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COLLEGE BASED HIGHER EDUCATION

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Section 1: Introduction

This report updates and extends the analysis of college based higher education in England prepared by RCU for the Education and Training Foundation (ETF) and partners[1] in March 2016. Like that initial analysis, it is based on a series of reports for colleges summarising the economic and social impact of their higher education offer, taking into account local priorities as set by the relevant Local Enterprise Partnership (LEP) and local community. These college reports known as CHELIS (College Higher Education Local Impact Summary) reports were sent directly to colleges in May 2017.

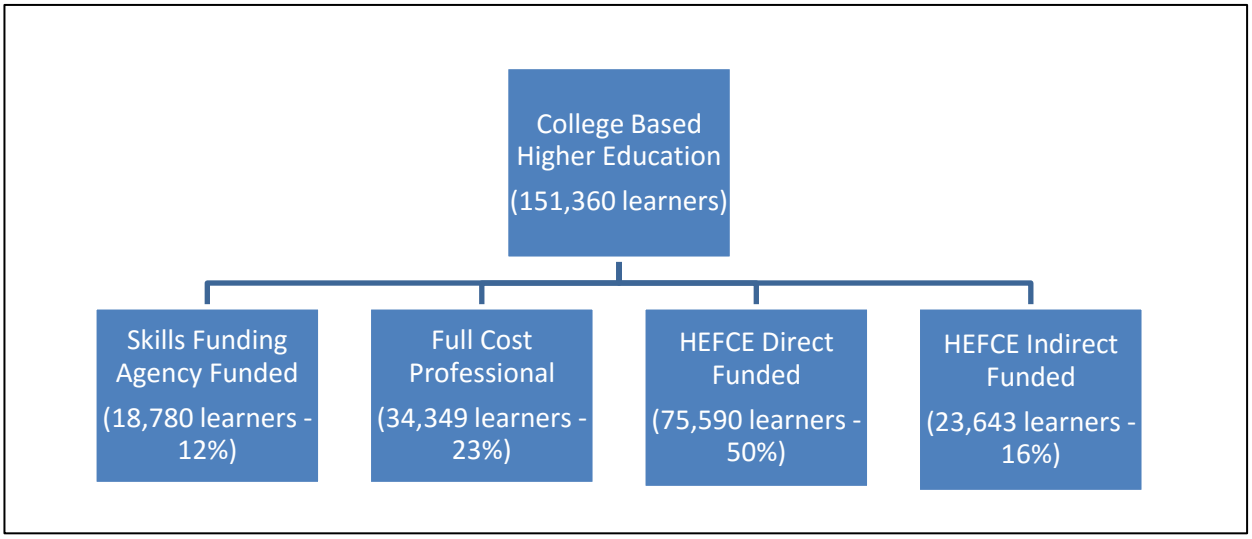
There is no single source of data for college based higher education and different data sources need to be combined in order to gain a complete picture of this type of activity. This can potentially lead to inconsistencies because of the different ways in which data might be recorded. This data reliability issue has probably contributed to the relatively low visibility of college based higher education in the past. The type of learner record for college based higher education depends on the initial funding source (Figure 1) and whether provision is franchised from an HEI, directly HEFCE funded (via student loans), SFA funded or full cost. The proportion of learners on each of these routes varies significantly between different institutions. This means that any inconsistencies in coding between datasets can potentially have much bigger impacts on some colleges than others, leading to errors with benchmarking data.

The CHELIS reports specifically address these data issues. Care was taken to ensure that the outputs avoided potential inconsistencies, were as comprehensive and accurate as possible in portraying the full range and scope of college based higher education and illustrate how it differs from higher education delivered by Universities and other HEIs. Where the report discusses subject areas we have used the FE definition of Sector Subject Areas (SSAs) and translated HE JACS codes into corresponding SSAs. The analysis focuses on undergraduate provision (Levels 4,5 and 6) and courses targeted at the needs of local employers[2].

[1] The partners were the Association of Colleges (AoC), the Mixed Economy Group (MEG) and the 157 Group

[2] For the analysis we have excluded full time Level 7 and 8 courses in order to provide a more realistic comparison between HEIs and FE colleges

Figure 1: Classification of College Based Higher Education 2015/16[3]



Source: ILR 2015/16 & HESA Student Record 2015/16

[3] A small number of learners appeared in more than one category so total of the four sub-categories is slightly greater than the overall total. All outputs throughout the report are rounded to the nearest 10. Full cost professional learners are those recorded as non-prescribed HE on the ILR but not SFA (or HEFCE) funded.

Section 2: Findings from the Analysis

Profile of College Based Higher Education Learners

Figure 2 shows the total number of HE learners in the three academic years between 2013/14 and 2015/16. Over this period the volume of learners at FE colleges declined from 156,610 to 151,360. The relative proportion of undergraduates studying at HEIs and FE colleges has remained virtually static at around 90% and 10% respectively.

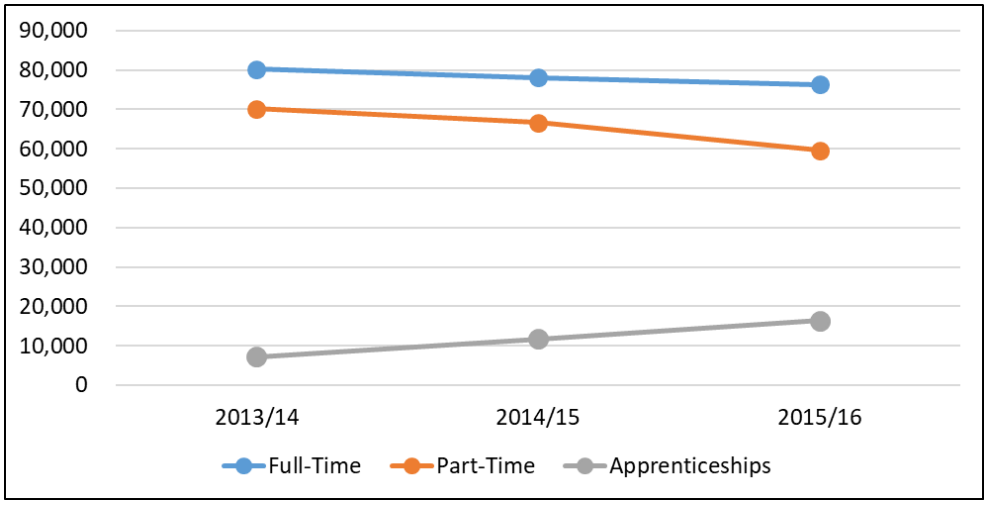
Figure 2: Total Number of Undergraduate HE Learners 2013/14 to 2015/16

		HEIs	FECs
2013/14	Total	1,449,270	156,610
	Percentage	90.2%	9.8%
2014/15	Total	1,419,980	155,600
	Percentage	90.1%	9.9%
2015/16	Total	1,437,080	151,360
	Percentage	90.5%	9.5%

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Within FE colleges the number of full time learners has remained almost static over the past three years (Figure 3).

