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# Further Education Activity in Northern Ireland: 2009/10 to 2013/14

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Statistics & Research Branch  
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Department for Employment  
and Learning  
Adelaide House  
39-49 Adelaide Street  
Belfast  
BT2 8FD

### Lead Statisticians:

Allan Matthews; Lucy Graham  
0280 90 257727 / 257848

### Emails:

[allan.matthews@delni.gov.uk](mailto:allan.matthews@delni.gov.uk)  
[lucy.graham@delni.gov.uk](mailto:lucy.graham@delni.gov.uk)

### Internet:

<http://www.delni.gov.uk/statistics>

This statistical bulletin presents a range of analysis regarding enrolments (both regulated and non-regulated) in the NI FE Sector covering academic years 2009/10 to 2013/14. The statistics presented in this bulletin cover the characteristics of those enrolling in FE colleges and areas of deprivation, funding streams, and performance (retention, achievement and success rates) over the five year period.

### Key points:

- Over the past five academic years, the number of enrolments at FE colleges decreased by 9.4% from 199,577 in 2009/10 to 180,825 in 2013/14 (Figure 1, Table A1).
- The proportion of regulated enrolments in 2009/10 was 81.9% and 81.8% in 2013/14 (Figure 6).
- Of the 141,778 regulated enrolments in 2013/14 those at 'Level 1 and below' accounted for 22.3% (31,597), 46.0 % (65,252) at 'Level 2', 23.0% (32,550) at 'Level 3' and 8.2% (11,576) were at 'Level 4 and above'. This indicates that over three-quarters (77.1%) of regulated provision are at 'Level 2 or above' (Figure 16, Table A10).
- In 2013/14, enrolments were fairly evenly spread across the five groupings of deprivation (Figure 18).
- Over the period 2010/11 to 2013/14 the retention rate in FE colleges increased from 87.7% to 89.1%, achievement rate increased from 80.3% to 87.1% and success rate from 70.4 to 77.6% (Figure 34, Table A19).

## Reader Information

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Authors	Allan Matthews, Lucy Graham, Jamie Mill, Stephen McGonagle, Laura Smyth.
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## About Statistics & Research Branch (SRB)

Statistics & Research Branch is responsible for the collection, quality assurance, analysis and publication of timely and accurate information derived from a wide range of statistical information returns supplied by the further education colleges across Northern Ireland and the Higher Education Statistics Agency (HESA) focused on Northern Ireland Higher Educational Institutes and Northern Ireland domicile students in attendance at any UK Higher Educational Institute. Statistical information is collected routinely from a variety of electronic individual level administrative system.

The Head of the Branch is the Principal Statistician, Mrs. Laura Smyth. The Branch aims to present information in a meaningful way and provide advice on its uses to customers in the DEL Committee, Further Education Colleges, Universities, Professional Advisory Groups, policy branches within the DEL, other educational organisations, academia, private sector organisations, charity/voluntary organisations as well as the general public. The statistical information collected is used to contribute to major exercises such as reporting on the performance of the Further Education and Higher Education sectors, other comparative performance exercises, target setting and monitoring, departmental research projects, development of service frameworks as well as policy formulation and evaluation. In addition, the information is used in response to a significantly high volume of Parliamentary / Assembly questions and ad-hoc queries each year.

Information is disseminated through a number of key statistical publications, including: Further Education activity, Essential Skills enrolments and outcomes, Higher Education enrolments, Higher Education qualifications, Destinations of leavers from Higher Education to name but a few.

A detailed list of these publications is available from:

**Website:** <http://www.delni.gov.uk/index/statsandresearch.htm>

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## Explanatory Notes

This statistics release is the first of an annual series presenting information on enrolments at Further Education (FE) colleges in Northern Ireland.

The 'Technical Notes' at the end of the report provide detailed information on the methodology used to produce the statistics and the definitions of the terms used within the report.

Where tables and figures are mentioned within the commentary these are hyperlinked to their location within the document.

## Data Collection

The information presented in this statistical bulletin has been derived from a series of statistical returns (listed below) provided by FE colleges.

- Further Education Statistical Return (FESR)
- Further Education Leavers Survey (FELS)
- Consolidated Data return (CDR)
- Funded Learning Unit (FLU)

The statistics in regard to 2009/10 to 2012/13 have been derived from the FESR, FELS and FLU. The CDR only came into operation for the 2013/14 academic year and is used for analysis related to this year. Each of the data returns are computerised data files consisting of individual records for each enrolment recorded by FE colleges during each academic year.

Over the last number of years there has been extensive work carried out to develop a CDR, which aims to bring the five main individual Departmental returns from FE colleges, namely FLU, FESR, Essential Skills Enrolment Return (ESER), Entitlement Framework (EF) and FELS, together into a single dataset.

There are significant benefits to be realised in collating all the data requirements of the Department into one single return. Streamlining the production process of data increases the efficiency of the process in generating the data. With extra information now available for each enrolment record, it also increases the potential in terms of analytical ability, whilst increasing the consistency of analysis across all FE college data by reducing the potential of using several datasets. Data quality is also enhanced with data being generated at the same point in time and a significant number of validations employed on the data through the CDR process.

The figures in this statistical bulletin are a full year count of enrolments; however it should be noted that students may be enrolled on more than one course at a given time and will therefore be counted as two or more enrolments. This report includes data relating to the academic years 2009/10 to 2013/14. Data for the previous academic years can be found at:



<http://www.delni.gov.uk/further-education-stats>

## **Rounding**

Percentages have been rounded to one decimal place and as a consequence some percentages may not sum to 100 and that determining the percentage point(s) difference may not equate to the difference between two percentages due to rounding.

## **Data Quality**

All information presented in this bulletin has been validated and quality assured by FE colleges prior to publication. FE colleges are given a set period of time to submit the information to Statistics & Research Branch. Following submission, SRB perform a series of validation checks to ensure that information is consistent both within and across returns. Trend analyses are used to monitor annual variations and emerging trends. Queries arising from validation checks are presented to FE colleges for clarification and if required, returns may be amended and/or re-submitted. Finally, prior to the publication of this information the data is presented to FE colleges for final sign-off.

## **Main Uses of Data**

The main uses of these data are to monitor Further Education activity, to help assess FE college performance, for corporate monitoring, to inform and monitor related policy, and to respond to parliamentary/assembly questions and ad-hoc queries from the public.

The Department for Employment & Learning (DEL) is responsible for the policy, strategic development and financing of the statutory FE sector. Analysis of data trends against key strategic priorities remain a crucial component of data development within DEL. The analysis within this report is particularly relevant in the context of the 2011-2015 Programme for Government commitment of delivering over 200,000 qualifications at level 2 and above.

## **Who will be interested?**

The information presented in this statistical bulletin will be of interest to a wide variety of people. For example the statistics within and those derived from this bulletin are currently used by DEL policy officials in their role of assisting and advising the Minister for DEL to discharge his duties; by the NI Assembly and DEL committee to scrutinise the FE sector; by other government departments such as the Department of Education; by prospective students to inform their choices around further education; by local businesses to quantify the supply of those qualifying in their business area and by researchers and academics to try and understand the underlying trends in FE. Further details about the uses made of FE statistics can be found in the notes and definitions section below.

## **Contextual Information for Using Further Education Statistics**

Please be aware that contextual information about Northern Ireland and the Further Education services provided is available to read while using statistics from this publication. This includes information on the current and future population, structures within the Further Education system, and the vision for Further Education services as well as targets. This information is available at the following link:

<http://www.delni.gov.uk/contextual-information-for-using-further-education-statistics>

## **The Register of Regulated Qualifications (RRQ)**

The Office of Qualifications, Assessment and Examinations (OFQUAL) and the Council for the Curriculum, Examinations and Assessment (CCEA) ensure qualifications and examinations offered by awarding organisations are of an appropriate quality and standard. OFQUAL regulates GCSEs and A levels in England, and a wide range of vocational/professional and technical qualifications both in England and Northern Ireland whilst CCEA regulates GCSE, A Levels and Essential Skills in Northern Ireland. The qualifications verified by OFQUAL and CCEA reside on a register of regulated qualifications (RRQ).

OFQUAL is independent of Government ministers and reports directly to Parliament in Westminster and the Northern Ireland Assembly. CCEA is a non-departmental public body reporting to the Department of Education and the Department for Employment and Learning in Northern Ireland.

Links to both organisations' websites can be found below:

<http://ofqual.gov.uk/>

<http://www.ccea.org.uk/>

The National Qualifications Framework (NQF) and Qualifications and Credit Framework (QCF) set out the levels against which a qualification can be recognised in England, Wales and Northern Ireland. The European Qualifications Framework (EQF) provides a way to compare the level of qualifications across different countries and systems in Europe, making them easy to understand.

## Higher education qualifications

The Quality Assurance Agency (QAA) is responsible for the Framework of Higher Education Qualifications (FHEQ) which covers higher education qualifications from level 4 to level 8. For more information on the FHEQ you should contact the QAA:

<http://www.qaa.ac.uk>

In this analysis the terms 'regulated enrolments' or 'regulated courses' are used as short hand to indicate those enrolments on courses which have the potential for individuals to obtain a regulated qualification at the end of it.

## Comparing levels of qualifications

Each regulated qualification has a level between entry level and level 8. Qualifications at the same level are a similar level of demand or difficulty. The content and size of qualifications at the same level may be quite different.

For further information on comparing qualifications across the UK, Ireland and overseas please refer the link:

<http://ofqual.gov.uk/help-and-advice/comparing-qualifications/>

## An Official Statistics Publication

The statistics within this bulletin were compiled in accordance with Official Statistics guidelines. They aim to meet identified user needs; are accessible and explained; are produced in accordance with sound methods; and are managed impartially and objectively in the public interest.

Further information on the Code of Practice for Official Statistics is available at:

<http://www.statisticsauthority.gov.uk/assessment/code-of-practice/>.

A list of those who received 24-hour pre-release access to this publication is available at:

<http://www.delni.gov.uk/index/publications/r-and-s-stats/list-of-del-statistics.htm>

## Further Education Activity Information Elsewhere in the United Kingdom

While it is our intention to direct users to Further Education activity information elsewhere in the UK, users should be aware that Further Education activity information in other administrations are not always measured in a comparable manner to those in Northern Ireland due to differing counting rules. Details of the Further Education activity information published elsewhere in the UK can be found as detailed below.

England

<https://www.gov.uk/government/collections/fe-data-library>

Scotland

[http://www.sfc.ac.uk/statistics/further\\_education\\_statistics/infact\\_database/infact\\_database.aspx](http://www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx)

Wales

<http://wales.gov.uk/docs/statistics/2014/140326-further-education-work-based-learning-adult-community-learning-2012-13-en.pdf>

## **Feedback**

As we want to engage with users of our statistics, we invite you to feedback your comments on this publication to:

**Allan Matthews or Lucy Graham**

**Email:** [allan.matthews@delni.gov.uk](mailto:allan.matthews@delni.gov.uk) or [lucy.graham@delni.ov.uk](mailto:lucy.graham@delni.ov.uk)

**Tel:** (028) 90 257727 or 90 257848

## Key points for Further Education (FE) Activity

### **We have fewer enrolments.....**

Over the past five academic years, the number of enrolments at FE colleges decreased by 9.4% from 199,577 in 2009/10 to 180,825 in 2013/14.

### **...but consistent proportions on regulated courses.**

The proportion of regulated enrolments in 2009/10 was 81.9% and 81.8% in 2013/14.

### **The student population is getting younger....**

Over the 5 year period between 2009/10 and 2013/14, the majority of regulated enrolments were aged '19 and under', with a year-on-year increase from 50.5% in 2009/10 to 58.0% in 2013/14.

### **... the vast majority are part time courses.....**

Mode of attendance has remained fairly constant over the five year period. In 2009/10 full-time provision was 14.9% with 85.1% part-time; while in 2013/14 the split was 14.3% full-time and 85.7% part-time.

### **....and more studying at level 2.**

Of the 141,778 regulated enrolments in 2013/14 those at 'Level 1 and below' accounted for 22.3% (31,597), 46.0 % (65,252) at 'Level 2', 23.0% (32,550) at 'Level 3' and 8.2% (11,576) were at 'Level 4 and above'. This indicates that over three-quarters (77.1%) of regulated provision are at 'Level 2 or above'.

### **More males studying full-time than females.....**

It is interesting to note that upon examining regulated enrolments by mode of attendance and gender, it illustrated that in part-time provision there is a fairly even gender split, while males (56.9%) are the majority in the full-time in 2013/14.

### **.....and there is variation in gender, in terms of the regulated course subject area.**

In 2013/14, females accounted for the vast majority in 'Health, Public Services and Care' (84.3%) and in 'Retail and Commercial Enterprise' enrolments (77.8%). Male-dominated subject areas included 'Construction, Planning and the Built Environment' (96.8%) and 'Engineering and Manufacturing Technologies' (93.3%).

In 2013/14, regulated enrolments were fairly evenly spread across the five groupings of deprivation.

### **At Northern Ireland level, deprivation is not a substantial factor. However, this differs at college level.**

NWRC had almost a third (32.6%) of enrolments from the most deprived areas, however only 2.7% from the least deprived areas. Over half of BMC regulated enrolments are quite polarised in that 56.3% are from either the most or least deprived grouping of areas.

The largest proportion of regulated enrolments for SERC was from the most affluent areas (25.8%). Over 50% of SWC regulated enrolments came from the two most deprived grouping of areas.

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**Majority of enrolments are funded through Funded Learning Unit (FLU).**

Of the 180,825 enrolments in 2013/14, over two-thirds (68.9%) were funded through the Funded Learning Unit (FLU), 12.9% were funded through government training programmes, 11.2% were cost recovery and 6.5% through the Entitlement Framework programme. There were a further 0.4% of enrolments where the funding stream was classed as 'Other'.

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**Increases in total qualifications are mainly due to increases in SERC and SWC.**

From 2010/11 to 2013/14, there were large increases in qualifications for SERC (26.8%) and SWC (10.8%) and lower increases in NRC (0.7%) and NWRC (0.2%). In BMC there was a decrease falling from 20,175 qualifications to 19,244 qualifications (4.6%). In SRC there was a slight decrease (0.2%) from 17,852 qualifications to 17,808 qualifications, over this same period.

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**Performance of FE Colleges is continuously improving.**

Over the period 2010/11 to 2013/14 the retention rate in FE colleges increased by 1.4 percentage points from 87.7% to 89.1%. This implies that more people are staying on and completing their course.

The achievement rate of FE colleges rose 6.8 percentage points from 80.3% to 87.1% over the period 2010/11 to 2013/14. This indicates that of those who complete, more achieved their qualification in 2013/14 than in 2010/11.

The success rate (i.e. the proportion of students staying on their course and achieving a qualification) increased from 70.4% in 2010/11 to 77.6% in 2013/14 (almost 7.3 percentage points).

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Further Education (FE) colleges are the main providers of further education and training in Northern Ireland (NI) and play a central role in up-skilling and re-skilling the population through a broad range of courses leading to qualifications, covering a wide variation of subjects and level, from entry level right up to Higher Education (which is at level 4 and above).

A typical enrolment on a 'regulated course' is:

- 19 and under;
- Part-time;
- Studying a general FE course;
- Studying at level 2;
- Studying 'Preparation for Life & Work', 'ICT', or 'Health, Public Services and Care'.

## Introduction

Further Education (FE) colleges are the main providers of further education and training in Northern Ireland (NI). The sector plays a central role in raising literacy and numeracy levels and in up-skilling and re-skilling the population through a broad range of courses leading to qualifications, particularly at National Qualifications Framework (NQF) and Qualifications and Credit Framework (QCF) levels 2 and 3 and equivalents. Higher Education (at level 4 and above) is also delivered across the FE colleges.

This statistical bulletin has been produced by statisticians within DEL and presents a range of analysis regarding enrolments in the NI FE Sector covering academic years 2009/10 to 2013/14. The statistics presented in this bulletin cover the characteristics of those enrolling in FE colleges and trends across a range of variables including gender, age, mode of attendance, provision area, level of study, subject area, areas of deprivation, funding streams, and performance (retention, achievement and success rates) over the five year period.

## Structure

The bulletin is divided into four sections:

- Section 1 focuses on all enrolments at FE colleges in NI. Within Section 1 there are three subsections consisting of
  - an examination of all enrolments,
  - whether regulated provision or not and
  - the funding streams of enrolments.
- Section 2 concentrates on all regulated enrolments.
- Section 3 focuses on FLU funded enrolments only, presenting in a similar format to Section 1.
- The final section 4 details the qualifications and performance of final year enrolments at FE colleges in NI.

In all four sections the analysis are broken down into the trend and patterns of the entire FE sector, the individual FE colleges and then a focus on the most recent full 2013/14 academic year, examining both the FE sector and FE colleges.

## Policy and Operational Context

The Minister for DEL has responsibility within the NI Executive for the NI FE colleges. He is also accountable to the NI Assembly and Assembly's Committee for Employment and Learning, which undertakes a scrutiny, policy development and consultation role with respect to the Department for Employment and Learning and plays a key role in the consideration and development of legislation.

It is within this context that DEL has developed a Further Education Strategy for Northern Ireland, which aims to promote and sustain the development of an internationally competitive sector, accessible to all who are able to benefit, given the funding available, and meeting the needs of the Northern Ireland economy and wider society. This bulletin forms part of the evidence base informing the implementation of the FE Strategy, and will help shape the Department's future policies, in particular developing a new strategy for further education in Northern Ireland.

[‘Further Education Means Business’](#), the current strategy for further education in Northern Ireland, was issued in February 2004 and states that the primary strategic objective of the sector will be to support economic development. The strategy articulates what this will mean:

- a sharper and greater focus on the provision of skills for the economy, from basic literacy and numeracy to high level technical skills, with a particular focus on levels 2 to 4;
- provision of a qualifications based curriculum which is more clearly related to economic requirements;
- clear progression routes to higher level skills are provided for students;
- working more closely with schools to ensure that increasing numbers of school pupils, at ages 14-19, have access to vocational experience;
- ensuring that 16-19 year olds in further education have the skills, knowledge and understanding to enhance their employability and take their place in the world of work, either immediately or after further study;
- where necessary further education students will have access to Essential Skills provision in literacy, numeracy and information and computer technology (ICT);
- enabling students to develop enterprise as a central element of further education;
- working actively with other agencies and local employers, especially small employers, to offer technical support, business management support, assistance with product development, incubation and bespoke training; and
- engaging with training and employability programmes to widen entry into employment.

Quality improvement is a key strategic priority for DEL, an important element of which is monitoring colleges' performance in terms of learner retention and achievement.



## Section 1: Further Education college enrolments

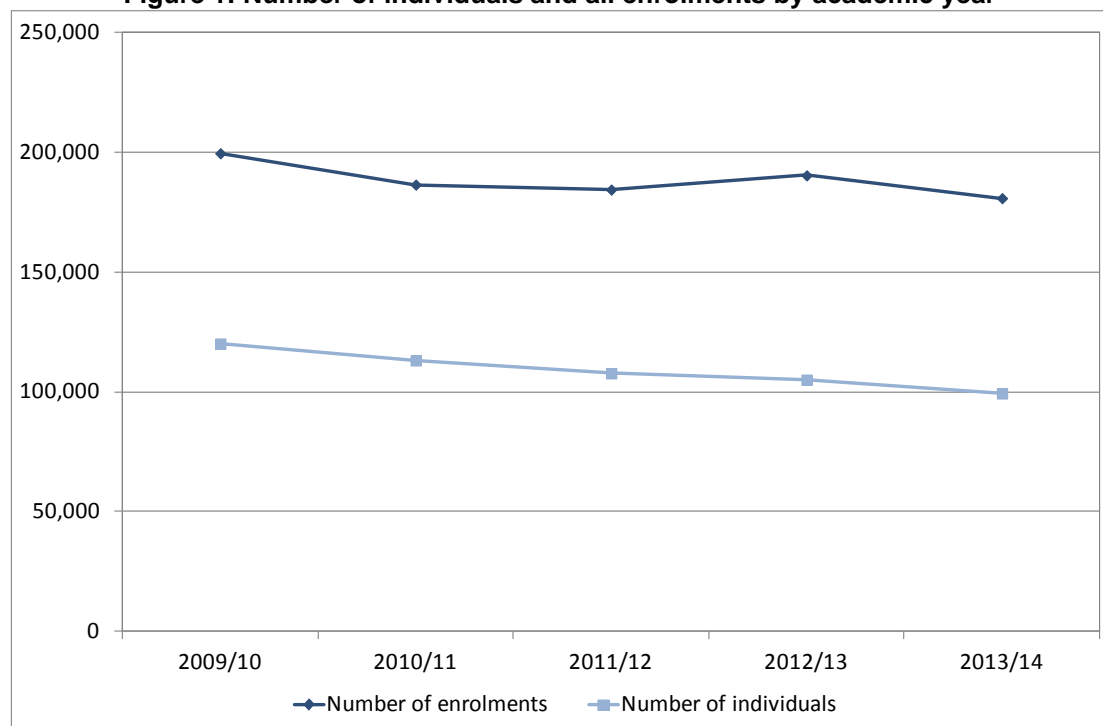
### 1.1 – All enrolments

All enrolments at Further Education (FE) colleges include general further education courses, Essential Skills provision and Higher Education in Further Education (HE in FE). General further education provision includes enrolments funded through Funded Learning Unit (FLU), government training programmes, Entitlement Framework and cost recovery. Most FE college provision are courses which can potentially lead to a regulated, qualification on the RRQ; a smaller proportion are non-regulated (i.e. a small number that have the potential to lead to a formal qualification not on the RRQ, as well as hobby & leisure [recreational] courses).

#### Five year trend – 2009/10 to 2013/14

Over the past five academic years, the number of enrolments at FE colleges decreased by 9.4% from 199,577 in 2009/10 to 180,825 in 2013/14. The number of individuals also decreased but more substantially, with a decrease of 17.3% from 120,102 students in 2009/10 to 99,293 in 2013/14. This would suggest that while there are fewer students enrolling at FE colleges, those that do enrol are undertaking a higher number of courses. The enrolment per individual figure has increased from 1.7 to 1.8 over the five years (Figure 1, Table A1).

**Figure 1: Number of individuals and all enrolments by academic year**



## FE colleges

Only Belfast Metropolitan College (BMC) had a pattern for all enrolments that was consistent with the entire FE sector between 2009/10 and 2013/14. Four of the six colleges showed a decrease in enrolments [BMC (32.0%), SRC (17.8%), NWRC (8.0%) and NRC (4.4%)] across the five year period however enrolments at SERC (22.1%) and SWC (10.0%) increased (Table 1).

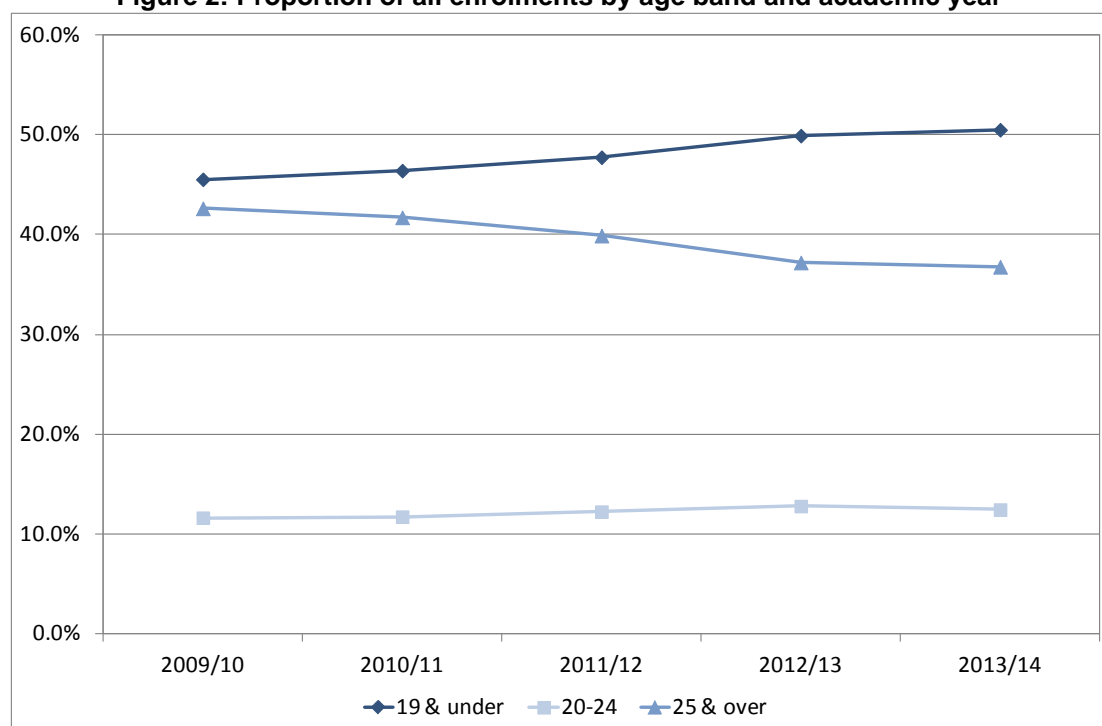
**Table 1: All enrolments by FE college and academic year**

FE college	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14
BMC	54,466	43,171	38,563	39,950	37,055
NRC	25,686	25,468	26,861	25,285	24,557
NWRC	25,173	26,072	25,662	24,953	23,167
SERC	29,340	30,275	31,267	37,312	35,832
SRC	40,248	37,081	35,492	35,436	33,075
SWC	24,664	24,403	26,575	27,408	27,139
<b>NI Total</b>	<b>199,577</b>	<b>186,470</b>	<b>184,420</b>	<b>190,344</b>	<b>180,825</b>

## Age

In 2009/10 the proportion of enrolments in the age bands '19 and under' and '25 and over' accounted for almost the same proportion (45.5% and 42.6%, respectively). Since then, year on year these proportions have diverged from one another with '19 and under' accounting for over half (50.5%) and '25 and over' accounting for 36.8% in 2013/14. Over the same period the proportion of '20 to 24' year olds increased slightly from 11.6% to 12.5% (Figure 2, Table A2).

**Figure 2: Proportion of all enrolments by age band and academic year**



Please note there are a small element of unknown ages (<0.5%) not labelled in the chart but included in Table A2.

## Gender

In terms of the gender profile, the proportion of females enrolled at FE colleges decreased from 53.2% in 2009/10 to 50.8% in 2013/14, while male enrolments increased from 46.8% to 49.2% over the same period (Table A3).

## Mode of attendance

In 2009/10, the proportion of all enrolments within full-time provision was 14.9% with 85.1% part-time. This split, in terms of mode of attendance, has remained fairly constant over the five year period. In 2013/14 the proportions were 14.3% full-time and 85.7% part-time (Table A4).

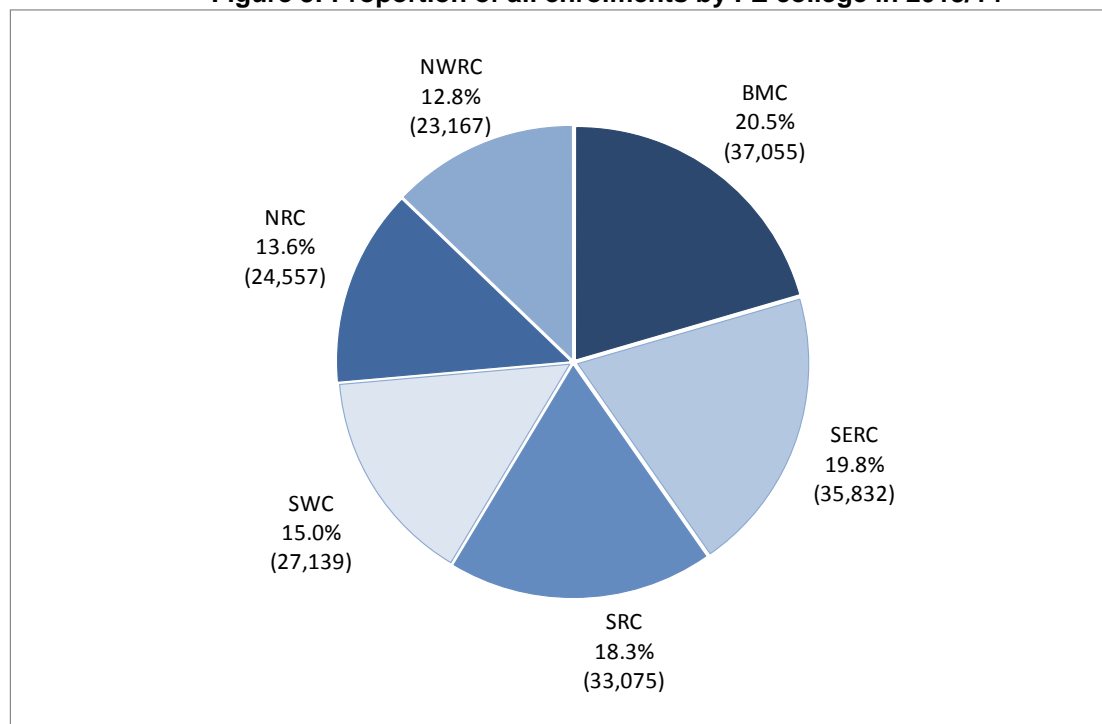
## Academic year 2013/14

In 2013/14, there were 180,825 enrolments at FE colleges in Northern Ireland. Of these enrolments there were a total of 99,293 individual students, and further analysis indicates that over 38,000 individual students were enrolled on more than one course (Table A1).

## FE colleges

Of the 180,825 enrolments in 2013/14, BMC had the highest proportion, accounting for 20.5% (37,055). This was followed by 19.8% (35,832) in SERC, 18.3% (33,075) in SRC, 15.0% (27,139) in SWC, 13.6% (24,557) in NRC and 12.8% (23,167) in NWRC (Figure 3, Table A5).

Figure 3: Proportion of all enrolments by FE college in 2013/14



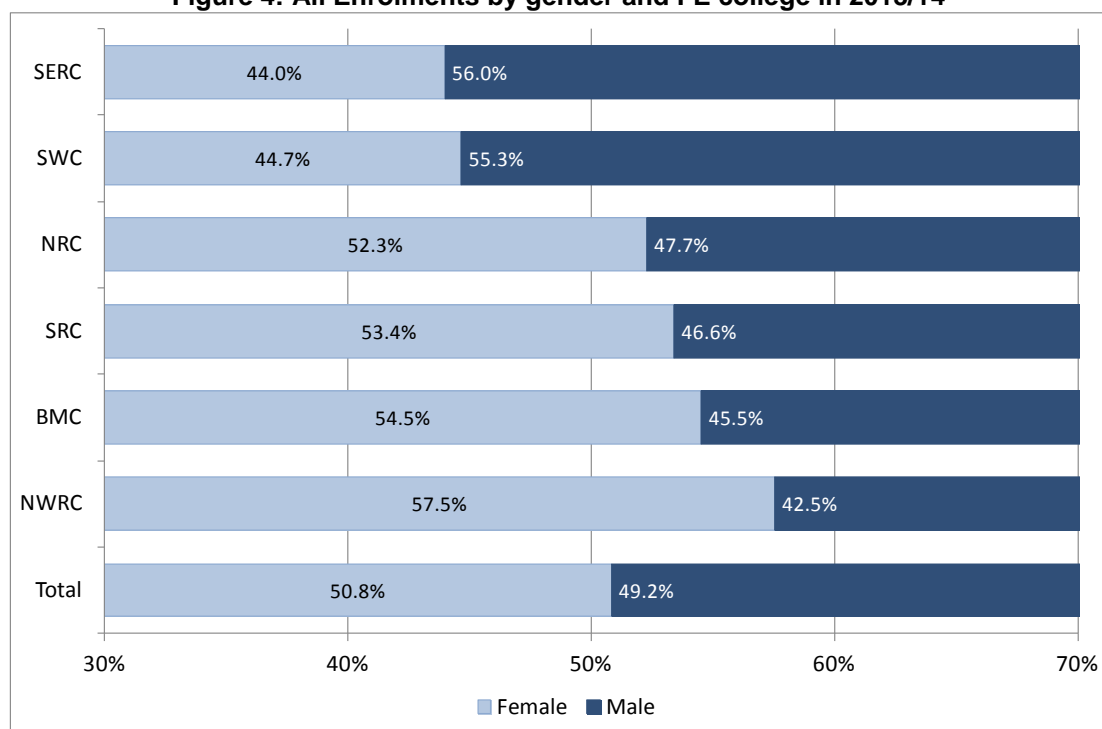
## Age

The majority (50.5%) of the enrolments in 2013/14 were aged '19 and under' with a further 12.5% aged '20 to 24' and 36.8% aged '25 and over'. In five of the six colleges the highest proportion of enrolments were aged '19 and under', however in NWRC the highest proportion were aged '25 and over' (Table A2).

## Gender

There was wide variation across the six colleges in terms of the gender profile. Four of the six colleges had a higher proportion of females [NWRC (57.5%), BMC (54.5%), SRC (53.4%) and NRC (52.3%)], and the others had higher proportions of males [SERC (56.0%), SWC (55.3%)]. The resultant effect was a fairly even split across the FE sector in terms of the gender profile with 50.8% female and 49.2% male (Figure 4, Table A3).

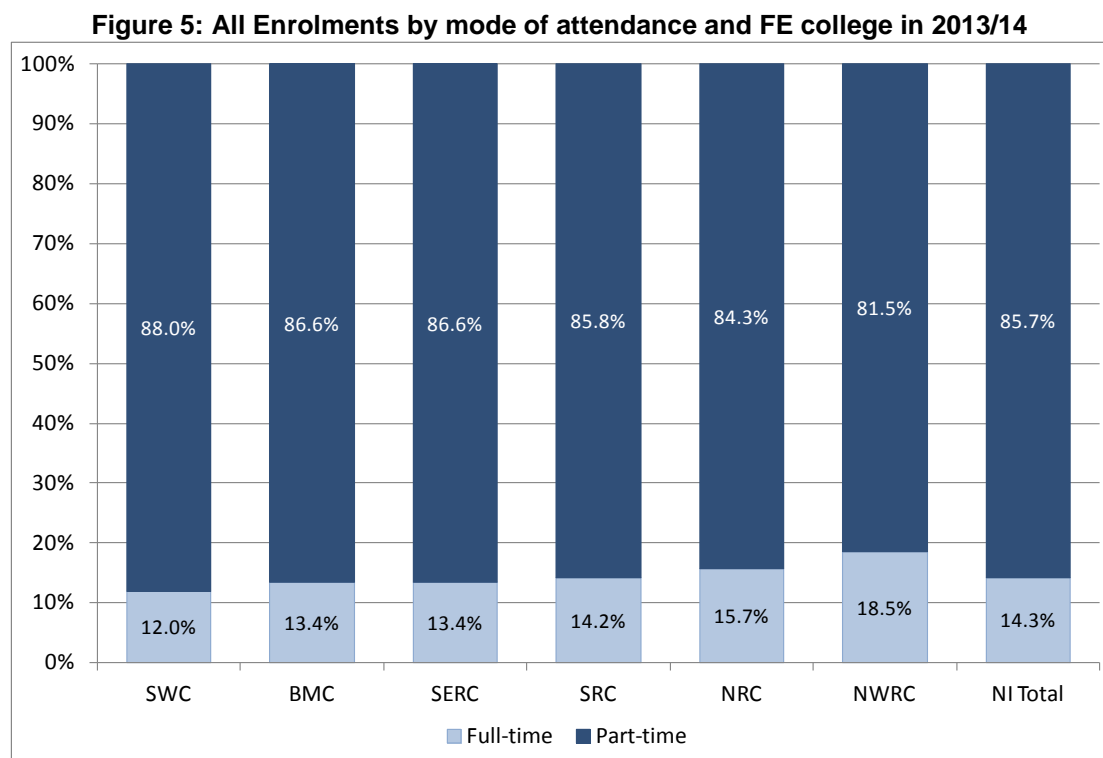
**Figure 4: All Enrolments by gender and FE college in 2013/14**



## Mode of attendance

During 2013/14, full-time provision accounted for 14.3% of all enrolments and part-time provision the remaining 85.7% (Figure 5, Table A4).

