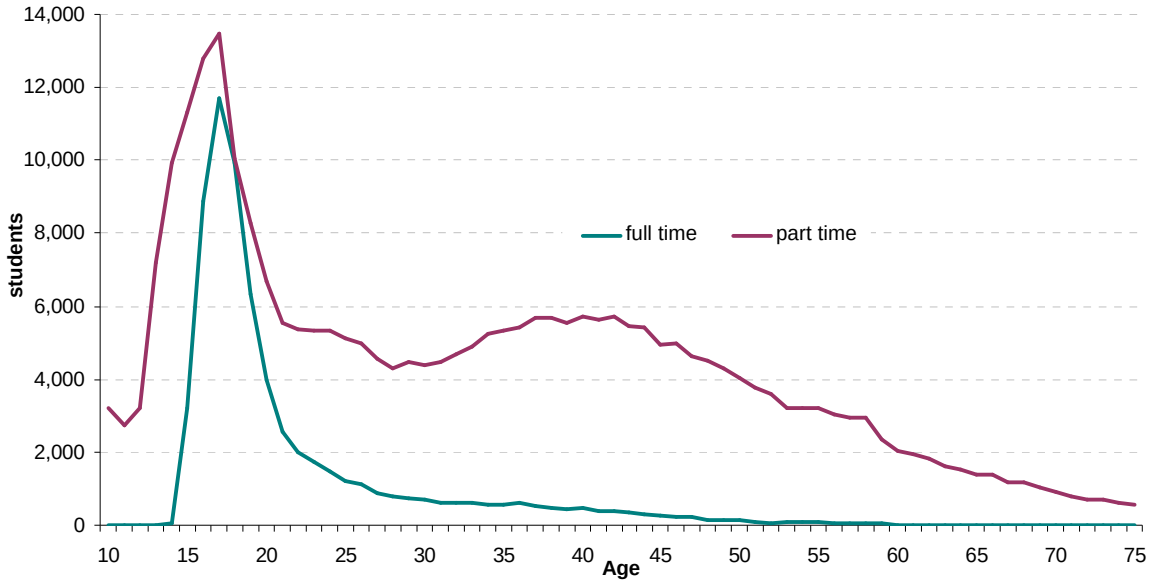
Figure 10b shows that:

- the median age for males is 22; and
- the median age for females is 31.

With record numbers of people in employment in Scotland, colleges face the challenge of providing students who work full-time or part-time with learning opportunities.

Figure 11 shows the age pattern by broad mode of study. It shows that while student numbers drop sharply after the age of 21 for both full-time and part-time study, there are considerable numbers of students who study at college part-time from older age groups.

Figure 11: Students by age and mode of study, 2005-06



There are a small number of full-time students aged under 16 but these students are enrolled in collaboration with their secondary schools.

In terms of employment, Scotland's colleges contribute significantly to the training of the Scottish workforce. This can be through providing the qualifications required for the job, running courses to the company's specification, day release programmes for individuals continuing professional development, or reskilling for those looking to re-enter employment.

Figure 12 below provides an estimate of the number of working age students enrolled on programmes that have a direct link with business.

Figure 12: Working age enrolments with a direct link to business, numbers and as a percentage of all WA enrolments 2005-06

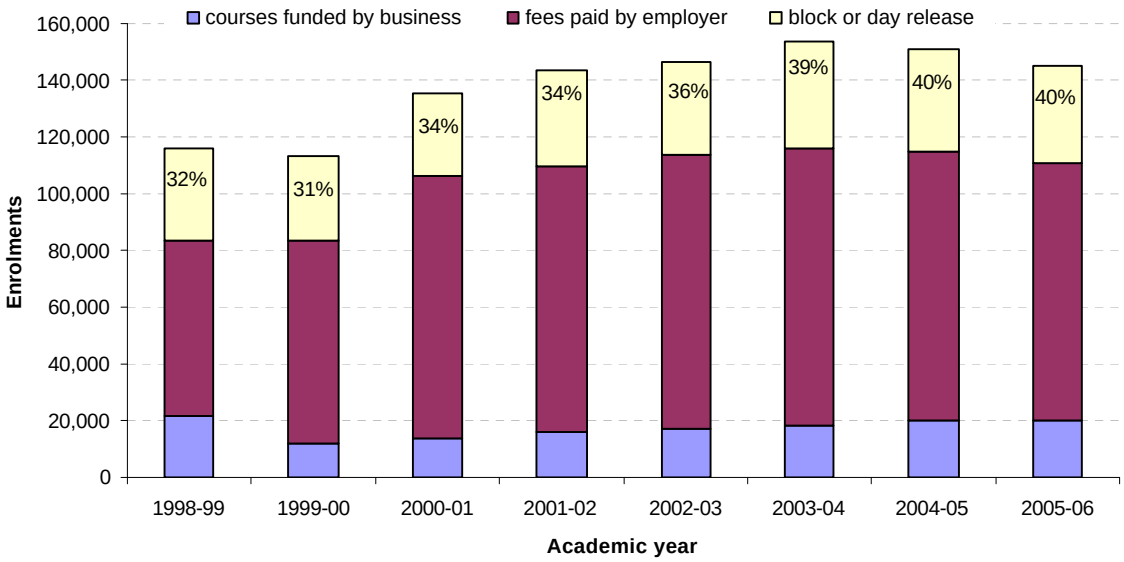


Figure 12 shows that:

- at least 40 per cent of enrolments, for those of working age, at Scotland's colleges had a direct link to business for academic year 2005-06; and
- the percentage of college activity aimed at this group has grown notably since 1998-99.

Figure 12 generally covers students in employment who attend college and therefore will underestimate the number of students who attend college to improve their employment prospects. Figure 13 provides a fuller overview of student categories with a link to employment for academic year 2005-06.

Figure 13: Working age enrolments with a link to employment, 2005-06

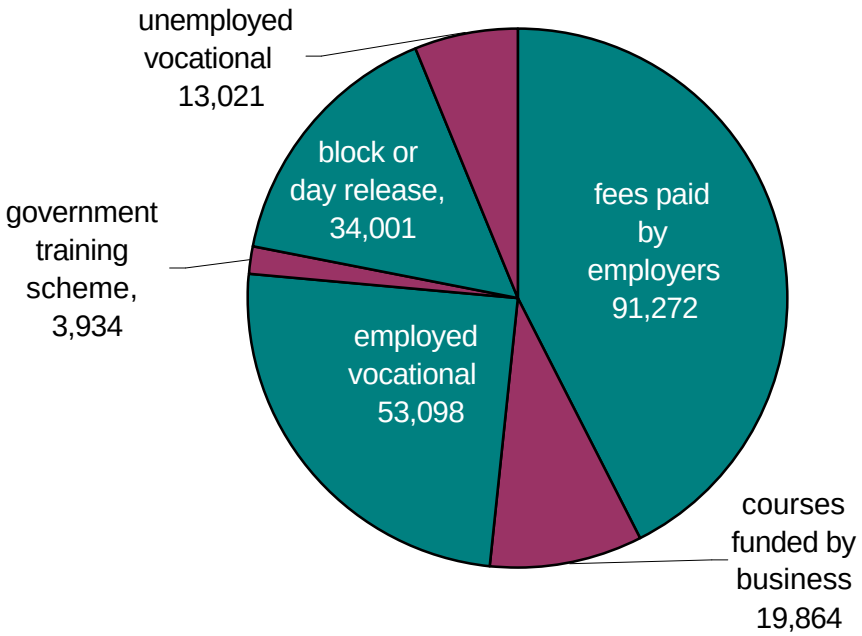


Figure 13 shows that:

- 215,190 enrolments (59 per cent of working age enrolments) are linked to employment; and
- 111,136 enrolments are at least partly financed by the employer.

Statistical note:
Futureskills Scotland carries out a survey of employers that provides a useful source of information on how Scotland's colleges meet the needs of the workforce.
A full report from the survey is available at: www.futureskillsscotland.org.uk

As well as providing lifelong learning opportunities for those already in employment Scotland's colleges do their best to open the pathways to employment for those from under-privileged backgrounds who may have traditionally encountered educational or financial barriers to improving their employment prospects through education. Colleges undertake this role in many ways, from offering taster or access courses, to reaching out to students who underachieved in their previous studies or wish to update their skills.

In addition colleges can offer financial assistance to students to support their studies. This can involve assistance with living costs or childcare arrangements as well as support for travel and study materials.

From academic year 2006-07 the Council will collect more data relating to bursary support for individual students. This will enable a more detailed analysis of the types of student receiving bursary support and the courses these students are undertaking. Our current records do, however, provide some insight into the number of students supported through the bursary scheme.