Figure 3: Undergraduate HE Learners by Mode of Study 2013/14 to 2015/16

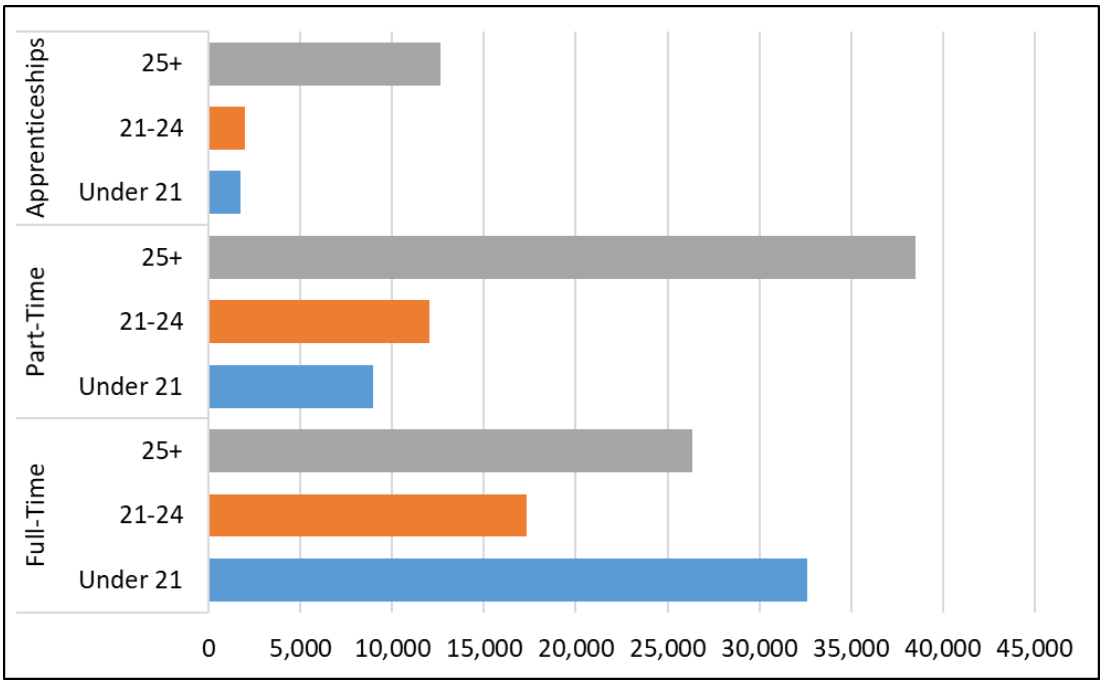


Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Over the same period the number of learners studying part-time has fallen from just over 70,000 to 59,500. It is possible that colleges are converting some of their part time HE courses into higher level apprenticeships, where the number has grown from just over 7,000 to 16,300.

Figure 4 shows the number of HE learners at FE colleges by age band (2015/16). Approximately 32,600 full time learners were under 21 years which represents 43% of all full time HE learners studying at colleges. The vast majority of part time learners in FE colleges and those taking an apprenticeship are aged 25 and over.

Figure 4: HE Learners by Age Band and Mode of Study (2015/16)



Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

The Participation of Local Area classification (POLAR) looks at how likely people are to participate in HE across the UK and shows how this varies by geographical area. POLAR classifies local authority wards into five groups, based on the proportion of 18 year olds who enter HE aged 18 or 19 years old. These groups range from quintile 1 areas, with the lowest participation (cold spots) up to quintile 5 areas with the highest rates (hot spots).

Figures 5, 6 and 7 show college HE recruitment by POLAR quintile for full time and part time students and for apprenticeships in 2015/16. Over 16,000 college full time HE students lived in cold spot areas which represents more than a fifth of the total full time cohort (Figure 5). Part time HE learners in colleges are less likely to come from ‘cold spots’

(Figure 6). Over 45% of higher level apprentices in FE colleges came from POLAR quintiles 1 and 2, This suggests that the growth in higher level apprenticeships could have a positive impact on social mobility.

Figure 5: College HE Learners by POLAR Geography Classification (Full Time) 2015/16

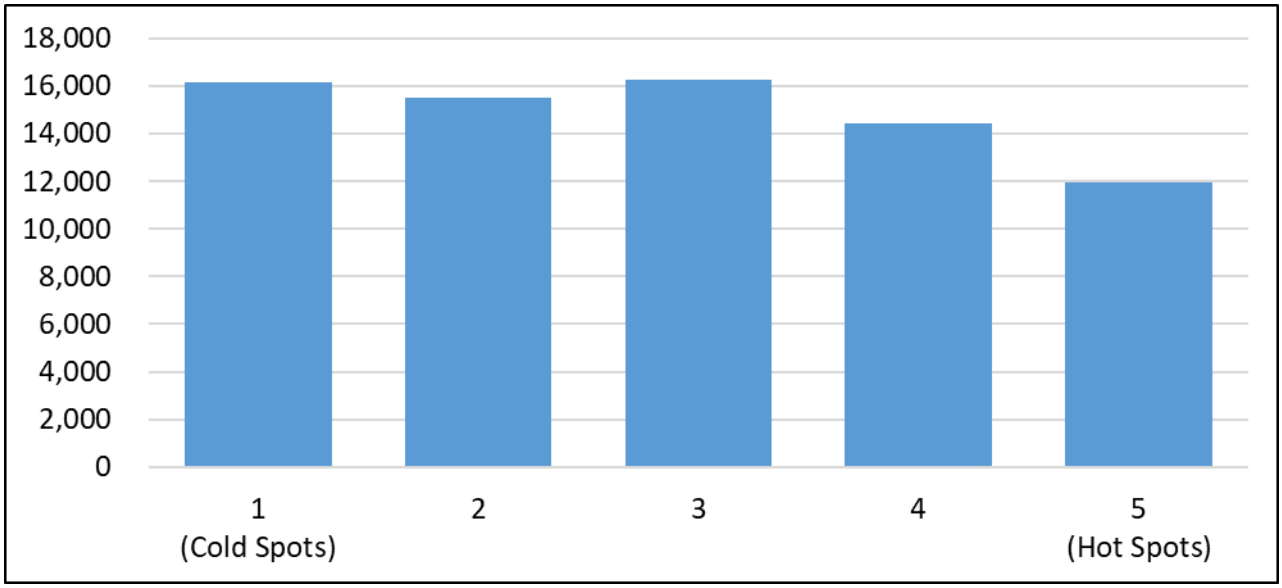


Figure 6: College HE Learners by POLAR Geography Classification (Part Time) 2015/16