In comparison with the FE sector, NWRC (18.5%) had the highest proportion of full-time, while SWC (12.0%) had the lowest proportion. Across all colleges the vast majority of all enrolments were on a part-time basis, ranging from 81.5% in NWRC to 88.0% in SWC (Figure 5, Table A4).



## **1.2 - Regulated & Non-regulated enrolments**

Within this section of analysis 'regulated enrolments' between 2009/10 and 2012/13 are defined as any enrolment which are not hobby & leisure, or recreational, identified through the qualification aim supplied by the FE college.

An internal departmental review was conducted in 2014 on the definition of 'regulated' provision to ensure clarity and consistency across data analysis. Consequently, for the academic year 2013/14, 'regulated enrolments' are regarded as those on courses that are at 'level 3 or below' and appear on the Register of Regulated Qualifications (RRQ), which contains qualifications on both the Qualifications and Credit Framework and the National Qualifications Framework or part of the Department's Prescribed List of Approved Qualifications<sup>1</sup> (PLAQ/Access list) and Higher Education qualifications ('level 4 and above').

In 2013/14 'non-regulated enrolments' are those which potentially lead to a formal qualification (at 'level 3 or below') but do not appear on the RRQ or where a qualification is not expected, typically hobby & leisure, or recreational courses.

The new definition of 'regulated enrolments' in 2013/14 may result in a change in the proportion of regulated enrolments and therefore comparison with earlier years will need to take this into context.

The changes in the proportions of regulated and non-regulated enrolments, over the period 2009/10 to 2013/14, reflect the '[Further Education Means Business](#)' strategy, aimed at reducing the number of non-regulated enrolments and encouraging regulated economically focussed provision.

### **Five year trend – 2009/10 to 2013/14**

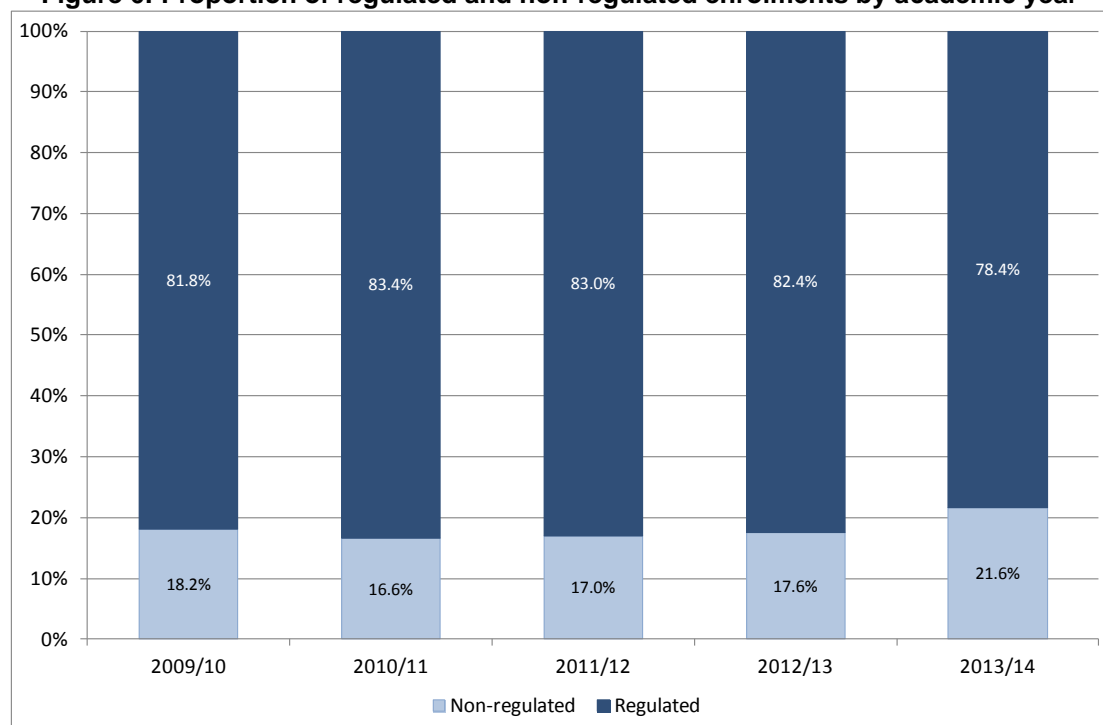
Please note any comparisons on regulated or non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. For example, regulated enrolment proportions have decreased by 3.4 percentage points from 81.8% in 2009/10 to 78.4% in 2013/14. However, the estimated real change in regulated enrolments is only a 0.1 percentage point decrease based on comparisons of the regulated enrolment count if the 'old' definition was applied in 2013/14 (Figure 6, Table A5).

Non-regulated enrolment proportions have increased by 3.4 percentage points from 18.2% in 2009/10 to 21.6% in 2013/14 (Figure 6, Table A5). However, the estimated real change in regulated enrolments is only a 0.1 percentage point increase based on comparisons of the regulated enrolment count if the 'old' definition was applied in 2013/14. Consequently only trend analyses which are appropriate are included in this publication. Refer to technical note 13 for further details on this estimation work.

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<sup>1</sup> Prescribed List of Approved Qualifications (PLAQ) are defined within Annex B: Definitions

**Figure 6: Proportion of regulated and non-regulated enrolments by academic year**



## Age<sup>2</sup>

Over the 5 year period between 2009/10 and 2013/14, the majority of regulated enrolments were aged '19 and under', with a year-on-year increase from 50.5% in 2009/10 to 58.0% in 2013/14. Conversely, the proportion of regulated enrolments aged '25 and over' have decreased each year from 36.6% to 28.6%. Those aged '20 to 24' increased slightly, accounting for 12.8% in 2009/10 and 13.4% in 2013/14 (Figure 7).

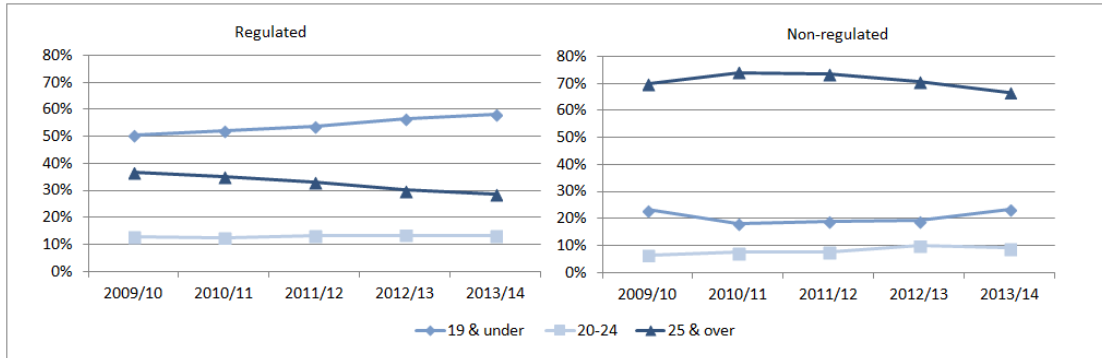
A very different pattern is apparent with non-regulated enrolments across the same 5 year period. The majority of non-regulated enrolments each year were aged '25 and over'. In 2009/10, 69.8% of all non-regulated enrolments were aged '25 and over', falling to 66.6% in 2013/14. Non-regulated enrolments aged '19 and under' remained constant between the two years (23.2% in 2009/10 to 23.3% in 2013/14) and those aged '20 to 24' showed a slight increase from 12.8% to 13.4%.

Older people are enrolling on 'non-regulated' type courses while younger people enrol on formally recognised qualification based courses (Figure 7).

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<sup>2</sup> Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to technical note 13 for further details on this.

**Figure 7: Proportion of regulated and non-regulated enrolments by age by academic year**



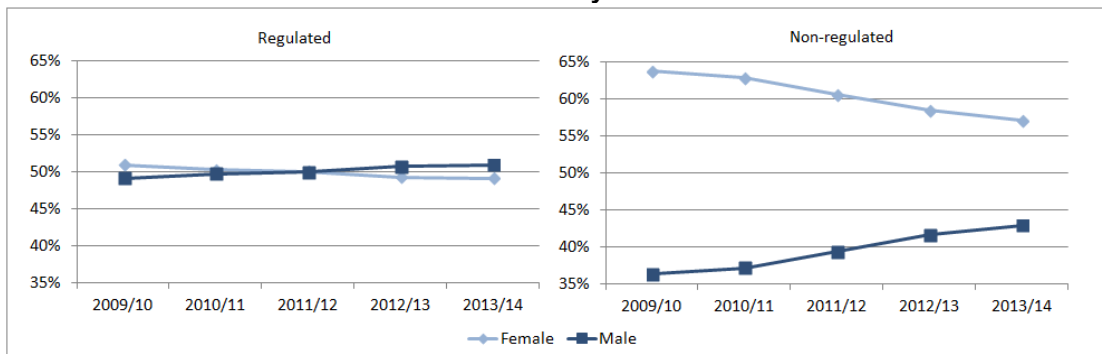
Please note there are a small element of unknown ages (<0.5%) not labelled in the chart.

## Gender<sup>2</sup>

In 2009/10, 50.9% of regulated enrolments were female and the remaining 49.1% male. In 2011/12 however, the gender split became balanced with 50.0% for both female and male. Since 2012/13 male enrolments have been the larger share of regulated provision. In 2013/14 males accounted for just over half (50.9%) of the regulated enrolments.

Gender differences are more notable for non-regulated courses with females accounting for a much higher proportion. However this has been decreasing over time as the proportion of females on non-regulated courses has dropped from 63.7% in 2009/10 to 57.1% in 2013/14, while for males it increased from 36.3% to 42.9% (Figure 8).

**Figure 8: Proportion of regulated and non-regulated enrolments by gender by academic year**



## Mode of attendance<sup>2</sup>

In 2009/10, 17.7% of regulated enrolments were full-time and 82.3% were part-time. This split of full-time and part-time provision remained almost constant across the following 4 years, with 18.2% full-time and 81.8% part-time in 2013/14 (Table A8).

For non-regulated courses, almost all enrolments were part-time, ranging from 97.3% in 2010/11 to 99.9% in 2013/14.



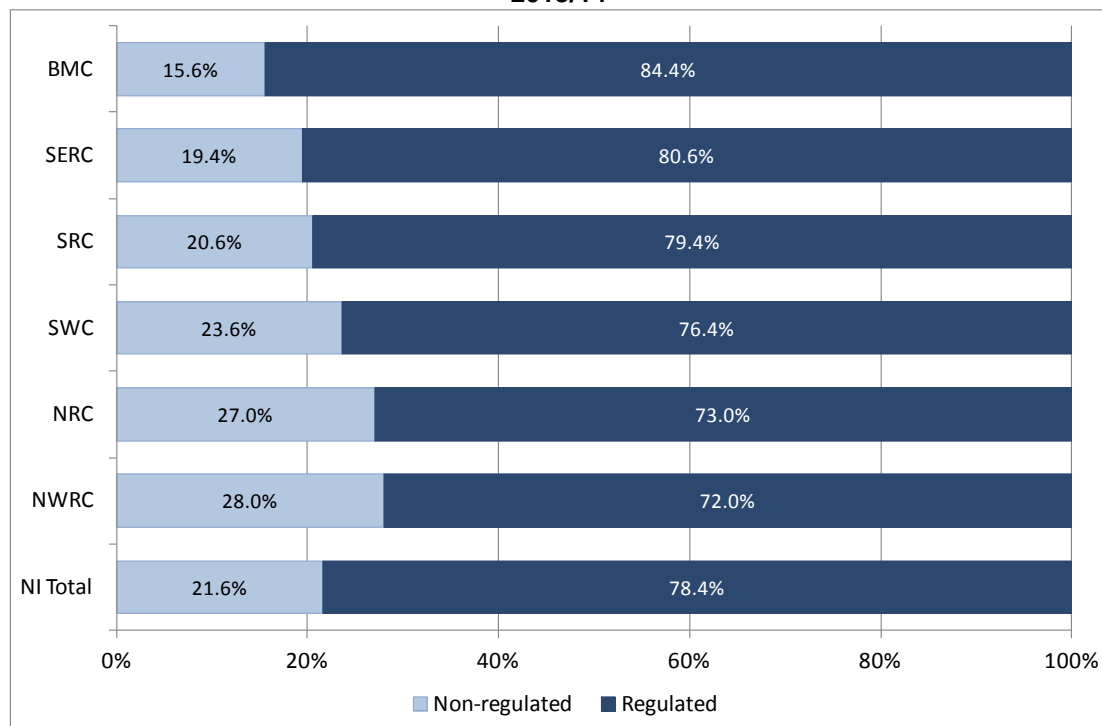
## Academic year 2013/14

Of the 180,825 enrolments during 2013/14, almost four-fifths (78.4%, 141,778) were on regulated courses and 21.6% (39,047) were on non-regulated courses. However, it should be noted that in line with the '[Further Education Means Business](#)' policy, only 2% of the Department's funding for further education colleges, in 2013/14, is in respect of recreational provision, part of the non-regulated element (Figure 9, Table A5).

### FE colleges

In each of the six colleges, the majority of enrolments were on regulated courses. BMC had the largest proportion of regulated enrolments with 84.4%, while NWRC had the smallest proportion of regulated provision with 72.0% (Figure 9, Table A5).

**Figure 9: Proportion of regulated and non-regulated enrolments by FE college in 2013/14**

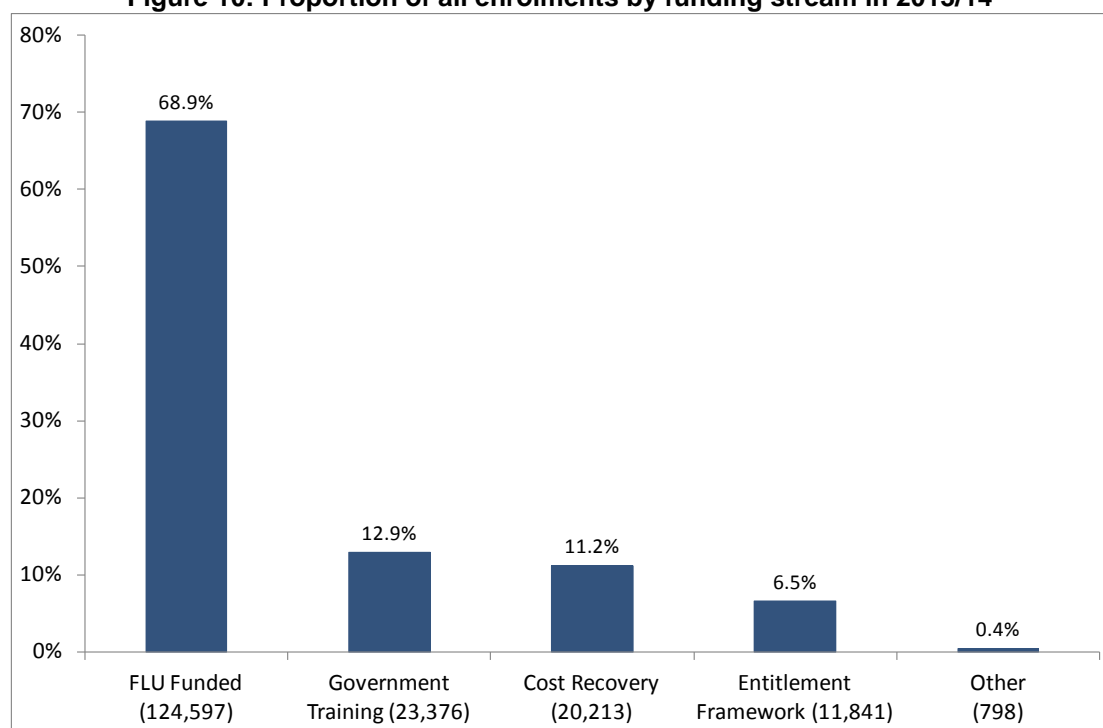


### 1.3 – Funding streams 2013/14

There are a number of funding streams available to FE colleges to deliver provision. These include direct funding from the Department for Employment & Learning (DEL) through either the Funded Learning Unit (FLU) mechanism or government training programmes such as Training for Success or Steps to Work. FE colleges can also receive funding from businesses/individuals, termed as cost recovery, or from other government departments, such as Department of Education (DE) through the Entitlement Framework programme. These are the main funding streams available and are analysed below for the academic year 2013/14.

Of the 180,825 enrolments in 2013/14, over two-thirds (68.9%) were funded through the Funded Learning Unit (FLU), 12.9% were funded through government training programmes, 11.2% were cost recovery and 6.5% through the Entitlement Framework programme. There were a further 0.4% of enrolments where the funding stream was classed as 'Other' (Figure 10, Table A14).

**Figure 10: Proportion of all enrolments by funding stream in 2013/14**



## Section 2: Regulated enrolments

### 2.1 – Academic year 2013/14

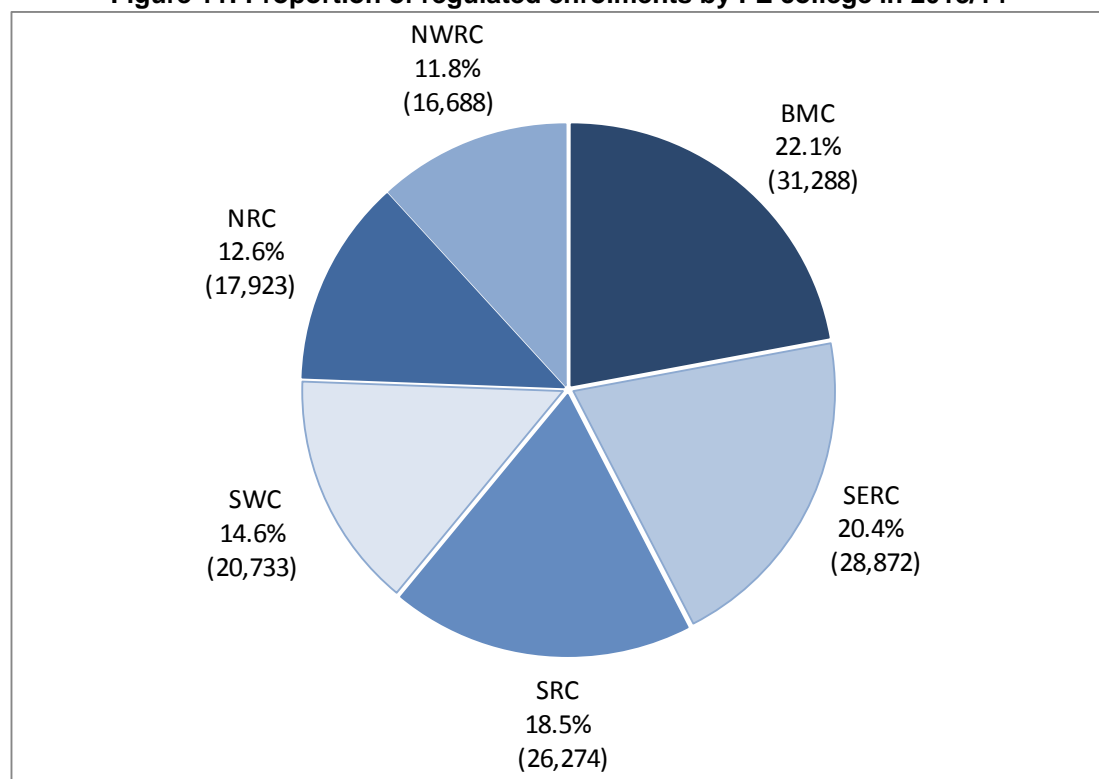
The following section focuses solely on regulated enrolments at FE colleges in the 2013/14 academic year. The Department's '[Further Education Means Business](#)' aims to deliver a more economically focused provision of further education which meets the needs of the economy. The strategy states that this should be delivered through regulated provision.

In 2013/14 there were 141,778 enrolments on regulated courses at FE colleges in Northern Ireland, of which there were 78,454 individual students. Further analysis indicates that over 30,000 of these students were enrolled on more than one programme of study resulting in 1.8 enrolments on regulated courses per individual in 2013/14 (Table A1).

#### **FE colleges**

Of the 141,778 regulated enrolments, BMC accounted for the highest proportion with 22.1% (31,288). This was followed by 20.4% (28,872) in SERC, 18.5% (26,274) in SRC, 14.6% (20,733) in SWC, 12.6% (17,923) in NRC and 11.8% (16,688) in NWRC (Figure 11, Table A5). This distribution of regulated enrolments is very similar to the pattern within all enrolments, as seen in Figure 3.

**Figure 11: Proportion of regulated enrolments by FE college in 2013/14**



## Age

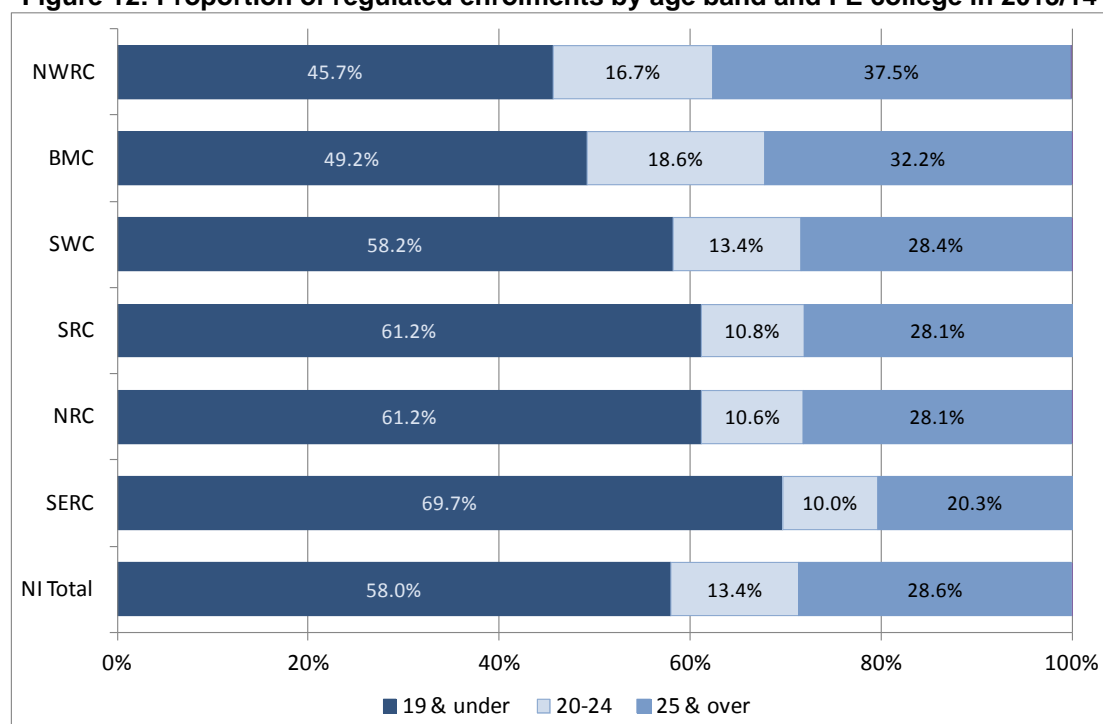
Of the 141,778 regulated enrolments in 2013/14, the majority (58.0%) were aged '19 and under', 13.4% aged '20 to 24' and 28.6% aged '25 and over' (Figure 12, Table A6).

Each of the six FE colleges show a similar trend to the overall FE sector with the age band '19 and under' having the highest proportions of regulated enrolments and '20 to 24' years olds having the lowest proportions.

In comparison with the FE sector age-profile SERC (69.7%), NRC (61.2%), SRC (61.2%) and SWC (58.2%) had greater proportions in '19 and under' but had smaller proportions of enrolments in the older age bands. Conversely, NWRC (45.7%) and BMC (49.2%) had lower proportions of enrolments aged '19 and under', whereas they had larger proportions within the older age bands. SWC showed a very similar pattern to the FE sector (Figure 12, Table A6).

As noted earlier for NWRC the highest proportion for all enrolments was those aged '25 and over', while for regulated enrolments only, it changes to '19 and under'. This change in pattern indicates that most of the non-regulated enrolments are being undertaken by older people within NWRC.

**Figure 12: Proportion of regulated enrolments by age band and FE college in 2013/14**



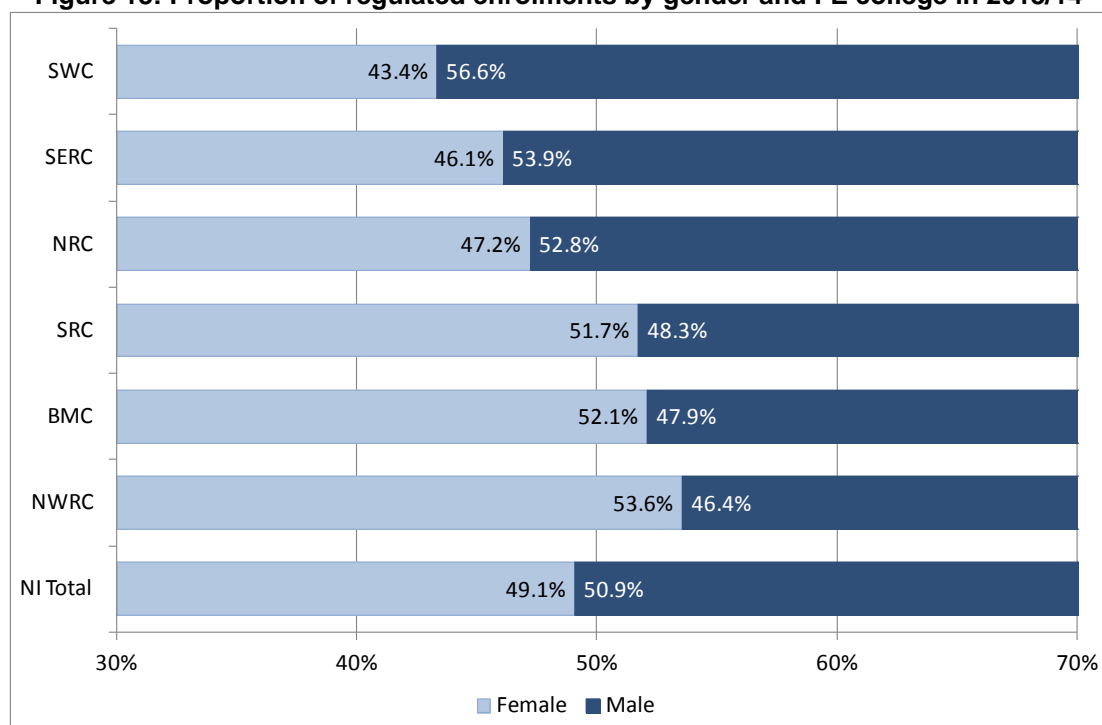
Please note there are a small element of unknown ages (<0.5%) not labelled in the chart but included in Table A6.

## Gender

There was wide variation across the six colleges, in terms of the gender profile. Half the colleges had a higher proportion of males [SWC (56.6%), SERC (53.9%) and NRC (52.8%)], while the others had higher proportions of females [NWRC (53.6%), BMC (52.1%) and SRC (51.7%)]. The resultant

effect was a fairly even split in terms of the gender profile with 49.1% female and 50.9% male (Figure 13, Table A7).

**Figure 13: Proportion of regulated enrolments by gender and FE college in 2013/14**



### Mode of attendance

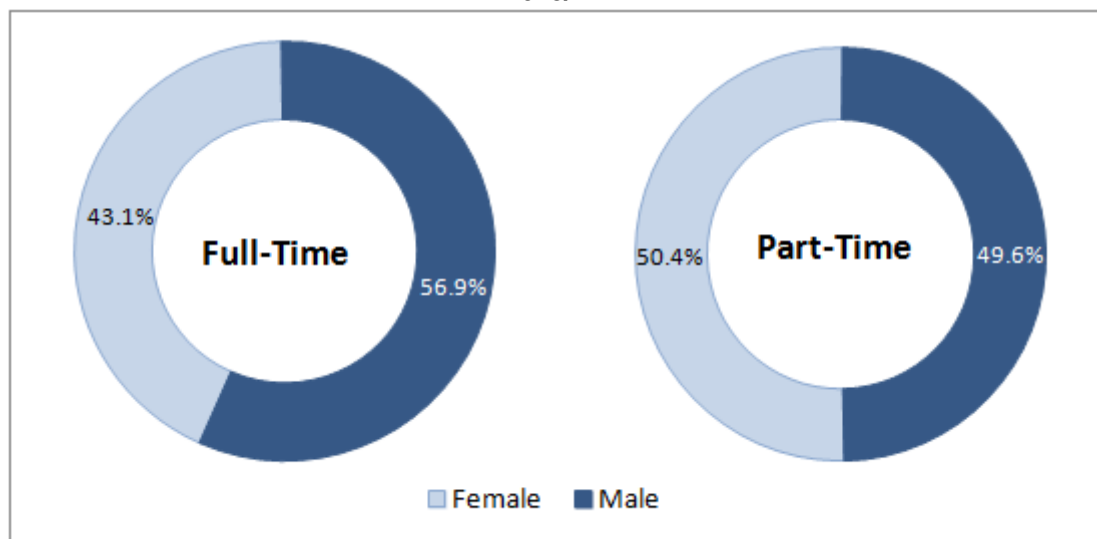
In 2013/14, 18.2% (25,790) of regulated enrolments were on a full-time basis and over four fifths (81.8%) were part-time (115,988). In comparison with the FE sector, NWRC (25.7%) and NRC (21.5%) had the higher proportions of full-time, while SWC (15.7%) and BMC (15.7%) had lower proportions. Across all colleges the vast majority of regulated enrolments were on a part-time basis (Table A8).

### Mode of attendance and gender

It is interesting to note that upon examining regulated enrolments by mode of attendance and gender, it illustrated that in part-time provision there is a fairly even gender split, while males (56.9%) are the majority in the full-time (Figure 14).

In terms of part-time provision and gender profile for each college, SWC, SERC and NRC deviated from the overall FE pattern with more males (56.0%, 52.9% and 50.4% respectively) than females. In full-time provision, only NWRC (50.3%) differed from the FE sector pattern with more females than males.

**Figure 14: Proportion of regulated enrolments by gender and mode of attendance in 2013/14**



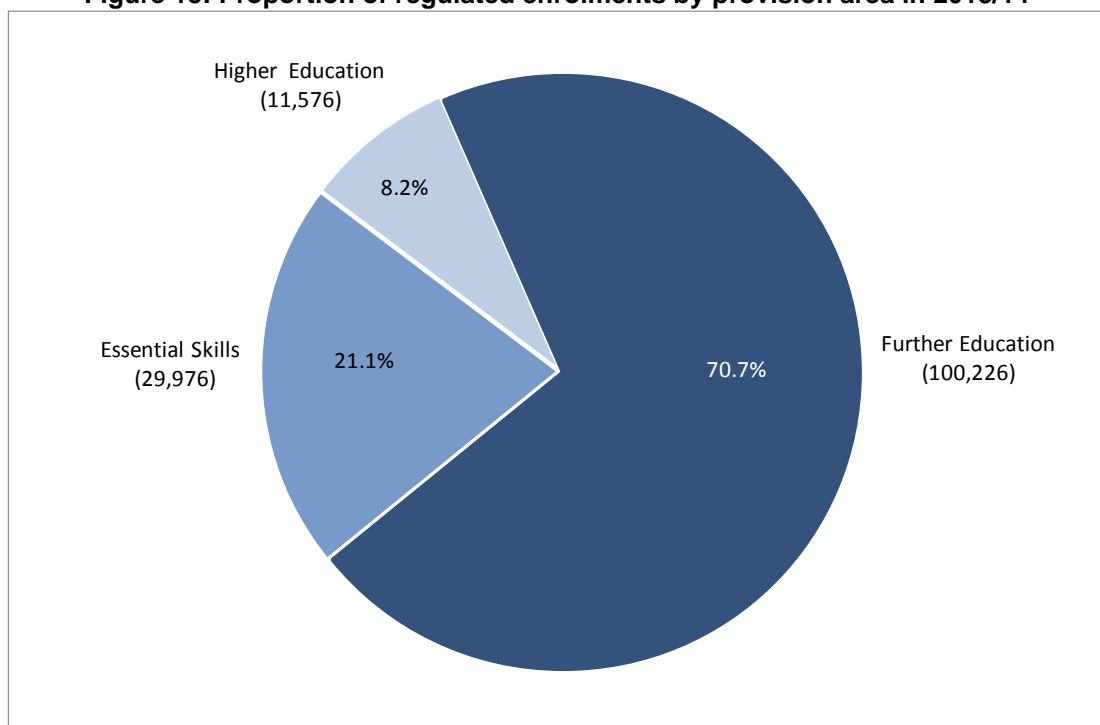
### Provision area

There are three main provision areas delivered within FE colleges:

- i. Further Education is regarded as enrolments at 'Level 3 or below' such as professional & technical provision; A-Levels; GCSEs and Apprenticeships.
- ii. Higher Education is regarded as enrolments at 'Level 4 or above' such as Certificate of Higher Education; Diplomas of Higher Education; Foundations degrees; Higher National Certificates (HNCs); Higher National Diplomas (HNDs); Bachelor Degrees; Masters degrees; Postgraduate certificates and Doctorates.
- iii. Essential Skills provision can be at Entry Level up to Level 2, which is equivalent to GCSEs. This cohort is separate from i) Further Education. Further information on Essential Skills provision is available at: <http://www.delni.gov.uk/essential-skills-stats>

Of the 141,778 regulated enrolments in 2013/14, over two-thirds (70.7%) were in Further Education courses, 8.2% in Higher Education courses and 21.1% in Essential Skills. Across each of the FE colleges, the proportions for each provision area generally followed the overall FE sector (Figure 15, Table A9).

