



Higher Education Students & Qualifiers

Annex 2022-23



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

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Summary:	This document provides context and methodological information pertaining to the Higher Education Students and Qualifiers 2022-23 publication and background tables.
FAO:	Principals and Chairs of Scotland's colleges and universities and the general public.
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The UK Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

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Annex A – Notes to the tables

The numbering of the notes refers to additional tables published on the SFC website and not to any of the tables in this publication. For full details please see the associated Excel Workbook.

(1) On 1 November 2013, Aberdeen College and Banff and Buchan College merged to form North East Scotland College.

On 1 August 2013, Ayr College, James Watt College (Kilwinning campus) and Kilmarnock College merged to form Ayrshire College.

On 1 August 2013, Adam Smith College, Carnegie College and SRUC (non-land base element) merged to form Fife College.

On 1 November 2013, North Glasgow College, John Wheatley College and Stow College merged to form Glasgow Kelvin College.

On 31 July 2013, Anniesland College, Cardonald College and Langside College merged to form Glasgow Clyde College.

On 1 November 2013, Angus College and Dundee College merged to form Dundee and Angus College.

On 1 November 2013, Cumbernauld College and Motherwell College merged to form New College Lanarkshire, and on 1 April 2014, they were joined by Coatbridge College.

(2) The college full-time equivalents (FTEs) for HE students exclude the additional volume associated with students receiving extended learning support as this is not reported in the same way for HEIs. When looking at college FTEs on their own, FTEs accounting for extended learning support should be used.

(3) Totals include students whose genders were not reported or reported as Other.

(4) The totals include Scottish-domiciled students whose local authority was not recorded.

(5) This table does not include Scottish-domiciled students at UK institutions outside of Scotland and does not represent rates of participation in Scottish local authorities.

(6) Totals include students whose ages were not reported.

(7) The 'Combined' subject grouping is used in recognition of programmes of study which cut across different subject areas.

(8) This is the Common Aggregation Hierarchy (CAH) of subject groups at Level 1 (version 1.3.4). The CAH provides a standardised hierarchical aggregation of Higher Education

Classification of Subjects (HECoS) codes. The 2019-20 edition of this publication used CAH version 1.2.

(9) This table includes students at UK HEIs only and does not include students studying at colleges.

(10) Total includes students from overseas whose specific country of domicile was not recorded.

(11) The above table does not include Scottish-domiciled entrants at UK institutions outside of Scotland and does not represent rates of participation in Scottish local authorities.

(12) The total includes a small number of students at the Open University who are domiciled outside the UK.

(13) Hong Kong, Macau and Taiwan are all included under China.

(14) Total all domiciles includes UK unknown and overseas students whose specific country of domicile was not reported.

(15) Total UK includes UK unknown where the specific country of domicile was not reported.

(16) Includes students obtaining qualifications from writing up and dormant status who were previously studying full-time.

(17) Aegrotat degrees; this is an honours degree without classification, awarded on the understanding that had the candidate not been unwell, he or she would have passed.

(18) Totals include other qualification classifications.

(19) Deprived areas are defined as the 20% and 40% lowest ranked areas in the Scottish Index of Multiple Deprivation (SIMD) for the relevant year. In this table, Academic Year 2020-21 relates to SIMD 2016.

(20) Full-time equivalent (FTE) data for 2022-23 is unavailable at the time of release. As such data for tables 4 and 12 will be released at a future date.

Annex B: Methodology, Data Definitions and Quality Information

Data Sources

1. This publication contains information on students from both colleges and higher education institutions (HEIs) who are attending higher education courses in Scotland. These statistics are collected by the Higher Education Statistics Agency (HESA) from HEIs and by SFC from further education colleges (colleges).

Coverage

2. Following a consultation in 2007, the method of counting students at HEIs was changed in 2009 in order to provide a greater level of consistency with HESA. The figures in this publication that relate to higher education institutions are defined by HESA's standard registration population. Time-series have been revised according to this definition.
3. The standard registration population includes all higher education student instances active at a reporting institution at point in the reporting period 1 August to 21 July except; dormant students, incoming visiting exchange students, student who study wholly outside the UK, students on sabbatical and writing up students.
4. Data from Scottish colleges continues to exclude those students who do not complete the first 25% of their course (the point at which they become eligible for funding).