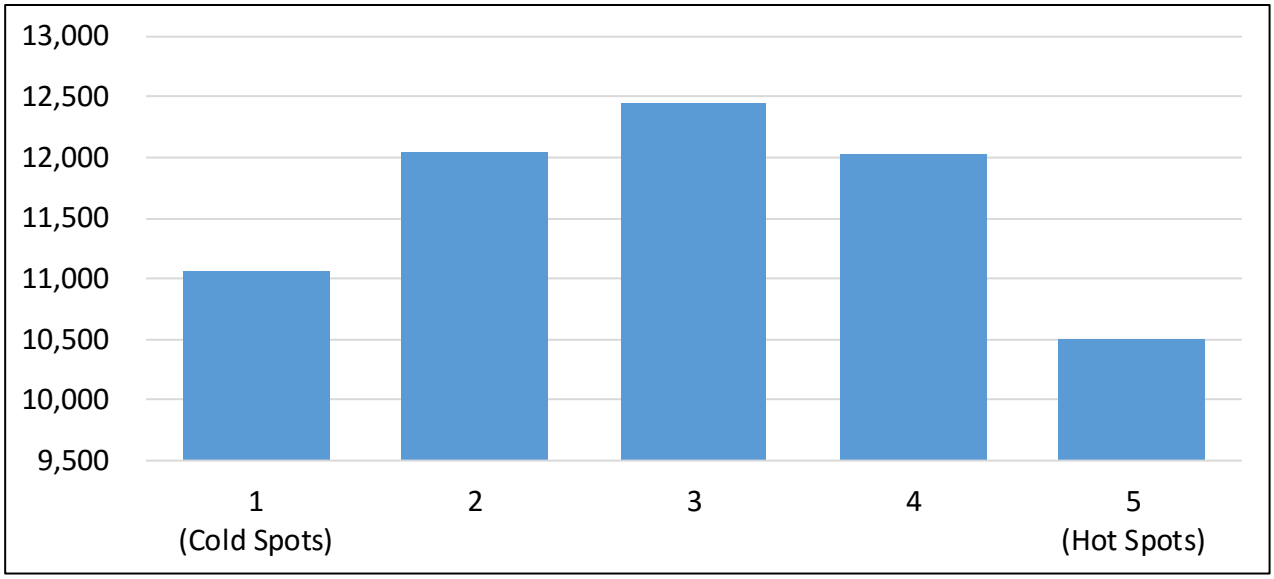
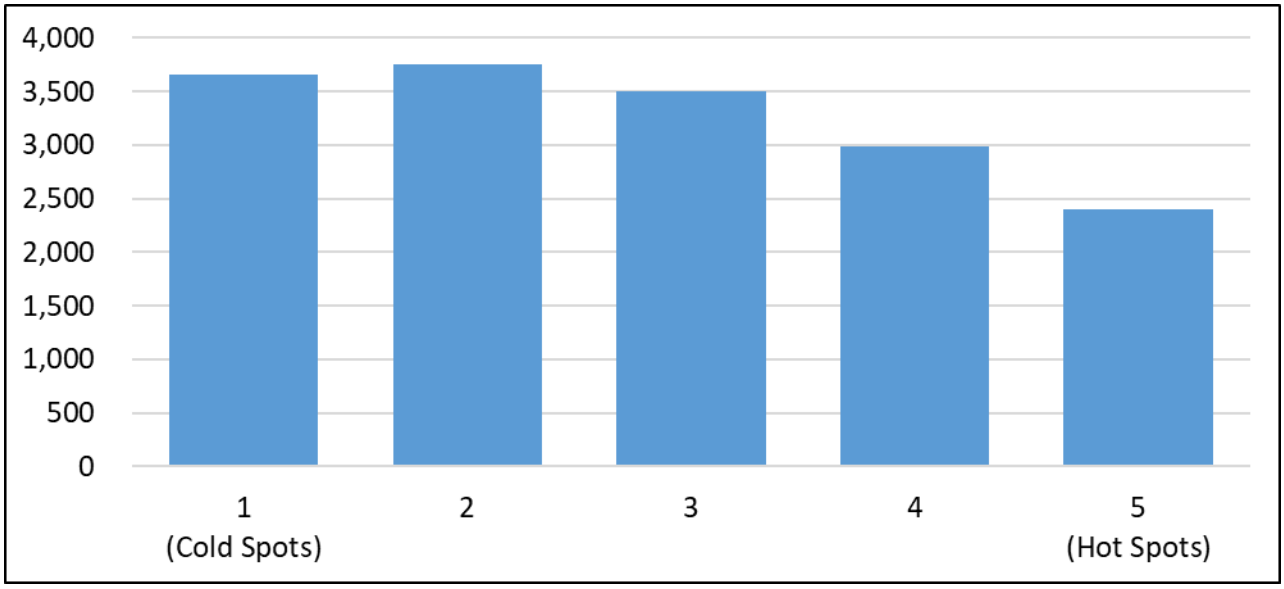


Figure 7: College HE Learners by POLAR Geography Classification (Apprenticeships) 2015/16



The POLAR profiles for HEIs and FE colleges are shown in Figures 8-10. Full time learners studying at an FE college are almost twice as likely to come from cold spots as those studying at an HEI (Figure 8). These proportions have remained virtually static across the three-year period of the study. The profile of part-time learners by POLAR quintile also shows that FE colleges are more likely to be recruiting learners from cold spots, although the difference between FE colleges and HEIs is less marked than for full time learners (Figure 9). Figure 10 shows that higher level apprentices are more likely to live in traditional HE cold spots than other types of HE learners, even when they are recruited by HEIs.

