

Learning for All: seventh update report on measures of success 2013

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Introduction

This is the seventh annual *Measures of Success for Learning for All*, the Scottish Funding Council's (SFC) strategy for widening access.

When it was first published in September 2005, *Learning for All* proposed that our progress in widening access would be monitored through a basket of measures. Combined with measures requested by the Scottish Government, to monitor access to and retention in higher education (HE), *Learning for All* enables us to monitor, learn from and adjust our widening access effort.

Main points at a glance

- the participation rate in higher education (HE) in Scotland for the 2010 cohort, measured by the Youth Participation Rate (YPR), increased in the Scottish college and university sectors, and stayed the same for universities in the rest of the UK¹;
- women remain more likely than men to participate in FE and HE. In 2011-12 the percentage gap between young men and women remained the same as in 2010-11 in colleges for FE, and in colleges and universities for HE level;
- participation in colleges is more likely to be by people who live in deprived areas than those from more affluent areas, who are more likely to participate in the university sector;
- there has been an increase in the proportion of mature students from the most deprived areas entering universities. However the overall proportion of young and mature entrants from the most deprived areas continues to be less than the proportion of young and mature students from less deprived areas;
- the proportion of students who disclosed a disability has increased consistently over the last ten years at both colleges and universities;
- the proportion of Scottish-domiciled students from non-white ethnic groups has remained steady over the last year in Scotland's colleges. In universities, the proportion of non-white ethnic groups has increased annually over the last seven years. Data disclosure on ethnicity has improved significantly in universities;

¹ We use the term 'universities' to refer to Scotland's 16 universities and three higher education institutions (HEIs), which together represent the university sector.

- school attainment has increased for boys in publicly-funded schools for the last four years, however, the attainment gap between boys and girls remains high with girls continuing to out-perform boys at all levels;
- in 2011-12 the percentage of school leavers in positive destinations (HE, FE, training and employment) was broadly similar to the same figures as 2010-11. The percentage of leavers who are unemployed has decreased again;
- the overall percentage of young people in the More Choices, More Chances group (MCMC) (i.e. not in education, employment or training) decreased in the last year. The percentage of young men in the MCMC group decreased for the second consecutive year;
- across Scotland school leaver progression rates into HE and FE for 2011-12 continue to be high with broadly the same percentages as in previous years;
- there is still no significant change in the size of the gap between pupils from schools in the lowest quintile and the remainder of publicly funded schools in terms of progression into HE. However, in the schools targeted in SFC's Schools for Higher Education Programme (SHEP), there is an increase in progression to HE nationally;
- in 2011-12, the total number of Scottish-domiciled students entering a full-time first degree course into the second or third year with advanced standing increased across Scotland and in all regional areas with the exception of Fife and Tayside;
- students from deprived areas, with lower prior attainment or mature entrants remain the most likely groups not to continue their studies in university; and
- over a five-year period, the gap between non-continuation in universities in the least and most deprived quintiles has increased from 6.3 per cent in 2005-06 to 8.1 per cent in 2009-10.

Change in FES Data 2010-11

From 2010-11, short courses under 0.25 SUMS (10 hours) in length were no longer eligible for SUMS funding, with the exception of courses which are part of a school/college link or contribute to wider access or meet specific training needs of unemployed people. Therefore there has been a fall in the number of students for which colleges had to return data on the FES 2010-11. The number of students studying in college at advanced level has risen slightly in 2010-11 whilst the numbers studying at non-advanced levels has fallen sharply. Further details can be found on the SFC website at:

http://www.sfc.ac.uk/web/FILES/Guidance/SFC2810_SUMs_Guidance.pdf

1 Participation in higher education

In *Learning for All* we said that if our actions are successful, and Scotland as a whole is taking effective action, then the patterns of participation would be more even across different groups in society.

This chapter will present an overview of the data in the above publication and information on both college and university participation to enable comparisons on how equal the pattern of participation currently is.

The participation rate in higher education (HE) in Scotland for the 2010 cohort, measured by the Youth Participation Rate (YPR), increased in the Scottish college and university sectors, and stayed the same for universities in the rest of the UK.