Student Instances

5. HESA's Student Records use the term 'instance' to describe a student's engagement within an institution. A student may enrol on more than one course and, therefore, have more than one instance. It is instances that are reported in this publication, consistent with HESA's methodology. The same approach is taken when reporting on student activity at Scottish colleges. Where references are made in this release to 'students' this should be interpreted as instances. Full-time Equivalents
6. Full-time Equivalents (FTE) represent the expected hours of learning undertaken by a student during their course, as a proportion of the expected learning of full-time study. For example; a student with an FTE of 0.8 is expected to undertake 20% fewer hours of learning relative to a full-time student on the same course, a student with an FTE of 1.2 is expected to undertake 20% more hours of learning relative to a full-time student on the same course.
7. At UK HEIs, full-time students are those normally required to attend an institution for periods amounting to more than 24 weeks within the year of study, on thick or thin sandwich courses, and those on a study-related year out of their institution. During that

time students are normally expected to undertake periods of study, tuition or work experience which amounts to an average of at least 21 hours per week. Full-time HE students at Scottish colleges are those which meet the criteria of at least 480 planned notional hours.

Open University

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

Domicile

9. The full list of countries included in each domicile grouping is published in Annex B: HE Students and Qualifiers 2014-15.

Level of Study

10. The full list of qualifications included in each level of study category is published in Annex B: HE Students and Qualifiers 2014-15.

Subject Tables

11. Subject data from higher education institutions is apportioned to broadly reflect the weight of a particular subject within the study programmes of individual enrolments. This process is consistent with the treatment of subject breakdowns by the Higher Education Statistics Agency (HESA). For the 2019-20 academic year onwards, HESA implemented a new subject coding system – the Higher Education Classification of Subjects (HECoS). This replaces the Joint Academic Coding System (JACS) that was used to classify subjects in previous editions of this publication. Because the HECoS coding system is being used in this publication for the first time, we do not compare HECoS classified subjects against JACS classified subjects used for previous years.

Data Presentation

12. Our rounding strategy is in line with HESA's. In all tables in this release, figures have been rounded to the nearest 5 whilst values of 0, 1 and 2 have been rounded to 0 and presented as '-'. Percentages are based on rounded figures. Unknown values are not displayed individually in tables but are included in totals. Totals are calculated from unrounded figures, therefore figures may not sum to totals due to rounding as well as

the inclusion of unknown values. Figures and percentage in the text and charts are calculated from rounded values.

13. Percentages calculated from a denominator of less than 22.5 have been masked with an asterisk (*) to avoid deriving percentages from small numbers.
14. Percentage changes in actual numbers, for example between one year and the next, are referred to as x%. However, when discussing the difference between percentages, such as the difference between two proportions, percentage points (pp) are used.

Data Quality Information

15. This section provides a summary of information in the following dimensions of quality: Relevance, Accuracy, Accessibility and Clarity, and Comparability. For further information please see Annex B: HE Students and Qualifiers 2014-15.

Relevance

16. HESA is the official UK agency for the collection, analysis and dissemination of quantitative information about higher education at higher education institutions. SFC collects data on provision at colleges through the Further Education Statistics (FES) data collections.

Accuracy

17. The procedures followed by HESA to ensure quality of the data are provided on the HESA website. The guidance issued by SFC for the submission of the Scottish college records is on the SFC website.
18. The following table gives the proportions of the overall student populations at Scottish HEIs and colleges for whom their unitary authority of residence was not recorded.

Institution Type	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
HEIs	1.0%	1.4%	1.8%	1.4%	2.0%	1.4%	0.8%	0.5%	0.7%
Colleges	0.0%	0.8%	1.5%	0.3%	0.1%	0.0%	0.3%	0.4%	0.3%

Accessibility and Clarity

19. This statistical publication is pre-announced and then published on the SFC website. It is accompanied by more detailed tables available on the website only which is a freely available resource. Comparability

20. HESA collects student enrolment data from all publicly funded UK HEIs, so comparison with other countries within the UK is possible. The release Higher Education Student Data provides information on this topic.