**Figure 15: Proportion of regulated enrolments by provision area in 2013/14**



### Level of study

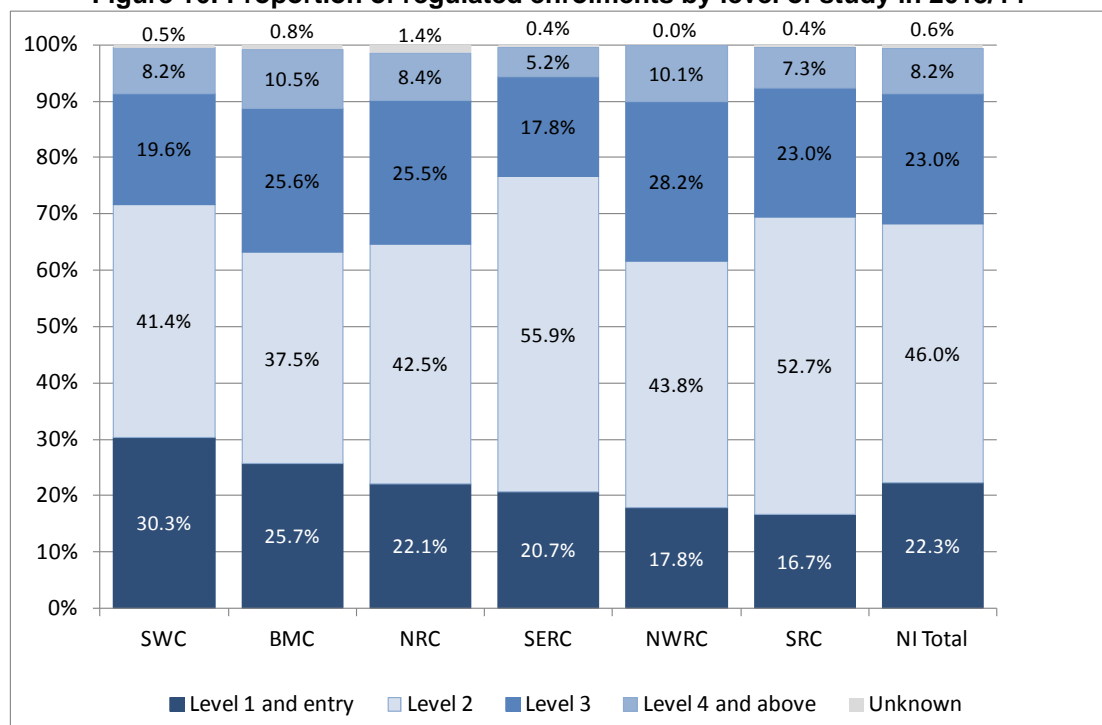
Each enrolment on a regulated course is assigned a level between 'Entry Level' and 'Level 8'. Qualifications at the same level have a similar level of demand or difficulty. For example some of the qualifications at:

- 'Level 1 and Entry Level' are, Vocational Qualifications Level 1, GCSEs at grade D–G, English for Speakers of Other Languages (ESOL) and Essential Skills;
- 'Level 2' are Vocational Qualifications Level 2, GCSEs at grade A\*–C, ESOL, Essential Skills;
- 'Level 3' are Vocational Qualifications Level 3, GCE AS and A Level;
- 'Level 4 and above' are Vocational Qualifications Levels 4 to 8; Higher National certificate (HNC), Higher National Certificates (HNC); Diplomas of Higher Education (DipHE) and degrees.

Of the 141,778 regulated enrolments in 2013/14 those at 'Level 1 and below' accounted for 22.3% (31,597), 46.0% (65,252) at 'Level 2', 23.0% (32,550) at 'Level 3' and 8.2% (11,576) were at 'Level 4 and above'. This indicates that over three-quarters (77.1%) of regulated provision are at level 2 or above (Figure 16, Table A10).

There is notable variation across the six colleges in terms of the level of study. While all colleges had their largest share of enrolments at 'level 2', this ranged from 37.5% in BMC to 55.9% in SERC. Over a third of provision in NWRC (38.3%), BMC (36.1%) and NRC (34.0%) is at level 3 and above (Figure 16, Table A10).

**Figure 16: Proportion of regulated enrolments by level of study in 2013/14**



## Subject area

Of the 141,778 regulated enrolments in 2013/14, the subject area 'Preparation for Life and Work' had the largest share (31.9%). This was followed by 'Information and Communication Technology (ICT)' (12.4%) and 'Retail & Commercial Enterprise' (9.6%). Almost half (45.7%, 20,648) of regulated enrolments within the subject area 'Preparation for Life and Work' are Essential Skills courses in Literacy and Numeracy (Table A11).

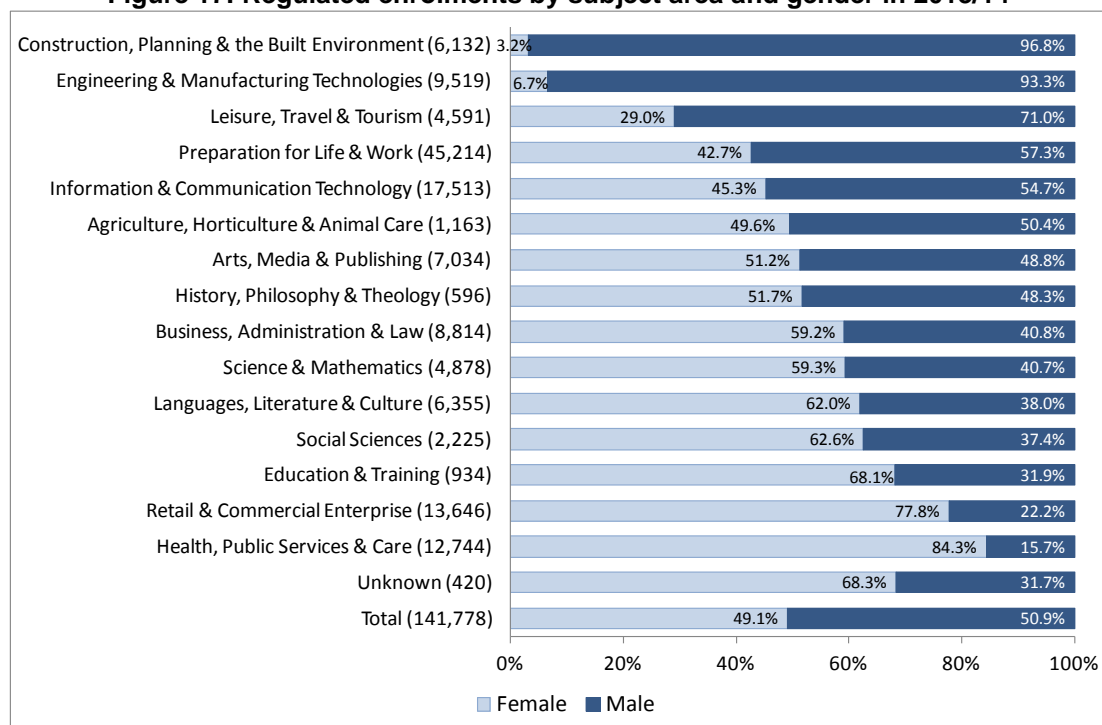
## Subject area and gender

Although the overall gender profile was fairly evenly split for all regulated enrolments in 2013/14, there was wide variation between males and females across the subject areas. Females accounted for the vast majority in 'Health, Public Services and Care' (84.3%) and in 'Retail and Commercial Enterprise' enrolments (77.8%). Male-dominated subject areas included 'Construction, Planning and the Built Environment' (96.8%) and 'Engineering and Manufacturing Technologies' (93.3%) (Figure 17).

Across the FE colleges there was a similar trend to the subject area by gender profile. However, NRC enrolments in 'Social Sciences' had a larger proportion of females (87.5%) in comparison with the FE sector (62.6%). In BMC there was a higher proportion of males (53.0%) enrolled in 'Education and Training' subjects compared to the FE sector (31.9%). Across the FE sector there was an even gender split (50.4% male) in 'Agriculture, Horticulture and Animal Care', although BMC and SERC had larger female shares (84.0% and 72.9% respectively), while there were larger male proportions for SRC (80.7%), SWC (74.9%) and NWRC (74.4%).



**Figure 17: Regulated enrolments by subject area and gender in 2013/14**



## Deprivation

Deprivation has been measured on the official Northern Ireland Multiple Deprivation Measure (NIMDM), which categorises areas across Northern Ireland into five groups, termed ‘quintiles’, each accounting for 20% of the 890 Super Output Areas (SOAs). Quintile 1 is the most deprived group of areas and quintile 5 is the least deprived or most affluent group of areas.

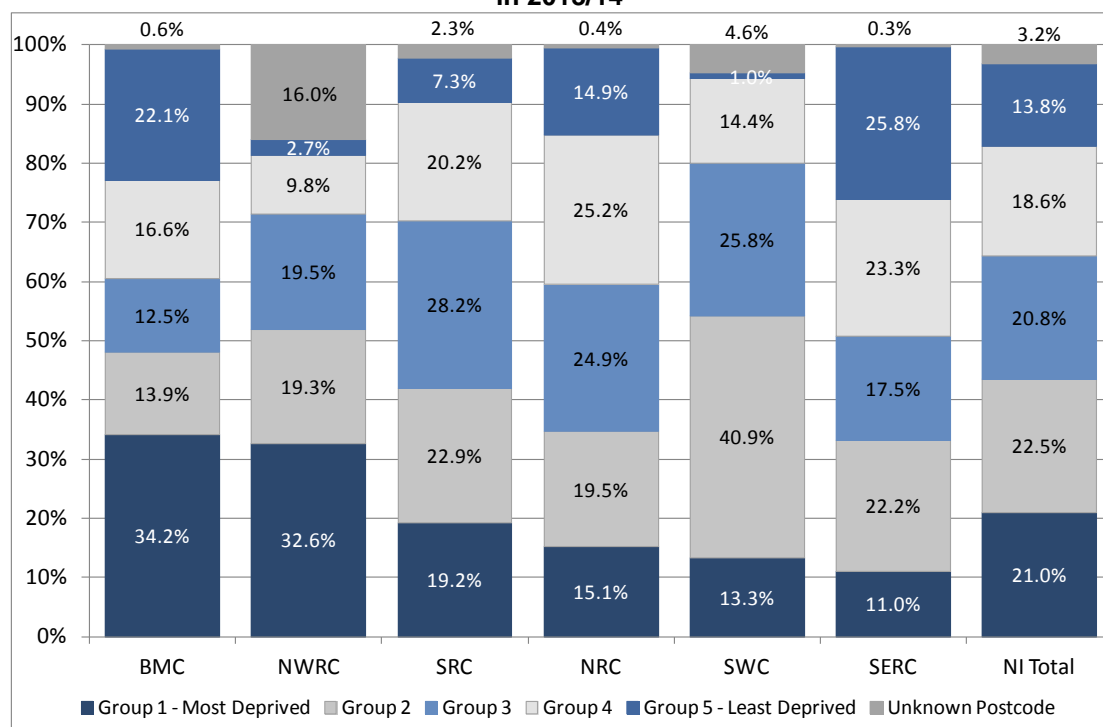
Almost half (43.6%) of regulated enrolments are from the two most deprived quintiles. Just over a fifth (21.0%) of regulated enrolments in 2013/14 came from the most deprived quintile, compared to 13.8% from the least deprived or most affluent quintile (Figure 18, Table A12).

When considering enrolments from different areas of deprivation across the six FE colleges, there was a lot of regional variation. NWRC had almost a third (32.6%) of enrolments from the most deprived quintile, however only 2.7% from the least deprived quintile. BMC, another college with a large urban concentration, is quite polarised in terms of deprivation levels of where individuals come from and enrol in the college. Over half of BMC regulated enrolments (56.3%) are from either the most or least deprived quintile.

SERC (11.0%), SWC (13.3%), NRC (15.1%) and SRC (19.2%) all had lower proportions than the FE sector of regulated enrolments coming from the most deprived quintile.

The largest proportion of regulated enrolments for SERC was from the most affluent quintile (25.8%). Over 50% of NWRC and SWC regulated enrolments came from the two most deprived quintiles (Figure 18, Table A12).

**Figure 18: Proportion of regulated enrolments by deprivation quintiles and FE college in 2013/14**



Notably NWRC had a significant proportion of enrolments with unknown postcodes (16.0%). This is largely due to a student flow from the Republic of Ireland (ROI). Of the 2,672 enrolments with unknown postcodes in NWRC, 2,357 are ROI domiciled student enrolments. If these 2,357 ROI enrolments were excluded from the NWRC analysis, the resultant figures would indicate that 38.0% of enrolments were from the most deprived quintile and 3.2% were from the least deprived quintile (Table 2). ROI enrolments account for 14.1% of regulated enrolments in NWRC.

**Table 2: Proportion of regulated enrolments with & without ROI domicile students in NWRC by deprivation quintiles in 2013/14**

Accredited Enrolments	Group 1 - Most Deprived	Group 2	Group 3	Group 4	Group 5 - Least Deprived	Unknown Postcode
Including ROI	32.6%	19.3%	19.5%	9.8%	2.7%	16.0%
Excluding ROI	38.0%	22.5%	22.7%	11.4%	3.2%	2.2%

## Science, Technology, Engineering and Mathematics (STEM)

As detailed in the Department's '[Success through Skills – transforming futures](#)' publication there is a need to address subject imbalances as forecasts predict that degree subject requirements will become more skewed towards STEM.

A joint DEL and Department of Education publication of the '[Report of the STEM Review](#)' examines ways in which Government and business can increase the number of people with STEM qualifications entering the workplace. This section examines the level of enrolments within STEM subject areas to illustrate the further education contribution towards those undertaking STEM courses.

STEM or 'Broad' STEM provision is identified by the type of subject the course has been categorised as. 'Broad' STEM enrolments are regarded as those on courses of 'Medicine, Dentistry and Allied Subjects'; 'Biological and Physical Sciences'; 'Agriculture; Mathematics and IT'; 'Engineering and Technology; Architecture', 'Building and Planning'.

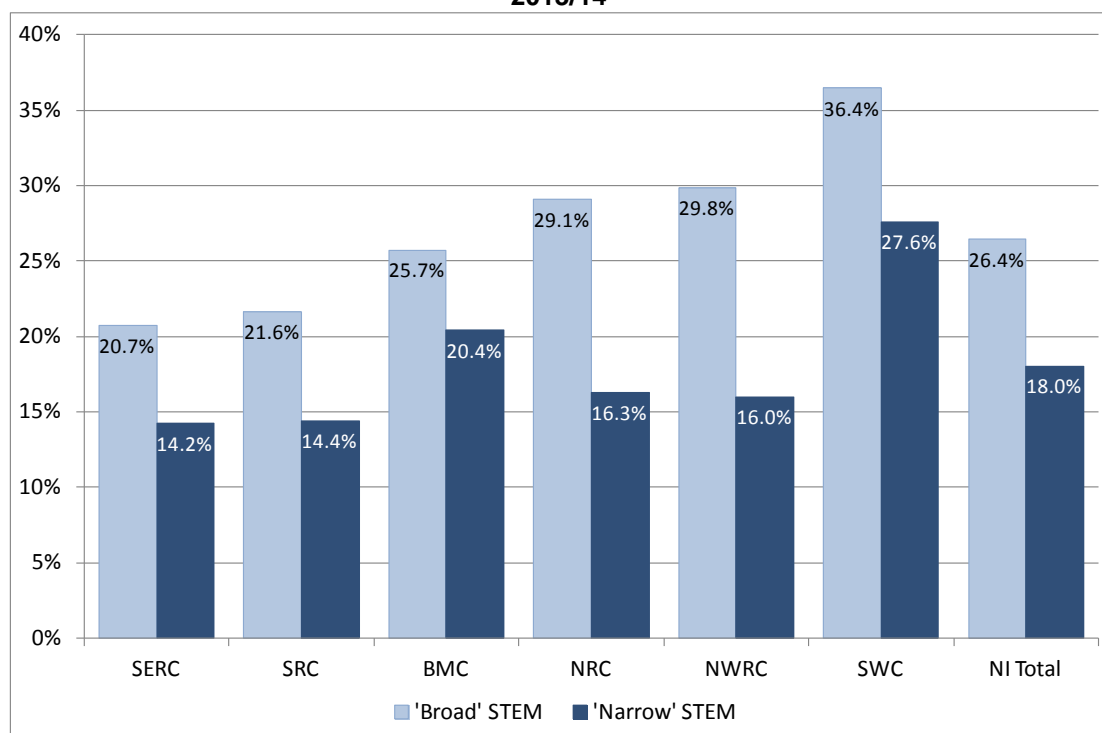
A subset of this cohort is termed 'Narrow' STEM and is identified as those enrolment records within courses classed as 'Biological and Physical Sciences'; 'Mathematics and IT' and 'Engineering and Technology'.

In 2013/14, 'Broad' STEM enrolments accounted for 26.4% (37,466), while 'Narrow' STEM enrolments accounted for 18.0% (25,577) of all regulated enrolments in the FE sector. Males accounted for over two-thirds of both 'Broad' STEM (68.0%) and 'Narrow' STEM (71.5%) enrolments (Figure 19, Table A13).

Three of the six colleges had 'Broad' STEM proportions higher than the FE sector, namely SWC (36.4%), NWRC (29.8%) and NRC (29.1%). Within the other three colleges 'Broad' STEM enrolment proportions were lower in SERC (20.7%), SRC (21.6%) and in BMC (25.7%).

'Narrow' STEM proportions in SWC (27.6%) and BMC (20.4%) were above the FE sector level while four colleges had proportions of 'Narrow' STEM that were lower than the FE sector figure [SERC (14.2%)], SRC (14.4%), NWRC (16.0%) and NRC (16.3%) (Figure 19, Table A13).

**Figure 19: Proportion of regulated enrolments by STEM indicators and FE college in 2013/14**



## Section 3: FLU funding

### 3.1 - FLU funding

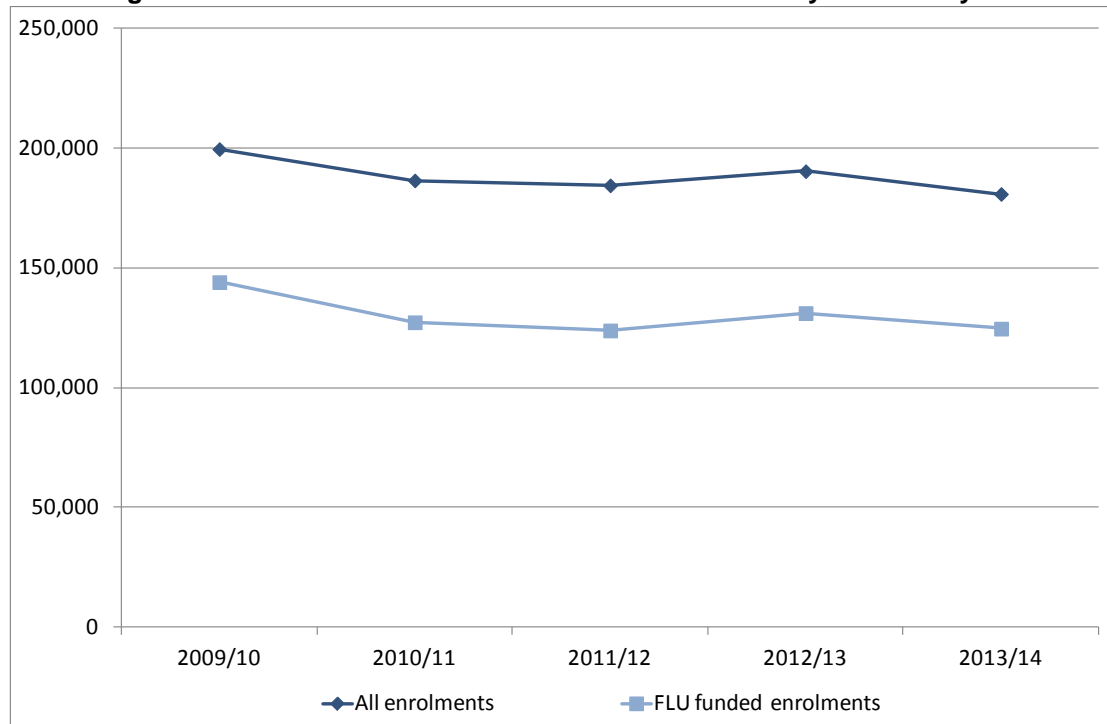
FE colleges are funded through the FLU funding model which is a distributive funding mechanism designed to support the Department for Employment and Learning's strategic priorities (introduced in September 2007) for further education which have previously been outlined. It provides funding to enable colleges to deliver further education, Essential Skills and Higher Education delivered within FE colleges. Please note that FLU funded enrolments are a subset of all enrolments at FE colleges and include both regulated and non-regulated provision.

The largest proportion of enrolments in FE colleges, over 60%, is funded through FLU each year. This is also the element of colleges' activity that is regarded as mainstream further education provision. Therefore, the following section will focus solely on FLU funded enrolments at FE colleges in Northern Ireland over the last five academic years.

#### Five year trend – 2009/10 to 2013/14

Between 2009/10 and 2013/14, FLU funded enrolments followed a similar pattern to all enrolments decreasing by 13.5% from 144,017 to 124,597. The number of FLU funded enrolments peaked in 2009/10 at 144,017 and were lowest in 2011/12 at 123,833 (Figure 20, Table A15).

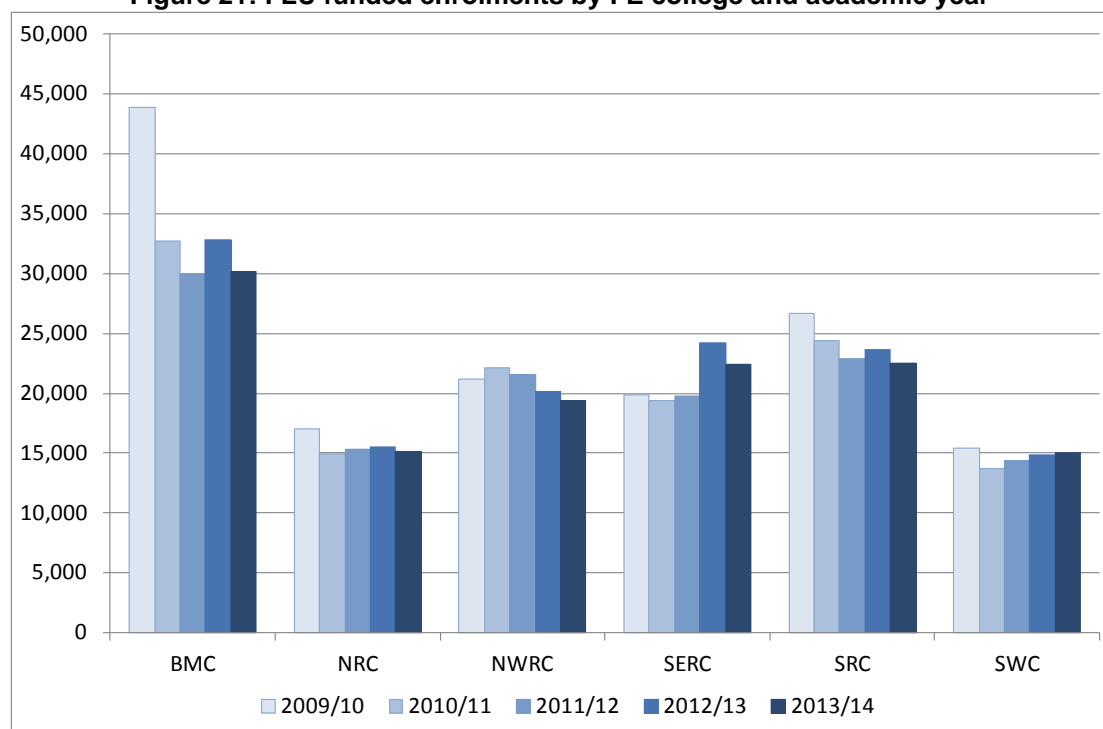
**Figure 20: All enrolments and FLU funded enrolments by academic year**



## FE colleges

The number of FLU funded enrolments in each of the six colleges fluctuated over the past five academic years. Between 2009/10 and 2013/14, the number of FLU funded enrolments in five of the six colleges decreased [BMC by 31.3%, SRC by 15.7%, NRC by 11.0%, NWRC by 8.7%, and SWC by 2.1%]. Conversely, SERC was the only college that showed an increase in FLU funded enrolments, rising by 12.8% (Figure 21, Table A15).

Figure 21: FLU funded enrolments by FE college and academic year



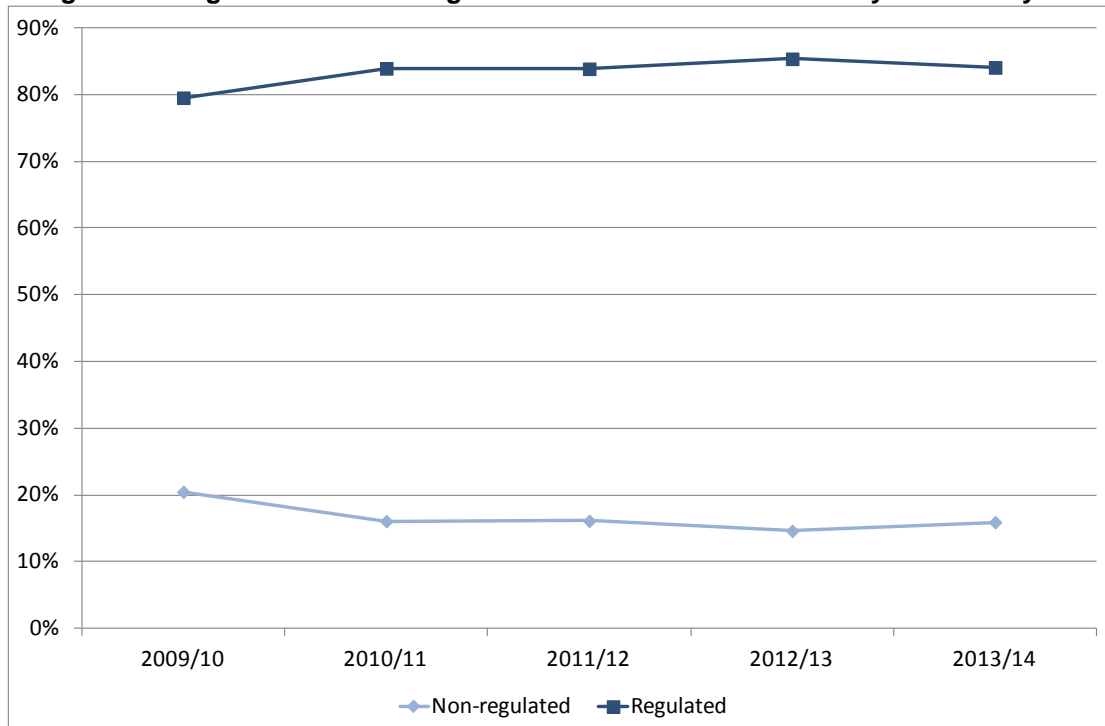
## Regulated/Non-regulated

Between 2009/10 and 2012/13 the proportion of FLU funded regulated enrolments<sup>3</sup> increased from 79.5% to 85.4%, before dropping slightly to 84.1% in 2013/14 (Figure 22, Table A15).

As indicated earlier, the changes in the proportions of regulated and non-regulated FLU funded enrolments over the period 2009/10 to 2013/14 reflect the '[Further Education Means Business](#)' strategy, aimed at reducing the number of non-regulated enrolments and encouraging regulated economically focussed provision.

<sup>3</sup> Please note within FLU analysis the definition of 'regulated' provision has remained consistent across academic years and the relevant information is available within the FLU return. This information is not available in historical FESR or FELS returns.

**Figure 22: Regulated and non-regulated FLU funded enrolments by academic year**



### **Academic year 2013/14**

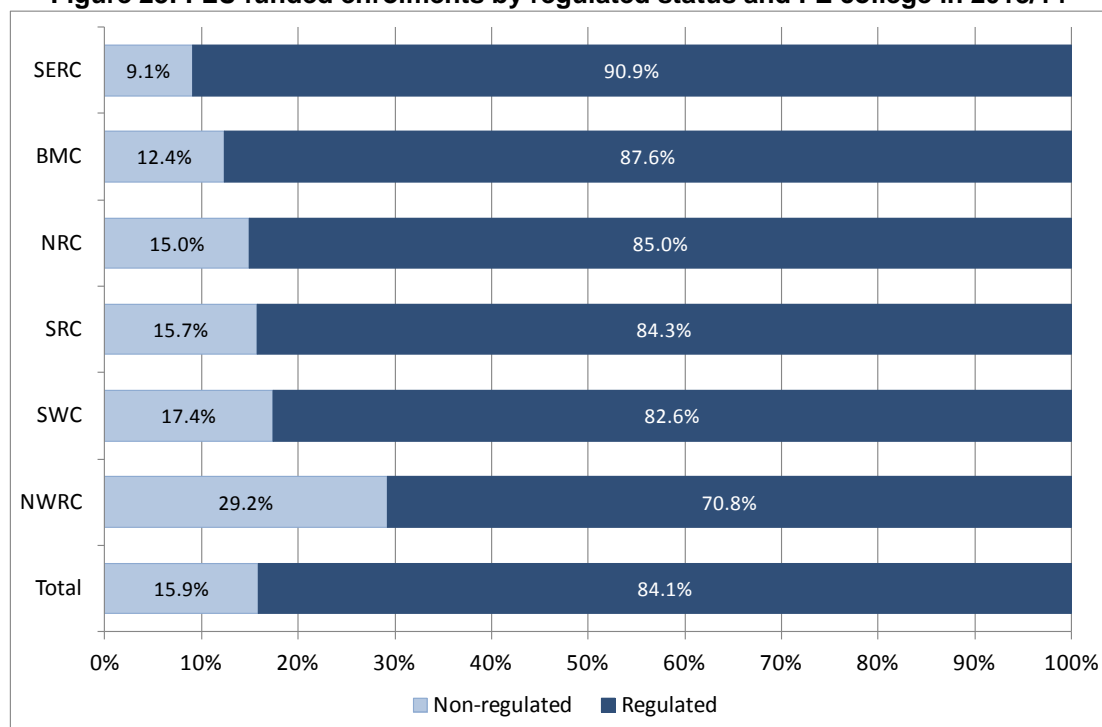
#### **FE colleges**

Of the 124,597 FLU funded enrolments in 2013/14, BMC accounted for the highest proportion (24.2%, 30,155) followed by 18.0% (22,486) in SRC, 18.0% (22,426) in SERC, 15.5% (19,350) in NWRC, 12.1% (15,121) in NRC and 12.1% (15,059) in SWC (Table A14).

#### **Regulated/Non-regulated**

During 2013/14, 84.1% of FLU funded enrolments were on regulated courses and 15.9% were on non-regulated courses. Proportions of regulated and non-regulated FLU funded enrolments varied across the six colleges, with regulated enrolments ranging from 90.9% in SERC to 70.8% in NWRC (Figure 23, Table A15).

**Figure 23: FLU funded enrolments by regulated status and FE college in 2013/14**



### Mode of attendance

The majority of FLU funded enrolments were in part-time provision (82.9%) and the remainder full-time (17.1%). A similar breakdown was evident in each of the six colleges. Proportions of part-time provision ranged from 78.8% in NRC to 84.7% in both BMC and SWC (Table A16).

### Subject area

The largest proportion (26.0%) of FLU funded enrolments was in the subject area 'Preparation for life and work'. This was followed by in 'Information and communication technology' (12.9%) and 'Retail and commercial enterprise' (9.3%) (Table A17).

In each of the six colleges, the subject area 'Preparation for life and work' had the highest number of FLU funded enrolments. For five of the six colleges 'Information and communication technology' had the second highest level of FLU funded enrolments, however in NWRC it ranks 4<sup>th</sup> after 'Retail and commercial enterprise' and 'Arts, media and publishing' (Table A17).

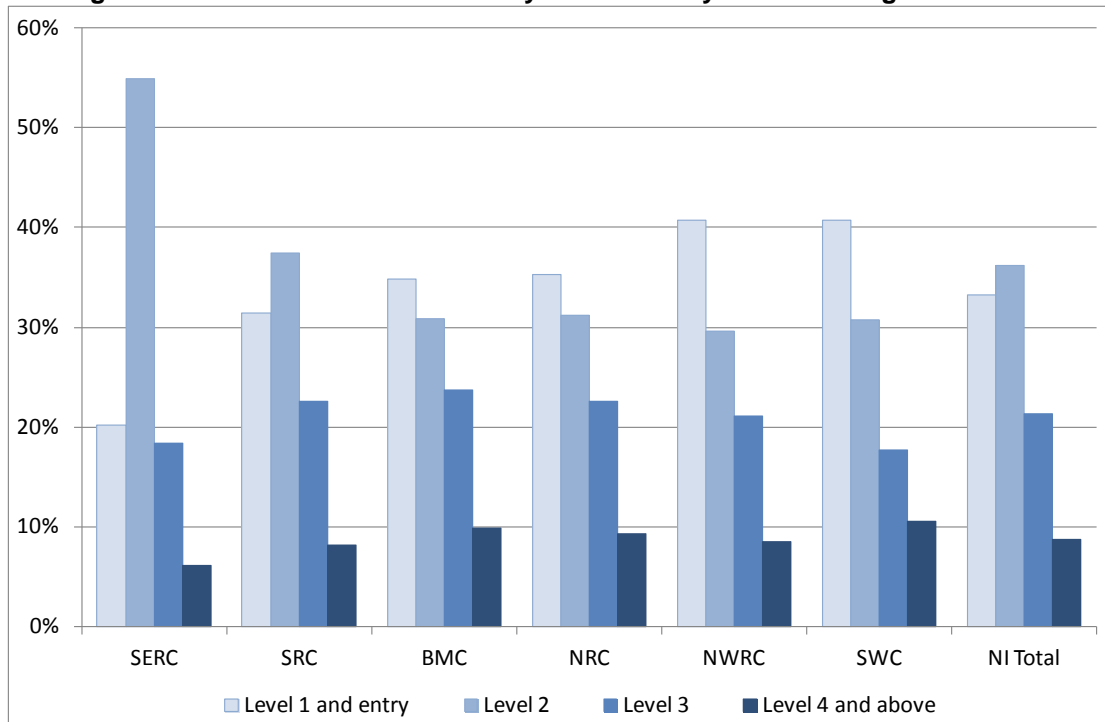
### Level of study

Of all FLU funded enrolments in 2013/14 those at 'Level 1 and below' accounted for 33.3% (41,439), 36.2% (45,149) at 'Level 2', 21.3% (26,540) at 'Level 3' and 8.7% (10,832) were at 'Level 4 and above' (Figure 24, Table A18).

Although 'Level 2' accounted for the largest proportion of FLU funded enrolments across the FE sector, the proportion of 'Level 1 and entry' FLU funded enrolments was greater than 'Level 2' in four of the six colleges. The

trend for the FE sector is skewed by the large proportion (54.9%) of 'Level 2' enrolments in SERC. This is prominently illustrated within Figure 24 (Table A18).

**Figure 24: FLU funded enrolments by level of study and FE college in 2013/14**



Please note there are a small element of unknown levels of study (<2.0%) not labelled in the chart but included in Table A18.