About 95 per cent of all students receiving a bursary in 2005-06 were full-time further education students. Figure 14 outlines the number of students receiving a bursary in 2005-06 and the total amount paid to these students in terms of the various types of allowance available.

Figure 14: Students assisted from the bursary fund, 2005-06

	Students assisted	Expenditure	Average award per student
Maintenance allowances	18,093	£33,410,528	£1,847
Residence costs	283	£501,415	£1,772
Dependants allowance	44	£52,281	£1,188
Study allowance	31,378	£4,759,494	£152
Travel expenses	28,561	£9,984,544	£350
Alternative travel expenses	2,469	£1,120,889	£454
Special educational needs allowances	2,691	£2,602,170	£967
Total	**37,067**	**£52,431,321**	**£1,415**

Figure 14 shows that:

- 64 per cent of bursary funds are used to pay maintenance allowances, and
- 49 per cent of all students receiving a bursary receive a maintenance allowance.

Other analyses show that 48 per cent of students receiving bursary support were under 18 and 73 per cent were under 25. In addition we know that 60 per cent of students receiving bursary funds were female and 40 per cent male.

Annex A

Statistical note: Discontinuity in measures of activity

A new activity measurement method (AMM) was introduced in 2005-06 which affected the student unit of measurement (SUM). In 2004-05 a student who studied for as few as 440 hours could qualify as full time and as such the college received full time tariff funding for that student at a rate equivalent to 840 hours of learning (21 SUMs). The new AMM has changed the rules regarding full time courses and a student must now enrol for at least 720 hours of learning in order for the college to qualify for a reduced full time tariff rate equivalent to 800 hours of learning (20 SUMs). These changes have had a substantial effect on SUMs which have traditionally been used to describe activity levels.

The Council was aware that the new AMM would affect SUMs in this way and therefore asked colleges to return details of their scheduled hours of learning (expressed as scheduled SUMS) for both 2004-05 and 2005-06. Using the scheduled hours of learning we can show that activity grew by 2.4 per cent between 2004-05 and 2005-06. However, as a result of the introduction of the new AMM, fundable SUMs (scheduled hours of learning adjusted for full time tariffs) reduced over the same period by 4.5 per cent.

Figure A

	Students	Enrolments	scheduled SUMs	Fundable SUMs
FES 2004-05	351,435	450,437	1,867,054	2,041,948
FES 2005-06	350,079	446,618	1,911,047	1,950,056
Change from				
2004-05 to 2005-06	-0.20%	-1.00%	2.40%	-4.50%

(excludes activity for students requiring extended learning support which grew between 2004-05 ad 2005-06)

This suggests that had activity levels remained the same as 2004-05 the fundable activity for the sector under the new AMM would have been at least 7 per cent less compared with the activity levels calculated under the old method. This tightening of the funding rules has therefore reduced the measure of fundable activity by about 7 per cent.

A few years back the target WSUMs for colleges were adjusted to take some account of this anticipated change. In 2005-06 the WSUMs delivered by colleges were 2 per cent above this target.

Part 2 Qualifications and subject provision

Scotland's colleges had 446,618 enrolments from 350,079 students during academic year 2005-06. These 350,079 students were enrolled across 35,923 individual programmes leading to a range of qualifications.

Statistical note:
Details of most of the qualifications referred to in this chapter can be obtained from the website of the Scottish Qualifications Agency www.sqa.org.uk. Other (specifically vocational) qualifications include City and Guilds (C&G) and Construction Industry Training Board (CITB) awards.

Figure 15a below provides a detailed breakdown of activity for academic year 2005-06 by the qualification aim of the student.

Figure 15a: Activity and enrolments by qualification aim, 2005-06

Figure 15a Activity and enrolments by qualification aim, 2005-06

Qualification aim	Summary qualification	Enrolments	SUMs
Degree and above	recognised qualification at HE level	777	4,121
Award from professional body	recognised qualification at HE level	1,014	4,989
SVQ or NVQ Level 5	recognised qualification at HE level	58	303
Diploma (HNC/D level for diplomats and degree holders)	recognised qualification at HE level	541	3,250
HND or equivalent	recognised qualification at HE level	16,450	224,878
HNC or equivalent	recognised qualification at HE level	20,656	213,008
SVQ or NVQ: Level 4	recognised qualification at HE level	1,637	6,301
Advanced certificate (bridge to HNC/D)	recognised qualification at HE level	386	2,872
Advanced certificate not specified elsewhere	recognised qualification at HE level	1,824	4,911
Advanced diploma not specified elsewhere	recognised qualification at HE level	1,499	8,236
Advanced certificate (comprising HN units only)	recognised qualification at HE level	1,408	5,922
HN units only but not leading to certificate	recognised qualification at HE level	4,710	10,869
Highest level of study (programme or unit) Advanced Higher	recognised qualification at HE level	48	529
Certificate of sixth year studies (CSYS)	recognised qualification at HE level	134	134
SVQ, NVQ or GSVQ/GNVQ Level 3	recognised qualification at FE level	17,896	152,429
SVQ, NVQ or GSVQ/GNVQ Level 2	recognised qualification at FE level	14,820	150,767
SVQ, NVQ or GSVQ/GNVQ Level 1	recognised qualification at FE level	2,282	26,911
Highest level of study (programme or unit) Higher	recognised qualification at FE level	10,259	106,936
Highest level of study (programme or unit) Intermediate 2	recognised qualification at FE level	6,693	69,033
Highest level of study (programme or unit) Intermediate 1	recognised qualification at FE level	3,245	16,169
Highest Level of Study (programme or unit) Access	recognised qualification at FE level	1,521	13,652
Other non-advanced certificate/diploma or equivalent	recognised qualification at FE level	51,473	222,824
Any other recognised qualification	recognised qualification at FE level	59,270	143,259
National units alone, not leading to any qualification listed above	national units	69,821	474,615
special educational needs programme	special educational needs	16,180	58,391
Course not leading to recognised qualification (including most non-vocational courses)	Non-recognised qualifciation	142,016	119,348
Scotland total		446,618	2,044,655

Recognised qualifications in this context are national group awards mainly accredited by the Scottish Qualifications Authority. These include awards ranging from National Certificate or Diplomas at the FE level to Higher National Certificates and Diplomas at the HE level. There is also some overlap with the school sector with students studying for 'Highers' at access to advanced levels.

National units are also recognised qualifications but those listed in table 15a do not lead to a group award. In many instances a programme consisting of national units, but not leading to a group award, will be designed for a particular student to meet the individual needs of the student and/or their employer.

Special educational needs programmes are designed for students with learning difficulties.

Non recognised qualifications generally fall into two categories, leisure programmes or locally designed programmes. For example students may attend college to learn a foreign language in preparation for an overseas holiday, while employees might attend locally designed health and safety programmes or specific training for work programmes.

Figure 15a shows that:

- courses leading to a recognised qualification or for students with special educational needs account for 94 per cent of all activity (SUMs);
- SVQs account for 8 per cent of enrolments and 16 per cent of activity;
- HNCs have the highest number of enrolments at the HE level but HNDs have the highest number of SUMs (or activity). This is because students are more likely to study HNDs on a full-time basis; and
- courses not leading to a recognised qualification account for 32 per cent of enrolments but only 6 per cent of activity. This is because these programmes tend to be very short in duration.

Figure 15b shows the qualifications achieved by students in academic year 2005-06. As you would expect the numbers achieving qualifications are smaller than those studying for qualifications as many students will not receive their results within the academic year or perhaps have a unit or two to resit. Other courses run for two or three years and therefore no qualification will be awarded until the end of the final year.

Figure 15b shows that:

- 20,002 students gained an HE level qualification in 2005-06.
- 85,928 students gained a recognised FE level qualification in 2005-06;
- students gained 391,792 SQA credits in academic year 2005-06; and
- students gained 246,424 additional units from other awarding bodies or from the college.