Figure 8: HE Learners by POLAR Geography Classification (Full Time) 2013/14 to 2015/16

	2013/14		2014/15		2015/16	
POLAR	Full-Time		Full-Time		Full-Time	
	All HEIs %	All FECs %	All HEIs %	All FECs %	All HEIs %	All FECs %
1 (Cold Spots)	11.8%	20.8%	12.1%	21.3%	12.2%	21.8%
2	15.9%	20.7%	16.1%	21.1%	16.2%	20.9%
3	20.5%	21.9%	20.5%	21.8%	20.5%	21.9%
4	22.9%	19.9%	22.8%	19.4%	22.7%	19.4%
5 (Hot Spots)	28.9%	16.7%	28.5%	16.3%	28.4%	16.1%

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figure 9: HE Learners by POLAR Geography Classification (Part Time) 2013/14 to 2015/16

POLAR	2013/14		2014/15		2015/16	
	Part-Time		Part-Time		Part-Time	
	All HEIs %	All FECs %	All HEIs %	All FECs %	All HEIs %	All FECs %
1 (Cold Spots)	14.2%	18.7%	14.4%	18.9%	14.5%	19.0%
2	17.8%	21.3%	18.0%	21.2%	18.0%	20.7%
3	21.5%	21.3%	21.4%	21.3%	21.3%	21.4%
4	22.5%	20.6%	22.5%	20.4%	22.3%	20.7%
5 (Hot Spots)	24.0%	18.1%	23.7%	18.2%	23.8%	18.1%

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figure 10: HE Learners by POLAR Geography Classification (Apprenticeships) 13/14 to 15/16

POLAR	2013/14		2014/15		2015/16	
	Apprenticeships		Apprenticeships		Apprenticeships	
	All HEIs %	All FECs %	All HEIs %	All FECs %	All HEIs %	All FECs %
1 (Cold Spots)	*	23%	*	24%	21%	22%
2	*	22%	*	22%	20%	23%
3	*	22%	*	22%	20%	21%
4	*	19%	*	18%	19%	18%
5 (Hot Spots)	*	14%	*	14%	19%	15%

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16 (* Low numbers)

Figure 11 shows that, compared to HEIs, FE colleges are recruiting a high proportion of their learners from within the local LEP area where the institution is located and the proportion of local learning is increasing. However, it should be noted that whilst this is a useful measure at an aggregated level for comparing FECs and HEIs there are limitations if used for particular institutions which may be located near a LEP boundary. In 2013/14, 78% of HE learners at FE colleges lived in the local LEP area and this had expanded to 80% by 2015/16. In contrast the proportion of HE learners at HEIs living in the local LEP area has remained unchanged over the three-year period at 37%.

Figure 11: Percentage of HE Learners Recruited from Local LEP Area 2013/14 to 2015/16

	2013/14	2014/15	2015/16
	%	%	%
% of Learners FECs Recruit from Local LEP:	78.3%	78.9%	80.4%
% of Learners HEIs Recruit from Local LEP:	37.5%	37.2%	36.6%

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figure 12 shows the average travel distance between home postcode and learning location for undergraduate learners. For learners attending an FE college this was 15 miles compared to 53 miles for those at an HEI. The travel distance has not changed significantly over the past three years.

Figure 12: Average Distance - Home Postcode to Learning Location (FE Colleges and HEIs) 2013/14 to 2015/16

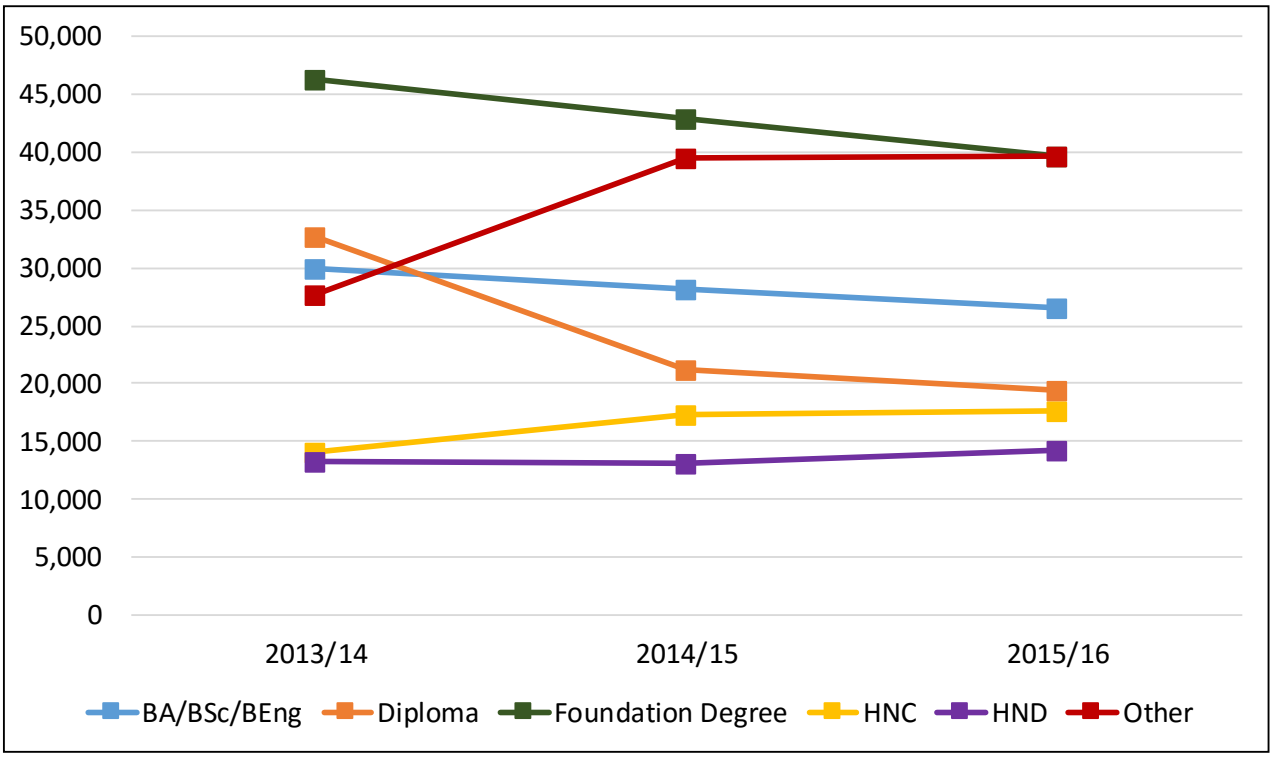
	2013/14	2014/15	2015/16
	Miles	Miles	Miles
FECs Average Travel Distance:	17	17	15
HEIs Average Travel Distance:	52	52	53
Top 20 FECs Average Travel Distance:	22	21	20

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Curriculum Delivered by FE Colleges

Figure 13 shows the trend in enrolments in FE colleges over the past three years by HE qualification type. There has been a substantial increase in non-traditional 'other' HE largely due to the growth in higher level apprenticeships (the number of higher level apprenticeships increased from 7,600 in 2013/14 to 16,300 in 2015/16). There has also been an increase in HNCs (from 14,125 to 17,593, a 24.5% increase). Enrolments on Foundation Degree and BSc/BEng courses has fallen over this same period (by 14.1% and 11.6% respectively).