## Section 4: Qualifications & Performance

### 4.1 - Final year enrolments

A student can enrol on a course that is multiple years in length but will only have the opportunity to achieve within the final year. Regulated enrolments are those which potentially have a formal qualification at the end of the study. Consequently, performance analysis is only focused on final year regulated enrolments i.e. regulated enrolments on a one year course, or the second year of a two year course etc. Please refer to Annex B - Definitions and Annex C - Technical notes for further details on the definitions and changes to these in regard to performance analysis.

From 2010/11 to 2013/14, the majority, nearly 80% in each academic year, of all regulated enrolments are in the final year and therefore included in any performance analysis over this period. The percentage of final year enrolments within all regulated enrolments has increased from 79.0% in 2010/11 to 82.5% in 2013/14.

In line with the trend of regulated enrolments decreasing over this four year period, final year enrolments have also decreased (4.7%) from 122,783 in 2010/11 to 117,022 in 2013/14 (Table 3).

**Table 3: Number of final year enrolments by FE college and academic year**

College	2010/11	2011/12	2012/13	2013/14
Belfast Metropolitan College	30,421	27,679	28,910	26,462
Northern Regional College	15,760	16,451	15,622	14,110
North West Regional College	17,421	16,829	16,559	14,088
South Eastern Regional College	21,243	22,069	26,118	24,341
Southern Regional College	23,194	24,222	25,327	21,569
South West College	14,744	17,187	17,298	16,452
<b>Total Final Year enrolments</b>	<b>122,783</b>	<b>124,437</b>	<b>129,834</b>	<b>117,022</b>
<b>Total Regulated enrolments</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>
<b>Final Year/Regulated (%)</b>	<b>79.0%</b>	<b>81.3%</b>	<b>82.8%</b>	<b>82.5%</b>

### **FE colleges**

In terms of final year enrolments there are different patterns of trend over the four year period across the six colleges. Final year enrolments increased by 14.6% in SERC and 11.6% in SWC between 2010/11 to 2013/14, while they have decreased at NWRC (19.1%), BMC (13.0%), NRC (10.5%) and SRC (7.0%) (Table 3).

## 4.2 - Qualifications

The following section focuses solely on qualifications from final year enrolments in regulated courses at FE colleges. An individual can either fully or partially achieve as well as fail their qualification. The number of qualifications presented within this section includes both full and partial achievements. Partial achievement accounts for 6.9%, 6.5%, 5.3% and 5.4% of total achievements in 2010/11, 2011/12, 2012/13 and 2013/14 respectively. Please refer to Annex B - Definitions for further information on partial and full achievement.

Since 2010/11 outcome data, which provides qualification counts, has been assessed as valid and reliable to be disseminated. For this reason only the last four academic years are presented.

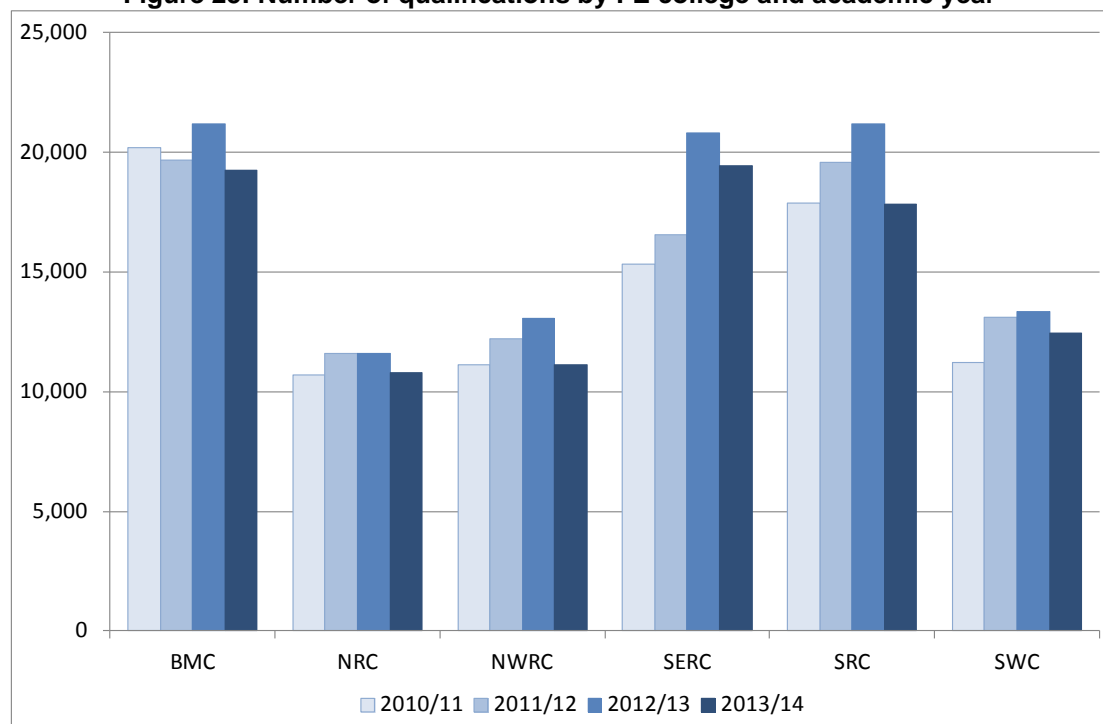
### Four year trend – 2010/11 to 2013/14

Over the four year period (2010/11 to 2013/14) the number of qualifications in FE colleges increased by 5.1%, from 86,417 to 90,851 (Table A19).

### **FE colleges**

Four of the six colleges followed the same trend as the FE sector. There were large increases in qualifications for SERC (26.8%) and SWC (10.8%) and smaller increases in NRC (0.7%) and NWRC (0.2%) over this period. In BMC there was a decrease of 4.6% falling from 20,175 qualifications to 19,244 qualifications. In SRC there was a small decrease of 0.2%, from 17,852 qualifications to 17,808 qualifications (Figure 25, Table A19).

**Figure 25: Number of qualifications by FE college and academic year**



## Academic year 2013/14

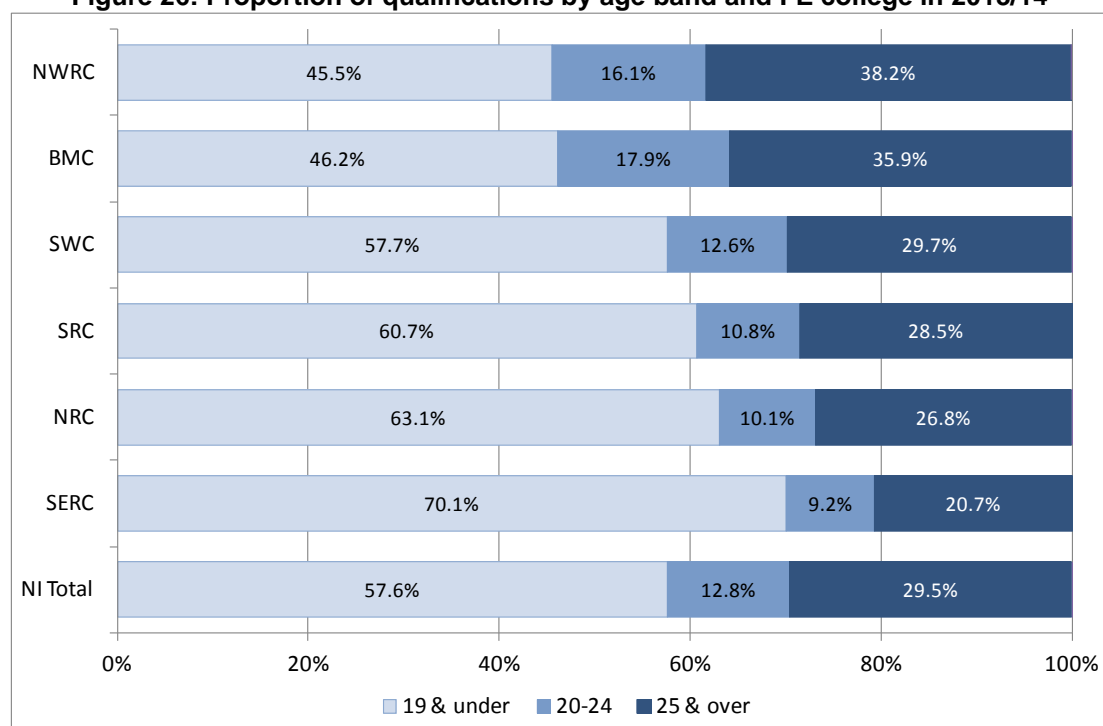
### Age

Of the 90,851 qualifications in 2013/14, the majority (57.6%, 52,359) were aged '19 and under'. For those aged '20 to 24' there were 11,629 (12.8%) and 26,833 (29.5%) aged '25 and over' (Figure 26, Table A20).

Each of the six FE colleges show a similar trend to the overall FE sector with those aged '19 and under' having the highest proportions of qualifications and '20 to 24' years olds having the lowest proportions. This is expected given the share of final year enrolments across these age bands.

In comparison with the FE sector age-profile, SERC (70.1%), NRC (63.1%) and SRC (60.7%) had greater proportions in '19 and under', while they all had smaller proportions of qualifications in the older age bands. Conversely NWRC (45.5%) and BMC (46.2%) had lower proportions of enrolments aged '19 and under', whereas they had larger proportions within the older age bands. SWC showed very similar trends to the FE sector (Figure 26, Table A20).

**Figure 26: Proportion of qualifications by age band and FE college in 2013/14**



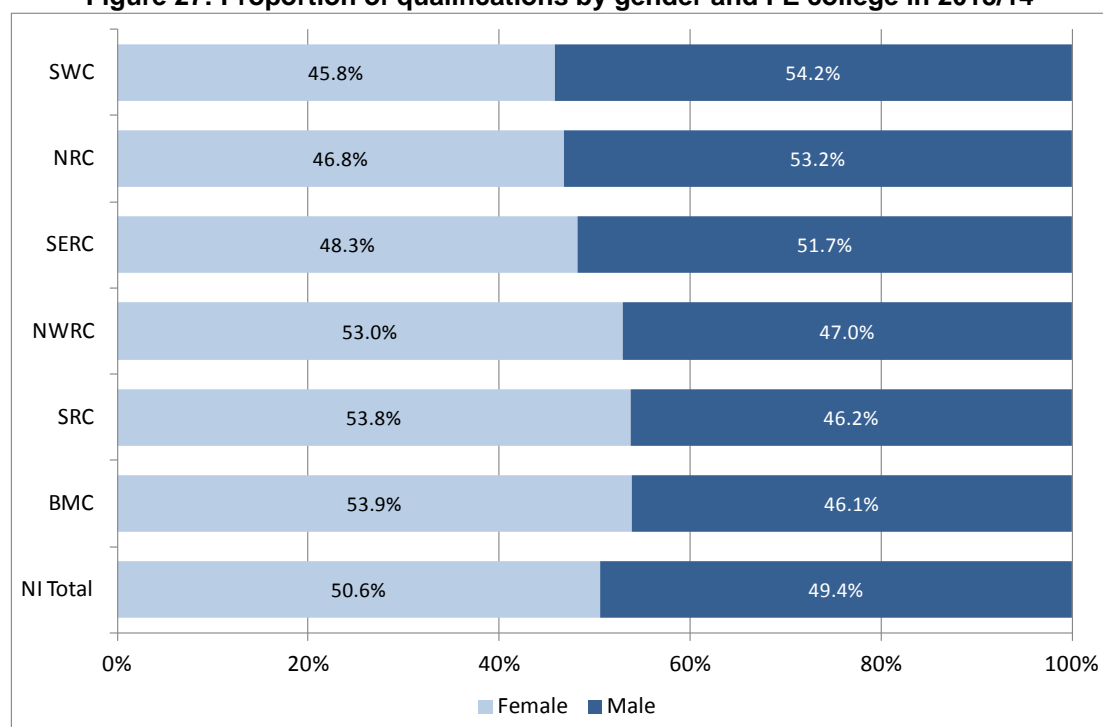
Please note there are a small element of unknown ages (<0.5%) not labelled in the chart but included in Table A20.

## Gender

In 2013/14, just over half (50.6%, 45,983) of all qualifications were achieved by females, while 49.4% (44,868) were achieved by males.

In BMC (53.9%), SRC (53.8%) and NWRC (53.0%) there were more qualifications for females than males, while there were more qualifications for males in SWC (54.2%), NRC (53.2%) and SERC (51.7%). Very similar proportions exist in terms of final year enrolments (Figure 27, Table A21).

**Figure 27: Proportion of qualifications by gender and FE college in 2013/14**

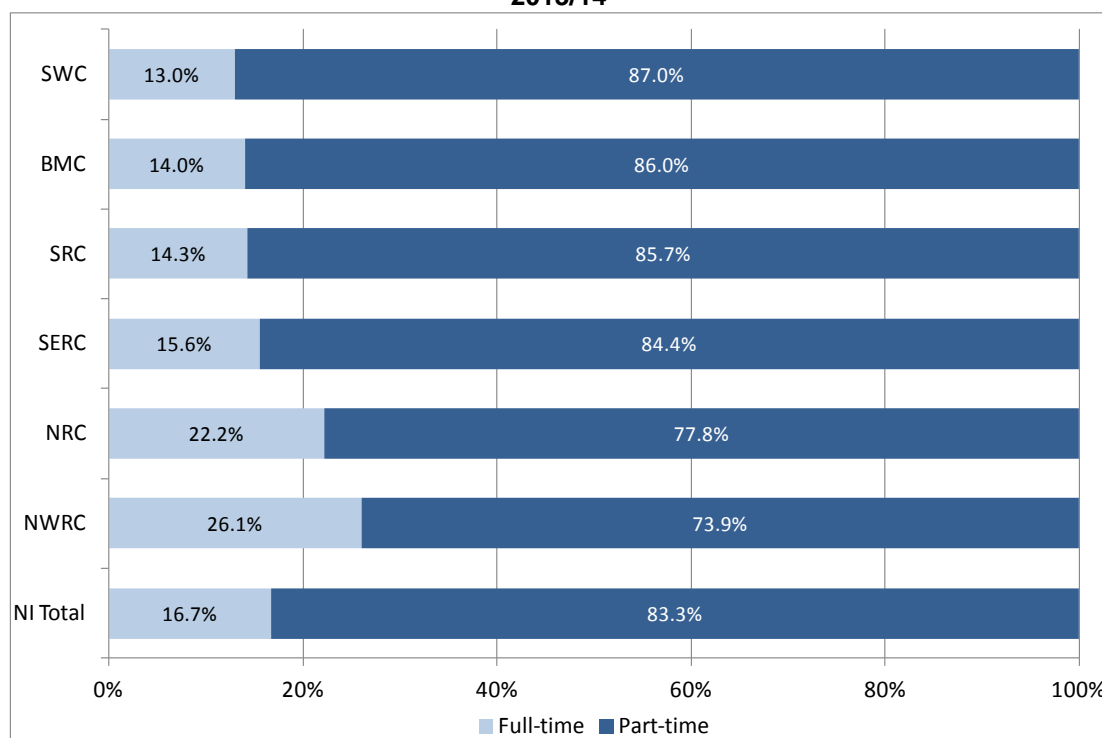


## Mode of attendance

In 2013/14, 15,200 qualifications (16.7%) were related to full-time enrolments, while there were 75,651 (83.3%) qualifications from part-time provision. Similar proportions appeared in the final year enrolments across mode of attendance (Figure 28, Table A22).

The same pattern, of the majority of qualifications within part-time provision, exists across all the colleges. However, both NWRC (26.1%) and NRC (22.2%) had higher proportions of full-time qualifications relative to the FE sector. This was in line with the final year enrolment proportions for these two colleges (Figure 28, Table A22).

**Figure 28: Proportion of qualifications by mode of attendance and FE college in 2013/14**



### Provision area

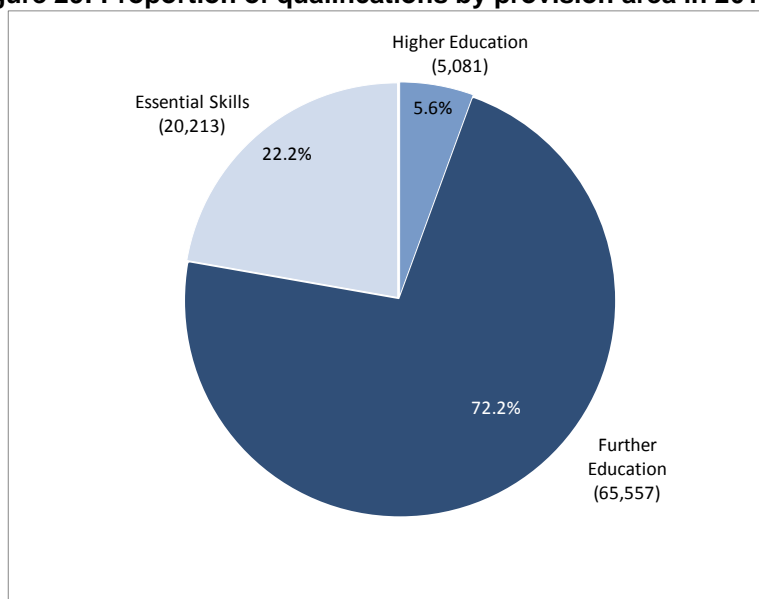
Of the 90,851 qualifications gained in FE colleges in Northern Ireland during 2013/14, 65,557 (72.2%) were within the further education provision area, 20,213 (22.2%) in Essential Skills and 5,081 (5.6%) in Higher Education (Figure 29).

Generally the six colleges followed the FE sector trend, in terms of the proportions of qualifications across the three provision areas, in particular SWC and SRC.

In NWRC (7.7%) and BMC (7.5%) there was higher proportion of qualifications in HE relative to the sector proportion (5.6%). In NWRC there was quite a low proportion of qualifications in FE (64.3%) and a high proportion in Essential Skills (28.0%). Similarly in NRC 67.4% of qualifications were in FE and 27.0% in Essential Skills. In SERC just 3.2% of qualifications were in HE.

The proportions of qualifications within FE ranged from 64.3% in NWRC to 78.0% in SERC. For Essential Skills the proportions of qualifications ranged from 17.8% in BMC to 28.0% in NWRC. Lastly for the proportion of qualifications within HE, SERC had the lowest at 3.2% while NWRC had the highest at 7.7% (Table A23).

**Figure 29: Proportion of qualifications by provision area in 2013/14**

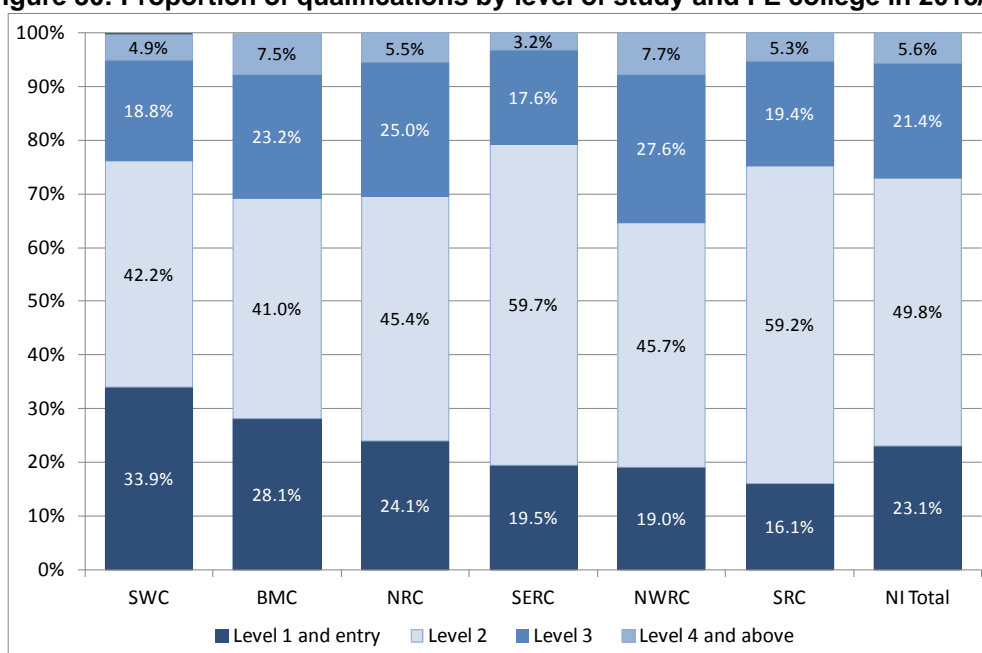


### Level of study

Of the total 90,851 qualifications in 2013/14, the largest proportion was at Level 2 (49.8%, 45,275). Qualifications at ‘Level 4 and above’ (higher education) accounted for just 5.6% (5,081) of all qualifications in the sector (Figure 30, Table A24).

The distribution of qualifications across the levels varies across the six colleges. In all colleges the highest proportions of qualifications were at level 2, ranging from 41.0% in BMC to 59.7% in SERC. The proportion of qualifications at level 3 and above ranged from 20.8% in SERC to 35.3% in NWRC (Figure 30, Table A24).

**Figure 30: Proportion of qualifications by level of study and FE college in 2013/14**



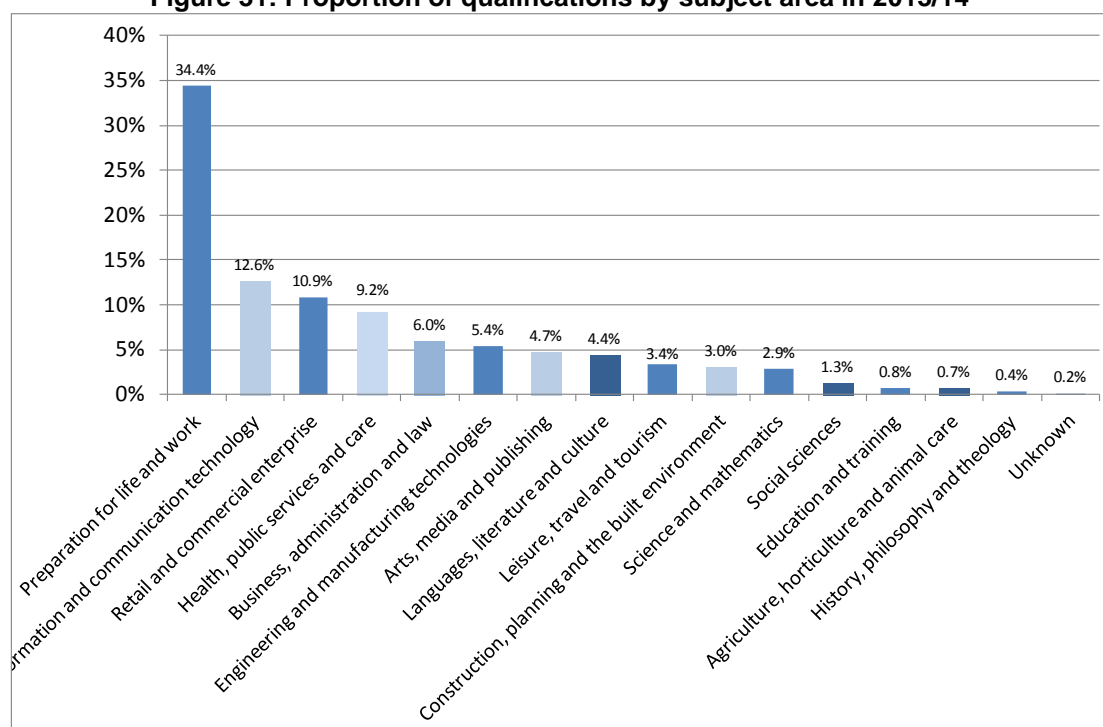
Please note there are a small element of unknown levels of study (<0.5%) not labelled in the chart but included in Table A24

## Subject area

The subject area with the highest share of qualifications was 'Preparation for Life and Work', 31,230 (34.4%), while 'History, philosophy and theology', 359 (0.4%) had the lowest share. This was expected given the proportions of final year enrolments by subject area as detailed in Table A25.

'Preparation for Life and Work' had the highest proportion of enrolments across all six colleges as with the FE sector, notably SERC had 53% of qualifications in this subject area. The other five colleges had proportions of qualifications in 'Preparation for Life and Work' of 31.3% (BMC), 30.6% (SWC), 29.6% (NRC), 28.3% (SRC) and 25.8 (NWRC) (Figure 31).

**Figure 31: Proportion of qualifications by subject area in 2013/14**



## Deprivation

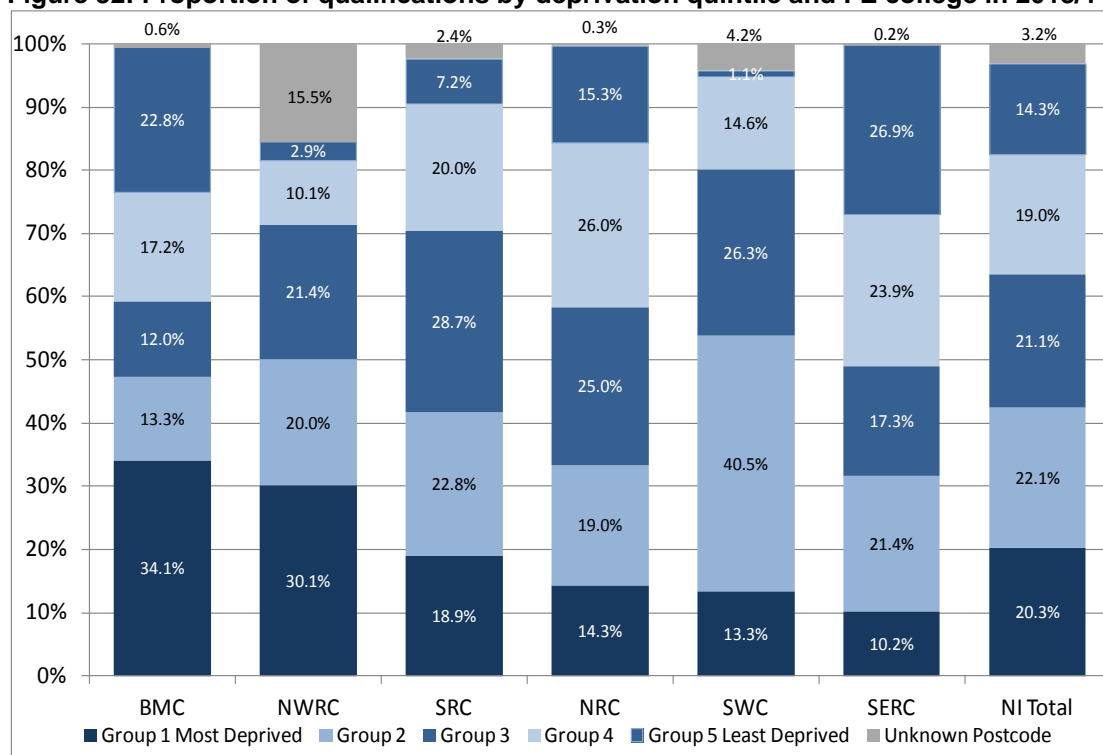
The proportions of qualifications across each of the five levels of deprivation were fairly evenly distributed apart from those from the least deprived which had the lowest proportion of qualifications at 14.3% (13,019) of the sector qualifications in 2013/14 (Figure 32, Table A26).

Across colleges there was a lot of variation in terms of qualification proportions in each of the five groupings of deprivation quintiles.

In BMC, as with the regulated enrolment pattern, the share of the qualifications is quite polarised, in terms of deprivation quintiles. Over a third of qualifications came from the most deprived quintile for BMC (34.1%), while 22.8% were from the least deprived quintile. NWRC also had a large proportion of qualifications (30.1%) from the most deprived quintile.

SERC (50.8%) and NRC (41.3%) also had high proportions of qualifications from the two least deprived quintiles. For SWC, although there was a small proportion in the most deprived quintile (13.3%), there were over half (53.8%) of their qualifications from those in the two most deprived groups. Very similar proportions exist in terms of final year enrolments (Figure 32, Table A26).

**Figure 32: Proportion of qualifications by deprivation quintile and FE college in 2013/14**





## Science, Technology, Engineering and Mathematics (STEM)

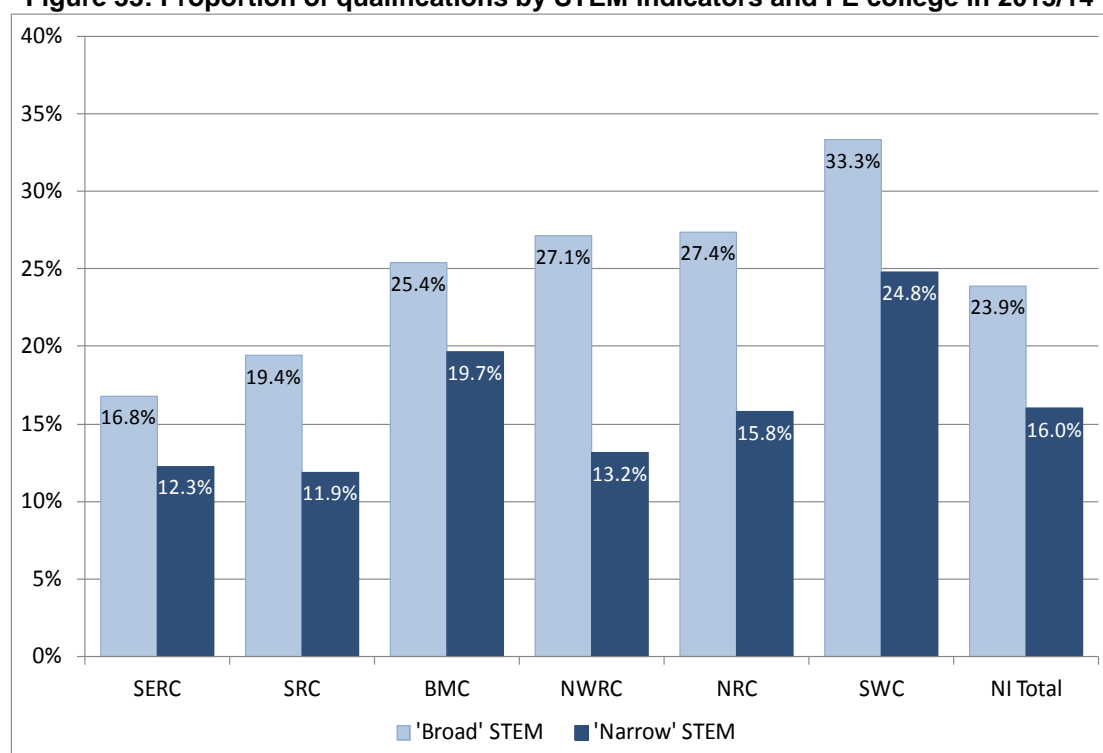
Of the 90,851 qualifications in 2013/14, there were 21,727 qualifications (23.9%) in 'Broad' STEM (Figure 33, Table A27).

The proportion of qualifications within 'Broad' STEM ranged from 16.8% in SERC to 33.3% in SWC. For SERC and SRC (19.4%), both were below the FE sector average, while the others were above. This would be expected given the proportion of final year enrolments within 'Broad' STEM in these two colleges were less than the FE sector average.

In 2013/14 there were 14,538 qualifications (16.0%) in 'Narrow' STEM subjects.

The proportion of qualifications within 'Narrow' STEM ranged from 11.9% in SRC to 24.8% in SWC. Two colleges were notably higher than the sector proportion, SWC and NRC (19.7%). The other four colleges had proportions which were slightly below the FE sector trend. Again this is consistent with the pattern across FE colleges in terms of final year enrolments within 'Narrow' STEM (Figure 33, Table A27).

**Figure 33: Proportion of qualifications by STEM indicators and FE college in 2013/14**



## 4.3 - Performance<sup>4</sup>

The strategic driver for analysing performance is the Department's commitments under the Programme for Government which includes the delivery of 210,000 qualifications at Level 2 and above between 2011/12 and 2014/15. The focus, therefore, is on outputs, and necessitates a much greater priority on student retention and, in particular, the achievement of qualifications. Performance can be measured across three indicators:

- **Retention rate** is defined as the proportion of the number of enrolments who complete their final year of study to the number of final year enrolments. Since 2012/13, those who complete their course early (and recorded in the data as a withdrawal) and who have subsequently achieved their programme of study qualification have been regarded as a 'completer'. This may inflate the retention rate from 2012/13 onwards in comparison to earlier academic years. Reproducing the retention rate using the old methodology and comparing to the new indicates that of the 0.9% rise between 2011/12 and 2012/13, 0.6% is down to the change in the definition.
- **Achievement rate** relates to the percentage of the number of enrolments who complete their final year of study and achieve their qualification to the number of enrolments who complete their final year of study.
- **Success rate** is the overall measure of performance, which is the proportion of the number of enrolments who complete their final year of study and achieve their qualification to the number of final year enrolments.

### Four year trend – 2010/11 to 2013/14

#### **Retention rate**

Over the period 2010/11 to 2013/14 the retention rate in FE colleges increased by 1.4 percentage points from 87.7% to 89.1%. This implies that more people are staying on and completing their course (Figure 34, Table A19).

#### **Achievement rate**

The achievement rate of FE colleges rose by 6.8 percentage points from 80.3% to 87.1% over the period 2010/11 to 2013/14. This indicates that of those who complete there are more people achieving their qualification now in 2013/14 than in 2010/11 (Figure 34, Table A19).

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<sup>4</sup> As performance analysis is focused only on regulated provision the same issue mentioned in Technical note 13 applies but the impact is minimal.

## Success rate

The success rate (i.e. the proportion of students staying on their course and achieving a qualification) increased from 70.4% in 2010/11 to 77.6% in 2013/14 (7.3 percentage points). This is expected with both retention and achievement rates increasing over the four year period. (Figure 34, Table A19).

Figure 34: Performance of regulated enrolments by academic year



## FE colleges

### Retention rate

Of the six colleges only NRC and BMC did not follow the FE sector trend of a rise in retention rates over the four year period. NRC's retention rate fell by 1.0 percentage point from 87.1% to 86.1%, while BMC's retention rate fell by just over 0.2 percentage points from 87.5% to 87.2% over the period. The two colleges with the biggest increases in retention rates were SERC and NWRC. In SERC the retention rate increased 4.2 percentage points from 85.5% to 89.7%, while NWRC increased by almost 4.0 percentage points from 83.8% to 87.7% over the four year period (Table A19).

### Achievement rate

The only college to experience a decrease in achievement rate between 2010/11 and 2013/14 was SWC, falling almost 1.6 percentage points from 85.4% to 83.9%. The largest increase (just over 13.9 percentage points) over this four year period was in NWRC improving from 76.1% to 90.1% (Table A19).

## **Success rate**

The only college to experience a decrease in success rate over the four year period was SWC, falling 0.6 percentage points from 76.2% to 75.6%. The largest increase was in NWRC (almost 15.3 percentage points) rising from 63.8% to 79.0%. The other four colleges followed the sector trend with percentage point increases ranging from 5.6% in SRC to 8.4% in NRC (Table A19).

## **Academic Year 2013/14**

### **Performance by age**

#### **Retention rate**

In 2013/14 the retention rate for those aged '19 and under' was 90.0%, for the '20 to 24' age group it was 87.9% and for those aged '25 and over' it was 88.1% (Figure 35).