Figure: 15b Qualifications and units achieved, 2005-06	
Degree and above	300
Award from professional body	606
SVQ or NVQ level 5	19
HND or equivalent	6,240
HNC or equivalent	10,152
SVQ or NVQ: Level 4	612
Advanced certificate/diploma not specified elsewhere	1,580
Advanced certificate (comprising HN units only)	464
Highest level of study (programme or unit) Advanced Higher	29
Total Higher Education level qualifications achieved	**20,002**
SVQ, NVQ or GSVQ/GNVQ Level 3	7,393
SVQ, NVQ or GSVQ/GNVQ Level 2	6,761
SVQ, NVQ or GSVQ/GNVQ Level 1	1,037
Highest level of study (programme or unit) Higher	5,144
Highest level of study (programme or unit) Intermediate 2	3,486
Highest level of study (programme or unit) Intermediate 1	1,715
Highest level of study (programme or unit) Access	995
Other non-advanced certificate/diploma or equivalent	28,291
Other SCE / GCE / GCSE examination only	721
Any other recognised qualification	30,385
Total recognised Further Education qualifications achieved	**85,928**
Additional SQA credits achieved	**391,792**
Additional courses not leading to recognised qualification achieved	19,442
Additional non SQA units achieved (non-vocational etc)	246,424
All qualifications and units achieved	**763,588**

Figure 16 below provides a summary of the volume of activity by qualification aim over the period 1998-99 to 2005-06. We have chosen to show figure 16 by activity (SUMs) rather than enrolments or number of students, as this measure best reflects the resources committed to students achieving these qualifications. However we have not adjusted for the change in the AMM (detailed on page 19) and therefore the values for 2005-06 are understated by around 7%.

Figure 16: Qualification of study by activity levels (SUMs), 1998-99 to 2005-06

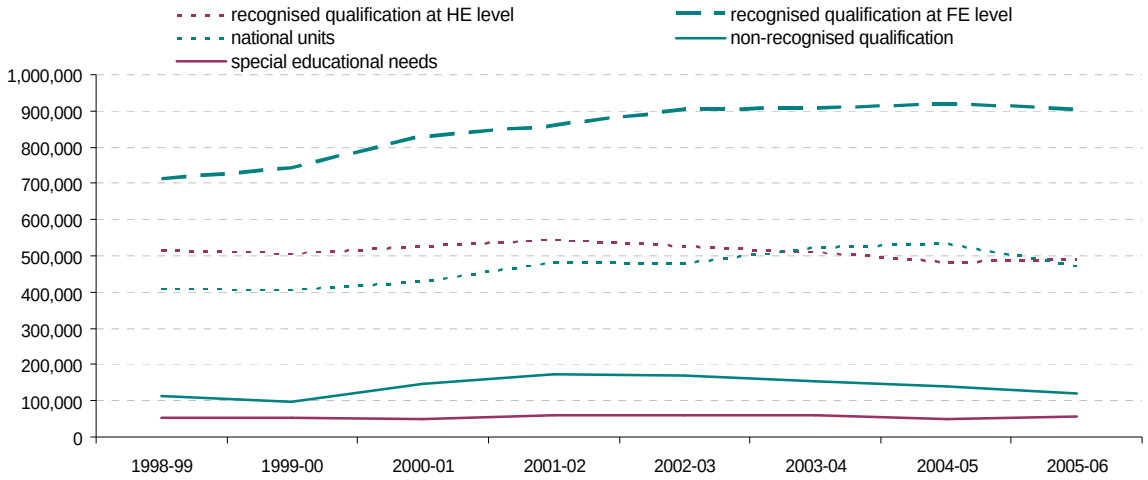
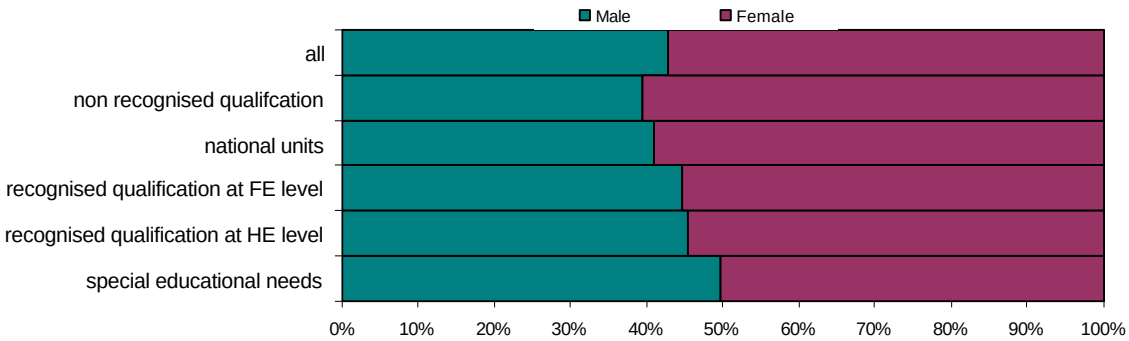


Figure 16 shows that:

- the main growth areas have been for National Qualifications at the FE level;
- special educational needs programmes not leading to a recognised qualification accounted for about 3 per cent of activity over the period; and
- programmes leading to non-recognised qualifications accounted for 8 per cent of all activity in 2001-02, but fell to 6 per cent of activity in 2005-06.

Figure 17 below shows the gender balance by qualification level for academic year 2005-06. It shows that the gender balance is near 50/50 for students enrolled on special educational needs programmes whilst it is at its widest (in favour of females) for non-recognised qualifications.

Figure 17: Gender balance by qualification level, 2005-06



Colleges also deliver activity over a range of subject areas. The Council is producing a 'pattern of provision report' that deals with subject provision in detail. The report will soon be available from the Council's website:

http://www.sfc.ac.uk/publications/pubs_other.htm

Figure 18 below provides a summary of activity by subject group and shows that:

- there has been notable change across many subject areas over the period 1998-99 to 2004-05;
- there are clear patterns of growth in areas such as 'construction', 'performing arts' and 'family care/personal development/personal care and appearance'; and
- other areas such as 'business management and office studies' and 'engineering' show a decline in activity levels.

The subject groups in figure 18 are based on the subject groups applied to individual programmes of study. This can, however, lead to some subject areas being under-reported as they are more commonly included in programmes as a minor subject. For example, it is common for a mathematics unit to be included in a business or engineering programme.

Figure 19 compares subjects at the programme and unit level and shows that in 2005-06:

- 'Science and Mathematics' has activity levels of about 55,000 SUMs at the programme level but 111,000 at the unit level. This is mainly caused by mathematics units supporting programmes from other subject areas;
- similarly activity from the 'Services to Industry' and 'Sales, Marketing and Distribution' subject areas are twice as high at the unit level than at the programme level; and
- 'Agriculture', ''Engineering' and 'Sports and Games' activity is over reported at the programme level compared to the unit level.