Figure 13: Qualification Type Being Delivered in FE Colleges 2013/14 to 2015/16



Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figures 14 compares the types of full time qualifications being delivered by FE colleges and HEIs. Less than a third of full time undergraduate courses at FE colleges (30%) are first degrees, compared to over 90% at HEIs. Approximately 38% of college full time HE courses are Foundation Degrees and 15% are HNDs.

Figure 14: Qualification Type Being Delivered in FE Colleges and HEIs 2013/14 to 2015/16
Full Time Provision

	2013/14		2014/15		2015/16	
Full-Time	**HEI %**	**FEC %**	**HEI %**	**FEC %**	**HEI %**	**FEC %**
HND	0.2%	12.3%	0.2%	13.6%	0.1%	15.0%
HNC	0.1%	3.5%	0.1%	4.0%	0.1%	5.0%
Diploma	1.0%	4.9%	0.7%	5.0%	0.7%	4.8%
Foundation Degree	1.3%	39.8%	1.2%	39.6%	1.0%	37.8%
BA/BSc/BEng	93.0%	31.3%	93.4%	30.7%	93.8%	30.2%
PGCE	2.2%	1.2%	2.0%	1.2%	1.9%	1.0%
Other	2.4%	7.0%	2.5%	6.0%	2.4%	6.2%
	100.0%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

The vast majority of part time higher education enrolments at FE colleges are at Levels 4 and 5, predominately HNCs, Foundation Degrees, Diplomas and other professional courses (Figure 15). In contrast half of HEI part time enrolments are first degrees. There has been very little change in the profile of part time courses over the past three years. although the proportion of HNCs at FE colleges has increased (from 15% to 21%) and the proportion of Foundation Degrees has fallen (from 18% to 15%).

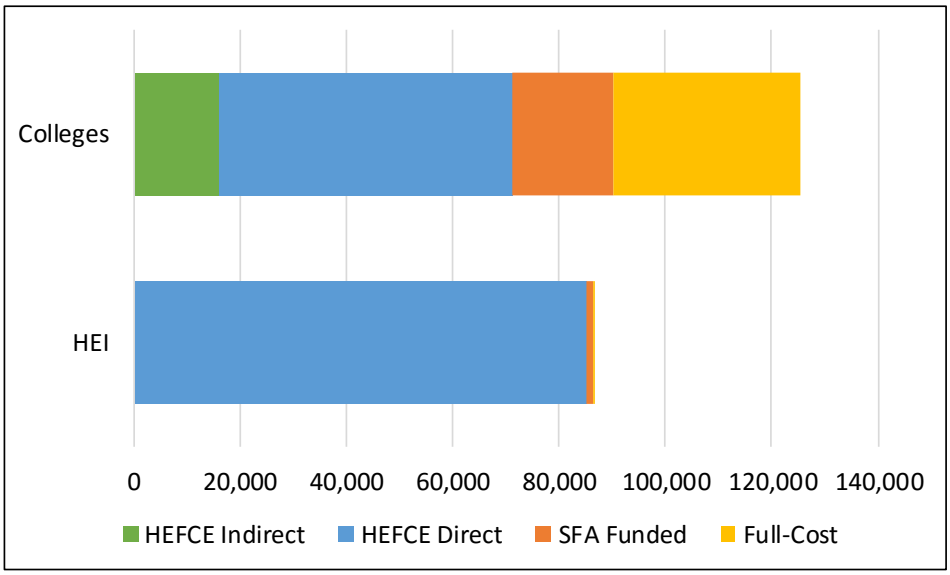
Figure 15: Qualification Type Being Delivered in FE Colleges and HEIs 2013/14 to 2015/16
Part Time Provision

	2013/14		2014/15		2015/16	
Part-Time	**HEI %**	**FEC %**	**HEI %**	**FEC %**	**HEI %**	**FEC %**
HND	0.2%	4.2%	0.2%	3.0%	0.3%	3.7%
HNC	0.5%	14.7%	0.6%	19.4%	0.8%	21.3%
Diploma	3.9%	25.2%	4.2%	23.6%	4.6%	24.2%
Foundation Degree	4.0%	18.1%	3.5%	15.0%	3.1%	15.5%
BA/BSc/BEng	50.2%	5.7%	49.6%	4.7%	50.0%	4.2%
PGCE	0.6%	3.4%	0.6%	2.8%	0.5%	3.0%
Other	40.6%	28.9%	41.2%	31.4%	40.7%	28.2%
	100.0%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figure 16 shows the total enrolments by funding source for Level 4/5 provision only. A significant proportion of Level 4/5 provision at colleges is full cost work, often directly funded by employers including professional courses (in areas such as accountancy and marketing).

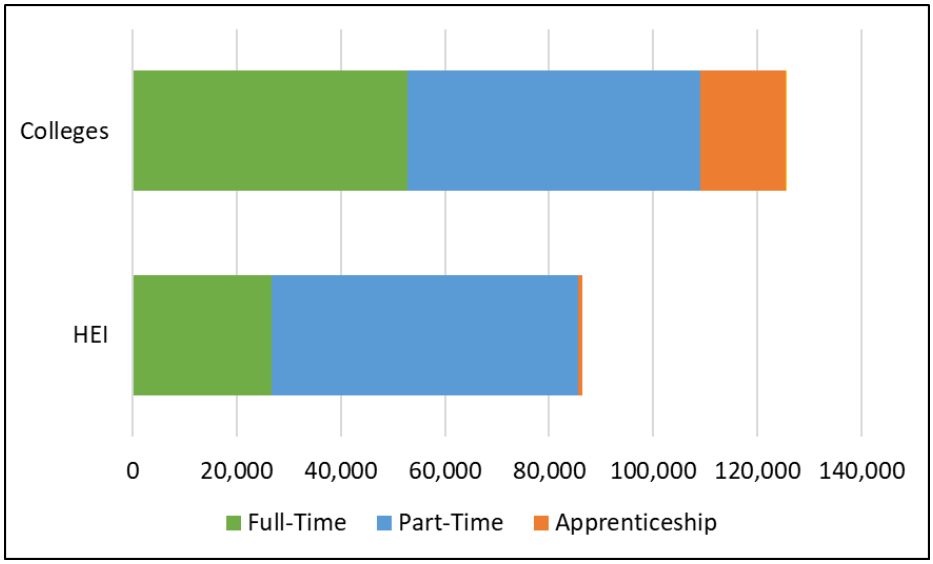
Figure 16: Level 4/5 Volumes by Funding Group (2015/16)



Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

More than 10% of Level 4/5 learners in colleges were taking an apprenticeship and a further 45% were studying part time (Figure 17). Approximately two-thirds of HEI Level 4/5 learners were studying part time, predominately taking undergraduate units that provide credits towards a degree, rather than standalone qualifications.