In five of the six colleges the highest retention rates were also in the youngest age group. The exception was BMC where the highest retention rate was in the '20 to 24' age group (88.1%).

The retention rate for the '19 and under' age group ranged from 86.7% in BMC to 94.1% in SRC. For the '20 to 24' age group the retention rate ranged from 84.4% in NWRC to 90.6% in SRC, while for the '25 and over' age group it ranged from 82.8% in NRC to 91.7% in SRC (Table A20).

#### **Achievement rate**

In 2013/14 the achievement rate for those aged '19 and under' was 87.6%, for the '20 to 24' age group it was 85.5% and for those aged '25 and over' it was 86.9% (Figure 35).

There is no real consistent pattern across colleges although there is generally not much difference between the highest and lowest rates. The biggest difference (just over 6.8 percentage points) across age groups in colleges was in SRC between those aged '25 and over' (84.4%) and '19 and under' (91.3%).

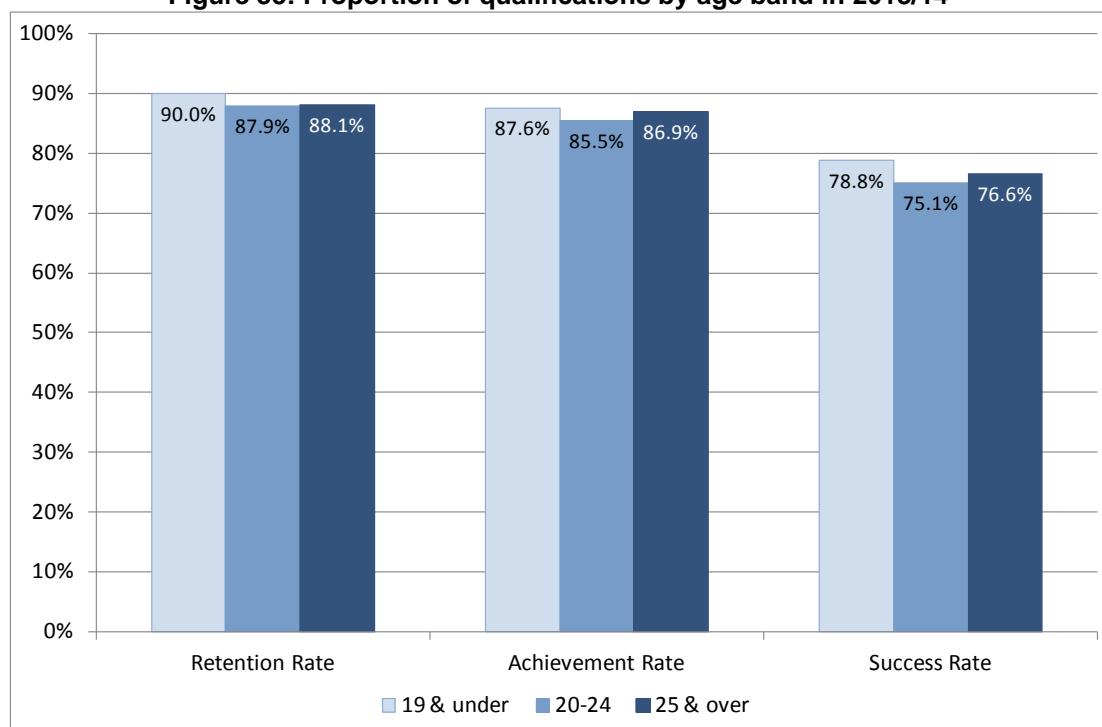
The achievement rate for the '19 and under' age group ranged from 80.8% in BMC to 91.3% in SRC. For the '20 to 24' age group the achievement rate ranged from 81.6% in SWC to 90.6% in NWRC, while for the '25 and over' age group it ranged from 83.6% in SWC to 90.5% in NWRC (Table A20).

#### **Success rate**

In 2013/14 the success rate for those aged '19 and under' was 78.8%, for the '20 to 24' age group it was 75.1% and for those aged '25 and over' it was 76.6% (Figure 35).

The success rate for the '19 and under' age group ranged from 70.1% in BMC to 85.9% in SRC. For the '20 to 24' age group the success rate ranged from 72.4% in BMC to 79.1% in SRC, while for the '25 and over' age group it ranged from 70.8% in NRC to 79.9% in NWRC (Table A20).

**Figure 35: Proportion of qualifications by age band in 2013/14**



## Performance by gender

### Retention rate

In 2013/14, within the FE sector retention rates across gender were fairly even with males (89.9%) having a slightly higher rate than females (88.4%) (Figure 36).

Within the colleges, all six followed the FE sector trend of the male retention rate being greater than the female rate (Table A21).

### Achievement rate

While slightly more males were staying on their courses more females were achieving. This is illustrated through the achievement rates of 86.1% for males and 88.1% for females across the FE sector (Figure 36).

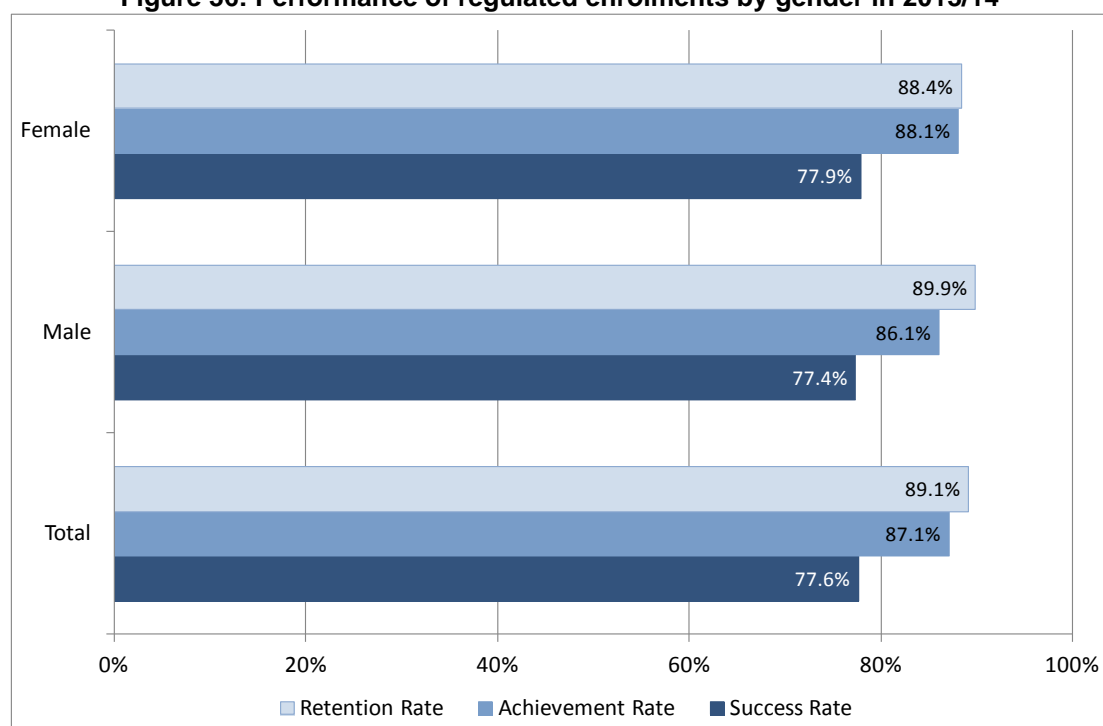
Five of the six colleges followed the FE sector trend of the achievement rate for females being greater than the rate for males. The exception was NRC, with an achievement rate of 89.0% for males and 88.5% for females (Table A21).

## Success rate

The FE sector success rates were 77.4% for males and 77.9% for females. This indicates that females are slightly more likely to stay on the course and achieve than males (Figure 36).

Four of the six colleges followed the FE sector trend of the success rate for females being greater than the rate for males. NWRC had a success rate for females of 78.5% while the rate for males was 79.7%. In NRC the success rate for females was 74.9% and the success rate for males was 77.8%. This was also the college with the greatest gender difference in success rates (2.9 percentage points higher for males) (Table A21).

**Figure 36: Performance of regulated enrolments by gender in 2013/14**



## Performance by mode of attendance

### Retention rate

In 2013/14, within the FE sector, the retention rates were similar for both full (88.9%) and part-time (89.2%) regulated enrolments. It appears that it does not matter if an individual attends on a part or full-time basis in terms of staying on and completing their course (Figure 37).

However, the part-time retention rate was only greater than for full-time in two colleges, namely NWRC and SERC. NWRC had the biggest difference in retention rates of 4.5 percentage points between part-time (88.9%) and full-time (84.4%). For the other colleges full-time was higher than part-time, the differences ranging from 0.3 to 3.3 percentage points (Table A22).

## Achievement rate

The achievement rates in FE colleges were 85.7% for part-time and 95.0% for full-time. So those who complete their study attending full-time are more likely to achieve than part-time (Figure 37).

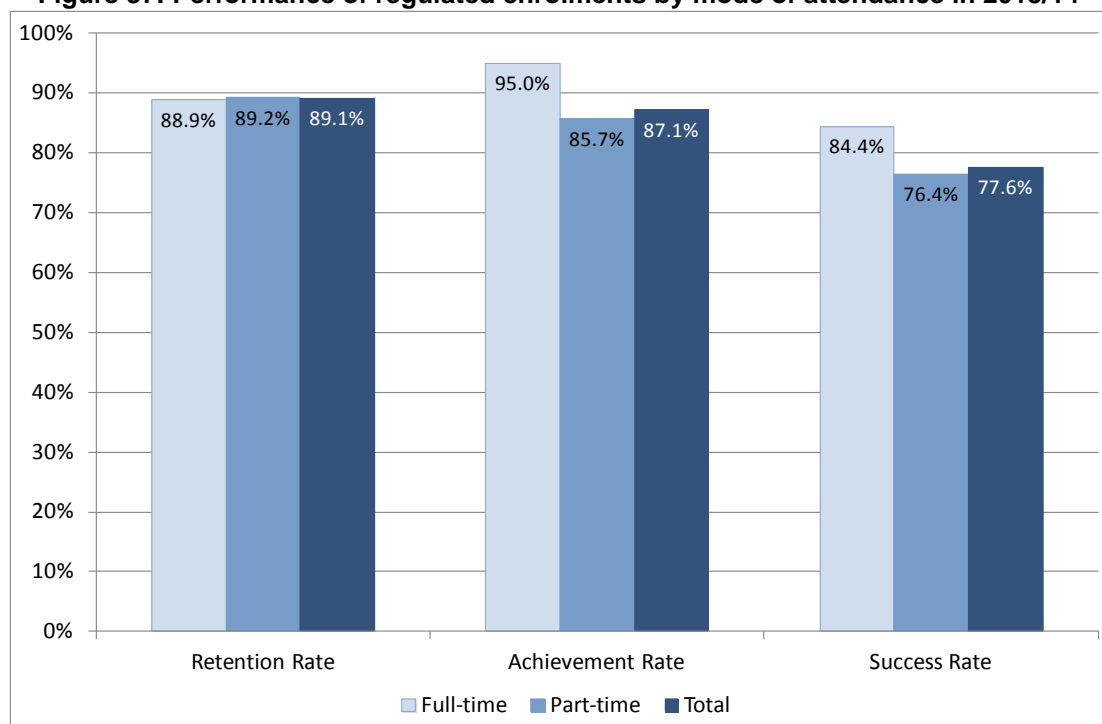
All six colleges had higher achievement rates for full-time provision than part-time provision. In all colleges the part-time achievement rate was less than 90%, while the full-time rate was consistently greater than 90%. The biggest difference (11.8 percentage points) between full-time (93.7%) and part-time (81.9%) was in BMC (Table A22).

## Success rate

The success rates across the sector were 76.4% for part-time and 84.4% for full-time (Figure 37).

Across all colleges the full-time success rate was greater than the part-time rate. Success rates within part-time provision ranged from 71.1% in BMC to 81.3% in SRC, while for full-time provision it ranged from 80.7% in NWRC to 90.9% in SRC (Table A22).

**Figure 37: Performance of regulated enrolments by mode of attendance in 2013/14**



## **Performance by provision area**

### **Retention rate**

In 2013/14, within the FE colleges more students are likely to complete a Higher Education (HE) course than a Further Education or Essential Skills course. The retention rates across the three main provision areas were 83.1% for Essential Skills (ES), 90.8% for FE and 95.4% for HE (Figure 38).

The HE provision area was the highest retention rate across all colleges ranging from 93.1% in NWRC to 96.9% in BMC, while for FE provision it ranged from 88.0% in NWRC to 93.6% in SRC. Retention rates within ES provision ranged from 77.5% in NRC to 90.8% in SRC (Table A23).

### **Achievement rate**

The achievement rates in FE colleges were 86.0% for Essential Skills, 87.2% for FE and 89.9% for HE (Figure 38).

Achievement rates within HE provision ranged from 85.0% in NRC to 95.6% in SERC, while for FE provision it ranged from 82.0% in BMC to 90.4% in both NWRC and SRC. Achievement rates within ES provision ranged from 79.9% in SWC to 89.8% in SERC.

In five of the six colleges the highest achievement rate was within HE provision, the exception being NRC where the highest achievement rate was in FE (89.7%) (Table A23).

### **Success rate**

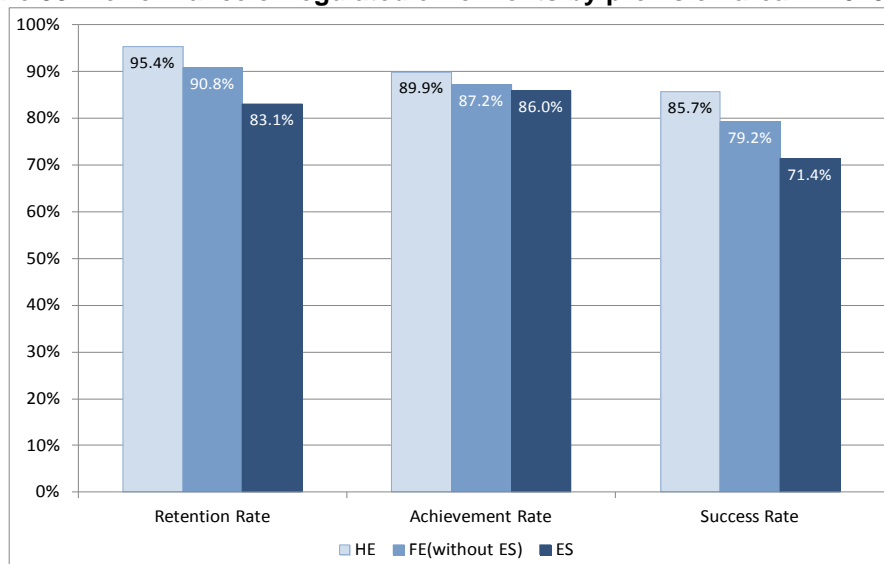
Within the FE sector the success rates were 71.4% for Essential Skills, 79.2% for FE and 85.7% for HE. This followed a similar pattern as the achievement rates. Based on this information there are higher proportions of people staying on and achieving within higher education than either FE or Essential Skills (Figure 38).

Success rates within HE provision ranged from 80.8% in NRC to 91.6% in SERC, while for FE provision it ranged from 72.7% in BMC to 84.6% in SRC. Retention rates within ES provision ranged from 67.8% in NRC to 76.2% in NWRC.

Across all colleges the highest success rate was within HE provision (Table A23).



**Figure 38: Performance of regulated enrolments by provision area in 2013/2014**



## Performance by level of study

### Retention rate

The retention rate in FE colleges ranged from 85.0% at Level 1 to 97.8% at Level 6. The retention rate generally increased as the levels increased (Figure 39).

This same pattern of increasing retention rates as the level increased occurred across all the colleges. For five of the six colleges the lowest retention rates were either at 'level 0' or 'level 1'. SRC (76.9%) had its lowest retention rate at 'level 7' (13 final year enrolments), although caution is needed here given the low final year enrolment count. This was also the lowest retention rate across the colleges and levels. The second lowest retention rate by sector and level was in BMC at 'Level 1' (80.5%). The highest retention rates were 100%, at either 'level 6' in NRC or 'level 7' in BMC, NRC and NWRC (Table A24).

### Achievement rate

The achievement rate in FE colleges ranged from 79.5% at Level 7 to 90.4% at Level 4.

However, as with the retention rate the achievement rate generally increased as the levels increased. As the level of difficulty increases it seems that more people who complete the course achieve their qualification (Figure 39).

Across the FE colleges, only SERC and SWC followed this pattern of increasing achievement rate as level increases.

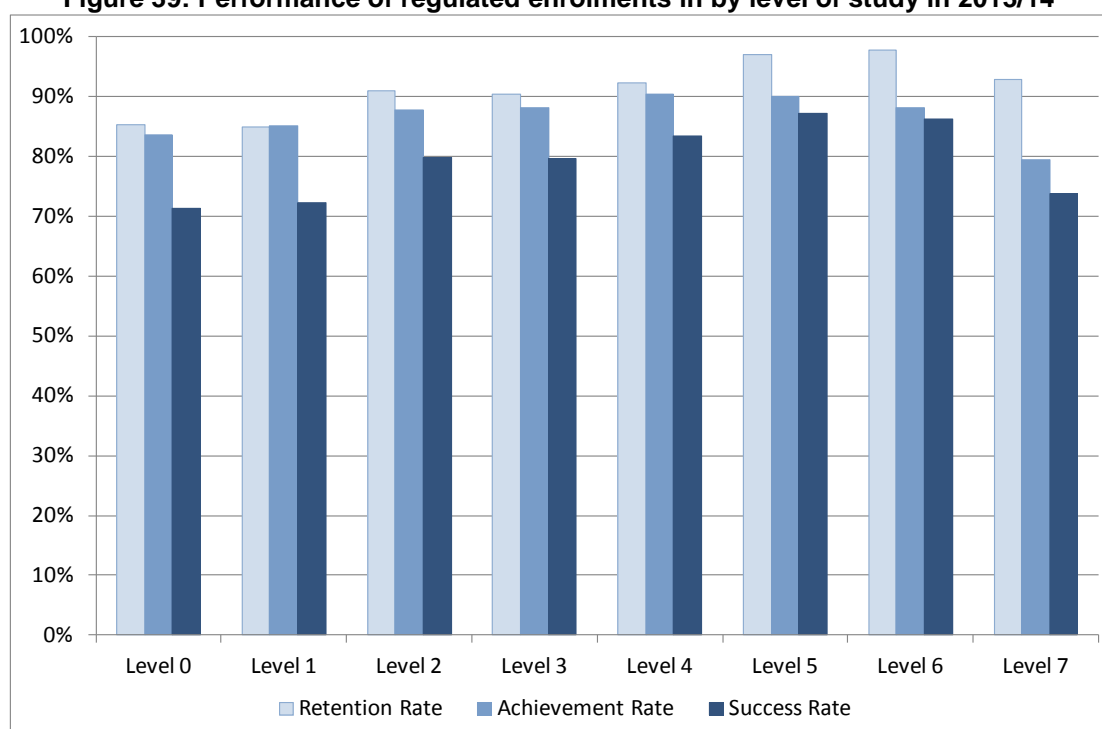
The lowest achievement rate (62.5%) was in NRC at Level 6, which was 12.5 percentage points lower than any other achievement rate across all colleges and levels. This was also 21.4 percentage points lower than the second lowest level in NRC ('Level 0', 83.9%). The highest achievement rates were 100%, at 'Level 7' (in BMC and SRC) (Table A24).

## Success rate

The success rate in FE colleges ranged from 71.3% (Level 0) to 87.3% (Level 5). Success rates generally increased as the level increased. This would follow on from the patterns seen within retention and achievement rates (Figure 39).

Across the colleges there were a couple of exceptions to this pattern. In BMC, there was a clear distinction between the success rates up to Level 3 and those in HE (Level 4 and above). The rates at the lower levels ranged from 68.1% at Level 1 to 74.8% at Level 2, while the HE rates ranged from 83.6% at Level 5 to 100.0% at Level 7 (the highest success rate across colleges by level). The lowest success rate (62.5%) was in NRC at Level 6. In SERC the success rate at Level 5 (96.6%) was 14.1 percentage points higher than the second highest in the college ('Level 3' 82.5%) (Table A24).

**Figure 39: Performance of regulated enrolments in by level of study in 2013/14**



## Performance by subject area

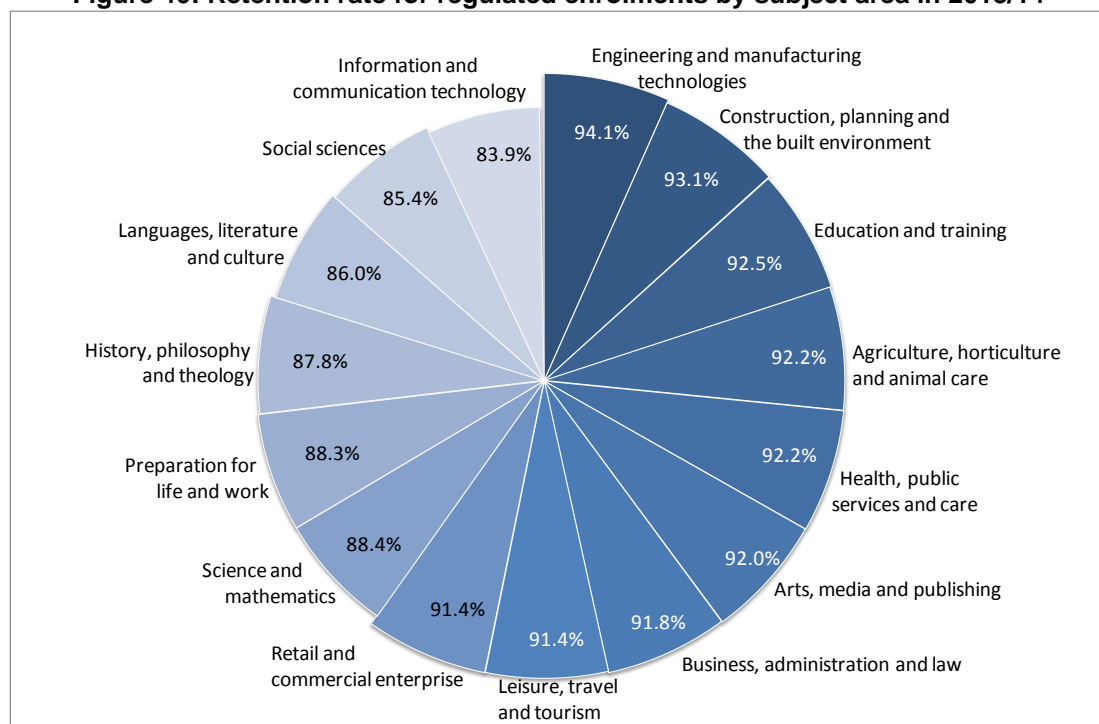
### Retention rate

The retention rate by subject area ranged from 83.9% in 'Information & Communication Technology' to 94.1% in 'Engineering & Manufacturing Technologies' (Figure 40, Table A25).

Three of the six colleges followed the sector trend with their highest retention rates in 'Engineering & Manufacturing Technologies'; SRC (97.2%), SERC (94.9%) and BMC (94.0%). The highest rates in the other colleges were: NWRC 'Education & Training' (97.7%), SWC 'Construction, planning & the built environment' (96.0%), 'Education & Training' (96.0%) and NRC 'Agriculture, horticulture & animal care' (94.2%).

The lowest retention rate in NRC (79.6%) and BMC (81.4%) was also in 'Information & Communication Technology'. In SWC (71.0%), NWRC (72.8%) and SERC (79.8%) the lowest retention rates were in 'Social sciences', while the lowest retention rate in SRC was in 'Languages, literature & culture' (84.7%).

**Figure 40: Retention rate for regulated enrolments by subject area in 2013/14**



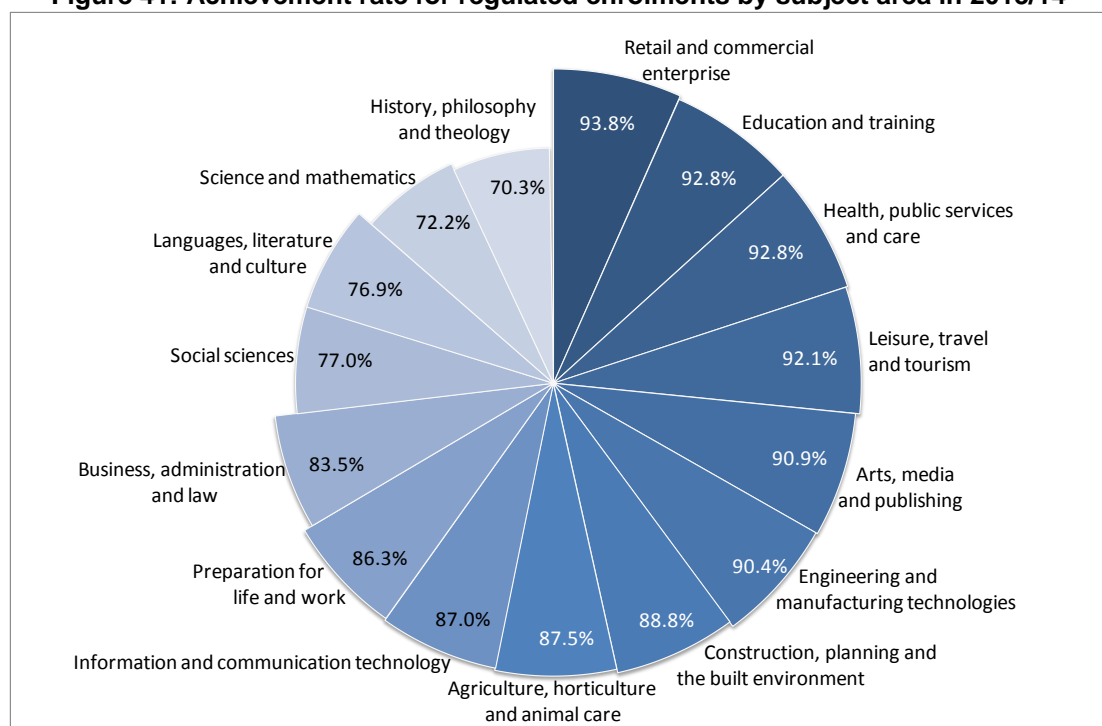
## Achievement rate

The achievement rate by subject area ranged from 70.3% in 'History, philosophy & theology' to 93.8% in 'Retail & commercial enterprise'. This implies that students who complete this course find it more difficult to achieve their qualification within 'History, philosophy & theology' than other subject areas (Figure 41, Table A25).

NRC (94.9%) and SWC (90.3%) followed the FE sector pattern with the subject with the highest achievement rate in 'Retail & commercial enterprise'. The highest rates in the other colleges were: SRC 'Education & training' (100.0%), NWRC 'Leisure travel & tourism' (97.1%), SERC 'Health, public services' (96.2%) and BMC 'Construction, planning & the built environment' (95.4%).

The lowest achievement rates in SWC (59.3%), NWRC (62.1%), SRC (71.3%) and SERC (84.7%) were all in 'Science & mathematics'. In BMC the lowest achievement rate was 63.6% in 'History, philosophy & theology', while in NRC the lowest was in 'Languages, literature & culture' (73.7%).

**Figure 41: Achievement rate for regulated enrolments by subject area in 2013/14**



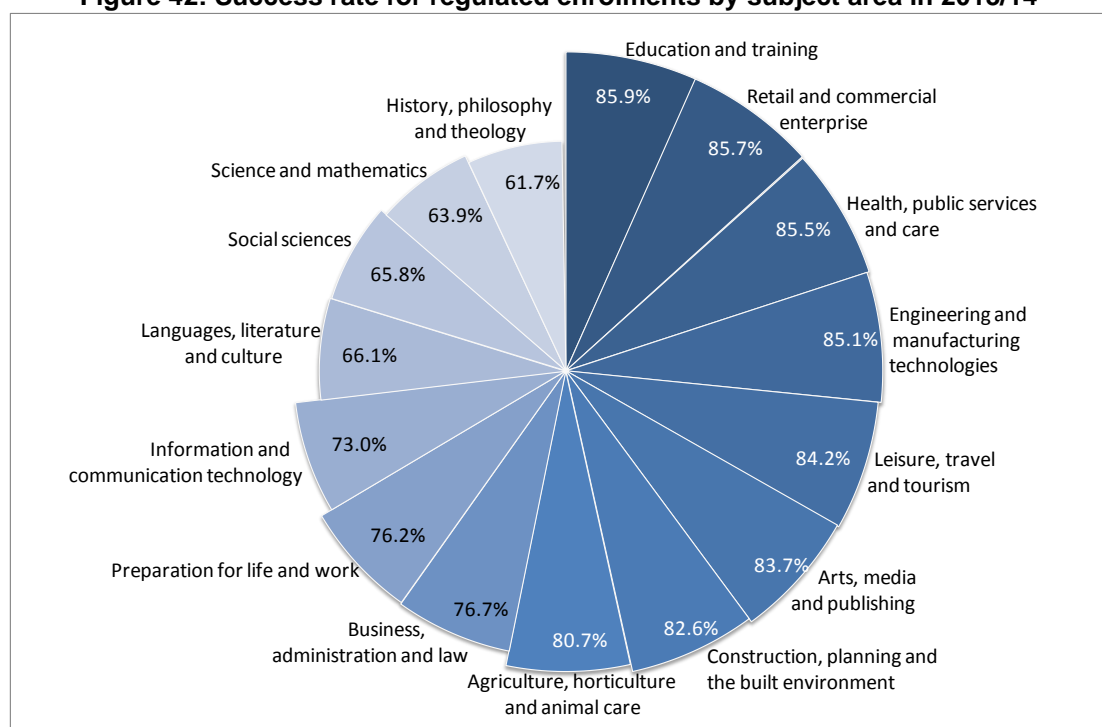
## Success rate

The subject area success rates ranged from 61.7% in 'History, philosophy & theology' to 85.9% in 'Education & training'. The combination of retention and achievement rate, as illustrated through success rate, indicates that lower proportions of final year enrolments stay on and achieve in 'History, philosophy & theology' than other subject areas (Figure 42, Table A25).

SERC (88.0%) followed the FE sector trend with final year enrolments in 'Education & training' being their highest success rates. The highest success rates differed across all colleges. In BMC the highest success rate was in 'Construction, planning & the built environment' (88.5%). In NRC both 'Agriculture, horticulture & animal care' and 'Retail & commercial enterprise' (87.0%) had the highest success rates. The highest success rates in the other colleges were; SRC, 'Health, public services and care' (92.2%), NWRC, 'Leisure, travel & tourism' (89.9%) and SWC 'Engineering & manufacturing technologies' (85.1%).

BMC (56.5%) and SERC (67.4%) followed the FE sector trend with their lowest success rates in 'History, philosophy & theology'. In SWC (48.9%), NWRC (50.7%) and SRC (62.2%) the lowest success rates were in 'Science & mathematics'. Thus in SWC less than half and in NWRC just over half of final year enrolments gained a qualification in 'Science & mathematics'. In NRC the lowest success rate was in 'Languages, literature & culture' (66.4%).

**Figure 42: Success rate for regulated enrolments by subject area in 2013/14**



## Performance by deprivation

### Retention rate

The retention rate for the FE Sector ranged from 85.8% from the most deprived quintile to 90.8% from the middle quintile. There is a general trend of the retention rate increasing as the areas where people come from become less deprived; they are more likely to stay on the course (Figure 43).

Final year enrolments from the least deprived quintile had the highest retention rate for SWC (92.8%), SERC (91.6%), BMC (89.7%), and NRC (88.6%), while the highest retention rates in SRC (94.0%) and NWRC (91.8%) were in the 2<sup>nd</sup> least deprived quintile and the middle quintile respectively. However, there is only a small range in retention rates for final year enrolments from the five areas across the colleges. The maximum percentage point difference from highest to lowest was 8.5 in NRC.

Final year enrolments from the most deprived quintile had the lowest retention rate in all colleges (Table A26).

### Achievement rate

The achievement rates in the FE sector ranged from 85.7% in the most deprived quintile to 88.2% for those from either the middle or 2<sup>nd</sup> least deprived quintile. Moving from most deprived to least deprived there is a slight upward trend in achievement rates. However there is little variation across the final year enrolments coming from each of the five areas (Figure 43).

Across the colleges either from the most deprived or 2<sup>nd</sup> most deprived quintile had the lowest achievement rates.

In five of the six colleges either from the 2<sup>nd</sup> least deprived or middle quintiles had the highest achievement rates. The exception was SWC (85.7%) where the highest achievement rates were from the least deprived quintile. There was greater variation in achievement rates across the five deprivation areas in NWRC, where final year enrolments from the middle quintile's achievement rate (92.9%) was 5.8 percentage points higher than those from the 20% most deprived areas (87.1%) (Table A26).

### Success rate

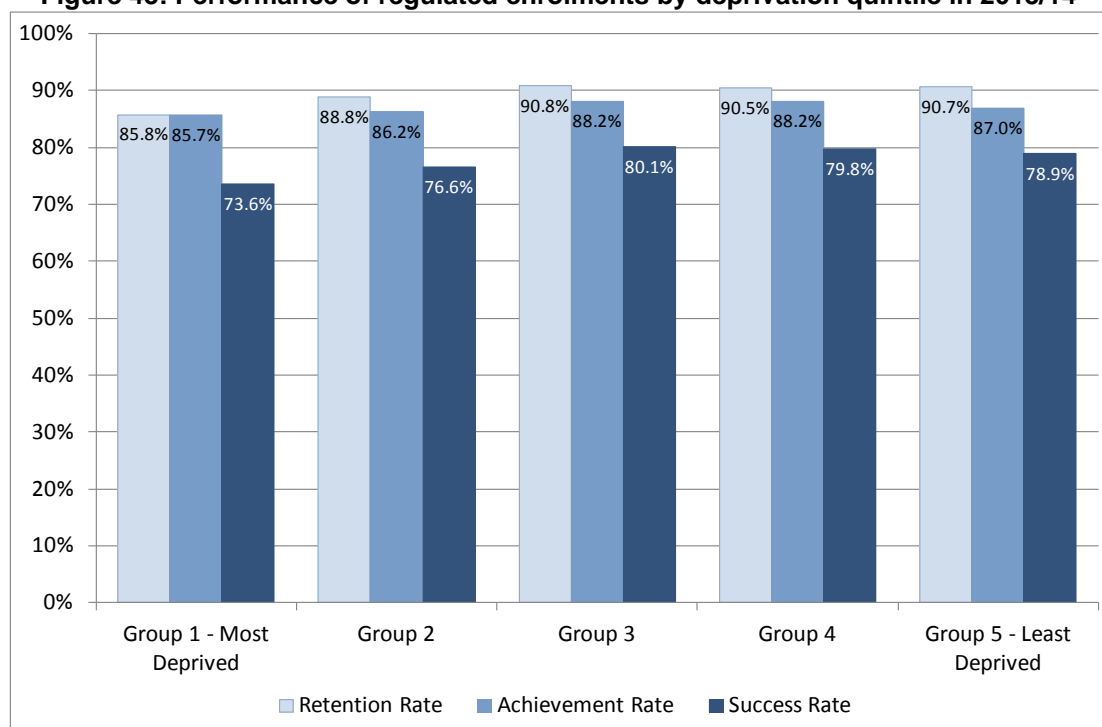
The success rates in the FE sector increased from 73.6% for final year enrolments from the most deprived quintile to 80.1% for those from the middle quintile. An upward trend in the success rates as deprivation decreased then levels from the 2<sup>nd</sup> least deprived quintile (79.8%) and those from the least deprived quintile (78.9%) (Figure 43).