Figure 18: Activity by subject area, 1998-99 to 2005-06

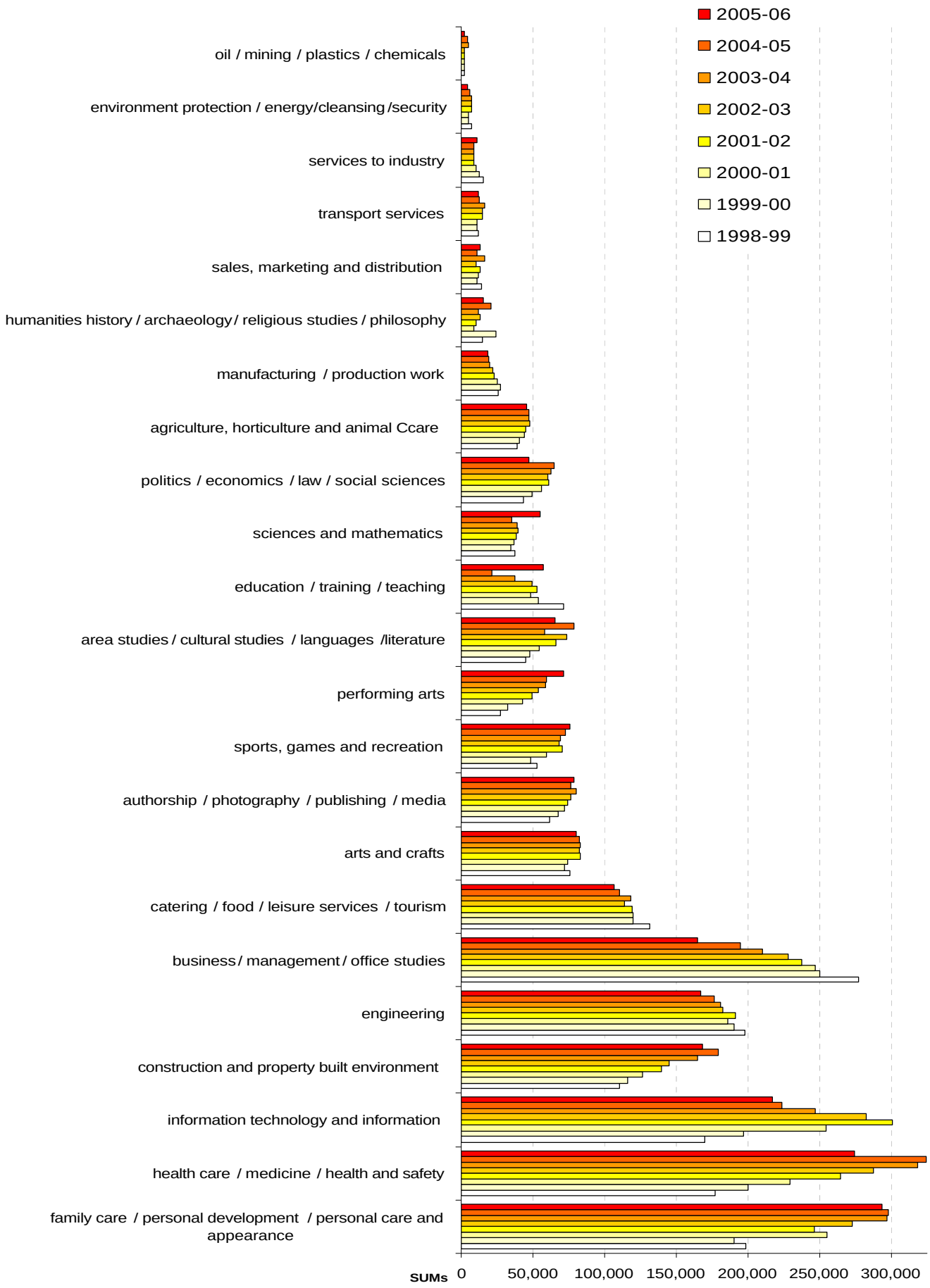


Figure 19 shows activity levels by subject for academic year 2005-06 at both the course and unit level.

Figure 19: A comparison of subject areas at the course and unit level, 2005-06

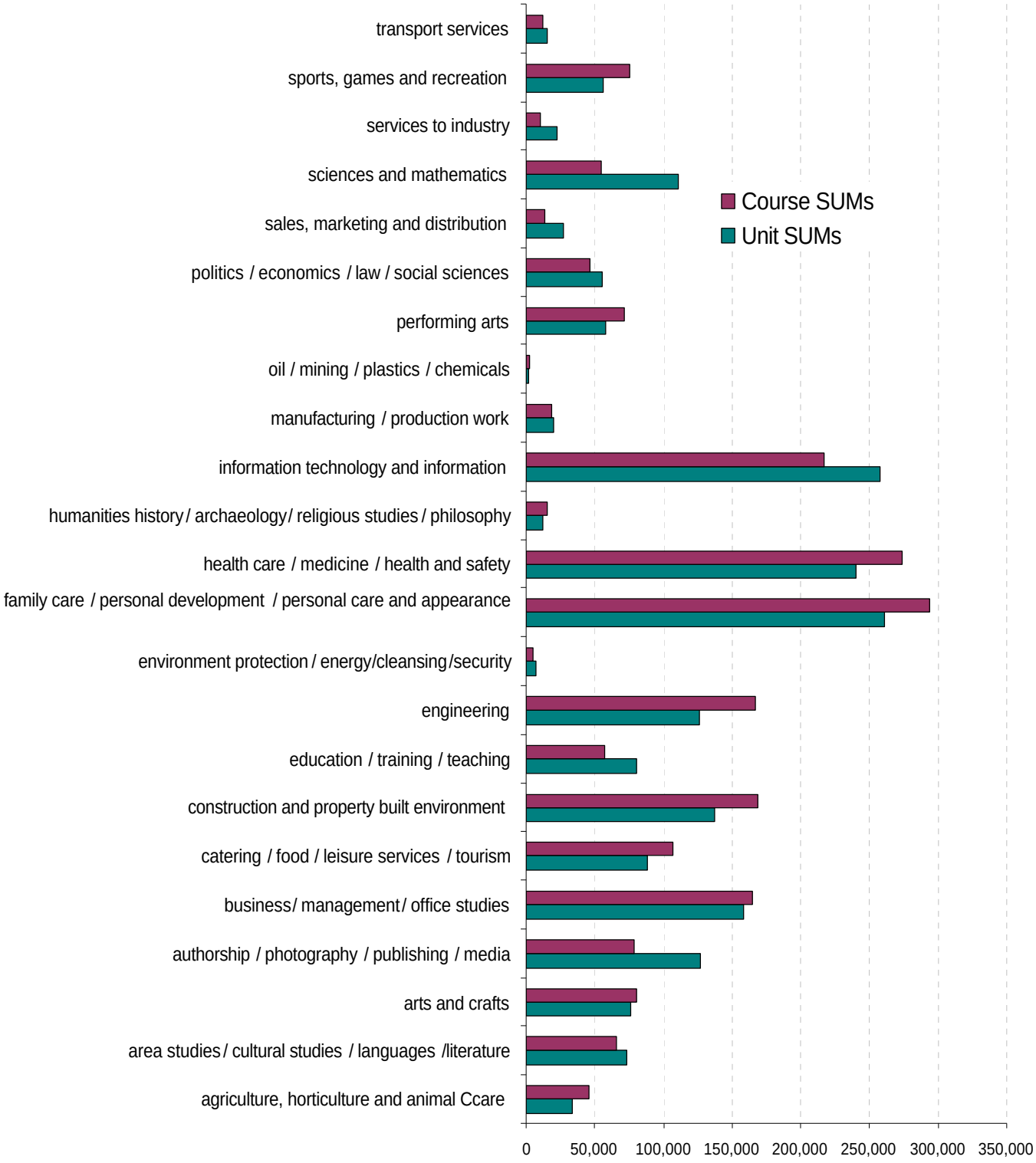


Figure 20 describes the relationship between subject of study (course level) and qualification aim.

Figure 20: Course subject areas by qualification aim, 2005-06

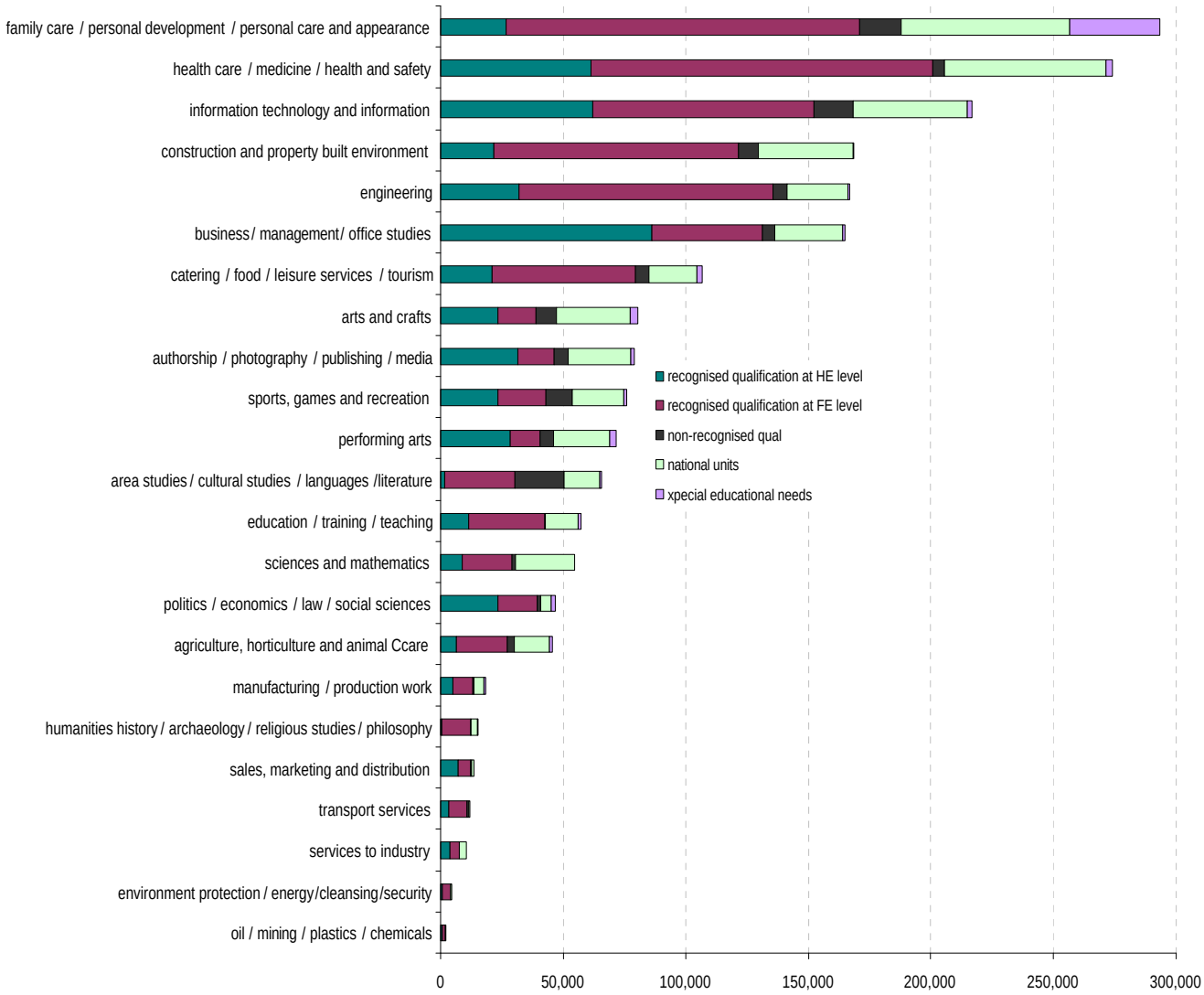


Figure 20 shows that:

- students with special educational needs are more likely to be enrolled on a course within the 'Family Care/Personal development/Personal care and appearance' subject area. Thirteen per cent of students within this group are enrolled on special educational needs programmes, whilst the maximum for other subject groups is 4 per cent; and

- over 50 per cent of activity within the 'Sales, Marketing and Distribution', and 'Business Management/Office Studies' subject groups relates to HE programmes.