Associate Students

21. When a college and HEI share responsibility for students, for example, when a HEI acts as the awarding body for a course that is partly delivered at college, these students appear in both the HEI and college data and are known as Associate Students.
22. Following consultation, it was decided to continue counting Associate Students in both sectors in this publication and to produce a separate table quantifying the number of identifiable Associate Students. The table shows a split by gender, age, and percentages from the most deprived areas for the 1,185 students who have been identified as Associate Students in colleges in 2022-23.

	Number of Associate Students	Percentage of Associate Students
Gender		
Male	445	37.7%
Female	715	60.4%
Total	1,185	100.0%
Age group		
16-18	325	27.4%
19-20	325	27.6%
21-24	185	15.5%
25-29	140	11.8%
30-39	155	13.1%
40-49	45	4.0%
50-59	5	0.4%
Total	1,185	100.0%
Deprivation Quintile		
20% most deprived areas	290	24.5%
20-40% most deprived areas	260	21.8%

Metadata table

Metadata Indicator	Description
Publication Title	Higher Education Students and Qualifiers at Scottish Institutions 2022-23
Description	Includes data on Higher Education students, entrants and qualifiers in Scottish Higher Education Institutions and Colleges over a ten year time series (2013-14 to 2022-23)
Theme	Higher Education
Topic	Student Information
Format	PDF and Excel Tables
Data Source(s)	This publication contains information on students from both colleges and higher education institutions (HEIs) who are attending Higher Education courses in Scotland. These statistics are collected by the Higher Education Statistics Agency (HESA) from HEIs and by SFC from further education colleges (colleges). Population data used to calculate the Higher Education Initial Participation Rate is sourced from National Records of Scotland Mid-year Population Estimates.
Date that data are acquired	College students: October 2023 College qualifiers: May 2024 HEI data: August 2024
Release date	02/10/2024
Frequency	Annual
Timeframe of data and timeliness	Trend data over ten academic years, 2013-14 to 2022-23 Following a consultation in 2007, the method of counting students at HEIs was changed in 2009 in order to provide a greater level of consistency with HESA. The figures in this publication that relate to higher education institutions are defined by HESA's standard registration population. Time-series have been revised according to this definition.
Continuity of data	The standard registration population includes all higher education student instances active at a reporting institution at point in the reporting period 1 August to 21 July except; dormant students, incoming visiting exchange students, student who study wholly outside the UK, and students on sabbatical. Data from Scottish colleges continues to exclude those students who do not complete the first 25% of their course (the point at which they become eligible for funding).
Revisions statement	No revisions have been made.
Revisions relevant to this publication	No revisions have been made.
Relevance and Key uses of this statistics	HESA is the official UK agency for the collection, analysis and dissemination of quantitative information about higher education at higher education institutions. SFC collects data on provision at colleges in Scotland through the Further Education Statistics (FES) data collection.

Accuracy	The procedures followed by HESA to ensure quality of the data are provided on the HESA website. The guidance issued by SFC for the submission of the Scottish college records is on the SFC website.
Comparability	HESA collects student enrolment data from all publicly funded UK HEIs, so comparison with other countries within the UK is possible. The Statistical First Release 'Higher Education Student Enrolments and Qualifications Obtained at Higher Education Institutions'
Accessibility	SFC has a style guideline which sets out options to make all publications as accessible to potential readers as possible. More information relating to accessibility of the website can be found here
Coherence and clarity	This statistical publication is pre-announced and then published on the SFC website. It is accompanied by more detailed tables available in Excel format on the website only which is a freely available resource.
Value type and unity of measurement	Number, percentage, percentage point
Disclosure	In all tables in this release, figures have been rounded to the nearest 5, and 0, 1 and 2 have been rounded to 0. Unknown values are not displayed individually in tables but are included in totals. Figures may not sum to totals due to rounding and the inclusion of unknown values. Figures and percentages in the text and charts are calculated from rounded values. This is to mitigate the risk of identification of individuals.
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