In five of the six colleges final year enrolments from the most deprived quintile had the lowest success rates, the exception being BMC where final year enrolments from the 2<sup>nd</sup> most deprived quintile had the lowest success rates.

The percentage point range in success rates across deprivation quintiles varied from 5.4 percentage points in SRC to 11.9 percentage points in NWRC.

In SRC the lowest success rate was in the most deprived quintile (79.3%) and the highest success rate was in the middle quintile (84.7%). In NWRC the lowest success rate was also in the most deprived quintile (73.4%) and the highest success rate was also in the middle quintile (85.3%) (Table A26).

**Figure 43: Performance of regulated enrolments by deprivation quintile in 2013/14**



## Performance by STEM

### Retention rate

In 2013/14, the retention rate for final year enrolments in 'Broad' and 'Narrow' STEM was 91.3% and 90.1%, respectively. Both had higher retention rates than final year enrolments in non-STEM regulated qualifications (88.5%) i.e. more people complete STEM courses (Figure 44).

For 'Broad' STEM, two colleges had slightly higher rates than the FE sector average, SRC (93.6%) and BMC (92.1%), while the other four colleges, SERC (90.0%), NWRC (90.1%), SWC (90.3%) and NRC (91.1%), had retention rates below the sector average.

Retention rates in 'Narrow' STEM by college ranged from 87.9% in NWRC to 92.1% in SRC (Table A27).

### Achievement rate

Across the FE Sector the achievement rate in 2013/14 for final year enrolments in 'Broad' and 'Narrow' STEM was 87.0% and 85.3%, respectively. Both had lower achievement rates than final year enrolments in non-STEM regulated qualifications (87.1%). This indicates that while it seems more people stay on the STEM than non-STEM courses, less are achieving their qualifications (Figure 44).

For 'Broad' STEM, four colleges had slightly higher rates than the FE sector average, NRC (90.2%), SRC (88.7%) NWRC (87.5%) and SERC (87.5%), while the other two colleges, BMC (83.9%) and SWC (86.5%), had achievement rates below the FE sector average.

Achievement in 'Narrow' STEM by college ranged from 81.9% in BMC to 89.4% in NRC (Table A27).

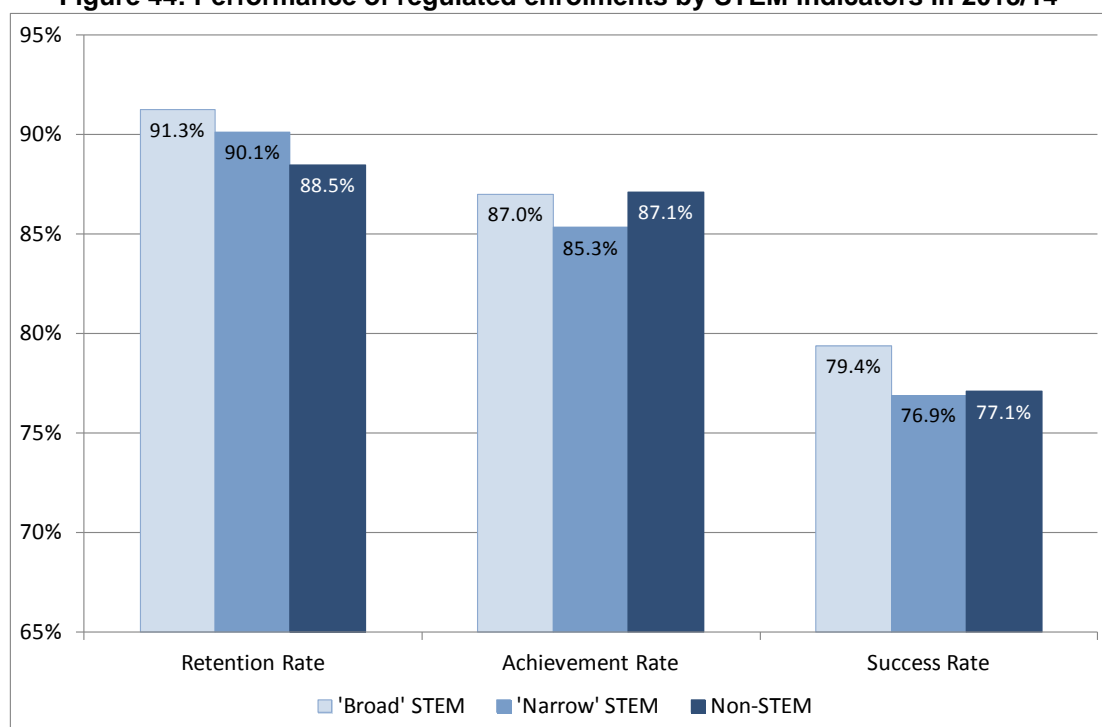
### Success rate

The FE sector success rates were 79.4% for 'Broad' STEM and 76.9% for 'Narrow' STEM. Comparison with the success rate for non-STEM (77.1%) of final year enrolments in regulated qualifications indicates that those enrolled in 'Narrow' STEM subjects are slightly less likely to stay on the course and achieve than in non-STEM courses, while those on 'Broad' STEM are more likely (Figure 44).

For 'Broad' STEM, two colleges had higher rates than the FE sector average, SRC (83.0%) and NRC (82.2%), while the other four colleges, BMC (77.3%), SWC (78.2%), SERC (78.7%) and NWRC (78.9%) had achievement rates below the FE sector average.

Success rates in 'Narrow' STEM by college ranged from 73.2% in NWRC to 79.7% in NRC (Table A27).

**Figure 44: Performance of regulated enrolments by STEM indicators in 2013/14**





## Annex A – Tables

**Table A1: Number of enrolments and individuals by regulated status and academic year**

	Status	Academic Year				
		2009/10	2010/11	2011/12	2012/13	*2013/14
<b>Number of enrolments</b>	Non-regulated	36,227	31,045	31,344	33,538	39,047
	Regulated	163,350	155,425	153,076	156,806	141,778
	<b>Total</b>	<b>199,577</b>	<b>186,470</b>	<b>184,420</b>	<b>190,344</b>	<b>180,825</b>
<b>Number of individuals</b>	Non-regulated	24,631	22,012	22,032	23,800	27,519
	Regulated	100,554	95,291	90,160	86,726	78,454
	<b>Total</b>	<b>120,102</b>	<b>113,113</b>	<b>107,704</b>	<b>105,035</b>	<b>99,293</b>
<b>Enrolments per individual</b>	Non-regulated	1.5	1.4	1.4	1.4	1.4
	Regulated	1.6	1.6	1.7	1.8	1.8
	<b>Total</b>	<b>1.7</b>	<b>1.6</b>	<b>1.7</b>	<b>1.8</b>	<b>1.8</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. The number of individuals for each academic year has been determined (using Student Reference and FE college as the unique identifier) within the specific academic year period.

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.

**Table A2: All enrolments by age band, FE college and academic year**

FE College	Age band	Academic Year				
		2009/10	2010/11	2011/12	2012/13	2013/14
<b>Belfast Metropolitan College</b>	19 & under	17,373	14,912	13,274	16,772	15,922
	20-24	8,095	6,347	6,139	6,832	6,413
	25 & over	28,856	21,857	19,116	16,305	14,698
	Unknown	142	55	34	41	22
	<b>Total</b>	<b>54,466</b>	<b>43,171</b>	<b>38,563</b>	<b>39,950</b>	<b>37,055</b>
<b>Northern Regional College</b>	19 & under	14,645	14,644	15,314	13,742	12,646
	20-24	2,420	2,297	2,477	2,359	2,309
	25 & over	8,588	8,523	9,055	9,149	9,221
	Unknown	33	4	15	35	381
	<b>Total</b>	<b>25,686</b>	<b>25,468</b>	<b>26,861</b>	<b>25,285</b>	<b>24,557</b>
<b>North West Regional College</b>	19 & under	9,238	9,353	9,645	9,344	8,460
	20-24	3,177	3,440	3,378	3,328	3,177
	25 & over	12,697	13,182	12,579	12,253	11,498
	Unknown	61	97	60	28	32
	<b>Total</b>	<b>25,173</b>	<b>26,072</b>	<b>25,662</b>	<b>24,953</b>	<b>23,167</b>
<b>South Eastern Regional College</b>	19 & under	14,291	15,827	19,371	24,162	23,523
	20-24	2,863	3,026	2,957	4,152	3,695
	25 & over	12,168	11,420	8,935	8,996	8,614
	Unknown	18	2	4	2	0
	<b>Total</b>	<b>29,340</b>	<b>30,275</b>	<b>31,267</b>	<b>37,312</b>	<b>35,832</b>
<b>Southern Regional College</b>	19 & under	23,236	20,558	18,469	18,058	16,985
	20-24	3,758	3,789	4,145	3,816	3,433
	25 & over	13,187	12,715	12,844	13,556	12,656
	Unknown	67	19	34	6	1
	<b>Total</b>	<b>40,248</b>	<b>37,081</b>	<b>35,492</b>	<b>35,436</b>	<b>33,075</b>
<b>South West College</b>	19 & under	12,118	11,260	12,008	12,949	13,805
	20-24	2,906	2,998	3,489	3,879	3,497
	25 & over	9,602	10,126	11,063	10,568	9,824
	Unknown	38	19	15	12	13
	<b>Total</b>	<b>24,664</b>	<b>24,403</b>	<b>26,575</b>	<b>27,408</b>	<b>27,139</b>
<b>NI Total</b>	<b>19 &amp; under</b>	<b>90,901</b>	<b>86,554</b>	<b>88,081</b>	<b>95,027</b>	<b>91,341</b>
	<b>20-24</b>	<b>23,219</b>	<b>21,897</b>	<b>22,585</b>	<b>24,366</b>	<b>22,524</b>
	<b>25 &amp; over</b>	<b>85,098</b>	<b>77,823</b>	<b>73,592</b>	<b>70,827</b>	<b>66,511</b>
	<b>Unknown</b>	<b>359</b>	<b>196</b>	<b>162</b>	<b>124</b>	<b>449</b>
	<b>Total</b>	<b>199,577</b>	<b>186,470</b>	<b>184,420</b>	<b>190,344</b>	<b>180,825</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Age is at 1<sup>st</sup> July of the previous academic year, based on the start date of the course.

**Table A3: All enrolments by gender, FE college and academic year**

FE College	Gender	Academic Year				
		2009/10	2010/11	2011/12	2012/13	2013/14
Belfast Metropolitan College	Female	31,216	24,432	21,590	21,452	20,203
	Male	23,250	18,739	16,973	18,498	16,852
	<b>Total</b>	<b>54,466</b>	<b>43,171</b>	<b>38,563</b>	<b>39,950</b>	<b>37,055</b>
Northern Regional College	Female	12,663	12,040	13,229	12,752	12,836
	Male	13,023	13,428	13,632	12,533	11,721
	<b>Total</b>	<b>25,686</b>	<b>25,468</b>	<b>26,861</b>	<b>25,285</b>	<b>24,557</b>
North West Regional College	Female	14,593	15,301	15,146	14,438	13,329
	Male	10,580	10,771	10,516	10,515	9,838
	<b>Total</b>	<b>25,173</b>	<b>26,072</b>	<b>25,662</b>	<b>24,953</b>	<b>23,167</b>
South Eastern Regional College	Female	14,195	13,987	14,125	16,526	15,755
	Male	15,145	16,288	17,142	20,786	20,077
	<b>Total</b>	<b>29,340</b>	<b>30,275</b>	<b>31,267</b>	<b>37,312</b>	<b>35,832</b>
Southern Regional College	Female	22,120	20,931	19,467	19,294	17,663
	Male	18,128	16,150	16,025	16,142	15,412
	<b>Total</b>	<b>40,248</b>	<b>37,081</b>	<b>35,492</b>	<b>35,436</b>	<b>33,075</b>
South West College	Female	11,451	10,979	12,043	12,363	12,119
	Male	13,213	13,424	14,532	15,045	15,020
	<b>Total</b>	<b>24,664</b>	<b>24,403</b>	<b>26,575</b>	<b>27,408</b>	<b>27,139</b>
NI Total	<b>Female</b>	<b>106,238</b>	<b>97,670</b>	<b>95,600</b>	<b>96,825</b>	<b>91,905</b>
	<b>Male</b>	<b>93,339</b>	<b>88,800</b>	<b>88,820</b>	<b>93,519</b>	<b>88,920</b>
	<b>Total</b>	<b>199,577</b>	<b>186,470</b>	<b>184,420</b>	<b>190,344</b>	<b>180,825</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

**Table A4: All enrolments by mode of attendance, FE college and academic year**

FE College	Mode of Attendance	Academic Year				
		2009/10	2010/11	2011/12	2012/13	2013/14
Belfast Metropolitan College	Full-time	6,719	5,706	5,385	5,411	4,964
	Part-time	47,747	37,465	33,178	34,539	32,091
	<b>Total</b>	<b>54,466</b>	<b>43,171</b>	<b>38,563</b>	<b>39,950</b>	<b>37,055</b>
Northern Regional College	Full-time	4,219	4,529	4,118	4,230	3,856
	Part-time	21,467	20,939	22,743	21,055	20,701
	<b>Total</b>	<b>25,686</b>	<b>25,468</b>	<b>26,861</b>	<b>25,285</b>	<b>24,557</b>
North West Regional College	Full-time	4,777	4,864	4,938	4,679	4,292
	Part-time	20,396	21,208	20,724	20,274	18,875
	<b>Total</b>	<b>25,173</b>	<b>26,072</b>	<b>25,662</b>	<b>24,953</b>	<b>23,167</b>
South Eastern Regional College	Full-time	5,599	5,612	4,858	5,451	4,789
	Part-time	23,741	24,663	26,409	31,861	31,043
	<b>Total</b>	<b>29,340</b>	<b>30,275</b>	<b>31,267</b>	<b>37,312</b>	<b>35,832</b>
Southern Regional College	Full-time	5,554	5,326	5,438	5,120	4,684
	Part-time	34,694	31,755	30,054	30,316	28,391
	<b>Total</b>	<b>40,248</b>	<b>37,081</b>	<b>35,492</b>	<b>35,436</b>	<b>33,075</b>
South West College	Full-time	2,870	3,215	3,218	3,110	3,248
	Part-time	21,794	21,188	23,357	24,298	23,891
	<b>Total</b>	<b>24,664</b>	<b>24,403</b>	<b>26,575</b>	<b>27,408</b>	<b>27,139</b>
NI Total	<b>Full-time</b>	<b>29,738</b>	<b>29,252</b>	<b>27,955</b>	<b>28,001</b>	<b>25,833</b>
	<b>Part-time</b>	<b>169,839</b>	<b>157,218</b>	<b>156,465</b>	<b>162,343</b>	<b>154,992</b>
	<b>Total</b>	<b>199,577</b>	<b>186,470</b>	<b>184,420</b>	<b>190,344</b>	<b>180,825</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Mode of attendance is either full-time or part-time. For further details on definitions please refer to either in Annex B – Definitions or Annex C - Technical note 12.

**Table A5: Regulated and non-regulated enrolments by FE college and academic year**

<b>FE College</b>	<b>Status</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>*2013/14</b>
<b>Belfast Metropolitan College</b>	Non-regulated	11,899	7,954	6,469	5,791	5,767
	Regulated	42,567	35,217	32,094	34,159	31,288
	<b>BMC Total</b>	<b>54,466</b>	<b>43,171</b>	<b>38,563</b>	<b>39,950</b>	<b>37,055</b>
<b>Northern Regional College</b>	Non-regulated	4,032	5,191	5,851	5,797	6,634
	Regulated	21,654	20,277	21,010	19,488	17,923
	<b>NRC Total</b>	<b>25,686</b>	<b>25,468</b>	<b>26,861</b>	<b>25,285</b>	<b>24,557</b>
<b>North West Regional College</b>	Non-regulated	4,932	5,121	5,689	5,861	6,479
	Regulated	20,241	20,951	19,973	19,092	16,688
	<b>NWRC Total</b>	<b>25,173</b>	<b>26,072</b>	<b>25,662</b>	<b>24,953</b>	<b>23,167</b>
<b>South Eastern Regional College</b>	Non-regulated	3,296	3,652	3,870	5,200	6,960
	Regulated	26,044	26,623	27,397	32,112	28,872
	<b>SERC Total</b>	<b>29,340</b>	<b>30,275</b>	<b>31,267</b>	<b>37,312</b>	<b>35,832</b>
<b>Southern Regional College</b>	Non-regulated	7,409	5,429	4,798	5,390	6,801
	Regulated	32,839	31,652	30,694	30,046	26,274
	<b>SRC Total</b>	<b>40,248</b>	<b>37,081</b>	<b>35,492</b>	<b>35,436</b>	<b>33,075</b>
<b>South West College</b>	Non-regulated	4,659	3,698	4,667	5,499	6,406
	Regulated	20,005	20,705	21,908	21,909	20,733
	<b>SWC Total</b>	<b>24,664</b>	<b>24,403</b>	<b>26,575</b>	<b>27,408</b>	<b>27,139</b>
<b>NI Total</b>	<b>Non-regulated</b>	<b>36,227</b>	<b>31,045</b>	<b>31,344</b>	<b>33,538</b>	<b>39,047</b>
	<b>Regulated</b>	<b>163,350</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>
	<b>NI Total</b>	<b>199,577</b>	<b>186,470</b>	<b>184,420</b>	<b>190,344</b>	<b>180,825</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.

**Table A6: Regulated enrolments by age band, FE college and academic year**

FE College	Age band	Academic Year				
		2009/10	2010/11	2011/12	2012/13	*2013/14
<b>Belfast Metropolitan College</b>	19 & under	16,735	14,609	13,023	15,976	15,395
	20-24	7,375	5,869	5,678	6,202	5,807
	25 & over	18,371	14,702	13,375	11,955	10,078
	Unknown	86	37	18	26	8
	<b>Total</b>	<b>42,567</b>	<b>35,217</b>	<b>32,094</b>	<b>34,159</b>	<b>31,288</b>
<b>Northern Regional College</b>	19 & under	13,548	13,280	13,756	12,657	10,974
	20-24	2,171	2,021	2,167	1,999	1,906
	25 & over	5,921	4,976	5,086	4,830	5,030
	Unknown	14	0	1	2	13
	<b>Total</b>	<b>21,654</b>	<b>20,277</b>	<b>21,010</b>	<b>19,488</b>	<b>17,923</b>
<b>North West Regional College</b>	19 & under	8,719	8,887	9,067	8,913	7,623
	20-24	2,838	3,103	3,078	3,019	2,781
	25 & over	8,657	8,913	7,804	7,148	6,266
	Unknown	27	48	24	12	18
	<b>Total</b>	<b>20,241</b>	<b>20,951</b>	<b>19,973</b>	<b>19,092</b>	<b>16,688</b>
<b>South Eastern Regional College</b>	19 & under	12,883	14,320	16,824	21,233	20,114
	20-24	2,568	2,620	2,725	3,507	2,891
	25 & over	10,583	9,681	7,844	7,371	5,867
	Unknown	10	2	4	1	0
	<b>Total</b>	<b>26,044</b>	<b>26,623</b>	<b>27,397</b>	<b>32,112</b>	<b>28,872</b>
<b>Southern Regional College</b>	19 & under	19,608	18,821	18,013	17,588	16,069
	20-24	3,384	3,407	3,766	3,346	2,825
	25 & over	9,824	9,409	8,893	9,109	7,380
	Unknown	23	15	22	3	0
	<b>Total</b>	<b>32,839</b>	<b>31,652</b>	<b>30,694</b>	<b>30,046</b>	<b>26,274</b>
<b>South West College</b>	19 & under	11,006	10,974	11,482	12,210	12,061
	20-24	2,522	2,566	2,813	2,977	2,774
	25 & over	6,460	7,158	7,610	6,717	5,893
	Unknown	17	7	3	5	5
	<b>Total</b>	<b>20,005</b>	<b>20,705</b>	<b>21,908</b>	<b>21,909</b>	<b>20,733</b>
<b>NI Total</b>	<b>19 &amp; under</b>	<b>82,499</b>	<b>80,891</b>	<b>82,165</b>	<b>88,577</b>	<b>82,236</b>
	<b>20-24</b>	<b>20,858</b>	<b>19,586</b>	<b>20,227</b>	<b>21,050</b>	<b>18,984</b>
	<b>25 &amp; over</b>	<b>59,816</b>	<b>54,839</b>	<b>50,612</b>	<b>47,130</b>	<b>40,514</b>
	<b>Unknown</b>	<b>177</b>	<b>109</b>	<b>72</b>	<b>49</b>	<b>44</b>
	<b>Total</b>	<b>163,350</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Age is at 1<sup>st</sup> July of the previous academic year, based on the start date of the course.

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.

**Table A7: Regulated enrolments by gender, FE college and academic year**

FE College	Gender	Academic Year				
		2009/10	2010/11	2011/12	2012/13	*2013/14
<b>Belfast Metropolitan College</b>	Female	22,789	18,549	16,976	17,582	16,304
	Male	19,778	16,668	15,118	16,577	14,984
	<b>Total</b>	<b>42,567</b>	<b>35,217</b>	<b>32,094</b>	<b>34,159</b>	<b>31,288</b>
<b>Northern Regional College</b>	Female	10,219	8,985	9,630	8,854	8,465
	Male	11,435	11,292	11,380	10,634	9,458
	<b>Total</b>	<b>21,654</b>	<b>20,277</b>	<b>21,010</b>	<b>19,488</b>	<b>17,923</b>
<b>North West Regional College</b>	Female	11,121	11,782	11,115	10,331	8,940
	Male	9,120	9,169	8,858	8,761	7,748
	<b>Total</b>	<b>20,241</b>	<b>20,951</b>	<b>19,973</b>	<b>19,092</b>	<b>16,688</b>
<b>South Eastern Regional College</b>	Female	12,639	12,532	12,755	14,790	13,313
	Male	13,405	14,091	14,642	17,322	15,559
	<b>Total</b>	<b>26,044</b>	<b>26,623</b>	<b>27,397</b>	<b>32,112</b>	<b>28,872</b>
<b>Southern Regional College</b>	Female	17,542	17,276	16,361	15,906	13,595
	Male	15,297	14,376	14,333	14,140	12,679
	<b>Total</b>	<b>32,839</b>	<b>31,652</b>	<b>30,694</b>	<b>30,046</b>	<b>26,274</b>
<b>South West College</b>	Female	8,842	9,040	9,752	9,766	8,991
	Male	11,163	11,665	12,156	12,143	11,742
	<b>Total</b>	<b>20,005</b>	<b>20,705</b>	<b>21,908</b>	<b>21,909</b>	<b>20,733</b>
<b>NI Total</b>	<b>Female</b>	<b>83,152</b>	<b>78,164</b>	<b>76,589</b>	<b>77,229</b>	<b>69,608</b>
	<b>Male</b>	<b>80,198</b>	<b>77,261</b>	<b>76,487</b>	<b>79,577</b>	<b>72,170</b>
	<b>Total</b>	<b>163,350</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.

**Table A8: Regulated enrolments by mode of attendance, FE college and academic year**

FE College	Mode of Attendance	Academic Year				
		2009/10	2010/11	2011/12	2012/13	*2013/14
Belfast Metropolitan College	Full-time	6,525	5,651	5,375	5,411	4,922
	Part-time	36,042	29,566	26,719	28,748	26,366
	<b>Total</b>	<b>42,567</b>	<b>35,217</b>	<b>32,094</b>	<b>34,159</b>	<b>31,288</b>
Northern Regional College	Full-time	4,219	4,529	4,118	4,228	3,856
	Part-time	17,435	15,748	16,892	15,260	14,067
	<b>Total</b>	<b>21,654</b>	<b>20,277</b>	<b>21,010</b>	<b>19,488</b>	<b>17,923</b>
North West Regional College	Full-time	4,777	4,848	4,928	4,643	4,291
	Part-time	15,464	16,103	15,045	14,449	12,397
	<b>Total</b>	<b>20,241</b>	<b>20,951</b>	<b>19,973</b>	<b>19,092</b>	<b>16,688</b>
South Eastern Regional College	Full-time	4,954	4,849	4,826	5,423	4,789
	Part-time	21,090	21,774	22,571	26,689	24,083
	<b>Total</b>	<b>26,044</b>	<b>26,623</b>	<b>27,397</b>	<b>32,112</b>	<b>28,872</b>
Southern Regional College	Full-time	5,554	5,326	5,438	5,120	4,684
	Part-time	27,285	26,326	25,256	24,926	21,590
	<b>Total</b>	<b>32,839</b>	<b>31,652</b>	<b>30,694</b>	<b>30,046</b>	<b>26,274</b>
South West College	Full-time	2,870	3,212	3,218	3,110	3,248
	Part-time	17,135	17,493	18,690	18,799	17,485
	<b>Total</b>	<b>20,005</b>	<b>20,705</b>	<b>21,908</b>	<b>21,909</b>	<b>20,733</b>
NI Total	<b>Full-time</b>	<b>28,899</b>	<b>28,415</b>	<b>27,903</b>	<b>27,935</b>	<b>25,790</b>
	<b>Part-time</b>	<b>134,451</b>	<b>127,010</b>	<b>125,173</b>	<b>128,871</b>	<b>115,988</b>
	<b>Total</b>	<b>163,350</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Mode of attendance is either full-time or part-time. For further details on definitions please refer to either in Annex B – Definitions or Annex C - Technical note 12.

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.



**Table A9: Regulated enrolments by provision area, FE college and academic year**

FE College	Provision Area	Academic Year				
		2009/10	2010/11	2011/12	2012/13	*2013/14
<b>Belfast Metropolitan College</b>	Further Education	33,396	26,295	23,296	25,990	22,825
	Higher Education	4,476	3,771	3,513	3,324	3,285
	Essential Skills	4,695	5,151	5,285	4,845	5,178
	<b>Total</b>	<b>42,567</b>	<b>35,217</b>	<b>32,094</b>	<b>34,159</b>	<b>31,288</b>
<b>Northern Regional College</b>	Further Education	15,547	13,902	14,438	13,146	11,956
	Higher Education	1,070	1,173	1,388	1,548	1,511
	Essential Skills	5,037	5,202	5,184	4,794	4,456
	<b>Total</b>	<b>21,654</b>	<b>20,277</b>	<b>21,010</b>	<b>19,488</b>	<b>17,923</b>
<b>North West Regional College</b>	Further Education	13,806	14,552	13,491	13,177	10,740
	Higher Education	1,547	1,537	1,628	1,560	1,682
	Essential Skills	4,888	4,862	4,854	4,355	4,266
	<b>Total</b>	<b>20,241</b>	<b>20,951</b>	<b>19,973</b>	<b>19,092</b>	<b>16,688</b>
<b>South Eastern Regional College</b>	Further Education	17,709	17,409	18,453	23,230	21,370
	Higher Education	1,342	1,364	1,469	1,588	1,498
	Essential Skills	6,993	7,850	7,475	7,294	6,004
	<b>Total</b>	<b>26,044</b>	<b>26,623</b>	<b>27,397</b>	<b>32,112</b>	<b>28,872</b>
<b>Southern Regional College</b>	Further Education	24,364	23,122	22,086	22,572	19,011
	Higher Education	1,834	1,860	1,901	1,857	1,905
	Essential Skills	6,641	6,670	6,707	5,617	5,358
	<b>Total</b>	<b>32,839</b>	<b>31,652</b>	<b>30,694</b>	<b>30,046</b>	<b>26,274</b>
<b>South West College</b>	Further Education	14,992	14,666	15,284	16,035	14,324
	Higher Education	1,133	1,299	1,417	1,576	1,695
	Essential Skills	3,880	4,740	5,207	4,298	4,714
	<b>Total</b>	<b>20,005</b>	<b>20,705</b>	<b>21,908</b>	<b>21,909</b>	<b>20,733</b>
<b>NI Total</b>	<b>Further Education</b>	<b>119,814</b>	<b>109,946</b>	<b>107,048</b>	<b>114,150</b>	<b>100,226</b>
	<b>Higher Education</b>	<b>11,402</b>	<b>11,004</b>	<b>11,316</b>	<b>11,453</b>	<b>11,576</b>
	<b>Essential Skills</b>	<b>32,134</b>	<b>34,475</b>	<b>34,712</b>	<b>31,203</b>	<b>29,976</b>
	<b>Total</b>	<b>163,350</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Provision area is either 'Further Education', 'Higher Education' or 'Essential Skills'. For further details please refer to either Annex B – Definitions or Annex C – Technical notes.

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.

**Table A10: Regulated enrolments by level of study, FE college and academic year**

FE College	Level of Study	Academic Year				
		2009/10	2010/11	2011/12	2012/13	*2013/14
<b>Belfast Metropolitan College</b>	Level 0	5,829	5,129	4,522	3,443	4,069
	Level 1	9,079	5,187	1,538	1,918	3,957
	Level 2	10,843	11,522	14,488	16,820	11,727
	Level 3	12,340	9,608	8,033	8,654	8,015
	Level 4	1,395	881	1,084	1,104	913
	Level 5	2,615	2,488	2,040	1,926	2,129
	Level 6	371	324	324	251	213
	Level 7	92	78	65	43	30
	Level 8	3	0	0	0	0
	Unknown	0	0	0	0	235
<b>Total</b>	<b>42,567</b>	<b>35,217</b>	<b>32,094</b>	<b>34,159</b>	<b>31,288</b>	
<b>Northern Regional College</b>	Level 0	1,473	1,839	2,100	1,771	1,266
	Level 1	3,104	1,152	1,214	5,627	2,696
	Level 2	10,623	11,195	11,839	5,894	7,619
	Level 3	5,384	4,918	4,469	4,648	4,579
	Level 4	296	279	487	563	601
	Level 5	774	864	883	945	849
	Level 6	0	18	11	29	32
	Level 7	0	12	7	11	29
	Unknown	0	0	0	0	252
	<b>Total</b>	<b>21,654</b>	<b>20,277</b>	<b>21,010</b>	<b>19,488</b>	<b>17,923</b>
<b>North West Regional College</b>	Level 0	838	1,400	949	627	998
	Level 1	6,547	6,656	6,065	5,134	1,976
	Level 2	6,606	6,049	6,037	6,644	7,317
	Level 3	4,703	5,309	5,294	5,127	4,712
	Level 4	335	287	605	568	681
	Level 5	1,183	1,242	1,018	979	989
	Level 6	19	0	0	0	0
	Level 7	10	8	5	13	12
	Unknown	0	0	0	0	3
	<b>Total</b>	<b>20,241</b>	<b>20,951</b>	<b>19,973</b>	<b>19,092</b>	<b>16,688</b>
<b>South Eastern Regional College</b>	Level 0	2,476	3,686	2,852	2,331	1,391
	Level 1	6,279	5,338	5,435	5,318	4,584
	Level 2	9,870	10,755	12,479	17,759	16,146
	Level 3	6,077	5,480	5,162	5,116	5,136
	Level 4	175	158	444	463	474
	Level 5	1,136	1,188	1,025	1,125	1,024
	Level 6	31	18	0	0	0
	Level 7	0	0	0	0	0
	Unknown	0	0	0	0	117
	<b>Total</b>	<b>26,044</b>	<b>26,623</b>	<b>27,397</b>	<b>32,112</b>	<b>28,872</b>
<b>Southern Regional College</b>	Level 0	1,363	2,029	955	1,805	1,905
	Level 1	2,905	2,761	2,380	2,213	2,471
	Level 2	18,705	17,960	18,084	17,146	13,859
	Level 3	8,032	7,042	7,374	7,025	6,037
	Level 4	323	326	430	534	517
	Level 5	1,086	1,148	1,117	1,004	1,073
	Level 6	393	374	338	308	302
	Level 7	32	12	16	11	13
	Unknown	0	0	0	0	97
	<b>Total</b>	<b>32,839</b>	<b>31,652</b>	<b>30,694</b>	<b>30,046</b>	<b>26,274</b>
<b>South West College</b>	Level 0	2,670	2,477	3,007	2,637	2,222
	Level 1	3,777	4,598	3,989	3,952	4,062
	Level 2	8,172	8,163	9,070	9,384	8,584
	Level 3	4,253	4,168	4,425	4,360	4,071
	Level 4	365	336	334	348	335
	Level 5	551	738	872	1,031	1,170
	Level 6	217	225	211	197	190
	Level 7	0	0	0	0	0
	Unknown	0	0	0	0	99
	<b>Total</b>	<b>20,005</b>	<b>20,705</b>	<b>21,908</b>	<b>21,909</b>	<b>20,733</b>
<b>NI Total</b>	<b>Level 0</b>	<b>14,649</b>	<b>16,560</b>	<b>14,385</b>	<b>12,614</b>	<b>11,851</b>
	<b>Level 1</b>	<b>31,691</b>	<b>25,692</b>	<b>20,621</b>	<b>24,162</b>	<b>19,746</b>
	<b>Level 2</b>	<b>64,819</b>	<b>65,644</b>	<b>71,997</b>	<b>73,647</b>	<b>65,252</b>
	<b>Level 3</b>	<b>40,789</b>	<b>36,525</b>	<b>34,757</b>	<b>34,930</b>	<b>32,550</b>
	<b>Level 4</b>	<b>2,889</b>	<b>2,267</b>	<b>3,384</b>	<b>3,580</b>	<b>3,521</b>
	<b>Level 5</b>	<b>7,345</b>	<b>7,668</b>	<b>6,955</b>	<b>7,010</b>	<b>7,234</b>
	<b>Level 6</b>	<b>1,031</b>	<b>959</b>	<b>884</b>	<b>785</b>	<b>737</b>
	<b>Level 7</b>	<b>134</b>	<b>110</b>	<b>93</b>	<b>78</b>	<b>84</b>
	<b>Level 8</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Unknown</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>803</b>
<b>Total</b>	<b>163,350</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>	

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Each regulated enrolments has been assigned a level between entry level and level 8, based on the qualification information. Those at 'Level 4 and above' are regarded as 'Higher Education'.

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.