Figure 21 describes the gender balance by subject area for academic year 2005-06. It shows the percentage of male and female students and the total number of students for each subject area.

Figure 21: Gender balance by subject area, 2005-06

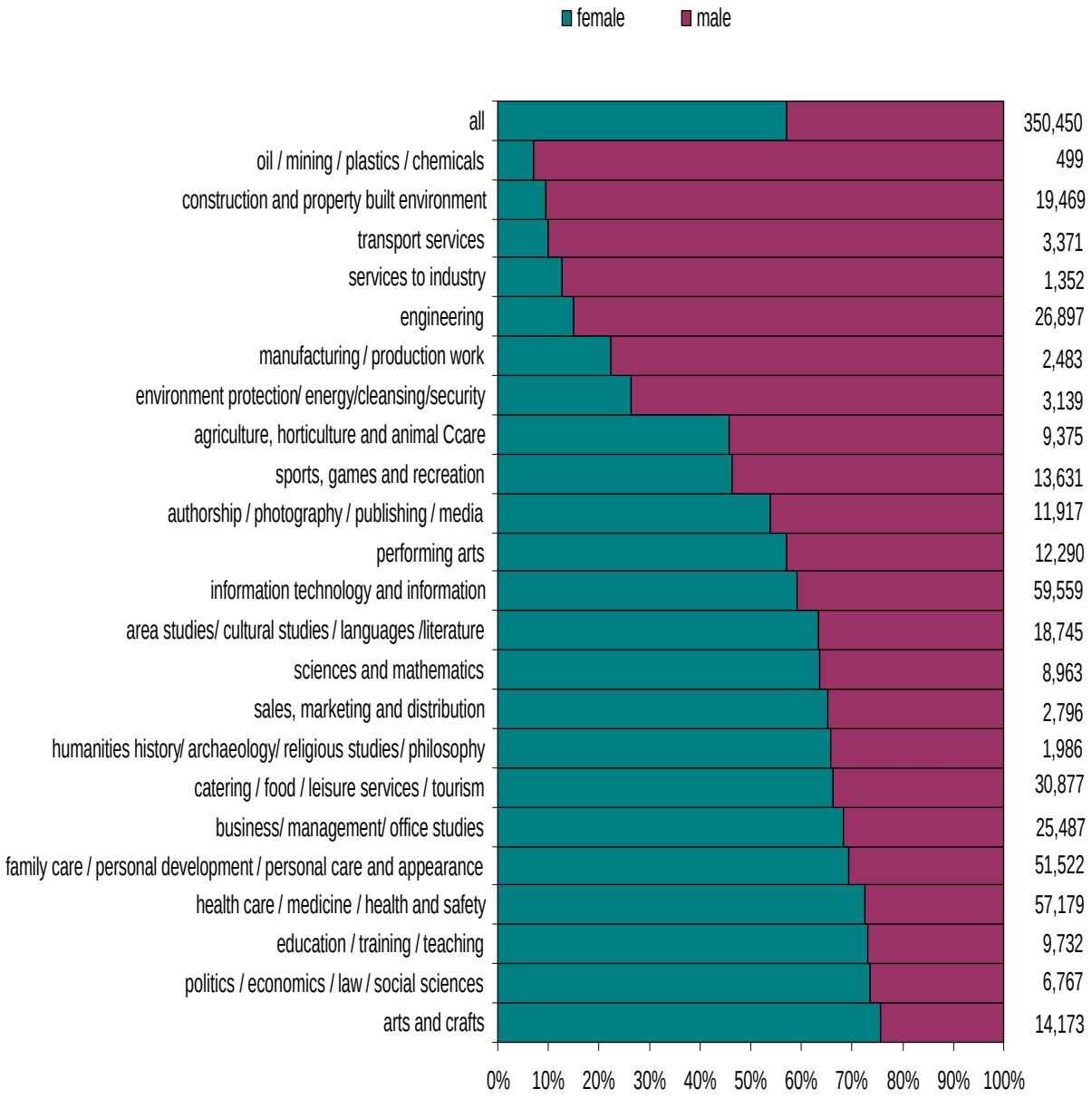


Figure 21 shows that:

- engineering, transport, construction, manufacturing, oil and services to industry subjects are heavily dominated by males (over 78 per cent of overall activity in these areas); and
- females dominate in arts & crafts, politics, education and health care subjects (over 70 per cent of overall activity in all these areas).

There is a requirement for the college workforce to deliver the range of subjects and qualifications offered by Scotland's colleges.

Figure 22 describes the qualifications held by teaching staff in academic year 2004-05.

Figure 22: Teaching qualifications (TQ) of college payroll teaching staff, 2004-05

	Full-time	Part-time	Total
TQ(FE) or other equivalent	3,650	2,788	6,438
Certificate: Introduction to Teaching Further Education	70	332	402
Advanced Certificate: Teaching in Further Education	77	177	254
Diploma: Teaching in Further Education	15	29	44
TQ Other	417	902	1,319
All teaching qualifications	**4,229**	**4,228**	**8,457**
Qualified but not Teacher Trained	525	3,792	4,317
Unqualified	18	365	383
Total	**4,772**	**8,385**	**13,157**

Figure 22 shows that:

- 89 per cent of full-time teaching staff are teacher trained;
- 99.6 per cent of full-time teaching staff are either teacher trained or qualified in the subject they are delivering;
- 50 per cent of part-time teaching staff are teacher trained; and
- 96 per cent of part time teaching staff are either teacher trained or qualified in the subject they are delivering.

In addition, other analyses show that 49 per cent of teaching staff FTEs are male, and that 39 per cent of teaching staff are 50 or over, with 6 per cent 60 or over.

Part 3 Participation at Scotland's colleges

About 98.1 per cent of students studying in Scotland's colleges are Scottish-domiciled, with a further 0.6 per cent from the rest of the UK, and 1.2 per cent from outwith the UK.

Figure 23 below gives participation trends at Scotland's colleges for 1998-99 to 2005-06.

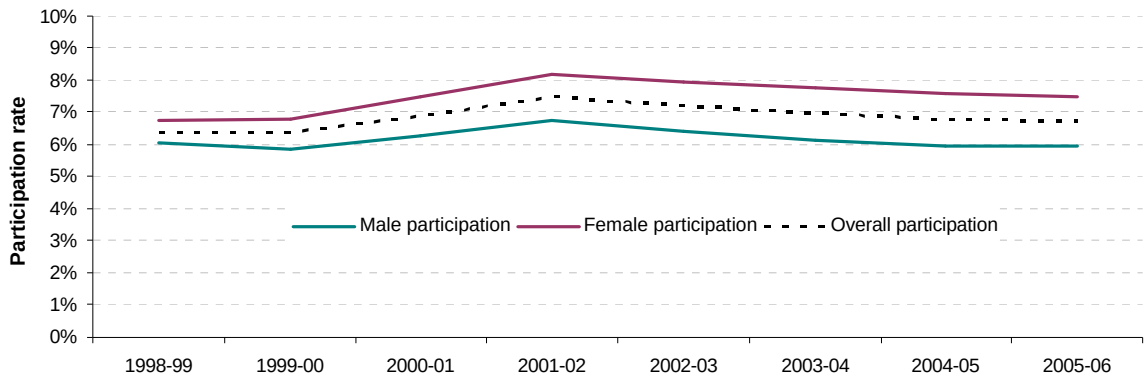
Figure 23 Participation rates in Scotland's colleges 1998-99 to 2005-06								
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Total population of Scotland	5,077,070	5,071,950	5,062,940	5,064,200	5,054,800	5,057,400	5,078,400	5,094,800
Scottish domiciled students studying at Scotland's colleges	324,644	322,065	349,330	378,647	364,582	353,308	344,958	344,001
Scottish participation rate	6.4%	6.3%	6.9%	7.5%	7.2%	7.0%	6.8%	6.8%

Figure 23 shows that:

- 6.8 per cent of the Scottish population participated in study at a college in 2005-06; and
- the 2005-06 figure has fallen from a high of 7.5 per cent in 2001-02, but as shown in figure 1 the amount of activity measured on a comparable basis has grown by 3 per cent from 2001-02.