Figure 17: Level 4/5 Volumes by Mode of Attendance (2015/16)



Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

College Higher Education STEM Provision

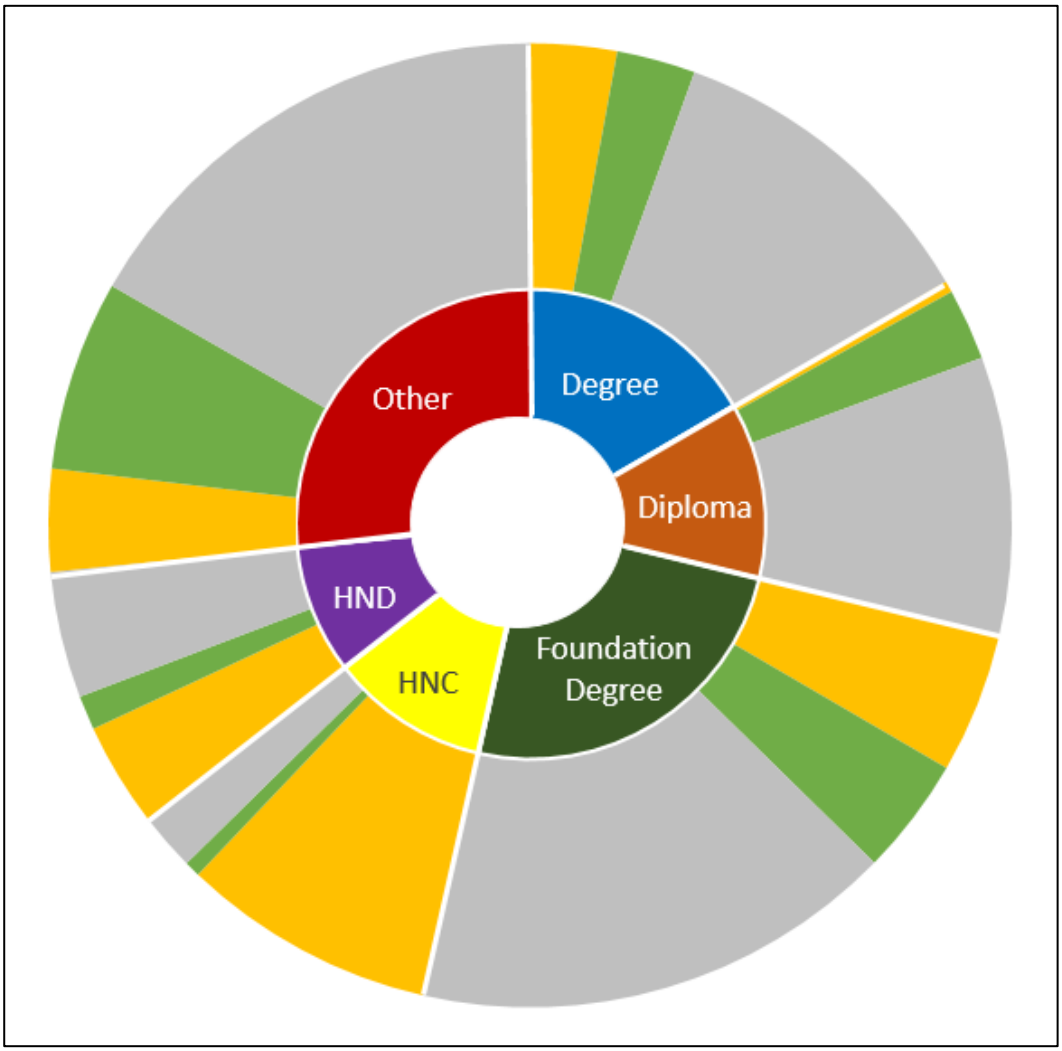
Figure 18 shows the proportion of STEM enrolments in FE colleges by qualification type (both full time and part time combined). The chart separately identifies core STEM areas[4] (Science, Mathematics, Information & Communications Technology, Engineering and Construction) from areas that have STEM related skills (Health and Media & Communications) and other provision that has no relation to STEM.

The analysis shows that the vast majority of HNC's are in core STEM subject areas with HNCs accounting for over 40% of all core STEM enrolments delivered by colleges. Approximately half of HNDs and a third of Foundation Degrees are in core or related STEM areas.

Figure 19 shows the trend in Level 4/5 STEM recruitment in both FE colleges and HEIs. Over the past three years' core STEM Level 4/5 enrolments in FE colleges have grown by 5.7% from 30,830 to 32,690. Level 4/5 core STEM enrolments in HEIs have remained at around 15,000 over the three-year period. This is a very small fraction of the total under-graduate provision delivered by HEIs (approximately 1% compared to over 20% for colleges - see Figure 2).

[4] A number of different definitions of STEM exist and there is as yet no official way of categorising this type of activity across both further education and higher education. (see https://www.publications.parliament.uk/pa/ld201213/ldselect/ldsctech/37/3705.htm). In order to capture the breadth of these definitions, the report identifies 'Core STEM' where there is most agreement and 'Related STEM' for other STEM type provision, which may fall outside of the strict definition of STEM in some research studies. Details of the STEM classification we have used is available in Appendix 1.

Figure 18: FE College Provision 2015/16 – STEM Core and Related[5]