**Table A11: Regulated enrolments by subject area and FE college in 2013/14**

<b>Subject Area</b>	<b>Belfast Metropolitan College</b>	<b>Northern Regional College</b>	<b>North West Regional College</b>	<b>South Eastern Regional College</b>	<b>Southern Regional College</b>	<b>South West College</b>	<b>NI Total</b>
Health, Public Services & Care	2,140	1,881	2,762	1,220	3,263	1,478	<b>12,744</b>
Science & Mathematics	1,735	830	518	821	755	219	<b>4,878</b>
Agriculture, Horticulture & Animal Care	94	326	86	236	114	307	<b>1,163</b>
Engineering & Manufacturing Technologies	1,336	1,456	884	1,889	1,396	2,558	<b>9,519</b>
Construction, Planning & the Built Environment	773	1,276	558	1,282	926	1,317	<b>6,132</b>
Information & Communication Technology	3,459	2,418	2,097	3,049	3,646	2,844	<b>17,513</b>
Retail & Commercial Enterprise	2,757	1,271	2,361	2,178	2,863	2,216	<b>13,646</b>
Leisure, Travel & Tourism	1,076	660	515	639	1,128	573	<b>4,591</b>
Arts, Media & Publishing	1,573	763	859	1,356	1,739	744	<b>7,034</b>
History, Philosophy & Theology	386	0	0	86	124	0	<b>596</b>
Social Sciences	822	24	443	124	657	155	<b>2,225</b>
Languages, Literature & Culture	2,523	776	187	564	1,009	1,296	<b>6,355</b>
Education & Training	270	156	91	251	65	101	<b>934</b>
Preparation for Life & Work	9,880	4,980	3,935	13,973	6,580	5,866	<b>45,214</b>
Business, Administration & Law	2,044	1,106	1,392	1,204	2,009	1,059	<b>8,814</b>
Unknown	420	0	0	0	0	0	<b>420</b>
<b>NI Total</b>	<b>31,288</b>	<b>17,923</b>	<b>16,688</b>	<b>28,872</b>	<b>26,274</b>	<b>20,733</b>	<b>141,778</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. All regulated enrolments have a subject area code assigned to them. Further details on subject area are available in Annex B - Definitions.

**Table A12: Regulated enrolments by deprivation, FE Colleges and academic year**

FE College	Deprivation Quintile	Academic Year				
		2009/10	2010/11	2011/12	2012/13	*2013/14
<b>Belfast Metropolitan College</b>	Group 1 Most Deprived	13,838	11,704	10,824	11,228	10,691
	Group 2	6,358	4,740	4,320	4,863	4,344
	Group 3	5,331	4,435	4,081	4,331	3,916
	Group 4	7,117	5,989	5,381	5,719	5,209
	Group 5 Least Deprived	9,465	8,057	7,229	7,772	6,930
	Unknown	458	292	259	246	198
	<b>Total</b>	<b>42,567</b>	<b>35,217</b>	<b>32,094</b>	<b>34,159</b>	<b>31,288</b>
<b>Northern Regional College</b>	Group 1 Most Deprived	3,089	2,967	3,115	2,717	2,714
	Group 2	4,226	3,881	4,121	3,807	3,489
	Group 3	5,319	4,921	5,189	4,788	4,463
	Group 4	5,504	5,099	5,062	4,862	4,515
	Group 5 Least Deprived	3,399	3,179	3,353	3,065	2,665
	Unknown	117	230	170	249	77
	<b>Total</b>	<b>21,654</b>	<b>20,277</b>	<b>21,010</b>	<b>19,488</b>	<b>17,923</b>
<b>North West Regional College</b>	Group 1 Most Deprived	7,232	7,446	7,084	6,588	5,441
	Group 2	3,951	3,911	3,743	3,607	3,229
	Group 3	3,725	3,743	3,446	3,468	3,252
	Group 4	2,037	2,116	1,803	1,967	1,638
	Group 5 Least Deprived	539	527	574	525	456
	Unknown	2,757	3,208	3,323	2,937	2,672
	<b>Total</b>	<b>20,241</b>	<b>20,951</b>	<b>19,973</b>	<b>19,092</b>	<b>16,688</b>
<b>South Eastern Regional College</b>	Group 1 Most Deprived	2,718	2,922	2,988	3,411	3,176
	Group 2	5,471	5,745	6,022	7,043	6,401
	Group 3	4,290	4,230	4,700	5,876	5,050
	Group 4	5,721	6,006	6,301	7,446	6,716
	Group 5 Least Deprived	7,291	7,108	7,102	8,261	7,446
	Unknown	553	612	284	75	83
	<b>Total</b>	<b>26,044</b>	<b>26,623</b>	<b>27,397</b>	<b>32,112</b>	<b>28,872</b>
<b>Southern Regional College</b>	Group 1 Most Deprived	5,990	5,945	5,935	5,792	5,034
	Group 2	7,166	6,985	7,014	6,938	6,013
	Group 3	9,607	9,117	8,679	8,374	7,404
	Group 4	6,518	6,318	5,985	5,965	5,296
	Group 5 Least Deprived	2,521	2,325	2,302	2,303	1,925
	Unknown	1,037	962	779	674	602
	<b>Total</b>	<b>32,839</b>	<b>31,652</b>	<b>30,694</b>	<b>30,046</b>	<b>26,274</b>
<b>South West College</b>	Group 1 Most Deprived	2,083	2,186	2,412	2,499	2,753
	Group 2	8,351	8,471	9,037	8,990	8,483
	Group 3	5,396	5,556	5,973	5,969	5,345
	Group 4	2,868	3,086	3,225	3,254	2,983
	Group 5 Least Deprived	249	275	264	239	209
	Unknown	1,058	1,131	997	958	960
	<b>Total</b>	<b>20,005</b>	<b>20,705</b>	<b>21,908</b>	<b>21,909</b>	<b>20,733</b>
<b>NI Total</b>	<b>Group 1 Most Deprived</b>	<b>34,950</b>	<b>33,170</b>	<b>32,358</b>	<b>32,235</b>	<b>29,809</b>
	<b>Group 2</b>	<b>35,523</b>	<b>33,733</b>	<b>34,257</b>	<b>35,248</b>	<b>31,959</b>
	<b>Group 3</b>	<b>33,668</b>	<b>32,002</b>	<b>32,068</b>	<b>32,806</b>	<b>29,430</b>
	<b>Group 4</b>	<b>29,765</b>	<b>28,614</b>	<b>27,757</b>	<b>29,213</b>	<b>26,357</b>
	<b>Group 5 Least Deprived</b>	<b>23,464</b>	<b>21,471</b>	<b>20,824</b>	<b>22,165</b>	<b>19,631</b>
	<b>Unknown</b>	<b>5,980</b>	<b>6,435</b>	<b>5,812</b>	<b>5,139</b>	<b>4,592</b>
	<b>Total</b>	<b>163,350</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Further details on deprivation quintiles are available in Annex B - Definitions.

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.

**Table A13: Regulated enrolments by STEM indicator, FE college and academic year**

FE College	STEM	Academic Year				
		2009/10	2010/11	2011/12	2012/13	*2013/14
Belfast Metropolitan College	'Broad' STEM	12,179	10,492	9,565	9,198	8,047
	'Narrow' STEM	9,264	8,118	7,436	7,186	6,385
	Non-STEM	30,388	24,725	22,529	24,961	23,241
	<b>Total</b>	<b>42,567</b>	<b>35,217</b>	<b>32,094</b>	<b>34,159</b>	<b>31,288</b>
Northern Regional College	'Broad' STEM	5,873	5,995	6,318	5,895	5,212
	'Narrow' STEM	3,229	3,049	3,150	3,168	2,916
	Non-STEM	15,781	14,282	14,692	13,593	12,711
	<b>Total</b>	<b>21,654</b>	<b>20,277</b>	<b>21,010</b>	<b>19,488</b>	<b>17,923</b>
North West Regional College	'Broad' STEM	6,188	6,730	6,181	5,776	4,979
	'Narrow' STEM	3,535	3,679	3,437	2,855	2,670
	Non-STEM	14,053	14,221	13,792	13,316	11,709
	<b>Total</b>	<b>20,241</b>	<b>20,951</b>	<b>19,973</b>	<b>19,092</b>	<b>16,688</b>
South Eastern Regional College	'Broad' STEM	7,550	8,542	7,453	6,581	5,983
	'Narrow' STEM	4,543	5,856	4,989	4,299	4,107
	Non-STEM	18,494	18,081	19,944	25,531	22,889
	<b>Total</b>	<b>26,044</b>	<b>26,623</b>	<b>27,397</b>	<b>32,112</b>	<b>28,872</b>
Southern Regional College	'Broad' STEM	6,273	5,847	5,062	6,182	5,688
	'Narrow' STEM	3,534	3,530	2,819	3,893	3,782
	Non-STEM	26,566	25,805	25,632	23,864	20,586
	<b>Total</b>	<b>32,839</b>	<b>31,652</b>	<b>30,694</b>	<b>30,046</b>	<b>26,274</b>
South West College	'Broad' STEM	6,258	6,941	7,785	8,120	7,557
	'Narrow' STEM	3,525	4,258	5,132	5,227	5,717
	Non-STEM	13,747	13,764	14,123	13,789	13,176
	<b>Total</b>	<b>20,005</b>	<b>20,705</b>	<b>21,908</b>	<b>21,909</b>	<b>20,733</b>
NI Total	'Broad' STEM	<b>44,321</b>	<b>44,547</b>	<b>42,364</b>	<b>41,752</b>	<b>37,466</b>
	'Narrow' STEM	<b>27,630</b>	<b>28,490</b>	<b>26,963</b>	<b>26,628</b>	<b>25,577</b>
	Non-STEM	<b>119,029</b>	<b>110,878</b>	<b>110,712</b>	<b>115,054</b>	<b>104,312</b>
	<b>Total</b>	<b>163,350</b>	<b>155,425</b>	<b>153,076</b>	<b>156,806</b>	<b>141,778</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Further details on STEM ('Broad' and 'Narrow') are available in Annex B - Definitions.

\* Please note any comparisons on regulated and non-regulated provision made to 2013/14 needs to take into account the change in definition of 'regulated'. Refer to Annex C - Technical note 13 for further details on this.

**Table A14: All enrolments by regulated status, funding stream and FE college in 2013/14**

FE College	Status	Funding Stream					Total
		FLU Funded	Government Training	Entitlement Framework	Cost Recovery	Other	
Belfast Metropolitan College	Non-Regulated	3,725	0	22	2,020	0	5,767
	Regulated	26,430	1,705	765	2,352	36	31,288
	<b>Total</b>	<b>30,155</b>	<b>1,705</b>	<b>787</b>	<b>4,372</b>	<b>36</b>	<b>37,055</b>
Northern Regional College	Non-Regulated	2,267	6	46	4,280	35	6,634
	Regulated	12,854	2,082	2,343	412	232	17,923
	<b>Total</b>	<b>15,121</b>	<b>2,088</b>	<b>2,389</b>	<b>4,692</b>	<b>267</b>	<b>24,557</b>
North West Regional College	Non-Regulated	5,657	23	111	688	0	6,479
	Regulated	13,693	1,102	1,164	729	0	16,688
	<b>Total</b>	<b>19,350</b>	<b>1,125</b>	<b>1,275</b>	<b>1,417</b>	<b>0</b>	<b>23,167</b>
South Eastern Regional College	Non-Regulated	2,030	4,129	39	762	0	6,960
	Regulated	20,396	5,708	1,616	1,125	27	28,872
	<b>Total</b>	<b>22,426</b>	<b>9,837</b>	<b>1,655</b>	<b>1,887</b>	<b>27</b>	<b>35,832</b>
Southern Regional College	Non-Regulated	3,538	213	0	3,010	40	6,801
	Regulated	18,948	1,664	3,780	1,467	415	26,274
	<b>Total</b>	<b>22,486</b>	<b>1,877</b>	<b>3,780</b>	<b>4,477</b>	<b>455</b>	<b>33,075</b>
South West College	Non-Regulated	2,617	1,444	319	2,026	0	6,406
	Regulated	12,442	5,300	1,636	1,342	13	20,733
	<b>Total</b>	<b>15,059</b>	<b>6,744</b>	<b>1,955</b>	<b>3,368</b>	<b>13</b>	<b>27,139</b>
NI Total	<b>Non-Regulated</b>	<b>19,834</b>	<b>5,815</b>	<b>537</b>	<b>12,786</b>	<b>75</b>	<b>39,047</b>
	<b>Regulated</b>	<b>104,763</b>	<b>17,561</b>	<b>11,304</b>	<b>7,427</b>	<b>723</b>	<b>141,778</b>
	<b>NI Total</b>	<b>124,597</b>	<b>23,376</b>	<b>11,841</b>	<b>20,213</b>	<b>798</b>	<b>180,825</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. Further details on funding streams are available in Annex B - Definitions.

**Table A15: FLU funded enrolments by regulated status, FE college and academic year**

FE College	Regulated status	Academic Year				
		2009/10	2010/11	2011/12	2012/13	2013/14
Belfast Metropolitan College	Non-regulated	10,635	6,086	5,407	4,084	3,725
	Regulated	33,274	26,615	24,595	28,689	26,430
	<b>BMC Total</b>	<b>43,909</b>	<b>32,701</b>	<b>30,002</b>	<b>32,773</b>	<b>30,155</b>
Northern Regional College	Non-regulated	2,638	2,096	2,040	2,575	2,267
	Regulated	14,356	12,870	13,245	12,939	12,854
	<b>NRC Total</b>	<b>16,994</b>	<b>14,966</b>	<b>15,285</b>	<b>15,514</b>	<b>15,121</b>
North West Regional College	Non-regulated	4,703	4,610	5,155	5,527	5,657
	Regulated	16,481	17,489	16,386	14,603	13,693
	<b>NWRC Total</b>	<b>21,184</b>	<b>22,099</b>	<b>21,541</b>	<b>20,130</b>	<b>19,350</b>
South Eastern Regional College	Non-regulated	2,033	1,717	1,259	805	2,030
	Regulated	17,847	17,641	18,478	23,404	20,396
	<b>SERC Total</b>	<b>19,880</b>	<b>19,358</b>	<b>19,737</b>	<b>24,209</b>	<b>22,426</b>
Southern Regional College	Non-regulated	3,889	2,991	3,210	3,643	3,538
	Regulated	22,772	21,454	19,700	19,961	18,948
	<b>SRC Total</b>	<b>26,661</b>	<b>24,445</b>	<b>22,910</b>	<b>23,604</b>	<b>22,486</b>
South West College	Non-regulated	5,559	2,937	2,883	2,530	2,617
	Regulated	9,830	10,750	11,475	12,348	12,442
	<b>SWC Total</b>	<b>15,389</b>	<b>13,687</b>	<b>14,358</b>	<b>14,878</b>	<b>15,059</b>
NI Total	<b>Non-regulated</b>	<b>29,457</b>	<b>20,437</b>	<b>19,954</b>	<b>19,164</b>	<b>19,834</b>
	<b>Regulated</b>	<b>114,560</b>	<b>106,819</b>	<b>103,879</b>	<b>111,944</b>	<b>104,763</b>
	<b>NI Total</b>	<b>144,017</b>	<b>127,256</b>	<b>123,833</b>	<b>131,108</b>	<b>124,597</b>

Sources: Consolidated Data return (CDR) and Funded Learning Unit (FLU)

Notes:

1. Further details on FLU funding are available in Annex B – Definitions and Annex C - Technical note 6.
2. Please note within FLU analysis the definition of 'regulated' provision has remained consistent across academic years and the relevant information is available within the FLU return.

**Table A16: FLU funded enrolments by mode of attendance and FE college in 2013/14**

<b>FE College</b>	<b>Mode of Attendance</b>		<b>Total</b>
	<b>Full-time</b>	<b>Part-time</b>	
<b>Belfast Metropolitan College</b>	4,618	25,537	<b>30,155</b>
<b>Northern Regional College</b>	3,203	11,918	<b>15,121</b>
<b>North West Regional College</b>	3,829	15,521	<b>19,350</b>
<b>South Eastern Regional College</b>	3,555	18,871	<b>22,426</b>
<b>Southern Regional College</b>	3,783	18,703	<b>22,486</b>
<b>South West College</b>	2,308	12,751	<b>15,059</b>
<b>Total</b>	<b>21,296</b>	<b>103,301</b>	<b>124,597</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Further details on FLU funding are available in Annex B – Definitions and Annex C - Technical note 6.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. Mode of attendance is either full-time or part-time. For further details on definitions please refer to either in Annex B – Definitions or Annex C - Technical note 12.



**Table A17: FLU funded enrolments by subject area and FE college in 2013/14**

<b>Subject Area</b>	<b>Belfast Metropolitan College</b>	<b>Northern Regional College</b>	<b>North West Regional College</b>	<b>South Eastern Regional College</b>	<b>Southern Regional College</b>	<b>South West College</b>	<b>NI Total</b>
Health, Public Services & Care	1,699	1,887	2,418	1,202	2,623	1,216	<b>11,045</b>
Science & Mathematics	1,702	800	779	848	757	215	<b>5,101</b>
Agriculture, Horticulture & Animal Care	94	87	107	413	166	98	<b>965</b>
Engineering & Manufacturing Technologies	873	862	573	873	498	894	<b>4,573</b>
Construction, Planning & the Built Environment	457	235	400	450	381	450	<b>2,373</b>
Information & Communication Technology	3,244	2,267	2,438	2,513	3,328	2,267	<b>16,057</b>
Retail & Commercial Enterprise	1,725	1,166	2,730	1,106	2,943	1,959	<b>11,629</b>
Leisure, Travel & Tourism	1,091	670	1,174	524	1,404	658	<b>5,521</b>
Arts, Media & Publishing	1,553	1,193	2,539	1,655	2,594	948	<b>10,482</b>
History, Philosophy & Theology	386	0	0	86	124	0	<b>596</b>
Social Sciences	822	0	443	115	617	155	<b>2,152</b>
Languages, Literature & Culture	2,637	842	986	933	1,098	1,273	<b>7,769</b>
Education & Training	164	549	417	214	36	1,637	<b>3,017</b>
Preparation for Life & Work	8,578	3,499	3,049	10,577	4,203	2,498	<b>32,404</b>
Business, Administration & Law	1,903	977	1,284	917	1,714	791	<b>7,586</b>
Unknown	3,227	87	13	0	0	0	<b>3,327</b>
<b>NI Total</b>	<b>30,155</b>	<b>15,121</b>	<b>19,350</b>	<b>22,426</b>	<b>22,486</b>	<b>15,059</b>	<b>124,597</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Further details on FLU funding are available in Annex B – Definitions and Annex C - Technical note 6.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. All regulated enrolments have a subject area code assigned to them. Further details on subject area are available in Annex B - Definitions.

**Table A18: FLU funded enrolments by level of study and FE college in 2013/14**

FE College	Level of Study					Total
	Level 1 and entry	Level 2	Level 3	HE	Unknown	
<b>Belfast Metropolitan College</b>	10,499	9,299	7,160	2,973	224	<b>30,155</b>
<b>Northern Regional College</b>	5,343	4,727	3,418	1,408	225	<b>15,121</b>
<b>North West Regional College</b>	7,875	5,738	4,094	1,640	3	<b>19,350</b>
<b>South Eastern Regional College</b>	4,520	12,321	4,122	1,388	75	<b>22,426</b>
<b>Southern Regional College</b>	7,060	8,431	5,077	1,834	84	<b>22,486</b>
<b>South West College</b>	6,142	4,633	2,669	1,589	26	<b>15,059</b>
<b>Total</b>	<b>41,439</b>	<b>45,149</b>	<b>26,540</b>	<b>10,832</b>	<b>637</b>	<b>124,597</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Further details on FLU funding are available in Annex B – Definitions and Annex C - Technical note 6.

**Table A19: Performance rates of final year regulated enrolments by FE college and academic year**

Academic Year	FE College	Final Year enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
2010/11	Belfast Metropolitan College	30,421	26,604	87.5%	20,175	75.8%	66.3%
	Northern Regional College	15,760	13,733	87.1%	10,717	78.0%	68.0%
	North West Regional College	17,421	14,594	83.8%	11,112	76.1%	63.8%
	South Eastern Regional College	21,243	18,167	85.5%	15,330	84.4%	72.2%
	Southern Regional College	23,194	21,428	92.4%	17,852	83.3%	77.0%
	South West College	14,744	13,146	89.2%	11,231	85.4%	76.2%
	<b>Total</b>	<b>122,783</b>	<b>107,672</b>	<b>87.7%</b>	<b>86,417</b>	<b>80.3%</b>	<b>70.4%</b>
2011/12	Belfast Metropolitan College	27,679	24,346	88.0%	19,668	80.8%	71.1%
	Northern Regional College	16,451	14,139	85.9%	11,606	82.1%	70.5%
	North West Regional College	16,829	14,124	83.9%	12,198	86.4%	72.5%
	South Eastern Regional College	22,069	19,360	87.7%	16,564	85.6%	75.1%
	Southern Regional College	24,222	22,554	93.1%	19,564	86.7%	80.8%
	South West College	17,187	15,549	90.5%	13,084	84.1%	76.1%
	<b>Total</b>	<b>124,437</b>	<b>110,072</b>	<b>88.5%</b>	<b>92,684</b>	<b>84.2%</b>	<b>74.5%</b>
2012/13	Belfast Metropolitan College	28,910	25,598	88.5%	21,160	82.7%	73.2%
	Northern Regional College	15,622	13,349	85.5%	11,612	87.0%	74.3%
	North West Regional College	16,559	14,515	87.7%	13,044	89.9%	78.8%
	South Eastern Regional College	26,118	23,460	89.8%	20,816	88.7%	79.7%
	Southern Regional College	25,327	23,387	92.3%	21,196	90.6%	83.7%
	South West College	17,298	15,764	91.1%	13,351	84.7%	77.2%
	<b>Total</b>	<b>129,834</b>	<b>116,073</b>	<b>89.4%</b>	<b>101,179</b>	<b>87.2%</b>	<b>77.9%</b>
*2013/14	Belfast Metropolitan College	26,462	23,083	87.2%	19,244	83.4%	72.7%
	Northern Regional College	14,110	12,150	86.1%	10,787	88.8%	76.4%
	North West Regional College	14,088	12,361	87.7%	11,135	90.1%	79.0%
	South Eastern Regional College	24,341	21,828	89.7%	19,438	89.1%	79.9%
	Southern Regional College	21,569	20,057	93.0%	17,808	88.8%	82.6%
	South West College	16,452	14,834	90.2%	12,439	83.9%	75.6%
	<b>Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>

Sources: Further Education Statistical return (FESR) and Consolidated Data return (CDR)

Notes:

1. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.

\* Please note any comparisons made to 2013/14 need to take into account the change in definition of regulated. As performance analysis is focused only on regulated provision the same issue mentioned in Annex C - Technical note 13 applies but the impact is minimal.

**Table A20: Performance rates of final year regulated enrolments by age band and FE college in 2013/14**

FE College	Age Band	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
<b>Belfast Metropolitan College</b>	19 & under	12,676	10,996	86.7%	8,888	80.8%	70.1%
	20-24	4,762	4,194	88.1%	3,449	82.2%	72.4%
	25 & over	9,016	7,886	87.5%	6,901	87.5%	76.5%
	Unknown	8	7	87.5%	6	85.7%	75.0%
	<b>Total</b>	<b>26,462</b>	<b>23,083</b>	<b>87.2%</b>	<b>19,244</b>	<b>83.4%</b>	<b>72.7%</b>
<b>Northern Regional College</b>	19 & under	8,573	7,527	87.8%	6,802	90.4%	79.3%
	20-24	1,445	1,235	85.5%	1,090	88.3%	75.4%
	25 & over	4,080	3,379	82.8%	2,888	85.5%	70.8%
	Unknown	12	9	75.0%	7	77.8%	58.3%
	<b>Total</b>	<b>14,110</b>	<b>12,150</b>	<b>86.1%</b>	<b>10,787</b>	<b>88.8%</b>	<b>76.4%</b>
<b>North West Regional College</b>	19 & under	6,396	5,656	88.4%	5,067	89.6%	79.2%
	20-24	2,351	1,985	84.4%	1,798	90.6%	76.5%
	25 & over	5,325	4,704	88.3%	4,257	90.5%	79.9%
	Unknown	16	16	100.0%	13	81.3%	81.3%
	<b>Total</b>	<b>14,088</b>	<b>12,361</b>	<b>87.7%</b>	<b>11,135</b>	<b>90.1%</b>	<b>79.0%</b>
<b>South Eastern Regional College</b>	19 & under	16,916	15,295	90.4%	13,625	89.1%	80.5%
	20-24	2,337	2,065	88.4%	1,798	87.1%	76.9%
	25 & over	5,088	4,468	87.8%	4,015	89.9%	78.9%
	Unknown	0	0	-	0	-	-
	<b>Total</b>	<b>24,341</b>	<b>21,828</b>	<b>89.7%</b>	<b>19,438</b>	<b>89.1%</b>	<b>79.9%</b>
<b>Southern Regional College</b>	19 & under	12,578	11,837	94.1%	10,804	91.3%	85.9%
	20-24	2,440	2,210	90.6%	1,930	87.3%	79.1%
	25 & over	6,551	6,010	91.7%	5,074	84.4%	77.5%
	Unknown	0	0	-	0	-	-
	<b>Total</b>	<b>21,569</b>	<b>20,057</b>	<b>93.0%</b>	<b>17,808</b>	<b>88.8%</b>	<b>82.6%</b>
<b>South West College</b>	19 & under	9,319	8,487	91.1%	7,173	84.5%	77.0%
	20-24	2,145	1,917	89.4%	1,564	81.6%	72.9%
	25 & over	4,984	4,426	88.8%	3,698	83.6%	74.2%
	Unknown	4	4	100.0%	4	100.0%	100.0%
	<b>Total</b>	<b>16,452</b>	<b>14,834</b>	<b>90.2%</b>	<b>12,439</b>	<b>83.9%</b>	<b>75.6%</b>
<b>NI Total</b>	<b>19 &amp; under</b>	<b>66,458</b>	<b>59,798</b>	<b>90.0%</b>	<b>52,359</b>	<b>87.6%</b>	<b>78.8%</b>
	<b>20-24</b>	<b>15,480</b>	<b>13,606</b>	<b>87.9%</b>	<b>11,629</b>	<b>85.5%</b>	<b>75.1%</b>
	<b>25 &amp; over</b>	<b>35,044</b>	<b>30,873</b>	<b>88.1%</b>	<b>26,833</b>	<b>86.9%</b>	<b>76.6%</b>
	<b>Unknown</b>	<b>40</b>	<b>36</b>	<b>90.0%</b>	<b>30</b>	<b>83.3%</b>	<b>75.0%</b>
	<b>Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Age is at 1<sup>st</sup> July of the previous academic year, based on the start date of the course.
3. Only enrolments within academic year 2013/14 are included in this analysis.
4. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.

**Table A21: Performance rates of final year regulated enrolments by gender and FE college in 2013/14**

FE College	Gender	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
Belfast Metropolitan College	Female	14,121	12,263	86.8%	10,372	84.6%	73.5%
	Male	12,341	10,820	87.7%	8,872	82.0%	71.9%
	<b>Total</b>	<b>26,462</b>	<b>23,083</b>	<b>87.2%</b>	<b>19,244</b>	<b>83.4%</b>	<b>72.7%</b>
Northern Regional College	Female	6,738	5,705	84.7%	5,050	88.5%	74.9%
	Male	7,372	6,445	87.4%	5,737	89.0%	77.8%
	<b>Total</b>	<b>14,110</b>	<b>12,150</b>	<b>86.1%</b>	<b>10,787</b>	<b>88.8%</b>	<b>76.4%</b>
North West Regional College	Female	7,518	6,491	86.3%	5,898	90.9%	78.5%
	Male	6,570	5,870	89.3%	5,237	89.2%	79.7%
	<b>Total</b>	<b>14,088</b>	<b>12,361</b>	<b>87.7%</b>	<b>11,135</b>	<b>90.1%</b>	<b>79.0%</b>
South Eastern Regional College	Female	11,603	10,323	89.0%	9,381	90.9%	80.8%
	Male	12,738	11,505	90.3%	10,057	87.4%	79.0%
	<b>Total</b>	<b>24,341</b>	<b>21,828</b>	<b>89.7%</b>	<b>19,438</b>	<b>89.1%</b>	<b>79.9%</b>
Southern Regional College	Female	11,566	10,710	92.6%	9,580	89.4%	82.8%
	Male	10,003	9,347	93.4%	8,228	88.0%	82.3%
	<b>Total</b>	<b>21,569</b>	<b>20,057</b>	<b>93.0%</b>	<b>17,808</b>	<b>88.8%</b>	<b>82.6%</b>
South West College	Female	7,494	6,698	89.4%	5,702	85.1%	76.1%
	Male	8,958	8,136	90.8%	6,737	82.8%	75.2%
	<b>Total</b>	<b>16,452</b>	<b>14,834</b>	<b>90.2%</b>	<b>12,439</b>	<b>83.9%</b>	<b>75.6%</b>
NI Total	Female	59,040	52,190	88.4%	45,983	88.1%	77.9%
	Male	57,982	52,123	89.9%	44,868	86.1%	77.4%
	<b>Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.

**Table A22: Performance rates of final year regulated enrolments by mode of attendance and FE college in 2013/14**

FE College	Mode of Attendance	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
Belfast Metropolitan College	Full-time	3,200	2,885	90.2%	2,702	93.7%	84.4%
	Part-time	23,262	20,198	86.8%	16,542	81.9%	71.1%
	<b>Total</b>	<b>26,462</b>	<b>23,083</b>	<b>87.2%</b>	<b>19,244</b>	<b>83.4%</b>	<b>72.7%</b>
Northern Regional College	Full-time	2,928	2,557	87.3%	2,398	93.8%	81.9%
	Part-time	11,182	9,593	85.8%	8,389	87.4%	75.0%
	<b>Total</b>	<b>14,110</b>	<b>12,150</b>	<b>86.1%</b>	<b>10,787</b>	<b>88.8%</b>	<b>76.4%</b>
North West Regional College	Full-time	3,596	3,036	84.4%	2,902	95.6%	80.7%
	Part-time	10,492	9,325	88.9%	8,233	88.3%	78.5%
	<b>Total</b>	<b>14,088</b>	<b>12,361</b>	<b>87.7%</b>	<b>11,135</b>	<b>90.1%</b>	<b>79.0%</b>
South Eastern Regional College	Full-time	3,558	3,149	88.5%	3,032	96.3%	85.2%
	Part-time	20,783	18,679	89.9%	16,406	87.8%	78.9%
	<b>Total</b>	<b>24,341</b>	<b>21,828</b>	<b>89.7%</b>	<b>19,438</b>	<b>89.1%</b>	<b>79.9%</b>
Southern Regional College	Full-time	2,808	2,619	93.3%	2,553	97.5%	90.9%
	Part-time	18,761	17,438	92.9%	15,255	87.5%	81.3%
	<b>Total</b>	<b>21,569</b>	<b>20,057</b>	<b>93.0%</b>	<b>17,808</b>	<b>88.8%</b>	<b>82.6%</b>
South West College	Full-time	1,913	1,752	91.6%	1,613	92.1%	84.3%
	Part-time	14,539	13,082	90.0%	10,826	82.8%	74.5%
	<b>Total</b>	<b>16,452</b>	<b>14,834</b>	<b>90.2%</b>	<b>12,439</b>	<b>83.9%</b>	<b>75.6%</b>
NI Total	Full-time	18,003	15,998	88.9%	15,200	95.0%	84.4%
	Part-time	99,019	88,315	89.2%	75,651	85.7%	76.4%
	<b>Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. Mode of attendance is either full-time or part-time. For further details on definitions please refer to either in Annex B – Definitions or Annex C - Technical note 12.
4. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.

**Table A23: Performance rates of final year regulated enrolments by provision area and FE college in 2013/14**

FE College	Provision Area	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
<b>Belfast Metropolitan College</b>	Further Education	19,760	17,526	88.7%	14,367	82.0%	72.7%
	Higher Education	1,695	1,643	96.9%	1,452	88.4%	85.7%
	Essential Skills	5,007	3,914	78.2%	3,425	87.5%	68.4%
	<b>Total</b>	<b>26,462</b>	<b>23,083</b>	<b>87.2%</b>	<b>19,244</b>	<b>83.4%</b>	<b>72.7%</b>
<b>Northern Regional College</b>	Further Education	9,070	8,113	89.4%	7,274	89.7%	80.2%
	Higher Education	739	702	95.0%	597	85.0%	80.8%
	Essential Skills	4,301	3,335	77.5%	2,916	87.4%	67.8%
	<b>Total</b>	<b>14,110</b>	<b>12,150</b>	<b>86.1%</b>	<b>10,787</b>	<b>88.8%</b>	<b>76.4%</b>
<b>North West Regional College</b>	Further Education	9,007	7,922	88.0%	7,160	90.4%	79.5%
	Higher Education	988	920	93.1%	855	92.9%	86.5%
	Essential Skills	4,093	3,519	86.0%	3,120	88.7%	76.2%
	<b>Total</b>	<b>14,088</b>	<b>12,361</b>	<b>87.7%</b>	<b>11,135</b>	<b>90.1%</b>	<b>79.0%</b>
<b>South Eastern Regional College</b>	Further Education	18,551	17,114	92.3%	15,168	88.6%	81.8%
	Higher Education	688	659	95.8%	630	95.6%	91.6%
	Essential Skills	5,102	4,055	79.5%	3,640	89.8%	71.3%
	<b>Total</b>	<b>24,341</b>	<b>21,828</b>	<b>89.7%</b>	<b>19,438</b>	<b>89.1%</b>	<b>79.9%</b>
<b>Southern Regional College</b>	Further Education	15,195	14,224	93.6%	12,858	90.4%	84.6%
	Higher Education	1,078	1,026	95.2%	941	91.7%	87.3%
	Essential Skills	5,296	4,807	90.8%	4,009	83.4%	75.7%
	<b>Total</b>	<b>21,569</b>	<b>20,057</b>	<b>93.0%</b>	<b>17,808</b>	<b>88.8%</b>	<b>82.6%</b>
<b>South West College</b>	Further Education	11,197	10,245	91.5%	8,730	85.2%	78.0%
	Higher Education	739	703	95.1%	606	86.2%	82.0%
	Essential Skills	4,516	3,886	86.0%	3,103	79.9%	68.7%
	<b>Total</b>	<b>16,452</b>	<b>14,834</b>	<b>90.2%</b>	<b>12,439</b>	<b>83.9%</b>	<b>75.6%</b>
<b>NI Total</b>	<b>Further Education</b>	<b>82,780</b>	<b>75,144</b>	<b>90.8%</b>	<b>65,557</b>	<b>87.2%</b>	<b>79.2%</b>
	<b>Higher Education</b>	<b>5,927</b>	<b>5,653</b>	<b>95.4%</b>	<b>5,081</b>	<b>89.9%</b>	<b>85.7%</b>
	<b>Essential Skills</b>	<b>28,315</b>	<b>23,516</b>	<b>83.1%</b>	<b>20,213</b>	<b>86.0%</b>	<b>71.4%</b>
	<b>Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. Provision area is either 'Further Education', 'Higher Education' or 'Essential Skills'. For further details on definitions please refer to either Annex B - Definitions.
4. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.