Figure 24 provides a view of participation rates by gender over the same period.

Figure 24: Participation rates at Scotland's colleges by gender, 1998-99 to 2005-06



The vast majority of students enrolled at Scotland's colleges are Scottish (98 per cent) and, therefore, figure 24 shows a similar pattern to figure 4 with a growing gap between the sexes. However, this gender gap is not reflected in the overall Scottish population with females accounting for 52 per cent of the total population for all years whilst accounting for a higher figure of 57 per cent of all students in 2005-06.

Figure 25: Participation rates at Scotland's colleges by gender and age, 2005-06

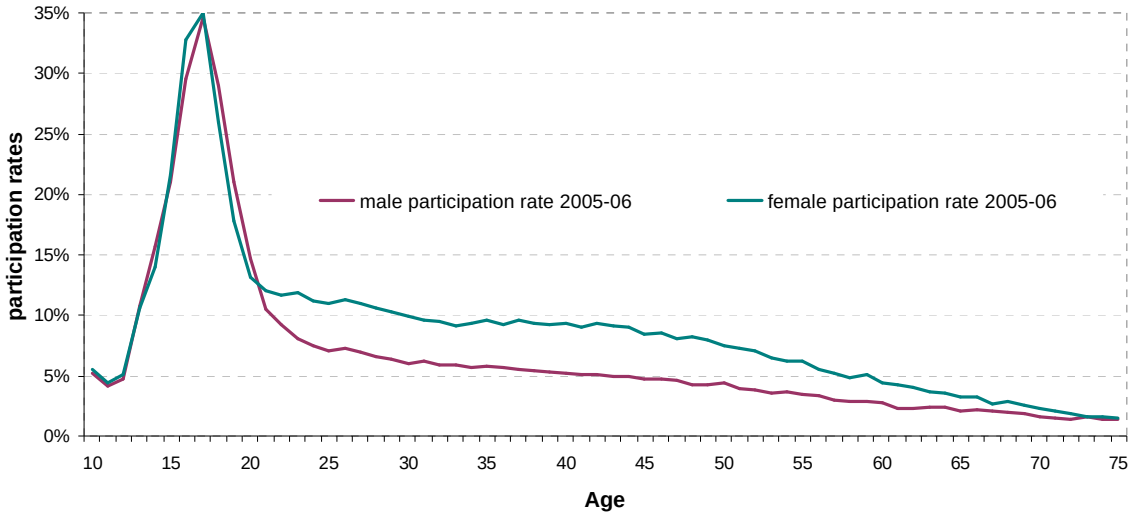
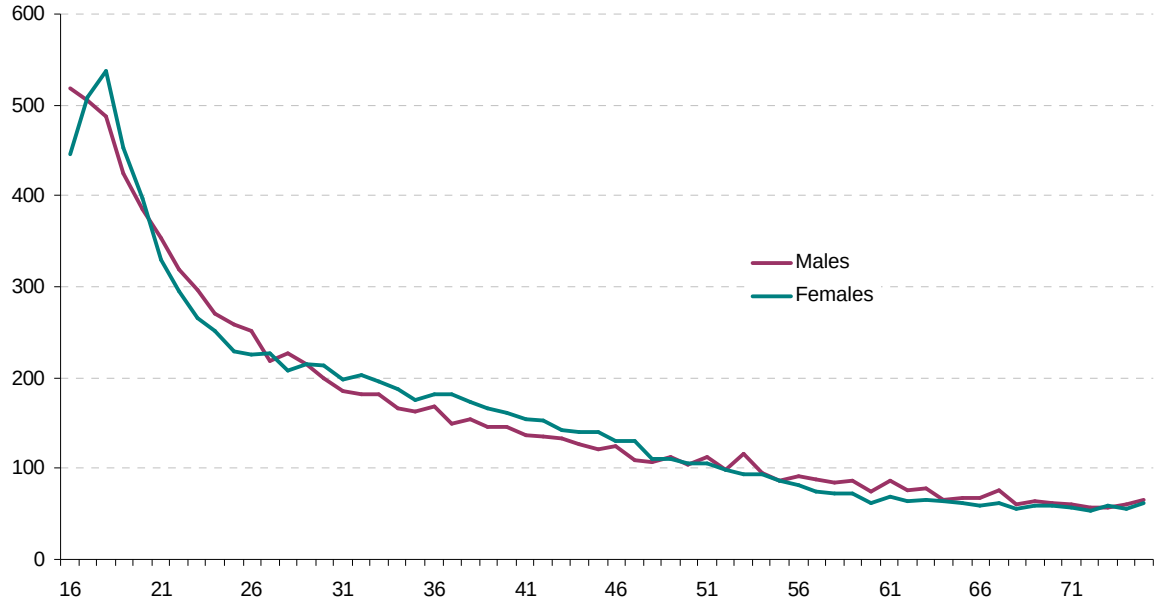


Figure 25 shows that:

- participation rates peak at age 17 (35 per cent) for both men and women;
- participation rates are slightly higher for males than females aged 18 to 20;
- participation rates are higher for women from age 21 onwards; and
- participation rates for men and particularly women are still notable throughout the working years, with 30 per cent of men participating at age 16, falling to just over 4 per cent at age 50 and remaining at around 2.5 per cent at age 64. The figures for women are more substantial with 33 per cent participating at age 16 falling to about 7.5 per cent at age 50 and remaining at 5 per cent at age 59.

Figure 26 shows that on average students study for fewer hours as they get older.

Figure 26: Hours of learning per student, 2005-06



In looking at participation rates we need to be aware that factors external to the colleges affect participation, these include:

- the participation rates at schools and higher education institutions,
- the local economy;
- the existing qualifications of the workforce in the area; and
- the level of deprivation in the area.

Statistical note:
Further information is available in the Council's 'Learning for All' report available on our website.

http://www.sfc.ac.uk/publications/learning_for_all_measurements_of_success.pdf

Figure 27 describes the participation rate by local authority area for academic year 2005-06. It also provides a mapping from local authority area to the aggregated supply and demand areas which ties in with an earlier study available from our web site:

http://www.sfc.ac.uk/publications/pubs_other_sfefcarchive/demand_supply_2005.pdf

Figure 27: Participation rates for Scotland's colleges by local authority area, 2005-06

Local authority area	Supply and demand area	Scotland's Colleges Participation rate	Hours of study per head of population
Aberdeen City	North East	6.9%	16
Aberdeenshire	North East	8.0%	14
Angus	Tayside	8.9%	18
Argyll & Bute	Highlands	6.2%	11
Clackmannanshire	Central	6.7%	17
Dumfries & Galloway	South	6.8%	11
Dundee City	Tayside	9.9%	21
East Ayrshire	West	6.8%	18
East Dunbartonshire	Dumbartonshire	5.2%	11
East Lothian	Lothians	4.5%	12
East Renfrewshire	West	4.3%	10
Edinburgh, City of	Lothians	4.8%	13
Eilean Siar	Highlands	8.5%	15
Falkirk	Central	5.7%	15
Fife	Fife	9.6%	20
Glasgow City	Glasgow	8.5%	22
Highland	Highlands	4.3%	11
Inverclyde	West	7.5%	24
Midlothian	Lothians	5.2%	15
Moray	Highlands	5.3%	12
North Ayrshire	West	7.3%	24
North Lanarkshire	Lanarkshire	6.6%	15
Orkney Islands	Highlands	8.7%	13
Perth & Kinross	Tayside	6.0%	12
Renfrewshire	West	7.3%	18
Scottish Borders	South	6.1%	13
Shetland Islands	Highlands	19.8%	13
South Ayrshire	West	6.3%	16
South Lanarkshire	Lanarkshire	4.7%	12
Stirling	Central	6.0%	13
West Dunbartonshire	Dumbartonshire	7.3%	16
West Lothian	Lothians	6.4%	17
Scotland total		6.8%	16

Figure 27 shows that:

- college participation rates for 2005-06 range from 19.8 per cent in Shetland to 4.3 per cent in East Renfrewshire;
- students in Glasgow have the 3rd longest hours per student and have an above average participation rate; and
- both participation rates and hours studied per head of the population are important aspects of the participation rates for an area. It is possible to have a high participation rate, but small amounts of activity per head of the population.