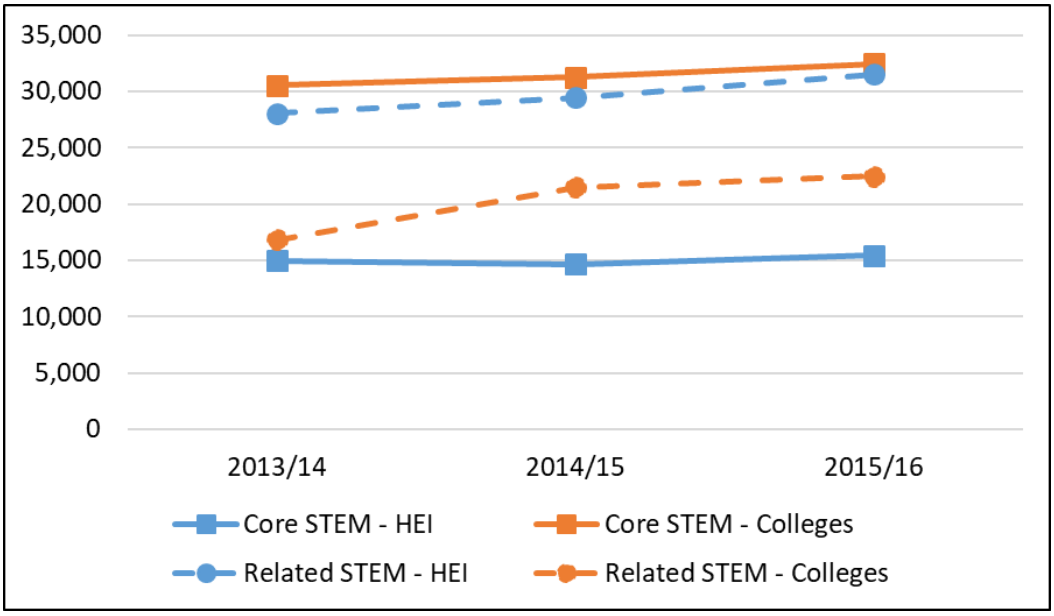


Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

	Core STEM	Science & Mathematics; Engineering & Manufacturing Technologies; Construction; Information & Communications Technology
	Related STEM	Health, Nursing, Social Care & Public Services; Media & Communication
	Non-STEM	All other subject areas

[5] The 'Other' category includes all provision not categorised in other segments, including apprenticeships.

Figure 19: Level 4/5 Volumes by STEM



Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figures 20 to 23 show the most popular subject areas at FE colleges for each of the main Level 4/5 qualification types (HNCs, Foundation Degrees, HNDs and Diplomas). Within each table we have identified whether this subject area is Core STEM, Related STEM or other Non-STEM provision.

The analysis suggests that whilst a high proportion of learners taking HNCs and HNDs are in STEM areas (such as Engineering and Construction), Foundation Degrees and HE Diplomas serve a much broader range of subject areas including Health, Business and Sport. The majority of enrolments in these qualification types are in subject areas not specifically related to STEM.

Figure 24 provides more detailed information on Level 4/5 STEM enrolments and includes a comparison between FE colleges and HEIs. The table confirms that most sub-degree core STEM provision is delivered by FE colleges with the majority of this being in the Engineering and Manufacturing Technologies subject area. HEIs, in contrast are delivering more Level 4/5 STEM Related provision, particularly in areas such as Nursing and Medicine. Over the past three years STEM related recruitment at both HEIs and FECs has been growing, predominately in Health-related areas.

Figure 20: Top HNC Subject Areas (FECs 2015/16)

Subject	STEM	FEC Volumes
Engineering	Core	8,480
Building and Construction	Core	3,760
Business Management	Other	1,390
ICT Practitioners	Core	760
Performing Arts	Other	610

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figure 21: Top HND Subject Areas (FECs 2015/16)

Subject	STEM	FEC Volumes
Engineering	Core	2,370
Business Management	Other	2,280
ICT Practitioners	Core	1,630
Performing Arts	Other	1,370
Crafts, Creative Arts and Design	Other	1,270

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figure 22: Top Foundation Degree Subject Areas (FECs 2015/16)

Subject	STEM	FEC Volumes
Health and Social Care	Related	4,240
Business Management	Other	3,280
Sport, Leisure and Recreation	Other	2,950
Crafts, Creative Arts and Design	Other	2,730
Education and Training (Not Classified into SSA T2)	Other	2,670

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figure 23: Top Diploma Subject Areas (FECs 2015/16)

Subject	STEM	FEC Volumes
Accounting and Finance	Other	6,610
Health and Social Care	Related	3,600
Teaching and Lecturing	Other	2,750
Business Management	Other	2,200
Crafts, Creative Arts and Design	Other	720

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Figure 24: Level 4/5 Volumes by STEM Subject Areas and Year

SSA Code	SSAT2 Description	2013/14		2014/15		2015/16	
		HEI	Colleges	HEI	Colleges	HEI	Colleges
STEM CORE							
2	Science and Mathematics	5,950	2,690	5,130	2,350	4,560	2,200
4	Engineering and Manufacturing Technologies	5,430	17,560	5,630	18,360	6,510	18,710
5	Construction, Planning and the Built Environment	1,280	4,860	1,900	5,400	2,170	6,140
6	Information and Communication Technology	2,450	5,720	2,170	5,460	2,350	5,640
Core Subtotal		**15,110**	**30,830**	**14,840**	**31,570**	**15,590**	**32,690**
STEM RELATED							
1.1	Medicine and Dentistry	2,430	30	2,350	130	3,560	50
1.2	Nursing and Subjects and Vocations Allied to Medicine	25,190	1,610	23,150	1,330	24,030	1,030
1.3	Health and Social Care	30	12,140	3,720	17,060	3,760	18,390
1.4	Public Services	0	1,050	0	1,120	0	1,120
1.9	Health, Public Services and Care (Not Classified into SSA T2)	0	120	0	60	0	50
9.3	Media and Communication	390	1,880	240	1,790	190	1,820
Related Subtotal		**28,030**	**16,830**	**29,470**	**21,480**	**31,540**	**22,450**
OTHER SUBJECT AREAS NOT RELATED TO STEM							
1.5	Child Development and Well Being	0	2,970	0	2,990	0	3,260
3	Agriculture, Horticulture and Animal Care	3,210	3,990	1,270	3,940	1,550	3,700
7	Retail and Commercial Enterprise	0	1,630	0	1,840	20	1,610
8	Leisure, Travel and Tourism	3,920	5,670	3,550	5,750	2,340	5,270
9.1	Performing Arts	1,040	4,760	1,060	4,770	1,120	4,930
9.2	Crafts, Creative Arts and Design	2,300	6,310	1,810	6,030	1,410	5,320
9.4	Publishing and Information Services	350	160	220	110	40	80
9.9	Arts, Media and Publishing (Not Classified into SSA T2)	0	20	0	10	0	10
10	History, Philosophy and Theology	2,890	60	2,780	60	1,530	80
11	Social Sciences	6,520	2,240	1,970	990	1,910	770
12	Languages, Literature and Culture	6,400	210	5,810	230	5,030	190
13	Education and Training	8,490	19,910	6,780	16,250	6,400	13,910
14	Preparation for Life and Work	0	110	0	40	0	70
15	Business, Administration and Law	10,610	30,230	8,930	31,420	7,360	30,810
99	Not Known / Other	16,030	300	12,900	140	10,560	310
Other Subtotal		**61,750**	**78,570**	**47,080**	**74,590**	**39,280**	**70,330**
Total		**104,890**	**126,230**	**91,390**	**127,630**	**86,410**	**125,470**

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

Economic Impact of College Based Higher Education

Figure 25, from BIS Research Report 45 "*The Returns to Higher Education Qualifications"* (June 2011), shows the lifetime benefits (calculated as net present value or NPV) associated with higher education. The monetary values are the net premium for obtaining a higher education qualification (additional post tax earnings minus cost of acquisition) compared to an individual who possessed 2 or more A Levels or equivalent. It should be noted that Foundation Degrees and HE Diplomas generally take 2 years to complete compared to 3 years for Undergraduate Degrees so the differences in NPV per year of study are less pronounced.