**Table A24: Performance rates of final year regulated enrolments by level of study and FE college in 2013/14**

FE College	Level of Study	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
Belfast Metropolitan College	Level 0	3,896	3,268	83.9%	2,789	85.3%	71.6%
	Level 1	3,857	3,106	80.5%	2,628	84.6%	68.1%
	Level 2	10,557	9,379	88.8%	7,895	84.2%	74.8%
	Level 3	6,228	5,635	90.5%	4,464	79.2%	71.7%
	Level 4	599	573	95.7%	524	91.4%	87.5%
	Level 5	982	958	97.6%	821	85.7%	83.6%
	Level 6	102	100	98.0%	95	95.0%	93.1%
	Level 7	12	12	100.0%	12	100.0%	100.0%
	Unknown	229	52	22.7%	16	30.8%	7.0%
<b>Total</b>	<b>26,462</b>	<b>23,083</b>	<b>87.2%</b>	<b>19,244</b>	<b>83.4%</b>	<b>72.7%</b>	
Northern Regional College	Level 0	1,160	985	84.9%	826	83.9%	71.2%
	Level 1	2,511	2,052	81.7%	1,771	86.3%	70.5%
	Level 2	6,276	5,509	87.8%	4,899	88.9%	78.1%
	Level 3	3,225	2,901	90.0%	2,694	92.9%	83.5%
	Level 4	334	306	91.6%	265	86.6%	79.3%
	Level 5	368	359	97.6%	312	86.9%	84.8%
	Level 6	32	32	100.0%	20	62.5%	62.5%
	Level 7	5	5	100.0%	0	0.0%	0.0%
	Unknown	199	1	0.5%	0	0.0%	0.0%
<b>Total</b>	<b>14,110</b>	<b>12,150</b>	<b>86.1%</b>	<b>10,787</b>	<b>88.8%</b>	<b>76.4%</b>	
North West Regional College	Level 0	914	835	91.4%	764	91.5%	83.6%
	Level 1	1,860	1,556	83.7%	1,355	87.1%	72.8%
	Level 2	6,430	5,711	88.8%	5,085	89.0%	79.1%
	Level 3	3,894	3,339	85.7%	3,076	92.1%	79.0%
	Level 4	463	416	89.8%	378	90.9%	81.6%
	Level 5	513	492	95.9%	468	95.1%	91.2%
	Level 6	0	0	-	0	-	-
	Level 7	12	12	100.0%	9	75.0%	75.0%
	Unknown	2	0	0.0%	0	-	0.0%
<b>Total</b>	<b>14,088</b>	<b>12,361</b>	<b>87.7%</b>	<b>11,135</b>	<b>90.1%</b>	<b>79.0%</b>	
South Eastern Regional College	Level 0	1,105	933	84.4%	790	84.7%	71.5%
	Level 1	3,986	3,425	85.9%	3,004	87.7%	75.4%
	Level 2	14,327	13,110	91.5%	11,601	88.5%	81.0%
	Level 3	4,136	3,701	89.5%	3,413	92.2%	82.5%
	Level 4	216	194	89.8%	174	89.7%	80.6%
	Level 5	472	465	98.5%	456	98.1%	96.6%
	Level 6	0	0	-	0	-	-
	Level 7	0	0	-	0	-	-
	Unknown	99	0	0.0%	0	-	0.0%
<b>Total</b>	<b>24,341</b>	<b>21,828</b>	<b>89.7%</b>	<b>19,438</b>	<b>89.1%</b>	<b>79.9%</b>	
Southern Regional College	Level 0	1,679	1,432	85.3%	1,101	76.9%	65.6%
	Level 1	2,368	2,103	88.8%	1,764	83.9%	74.5%
	Level 2	12,323	11,688	94.8%	10,545	90.2%	85.6%
	Level 3	4,039	3,808	94.3%	3,457	90.8%	85.6%
	Level 4	279	255	91.4%	243	95.3%	87.1%
	Level 5	512	492	96.1%	453	92.1%	88.5%
	Level 6	274	269	98.2%	235	87.4%	85.8%
	Level 7	13	10	76.9%	10	100.0%	76.9%
	Unknown	82	0	0.0%	0	-	0.0%
<b>Total</b>	<b>21,569</b>	<b>20,057</b>	<b>93.0%</b>	<b>17,808</b>	<b>88.8%</b>	<b>82.6%</b>	
South West College	Level 0	2,122	1,814	85.5%	1,480	81.6%	69.7%
	Level 1	3,761	3,345	88.9%	2,743	82.0%	72.9%
	Level 2	6,822	6,192	90.8%	5,250	84.8%	77.0%
	Level 3	2,910	2,690	92.4%	2,333	86.7%	80.2%
	Level 4	202	188	93.1%	162	86.2%	80.2%
	Level 5	480	461	96.0%	393	85.2%	81.9%
	Level 6	57	54	94.7%	51	94.4%	89.5%
	Level 7	0	0	-	0	-	-
	Unknown	98	90	91.8%	27	30.0%	27.6%
<b>Total</b>	<b>16,452</b>	<b>14,834</b>	<b>90.2%</b>	<b>12,439</b>	<b>83.9%</b>	<b>75.6%</b>	
NI Total	<b>Level 0</b>	<b>10,876</b>	<b>9,267</b>	<b>85.2%</b>	<b>7,750</b>	<b>83.6%</b>	<b>71.3%</b>
	<b>Level 1</b>	<b>18,343</b>	<b>15,587</b>	<b>85.0%</b>	<b>13,265</b>	<b>85.1%</b>	<b>72.3%</b>
	<b>Level 2</b>	<b>56,735</b>	<b>51,589</b>	<b>90.9%</b>	<b>45,275</b>	<b>87.8%</b>	<b>79.8%</b>
	<b>Level 3</b>	<b>24,432</b>	<b>22,074</b>	<b>90.3%</b>	<b>19,437</b>	<b>88.1%</b>	<b>79.6%</b>
	<b>Level 4</b>	<b>2,093</b>	<b>1,932</b>	<b>92.3%</b>	<b>1,746</b>	<b>90.4%</b>	<b>83.4%</b>
	<b>Level 5</b>	<b>3,327</b>	<b>3,227</b>	<b>97.0%</b>	<b>2,903</b>	<b>90.0%</b>	<b>87.3%</b>
	<b>Level 6</b>	<b>465</b>	<b>455</b>	<b>97.8%</b>	<b>401</b>	<b>88.1%</b>	<b>86.2%</b>
	<b>Level 7</b>	<b>42</b>	<b>39</b>	<b>92.9%</b>	<b>31</b>	<b>79.5%</b>	<b>73.8%</b>
	<b>Unknown</b>	<b>709</b>	<b>143</b>	<b>20.2%</b>	<b>43</b>	<b>30.1%</b>	<b>6.1%</b>
<b>Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>	

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. Each regulated enrolment has been assigned a level between entry level and level 8, based on the qualification information. Those at 'Level 4 and above' are regarded as 'Higher Education'.
4. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.



**Table A25: Performance rates of final year regulated enrolments by subject area in 2013/14**

Subject Area	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
Health, public services and care	9,731	8,969	92.2%	8,319	92.8%	85.5%
Science and mathematics	4,066	3,596	88.4%	2,598	72.2%	63.9%
Agriculture, horticulture and animal care	823	759	92.2%	664	87.5%	80.7%
Engineering and manufacturing technologies	5,729	5,391	94.1%	4,876	90.4%	85.1%
Construction, planning and the built environment	3,337	3,106	93.1%	2,758	88.8%	82.6%
Information and communication technology	15,694	13,165	83.9%	11,451	87.0%	73.0%
Retail and commercial enterprise	11,526	10,531	91.4%	9,882	93.8%	85.7%
Leisure, travel and tourism	3,619	3,309	91.4%	3,047	92.1%	84.2%
Arts, media and publishing	5,091	4,686	92.0%	4,260	90.9%	83.7%
History, philosophy and theology	582	511	87.8%	359	70.3%	61.7%
Social sciences	1,746	1,491	85.4%	1,148	77.0%	65.8%
Languages, literature and culture	6,009	5,166	86.0%	3,972	76.9%	66.1%
Education and training	828	766	92.5%	711	92.8%	85.9%
Preparation for life and work	40,974	36,195	88.3%	31,230	86.3%	76.2%
Business, administration and law	7,055	6,479	91.8%	5,412	83.5%	76.7%
Unknown	212	193	91.0%	164	85.0%	77.4%
<b>NI Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. All regulated enrolments have a subject area code assigned to them. Further details on subject area are available in Annex B - Definitions.
4. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.

**Table A26: Performance rates of final year regulated enrolments by deprivation and FE college in 2013/14**

FE College	Deprivation Group	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
Belfast Metropolitan College	Group 1 Most Deprived	9,208	7,819	84.9%	6,553	83.8%	71.2%
	Group 2	3,622	3,105	85.7%	2,550	82.1%	70.4%
	Group 3	3,186	2,786	87.4%	2,314	83.1%	72.6%
	Group 4	4,355	3,902	89.6%	3,307	84.8%	75.9%
	Group 5 Least Deprived	5,939	5,329	89.7%	4,396	82.5%	74.0%
	Unknown	152	142	93.4%	124	87.3%	81.6%
	<b>Total</b>	<b>26,462</b>	<b>23,083</b>	<b>87.2%</b>	<b>19,244</b>	<b>83.4%</b>	<b>72.7%</b>
Northern Regional College	Group 1 Most Deprived	2,157	1,728	80.1%	1,543	89.3%	71.5%
	Group 2	2,794	2,346	84.0%	2,054	87.6%	73.5%
	Group 3	3,454	3,033	87.8%	2,702	89.1%	78.2%
	Group 4	3,539	3,122	88.2%	2,803	89.8%	79.2%
	Group 5 Least Deprived	2,116	1,874	88.6%	1,650	88.0%	78.0%
	Unknown	50	47	94.0%	35	74.5%	70.0%
	<b>Total</b>	<b>14,110</b>	<b>12,150</b>	<b>86.1%</b>	<b>10,787</b>	<b>88.8%</b>	<b>76.4%</b>
North West Regional College	Group 1 Most Deprived	4,565	3,848	84.3%	3,352	87.1%	73.4%
	Group 2	2,735	2,445	89.4%	2,222	90.9%	81.2%
	Group 3	2,792	2,564	91.8%	2,382	92.9%	85.3%
	Group 4	1,366	1,230	90.0%	1,124	91.4%	82.3%
	Group 5 Least Deprived	408	371	90.9%	327	88.1%	80.1%
	Unknown	2,222	1,903	85.6%	1,728	90.8%	77.8%
	<b>Total</b>	<b>14,088</b>	<b>12,361</b>	<b>87.7%</b>	<b>11,135</b>	<b>90.1%</b>	<b>79.0%</b>
South Eastern Regional College	Group 1 Most Deprived	2,639	2,280	86.4%	1,987	87.1%	75.3%
	Group 2	5,383	4,755	88.3%	4,166	87.6%	77.4%
	Group 3	4,233	3,804	89.9%	3,366	88.5%	79.5%
	Group 4	5,678	5,128	90.3%	4,643	90.5%	81.8%
	Group 5 Least Deprived	6,339	5,804	91.6%	5,228	90.1%	82.5%
	Unknown	69	57	82.6%	48	84.2%	69.6%
	<b>Total</b>	<b>24,341</b>	<b>21,828</b>	<b>89.7%</b>	<b>19,438</b>	<b>89.1%</b>	<b>79.9%</b>
Southern Regional College	Group 1 Most Deprived	4,245	3,864	91.0%	3,365	87.1%	79.3%
	Group 2	4,976	4,598	92.4%	4,068	88.5%	81.8%
	Group 3	6,032	5,667	93.9%	5,108	90.1%	84.7%
	Group 4	4,269	4,014	94.0%	3,557	88.6%	83.3%
	Group 5 Least Deprived	1,535	1,438	93.7%	1,286	89.4%	83.8%
	Unknown	512	476	93.0%	424	89.1%	82.8%
	<b>Total</b>	<b>21,569</b>	<b>20,057</b>	<b>93.0%</b>	<b>17,808</b>	<b>88.8%</b>	<b>82.6%</b>
South West College	Group 1 Most Deprived	2,276	1,994	87.6%	1,654	82.9%	72.7%
	Group 2	6,728	6,059	90.1%	5,042	83.2%	74.9%
	Group 3	4,210	3,855	91.6%	3,272	84.9%	77.7%
	Group 4	2,410	2,167	89.9%	1,813	83.7%	75.2%
	Group 5 Least Deprived	166	154	92.8%	132	85.7%	79.5%
	Unknown	662	605	91.4%	526	86.9%	79.5%
	<b>Total</b>	<b>16,452</b>	<b>14,834</b>	<b>90.2%</b>	<b>12,439</b>	<b>83.9%</b>	<b>75.6%</b>
Total	<b>Group 1 Most Deprived</b>	<b>25,090</b>	<b>21,533</b>	<b>85.8%</b>	<b>18,454</b>	<b>85.7%</b>	<b>73.6%</b>
	<b>Group 2</b>	<b>26,238</b>	<b>23,308</b>	<b>88.8%</b>	<b>20,102</b>	<b>86.2%</b>	<b>76.6%</b>
	<b>Group 3</b>	<b>23,907</b>	<b>21,709</b>	<b>90.8%</b>	<b>19,144</b>	<b>88.2%</b>	<b>80.1%</b>
	<b>Group 4</b>	<b>21,617</b>	<b>19,563</b>	<b>90.5%</b>	<b>17,247</b>	<b>88.2%</b>	<b>79.8%</b>
	<b>Group 5 Least Deprived</b>	<b>16,503</b>	<b>14,970</b>	<b>90.7%</b>	<b>13,019</b>	<b>87.0%</b>	<b>78.9%</b>
	<b>Unknown</b>	<b>3,667</b>	<b>3,230</b>	<b>88.1%</b>	<b>2,885</b>	<b>89.3%</b>	<b>78.7%</b>
	<b>Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. Further details on deprivation quintiles are available in Annex B - Definitions.
4. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.

**Table A27: Performance rates of final year regulated enrolments by STEM indicator and FE college in 2013/14**

FE College	Provision Area	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
Belfast Metropolitan College	'Broad' STEM	6,321	5,821	92.1%	4,886	83.9%	77.3%
	'Narrow' STEM	5,058	4,618	91.3%	3,783	81.9%	74.8%
	Non-STEM	20,141	17,262	85.7%	14,358	83.2%	71.3%
	<b>Total</b>	<b>26,462</b>	<b>23,083</b>	<b>87.2%</b>	<b>19,244</b>	<b>83.4%</b>	<b>72.7%</b>
Northern Regional College	'Broad' STEM	3,595	3,276	91.1%	2,955	90.2%	82.2%
	'Narrow' STEM	2,138	1,905	89.1%	1,703	89.4%	79.7%
	Non-STEM	10,515	8,874	84.4%	7,832	88.3%	74.5%
	<b>Total</b>	<b>14,110</b>	<b>12,150</b>	<b>86.1%</b>	<b>10,787</b>	<b>88.8%</b>	<b>76.4%</b>
North West Regional College	'Broad' STEM	3,828	3,449	90.1%	3,019	87.5%	78.9%
	'Narrow' STEM	2,002	1,759	87.9%	1,465	83.3%	73.2%
	Non-STEM	10,260	8,912	86.9%	8,116	91.1%	79.1%
	<b>Total</b>	<b>14,088</b>	<b>12,361</b>	<b>87.7%</b>	<b>11,135</b>	<b>90.1%</b>	<b>79.0%</b>
South Eastern Regional College	'Broad' STEM	4,145	3,729	90.0%	3,263	87.5%	78.7%
	'Narrow' STEM	3,033	2,749	90.6%	2,383	86.7%	78.6%
	Non-STEM	20,196	18,099	89.6%	16,175	89.4%	80.1%
	<b>Total</b>	<b>24,341</b>	<b>21,828</b>	<b>89.7%</b>	<b>19,438</b>	<b>89.1%</b>	<b>79.9%</b>
Southern Regional College	'Broad' STEM	4,165	3,898	93.6%	3,456	88.7%	83.0%
	'Narrow' STEM	2,668	2,458	92.1%	2,117	86.1%	79.3%
	Non-STEM	17,404	16,159	92.8%	14,352	88.8%	82.5%
	<b>Total</b>	<b>21,569</b>	<b>20,057</b>	<b>93.0%</b>	<b>17,808</b>	<b>88.8%</b>	<b>82.6%</b>
South West College	'Broad' STEM	5,307	4,794	90.3%	4,148	86.5%	78.2%
	'Narrow' STEM	4,004	3,548	88.6%	3,087	87.0%	77.1%
	Non-STEM	11,145	10,040	90.1%	8,291	82.6%	74.4%
	<b>Total</b>	<b>16,452</b>	<b>14,834</b>	<b>90.2%</b>	<b>12,439</b>	<b>83.9%</b>	<b>75.6%</b>
Total	'Broad' STEM	27,361	24,967	91.3%	21,727	87.0%	79.4%
	'Narrow' STEM	18,903	17,037	90.1%	14,538	85.3%	76.9%
	Non-STEM	89,661	79,346	88.5%	69,124	87.1%	77.1%
	<b>Total</b>	<b>117,022</b>	<b>104,313</b>	<b>89.1%</b>	<b>90,851</b>	<b>87.1%</b>	<b>77.6%</b>

Sources: Consolidated Data return (CDR)

Notes:

1. Only regulated enrolments are included in this analysis. Regulated enrolments are identified if it is level 3 or below with a valid RRQ/PLAQ code or level 4 and above.
2. Only enrolments within academic year 2013/14 are included in this analysis.
3. Further details on STEM ('Broad' and 'Narrow') are available in Annex B - Definitions.
4. Further details on final year enrolments, completers, achievements, retention, achievement and success rates are available in Annex B - Definitions.

## **Annex B: Definitions**

### ***Academic Year***

Each academic year period is defined by each FE college and potentially will differ across all six colleges. An academic year traditionally starts in August and finishes in July the following year.

### ***Achievement rate***

Achievement rate relates to the percentage of the number of enrolments who complete their final year of study and achieve their qualification to the number of enrolments who complete their final year of study.

Achievement rate = 
$$\frac{\text{Number of achievements}}{\text{Number of non-withdrawals plus Number of Withdrawals who achieve (both full and partial)}}$$

### ***Age***

Age is at 1<sup>st</sup> July of the previous academic year, based on the start date of the course.

### ***Deprivation***

The analysis presented in the publication utilises 5 groups or quintiles of super output areas (SOAs) across Northern Ireland. These 5 groups are determined based on level of deprivation using the Northern Ireland Multiple Deprivation Measure (NIMDM).

Super Output Areas ranked 1 to 178 are the most deprived quintile of SOAs relative to all other SOAs. Those ranked 713 to 890 are the most affluent relative to all other SOAs.

Super Output Area (SOA) is determined using the postcode provided on the enrolment record.

The Northern Ireland Multiple Deprivation Measure (NIMDM) 2010 is a weighted combination of the seven domains of deprivation. The Income and Employment Deprivation domains account for 50% of the multiple deprivation measure. The Health Deprivation and Disability Domain, and Education, Skills and Training Deprivation Domain account for a further 30% and the remainder is made up of the Proximity to Services, Living Environment and Crime & Disorder Domains.

For further details on deprivation measurement in Northern Ireland please follow this link:

[http://www.nisra.gov.uk/deprivation/nimdm\\_2010.htm](http://www.nisra.gov.uk/deprivation/nimdm_2010.htm)

### ***Enrolments***

Total enrolments are taken to be the sum of all regulated and non-regulated enrolments within FE colleges during each academic year. The enrolment figures are simply a count of the number of enrolment records within the data return.

### ***Essential Skills***

DEL launched the [Essential Skills for Living Strategy](#) and action plan in April 2002. The Essential Skills for Living Strategy aims to improve adult literacy, numeracy and Information & Communication Technology (ICT)) in Northern Ireland. Essential Skills courses which are funded by DEL are free to participants and delivered by accredited tutors working in Further Education (FE) Colleges, private training providers and community organisations.

### ***Final year enrolments***

A student can enrol on a course that is multiple years in length but those on a one year course or the second year of a two year course are regarded as final year enrolment.

### ***Final year completers***

Those in their final year and who do not withdraw from their course are regarded as final year completers.

### ***Final year achievements***

Those in their final year, who have completed the course and subsequently achieved are regarded as final year achievements.

### ***Funding streams***

Enrolments at Further Education colleges can be funded through a variety of funding streams including DEL funded provisions, such as the Funded Learning Unit (FLU), Training for Success (TfS) or Steps to Work (StW). Enrolments can also be funded through non-DEL funded provision such as Entitlement Framework (EF) or Cost Recovery (CR).

### ***Further Education College***

Please refer to the link below for further detail about Further Education colleges in Northern Ireland.

<http://www.delni.gov.uk/contextual-information-for-using-further-education-statistics>

### ***Individual***

The number of individuals for each academic year has been determined (using Student Reference and FE college as the unique identifier) within the specific academic year period. The total number of individuals calculated over the entire time period therefore does not equal the summation of all individual academic years. This is due to the fact an individual may be enrolled in a number of academic years.

### ***Level***

If the enrolment is regulated then the level is derived from the Register of Regulated Qualifications (RRQ). If the enrolment is not part of the RRQ then the level is based on the information entered against the enrolment by the FE college.

Each regulated qualification has a level between entry level and level 8. Qualifications at the same level are a similar level of demand or difficulty. The content and size of qualifications at the same level may be quite different.

For further information on comparing qualifications across the UK, Ireland and overseas please refer the link:

<http://ofqual.gov.uk/help-and-advice/comparing-qualifications/>

### ***Mode of Attendance***

Mode of attendance identifies enrolments studying full-time or part-time.

#### For enrolments between 2009/10 and 2012/13:

- (a) Full-time enrolments include all enrolments whose attendance is:
- i. full-time (for at least 15 hours and at least 7 sessions per week, or for more than 21 hours per week, with no sessional requirement);
  - ii. on sandwich courses; or
  - iii. on short courses (single self-contained periods of full-time study of under 4 weeks' duration, within one academic year, which do not have to satisfy the hour and session requirement of i. above).
- (b) Part-time enrolments include all enrolments whose attendance is:
- i. part-time day;
  - ii. block release;
  - iii. evening only;
  - iv. open/distance learning; or
  - v. linked to their attendance at a school on a full-time basis.

#### For enrolments in 2013/14:

- (a) Full-time enrolments include all enrolments whose attendance is:
- i. full-time (for at least 15 hours and at least 7 sessions per week, or for more than 21 hours per week, with no sessional requirement);
- (b) Part-time enrolments include all enrolments whose attendance is:
- i. on sandwich courses; or
  - ii. on short courses (single self-contained periods of full-time study of under 4 weeks' duration, within one academic year, which do not have to satisfy the hour and session requirement of i. above).
  - iii. part-time day;
  - iv. block release;
  - v. evening only;
  - vi. open/distance learning; or
  - vii. linked to their attendance at a school on a full-time basis.

### ***Prescribed List of Approved Qualifications (PLAQ)***

Access courses and courses included on the Department's PLAQ are courses which reside outside those recognised by OFQUAL but comply with quality criteria specified by the Department. The Department has granted all such qualifications the same status as those qualifications on the OFQUAL register for the purposes of funding and performance measurement.

### ***Provision Area***

For the purposes of this analysis there are three types of Provision Areas, namely Further Education, Higher Education and Essential Skills.

- Further Education provision is identified by the qualification aim and level entered. If the qualification aim is 500 or higher and the level is 3 or lower, this indicates that the enrolment is Further Education.
- Higher Education provision is identified by the qualification aim and level entered. If the qualification aim is less than 500 and the level is 4 or higher, this indicates that the enrolment is Higher Education.
- Essential Skills provision is identified by the qualification aim entered. If the qualification aim is 960, 961 or 962, this indicates that the enrolment is Essential Skills. Only Essential Skills enrolments in FE colleges are included in this analysis. Please refer to the Essential Skills publications at: <http://www.delni.gov.uk/essential-skills-stats> for further details on all Essential Skills enrolments.

### ***Qualifications***

Qualifications are counted for those final year enrolments in regulated courses at FE colleges. An individual can either fully or partially achieve as well as fail their qualification.

The underlying principle is that full achievement and partial achievement should be measured against the programme of study on which a student is enrolled – for example, what is agreed in the learner's Individual Learning Programme. Therefore full and partial achievements are defined as:

- Full achievement will be recorded when those enrolling on a full qualification achieve that qualification, and when those enrolling on a part/unit of a qualification achieve that part/unit.
- Partial achievement should be recorded when: the qualification for which a student has enrolled has not been achieved in full, but when either (a) a student achieves a certified component of the intended qualification – for example, a QCF Award instead of a QCF Certificate, or a QCF Certificate instead of a QCF Diploma; or (b) if a student does not achieve a certified component of the intended qualification, but still achieves 50% or more of the intended qualification – for example, 50% or more of the QCF units. It should be noted that 50% or more of QCF qualifications is based on units achieved and not on credits, because even though credits would be a more accurate measure of achievement, credit information is not readily available to colleges from the examination results provided by awarding organisations.

### ***Regulated***

From academic year 2013/14, only those courses which appear on the Register of Regulated Qualifications (RRQ) or the Department's Prescribed List of Approved Non NQF/QCF Qualification (PLAQ) list (for level 3 and below) or are Higher Education (HE) in FE courses (level 4 and above), will be deemed as 'regulated' by the Department. Anything which falls outside this

definition is not considered, in Departmental terms, as 'regulated' regardless of whether it is considered to produce "outcomes" e.g. internal college certification.

In the publication for 2013/14 and indeed all future releases, the term 'Regulated', will now be used in regard to this type of provision within FE. This cohort of FE provision is comparable with the previous figures for Professional and Technical.

FE enrolment publications between 2003/04 and 2012/13 have used the term 'Professional and Technical' to describe this cohort of FE provision. 'Professional and Technical' were identified as any enrolment not coded as qualification aim '999', '599' or '199' i.e. recreational and KeySkills provision are excluded.

In each academic year students can be enrolled in multiple course and therefore the same individual can have enrolments in regulated and non-regulated courses within the one academic year.

### ***Retention rate***

Retention rate is defined as the proportion of the number of enrolments who complete their final year of study to the number of final year enrolments. Since 2012/13, those who complete their course early (and recorded in the data as a withdrawal) and who have subsequently achieved their programme of study qualification have been regarded as a 'completer'. This may inflate the retention rate from 2012/13 onwards in comparison to earlier academic years.

Number of non-withdrawals – These include any enrolments which have not been classified as a withdrawal, namely those options within Course Status - 'Continuing', 'Completed' or the status is unknown.

Retention rate = 
$$\frac{\text{Number of non-withdrawals plus Number of withdrawals who achieve (both full and partial)}}{\text{Number of Enrolments}}$$

### ***Sector Subject Area***

The Sector Subject Area (SSA) code is derived from the official OFQUAL Register of Regulated Qualifications based on the qualification or unit code. The SSA code registered against each qualification or unit has been assigned by the responsible awarding organisation. The sector subject areas were developed by the Qualifications and Curriculum Authority (QCA), the Council for the Curriculum, Examinations and Assessment (CCEA) and the ACCAC, the Welsh authority, along with other key educational bodies according to industry sector and academic subject area. They aim to allow more consistent reporting of data across the UK.

Further information on sector subject area is available at:

<http://webarchive.nationalarchives.gov.uk/+www.ofqual.gov.uk/research-and-statistics/statistics/429-sector-subject-area-classification-system-ssac>



**STEM**

STEM provision is identified by the subject code entered by the FE college. If the subject code starts with a letter between A and K (Medicine, Dentistry and Allied Subjects; Biological and Physical Sciences; Agriculture; Mathematics and IT; Engineering and Technology; Architecture, Building and Planning) then it is regarded as 'Broad' STEM. 'Narrow' STEM is those enrolment records with a subject code starting with a letter C, F, G, H or J (Biological and Physical Sciences; Mathematics and IT; Engineering and Technology).

**Success rate**

Success rate is the overall measure of performance, which is the proportion of the number of enrolments who complete their final year of study and achieve their qualification to the number of final year enrolments.

Success rate =  $\frac{\text{Number of achievements}}{\text{Number of Enrolments}}$  OR Retention rate x Achievement rate

## **Annex C: Technical Notes**

2. The information presented in this statistical bulletin has been derived from a series of statistical returns (listed below) provided by FE colleges.
  - Further Education Statistical Return (FESR)
  - Further Education Leavers Survey (FELS)
  - Consolidated Data return (CDR)
  - Funded Learning Unit (FLU)

The statistics in regard to 2009/10 to 2012/13 have been derived from the FESR and the FELS. The CDR only came into operation for the 2013/14 academic year and is used for analysis related to this year. Each of the data returns are computerised data files consisting of individual records for each enrolment recorded by FE colleges during each academic year.

3. The number of enrolments is simply a count of the number of enrolment records within the relevant data return.
4. The number of individuals for each academic year has been determined (using Student Reference and FE college as the unique identifier) within the specific academic year period.
5. The enrolment information is correct as at 17<sup>th</sup> October 2014.
6. Any enrolment indicated to be Keyskills (qualification 199 and 599) have been excluded from this analysis.
7. The FLU mechanism converts all eligible student enrolments and activity into standard units, known as Funded Learning Units or FLU; the number of FLU generated by each enrolment being determined by the mode of attendance (i.e. full-time or part-time), duration, level and economic priority of the study, and the appropriate disadvantage weighting.
8. The Student with Learning Difficulties and/or Disabilities (SLDD) field indicates if the student has any Special Learning Difficulties and/or Disabilities and requires special teaching instruction i.e. taught in reduced class number. Students indicate a learning need on their enrolment form, and are assessed accordingly by learning support through the student's FE college. For this analysis a student has been identified, using the SLDD field within the FLU return, as having learning difficulties and/or disabilities, if the codes '02' (Mainstream - DO require extra support) or '03' (Discrete) are recorded by the FE college. This group of students are funded through the Additional Support Fund (ASF), which is provided to facilitate SLDD students to attend college.

9. A student can also be registered as '04' (Day Centre), which this provision is delivered outside of FE college campuses. As there are no overheads or adjustments to be made to those registered as '04' (Day Centre) these are not included as part of the ASF and therefore excluded from this analysis. Further information is available at: <http://www.delni.gov.uk/index/publications/pubs-further-education/fe-circular/fe-circulars-2013/fe-08-13-funding-for-students-with-a-learning-difficulty-and-or-disability .htm>
10. Since 2013/14 the identification of final year enrolments has changed slightly from the selection criteria within the Further Education Leavers Survey (FELS) data return, which contained final year regulated enrolments only. In academic years prior to 2013/14 any enrolments which were indicated to be GCSE or A-Levels (qualification aims 560,614 and 615) and Combined Studies (inc. mixed A levels) (subject code Y400) were excluded from the FELS return.
11. A student can enrol on a course for a matter of weeks (sometimes months) and then transfer to another course. Due to the original course incurring teaching hours and funding it is included within the overall enrolment count. It is therefore a measurable component of enrolment activity actually delivered. The recording of transfers is also important due to particular interest in transferred students and linking this to careers guidance.
12. In terms of outcome, the original enrolment recorded as a transfer will not have any outcome recorded against it and therefore the transferred enrolment cannot be measured in terms of performance. Consequently, any enrolment recorded as transfers are excluded from performance analysis and are not included in final year enrolment counts.
13. For academic years 2009/10 to 2012/13 full-time provision is defined as enrolments 'full-time (for at least 15 hours and at least 7 sessions per week, or for more than 21 hours per week, with no sessional requirement)'; 'on sandwich courses'; or 'on short courses (single self-contained periods of full-time study of under 4 weeks' duration, within one academic year, which do not have to satisfy the hour and session requirement of i. above)'. Part-time are whose attendance is either 'part-time day'; 'block release'; 'evening only'; 'open/distance learning'; or 'linked to their attendance at a school on a full-time basis'. For academic year 2013/14 full-time provision is only 'full-time (for at least 15 hours and at least 7 sessions per week or for more than 21 hours per week, with no sessional requirement)'. All other mode of attendance options are regarded as part-time.
14. Within this analysis 'regulated enrolments' between 2009/10 and 2012/13 are defined as any enrolment which are not hobby & leisure, or recreational, identified through the qualification aim (999) supplied by the FE college.

For academic year 2013/14, 'regulated enrolments' are regarded as those on courses that are at 'level 3 or below' and appear on the

Register of Regulated Qualifications (RRQ), which contains qualifications on both the Qualifications and Credit Framework and the National Qualifications Framework or part of the Department's Prescribed List of Approved Qualifications (PLAQ)/Access list) and Higher Education qualifications ('level 4 and above').

In 2013/14 non-regulated enrolments are those which potentially lead to a formal qualification (at 'level 3 or below') but do not appear on the RRQ or where a qualification is not expected, typically hobby & leisure, or recreational courses.

The new definition of 'regulated enrolments' in 2013/14 may result in a change in the proportion of regulated enrolments and therefore comparison with earlier years will need to take this into context.

15. Retention rate is defined as the proportion of the number of enrolments who complete their final year of study to the number of final year enrolments. Since 2012/13, those who complete their course early (and recorded in the data as a withdrawal) and who have subsequently achieved their programme of study qualification have been regarded as a 'completer'. This may inflate the retention rate from 2012/13 onwards in comparison to earlier academic years. Reproducing the retention rate using the old methodology and comparing to the new indicates that of the 0.9% rise between 2011/12 and 2012/13, 0.6% is down to the change in the definition.
16. For all enrolments the Sector Subject categorisation was revised during 2013/14. It is derived from the official OFQUAL Register of Regulated Qualifications based on the qualification or unit code. The SSA code registered against each qualification or unit has been assigned by the responsible awarding organisation. Prior to this it was derived from the subject code entered by the FE college. Following the outcome of the review only 2013/14 enrolment is presented by sector subject area categories as it not comparable with previous academic years.
17. Equality related data such as political opinion, religious belief and sexual orientation was introduced in 2013/14 to the data capture process within FE colleges and as such information is only available for this academic year.
18. In 2013/14 additional dependant categories (elderly, disability, no care required) have been added to the data collection process. In previous academic years only dependant adults and children were recorded. This may inflate the figures presented for the number of enrolments who indicated having a dependant in 2013/14 in comparison with earlier academic years.

## **User Consultation**

This is first time this new statistical bulletin on FE Activity has been produced therefore users' comments and/or any issues relating to the statistics are particularly welcomed and encouraged. These will all be considered for incorporation into the next version of this bulletin, which is scheduled to release in one year time.

## **Further Enquiries**

Further details about any of the statistics in this statistical bulletin can be obtained from:

Allan Matthews or Lucy Graham  
Statistics & Research Branch (Tertiary Education)  
Department for Employment & Learning  
Adelaide House,  
39/49 Adelaide Street  
BELFAST  
BT2 8FD

Telephone (028) 90 257727/257848  
Fax (028) 9025 7696  
E-mail [allan.matthews@delni.gov.uk](mailto:allan.matthews@delni.gov.uk) or [lucy.graham@delni.gov.uk](mailto:lucy.graham@delni.gov.uk)

Media enquiries should be made to the Department's Press Office in Adelaide House.

Department for Employment & Learning  
Adelaide House,  
39/49 Adelaide Street  
BELFAST  
BT2 8FD

Telephone (028) 9025 7793

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