Figure 28 shows participation rates by supply and demand areas for the period 1998-99 to 2005-06. The 2005-06 figures are the same as in figure 27 but at a higher level of aggregation. The mapping from local authority areas to supply and demand areas is available from figure 27.

There can be large differences in participation rates within the supply and demand aggregate regions, for example 'Highlands' has a participation rate of 6 per cent which includes a 20 per cent participation rate at Shetland and a 4 per cent participation rate in the Highlands area. As mentioned earlier, many factors such as participation rates at schools and HEIs can influence participation rates at colleges.

Figure 28 shows that:

- there is considerable variation in participation rates across the supply and demand areas and to a lesser extent across years within the supply and demand areas;
- participation has increased in some areas but declined in others. Lothians for example shows a decreasing participation rate whilst Tayside shows an increasing participation rate; and
- Glasgow and Fife have the highest participation rate and hours of learning per head of the population over all the years of the study.

Figure 28: Participation rates at Scotland's colleges by supply and demand areas, 1998-99 to 2005-06

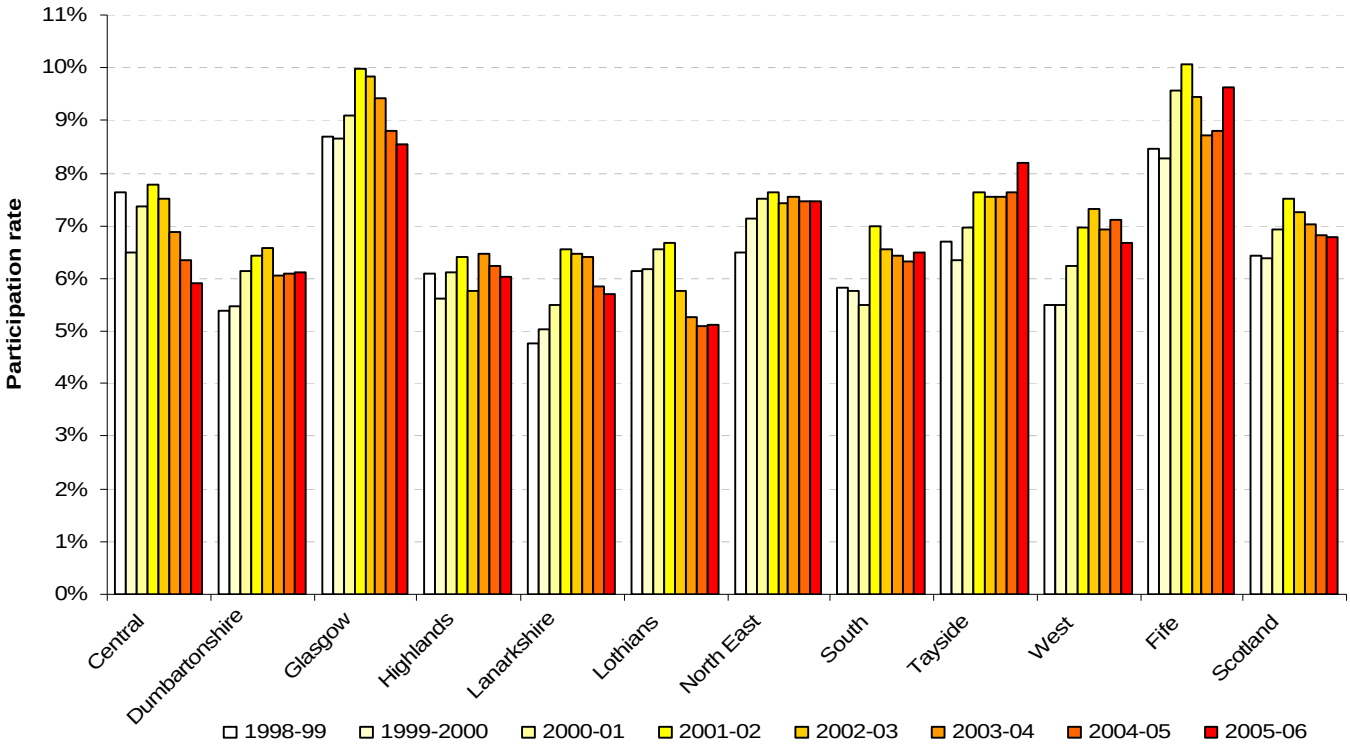
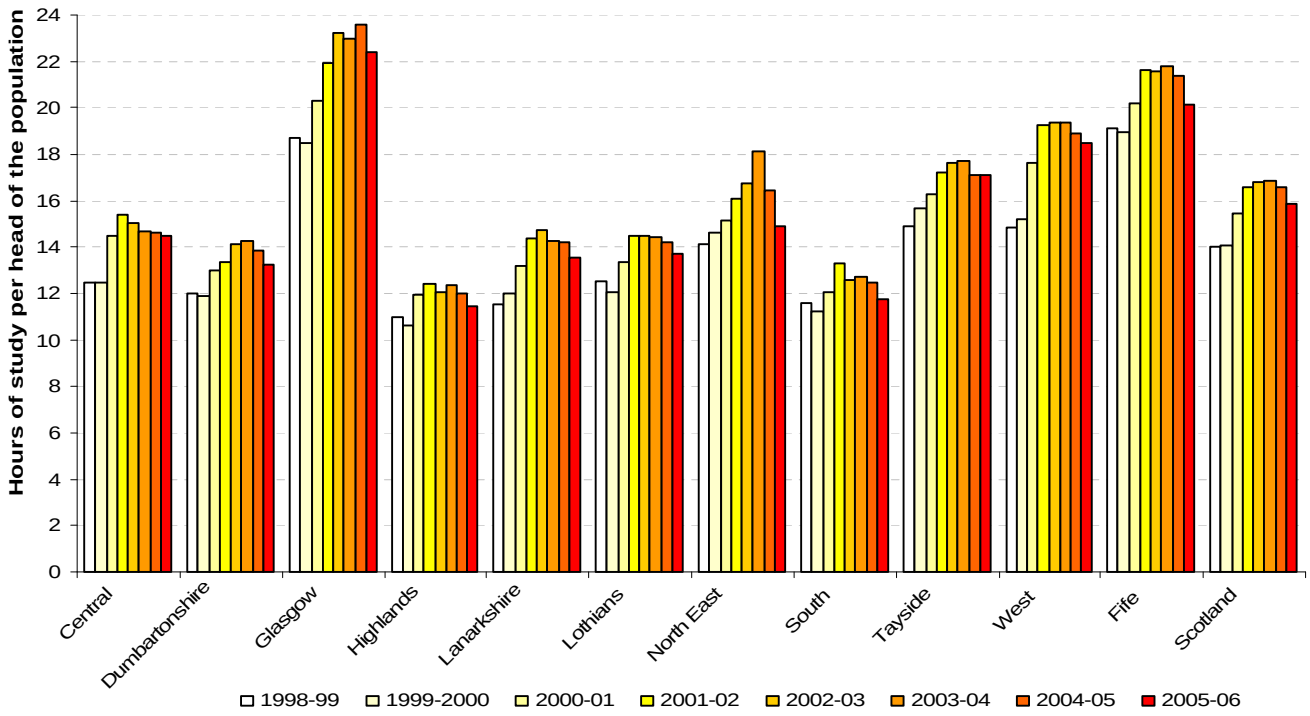


Figure 29 describes the number of hours of study per head of the population for academic years 1998-99 to 2005-06. This should be viewed alongside figure 28 to gain a more rounded picture of participation by area.

Figure 29: Hours of study per head of the population by supply and demand area, 1998-99 to 2005-06



If we view figures 28 and 29 together we can see that:

- Lothians and Central have a declining participation rate whilst the hours of learning per head of the population is more stable. However, hours of learning are still below the Scottish average;
- Glasgow and Fife have the highest participation rates and hours of learning per head of population;
- the South has the second lowest hours of learning per head of population but its participation rate is closer to the Scotland average; and
- the Highlands has the lowest hours of learning per head of population but is closer to the Scottish average in terms of participation rates.

As stated previously participation rates can be influenced by the demographics of the population. For example, students from more deprived areas are more likely to attend college than those from more affluent areas.

We have used the Scottish Index of Multiple Deprivation (SIMD) as a deprivation indicator for datazones within each supply and demand area. Figure 30 uses this information to categorise five different levels of deprivation from most deprived to most affluent.