NPV figures in Figure 25 do not take into account the added productivity gains for employers as a result of these individuals gaining higher level qualifications. Some studies have suggested that the increase in productivity derived from qualifications is on average about twice the increase in wages[6]. Figure 26 summarises the total economic impact in terms of NPV for HE learners at FE colleges. The large fall between 2013/14 and 2014/15 is due to the single year drop in recruitment in 2011/12 caused by the introduction of tuition fees (NPV values are calculated on final year achievements and many students achieving their qualification in 2013/14 would have started a three year degree programme in 2011/12).

Figure 25: Economic Impact – Net Present Value by Qualification Type

Degree Level	Net Present Value
Undergraduate degree	£108,121
Foundation degree	£51,402
HE Diploma	£69,465
Other Higher Education	£31,611

Figure 26: Economic Impact – Net Present Value Totals for FE Colleges

Qualification Types All Modes	2013/14	2014/15	2015/16
Undergraduate Degree	£1,288,045,473	£1,088,778,470	£1,075,479,587
Foundation Degree	£842,941,398	£779,357,124	£713,716,770
HE Diploma	£891,895,164	£717,405,210	£669,455,724
Other HE	£931,157,343	£1,046,078,169	£1,033,319,766

Source: ILR 2013/14 – 2015/16 & HESA Student Record 2013/14 - 2015/16

[6] https://ideas.repec.org/p/cep/cepdps/dp0674.html

Section 3: Conclusions – Summary of Key Findings

This report provides baseline data that should help providers, researchers and policy makers better understand the current landscape of college based HE, the type of courses that it provides.

Key findings from the analysis are:

- In 2015/16 there were 151,360 higher education learners studying at FE colleges. The number of HE learners has declined by just over 3% since 2013/14.
- The number of higher level apprenticeships has increased from just over 7,000 to more than 16,000 over the three-year period. However, the number of part time learners declined by more than 10,000.
- The vast majority of part time HE learners and apprentices at colleges are over 25 years of age. In contrast, more than 43% of full time HE learners at colleges are under 21.
- Over 45% of higher level apprentices in FE colleges came from POLAR quintiles 1 and 2. These are geographical areas that traditionally have the lowest rates of participation in higher education. Full time learners studying at an FE college are almost twice as likely to come from cold spots as those studying at an HEI.
- FE colleges recruit, on average, more than 78% of their HE learners from within their local LEP area. In 2015/16, the average travel distance for an HE student at an FE college, between home postcode and learning location, was 15 miles. This has fallen from 17 miles in 2013/14.
- Over the three-year period between 2013/14 and 2015/16 there has been a substantial growth in the number of HNCs and apprenticeships (up by 24.5% and 114%) and a decline in the number of Foundation Degrees and BSc./BEng courses (down by 14.1% and 11.6%).
- Approximately 38% of college full time HE courses are Foundation Degrees, 30% are BA/BSc./BEng. and just over 15% are HNDs.
- A significant proportion of Level 4/5 provision at colleges (approximately 28%) is full cost work, often directly funded by employers (in areas such as accountancy and marketing).
- The vast majority of HNCs delivered by FE colleges are in core STEM subject areas (Science, Maths, Engineering, IT and Construction) with HNCs accounting for over 40% of all core STEM enrolments delivered by colleges.

- Over the past three years core STEM enrolments in FE colleges at Levels 4 and 5 have grown by 5.7% from 30,830 to 32,690. The majority of this is in the Engineering and Manufacturing Technologies subject area.

- In 2015/16 the net present value of college based higher education, based on the methodology outlined in *The Returns to Higher Education Qualifications* (BIS, June 2011), was approximately £3.5 billion.

Appendix 1: Sector Subject STEM Classification

Subject Description	STEM
Health, Public Services and Care (Not Classified into SSA T2)	Related
Medicine and Dentistry	Related
Nursing and Subjects and Vocations Allied to Medicine	Related
Health and Social Care	Related
Public Services	Related
Child Development and Well Being	Other
Science and Mathematics (Not Classified into SSA T2)	Core
Science	Core
Mathematics and Statistics	Core
Agriculture, Horticulture and Animal Care (Not Classified into SSA T2)	Other
Agriculture	Other
Horticulture and Forestry	Other
Animal Care and Veterinary Science	Other
Environmental Conservation	Other
Engineering and Manufacturing Technologies (Not Classified into SSA T2)	Other
Engineering	Core
Manufacturing Technologies	Core
Transportation Operations and Maintenance	Core
Construction, Planning and the Built Environment (Not Classified into SSA T2)	Core
Architecture	Core
Building and Construction	Core
Urban, Rural and Regional Planning	Core
Information and Communication Technology (Not Classified into SSA T2)	Core
ICT Practitioners	Core
ICT for Users	Core
Retail and Commercial Enterprise (Not Classified into SSA T2)	Other
Retailing and Wholesaling	Other
Warehousing and Distribution	Other
Service Enterprises	Other
Hospitality and Catering	Other
Leisure, Travel and Tourism (Not Classified into SSA T2)	Other
Sport, Leisure and Recreation	Other
Travel and Tourism	Other

Subject Description	STEM
Arts, Media and Publishing (Not Classified into SSA T2)	Other
Performing Arts	Other
Crafts, Creative Arts and Design	Other
Media and Communication	Related
Publishing and Information Services	Other
History, Philosophy and Theology (Not Classified into SSA T2)	Other
History	Other
Archaeology and Archaeological Sciences	Other
Philosophy	Other
Theology and Religious Studies	Other
Social Sciences (Not Classified into SSA T2)	Other
Geography	Other
Sociology and Social Policy	Other
Politics	Other
Economics	Other
Anthropology	Other
Languages, Literature and Culture (Not Classified into SSA T2)	Other
Languages, Literature and Culture of the British Isles	Other
Other Languages, Literature and Culture	Other
Linguistics	Other
Education and Training (Not Classified into SSA T2)	Other
Teaching and Lecturing	Other
Direct Learning Support	Other
Preparation for Life and Work (Not Classified into SSA T2)	Other
Foundations for Learning and Life	Other
Preparation for Work	Other
Business, Administration and Law (Not Classified into SSA T2)	Other
Accounting and Finance	Other
Administration	Other
Business Management	Other
Marketing and Sales	Other
Law and Legal Services	Other