These five categories (quintiles) are shown for the population of each supply and demand area and for the students who attend college from within these areas. The number of residents in the general population, students attending college and SUMs attributable to these students is recorded at the right-hand side of figure 30.

Statistical note:
The SIMD provides scores for geographical areas based on indicators of deprivation and thus can be used to determine the level of deprivation in a selected area. Datazones are fixed small areas, created from the 2001 Census Output Areas, which avoid the homogeneity and confidentiality issues posed by other small areas such as postcodes or settlements.

Figure 30: A comparison of the student profile and general population of supply and demand areas by Scottish Index of Multiple Deprivation quintiles, 2005-06

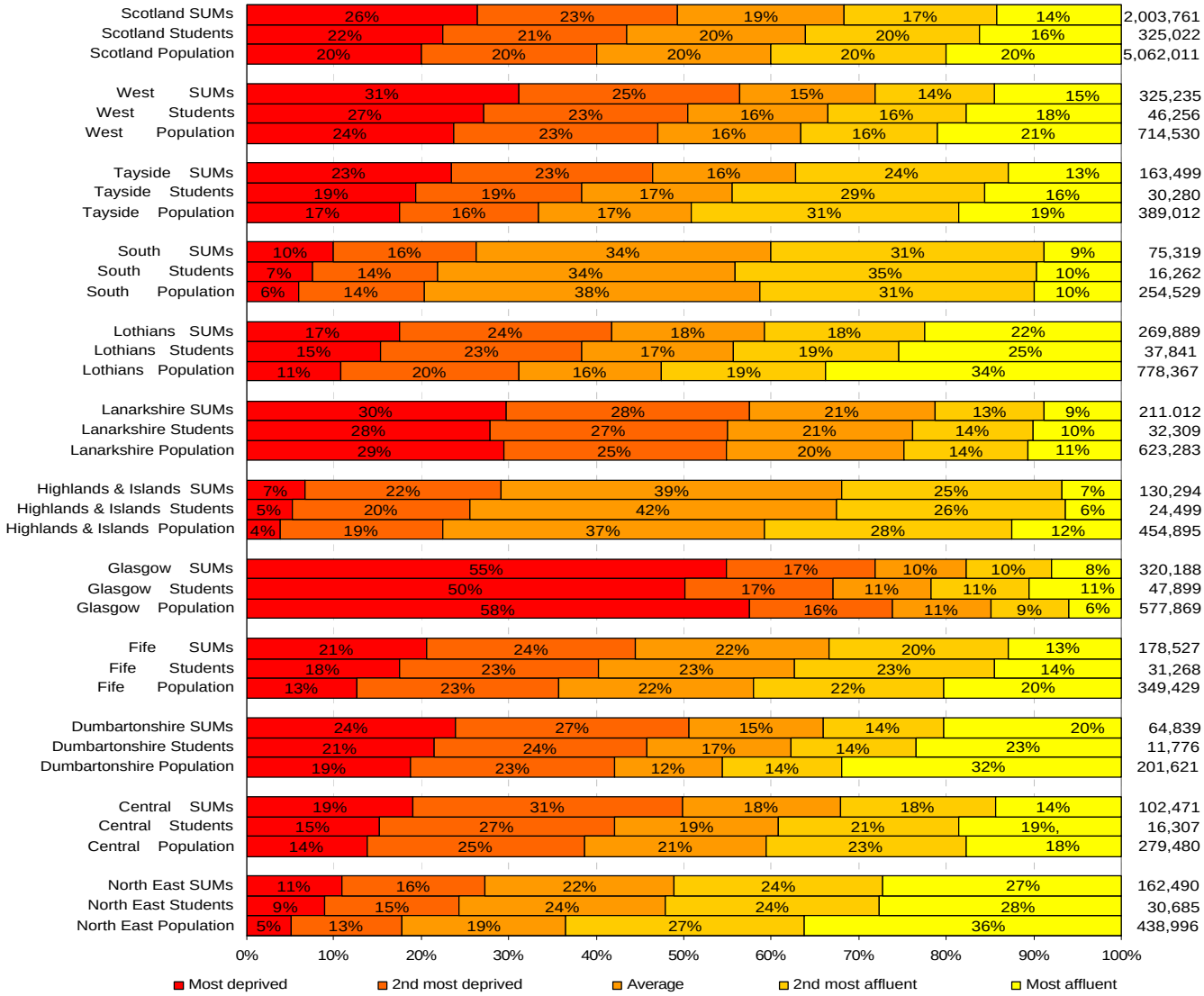


Figure 30 shows that:

- although 20 per cent of the general population live within the 20 per cent most deprived areas of Scotland 22 per cent of students reside in these same areas and 26 per cent of all activity is delivered to these students;

- although 20 per cent of the general population live within the 20 per cent most affluent areas of Scotland only 16 per cent of students reside in these same areas and furthermore only 14 per cent of all activity is delivered to these students;

- the above suggest that on average, nearly twice as much activity is delivered to students from the most deprived areas in comparison to those from the most affluent areas;

- although 20 per cent of the general population live within the most deprived areas in Scotland 58 per cent of all Glasgow residents live within the 20 per cent most deprived areas in Scotland and 50 per cent of Glasgow's students come from such areas; and

- only 5 per cent of the general population of the North East live within the 20 per cent most deprived areas in Scotland, but 9 per cent of students from the North East reside in these area and 11 per cent of overall activity in the North East is delivered to these students.

Figure 31: The working age participation rate at Scotland's colleges by local authority area, 2005-06

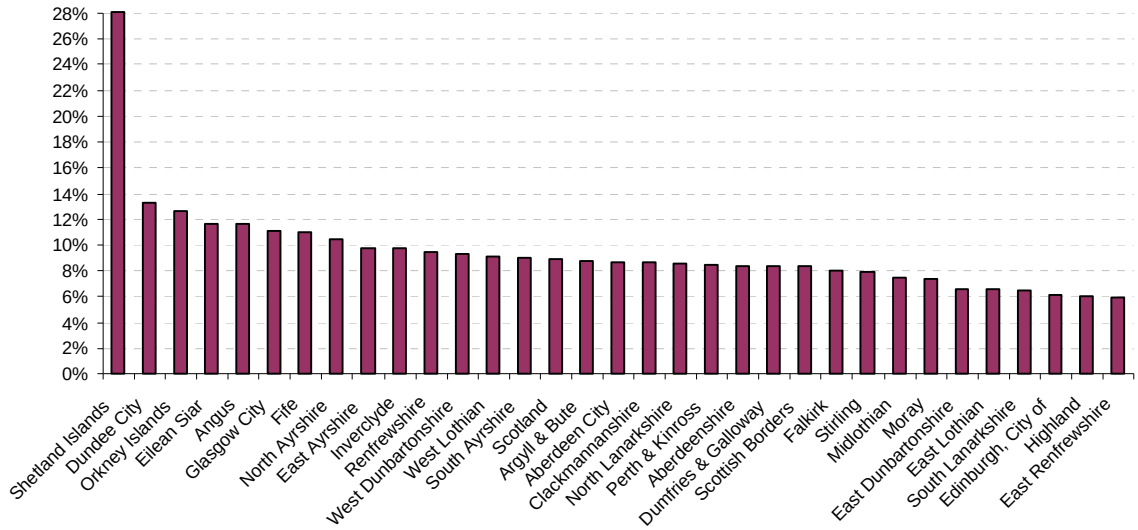


Figure 31 shows that:

- the working age participation rate for 2005-06 is 8.8 per cent;

- Shetland has by far the highest working age participation rate at 28.1 per cent; and

- East Renfrewshire and the Highlands have the lowest working age participation rate at 6 per cent.

Readers may also be interested in further reports available from our website. These include analysis of Her Majesty's Inpectorate of Education reviews, performance indicators, student surveys, and our recent Learning for All publication which provides information about participation and related issues. These reports can be found at :

http://www.sfc.ac.uk/publications/pubs_other.htm

In addition the Council has an on line tool that allows users to compile their own statistics on activity in Scotland's colleges. The tool covers the period 1998-99 to 2005-06 and it is possible to produce more detailed statistics using this tool than are available within this report:

http://www.sfc.ac.uk/infact/

The guidance notes for our Further Education Statistics Collections are also available on line for those seeking a detailed understanding of the data the Council collects from Scotland's colleges. These can be found at:

http://www.sfc.ac.uk/statistics/stats_fe_info.htm

Should you require further information or wish to discuss the content of this report please contact Gordon McBride, Senior Statistics Officer, e-mail gmcbride@SFC.ac.uk, phone 0131 313 6575.