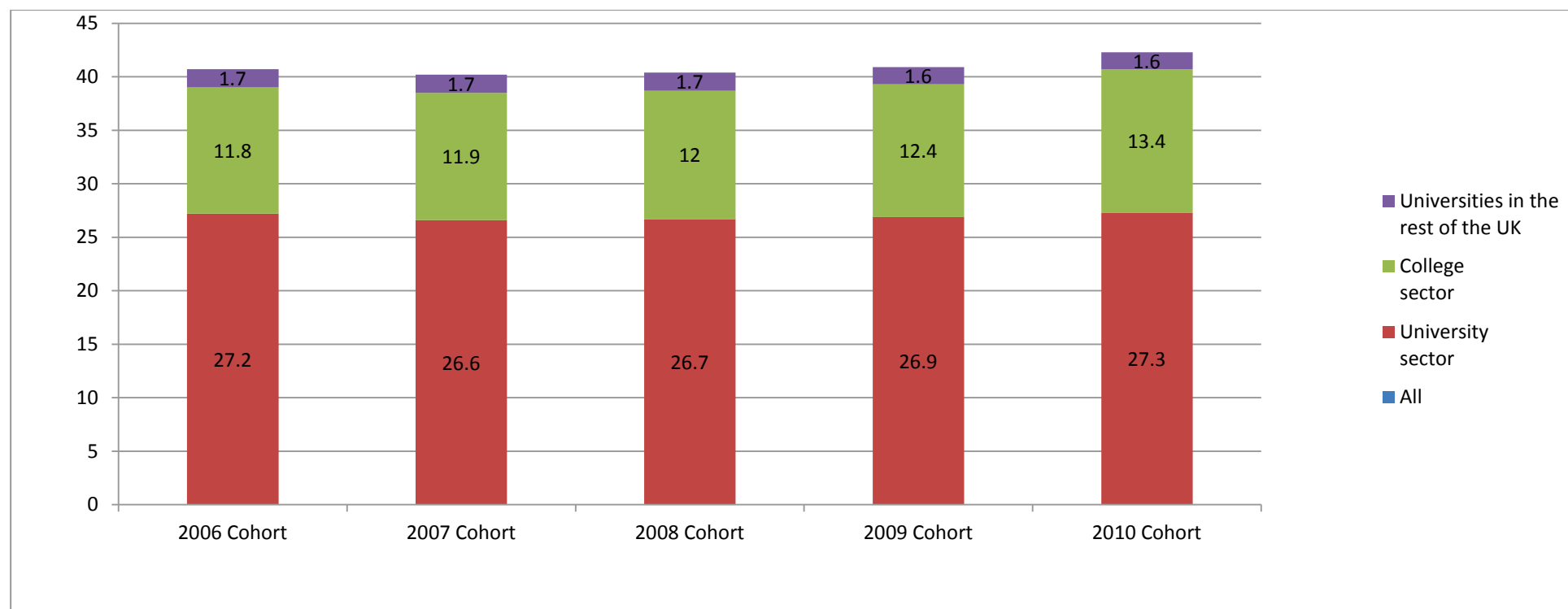
The participation rate in higher education (HE) in Scotland used to be measured by the Age Participation Index (API). In 2012 this was changed to make more accurate measurements and include part-time study and OU. The new measure is the Young Participation Rate (YPR)² and this represents the 16 to 19 year old participation of a birth cohort. For further information and the official statistical publication, please see

[http://www.sfc.ac.uk/web/FILES/ReportsandPublications/Participation Rates for Entrants to Scottish Higher Education.pdf](http://www.sfc.ac.uk/web/FILES/ReportsandPublications/Participation%20Rates%20for%20Entrants%20to%20Scottish%20Higher%20Education.pdf)

² The YPR is a True Cohort Participation Rate which measures the participation of a particular age group from a particular year. The YPR will measure each cohort of 16 year olds and track them through time, and is calculated as follows: $YPR = (\text{Young entrants in each cohort}) / (\text{base year population})$

For example, the YPR of the 2010 cohort is:

Figure 1: YPR in HE in Scotland by per cent, 2006 cohort to 2010 cohort

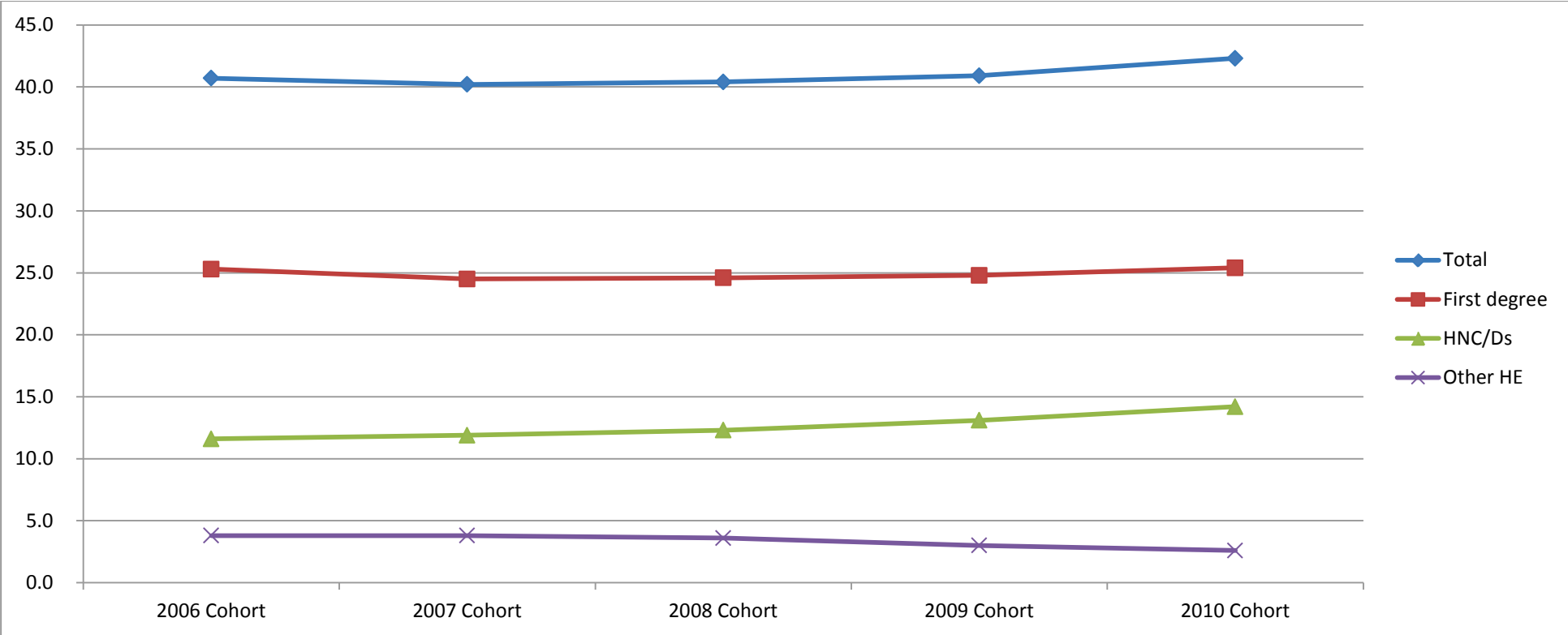


Source: SFC

Figure 1 shows overall, higher education participation at an institutional level (Scottish colleges, Scottish universities and universities in the rest of the UK) increased in both colleges and universities for the 2010 cohort.

When considering the YPR by level of study (Higher National Certificates/Diplomas, First Degree and other HE) as seen in Figure 2, there has been a continued rise in participation in Higher National Qualification (HNQs) and first degrees since the 2007 cohort. Students studying qualifications other HE level qualifications have continued to decrease over the same timeframe.

Figure 2: YPR for Scotland by level of study by per cent, 2006 cohort to 2010 cohort



Source: SFC

Note: The API was discontinued after 2009-10, and superseded by the YPR (Young Participation Rate)

2 Participation in colleges

Figure 3 shows in 2010-11 the participation rate in the college sector was 59.6 per thousand of population, a decrease of 6.3 per thousand of population.

Figure 3: Participation rate of Scottish-domiciled students aged 16 or over in Scottish colleges, 2003-04 to 2010-11

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Estimated resident population aged 16+	4,114,700	4,142,800	4,166,200	4,197,000	4,247,151	4,273,501	4,299,815	4,327,016
Total learner headcount in Scotland's colleges aged 16+	329,179	314,605	307,892	312,500	313,165	305,101	283,448	257,944
Participation rate in Scotland's colleges (per thousand population)	80.0	75.9	73.9	74.5	73.7	71.4	65.9	59.6

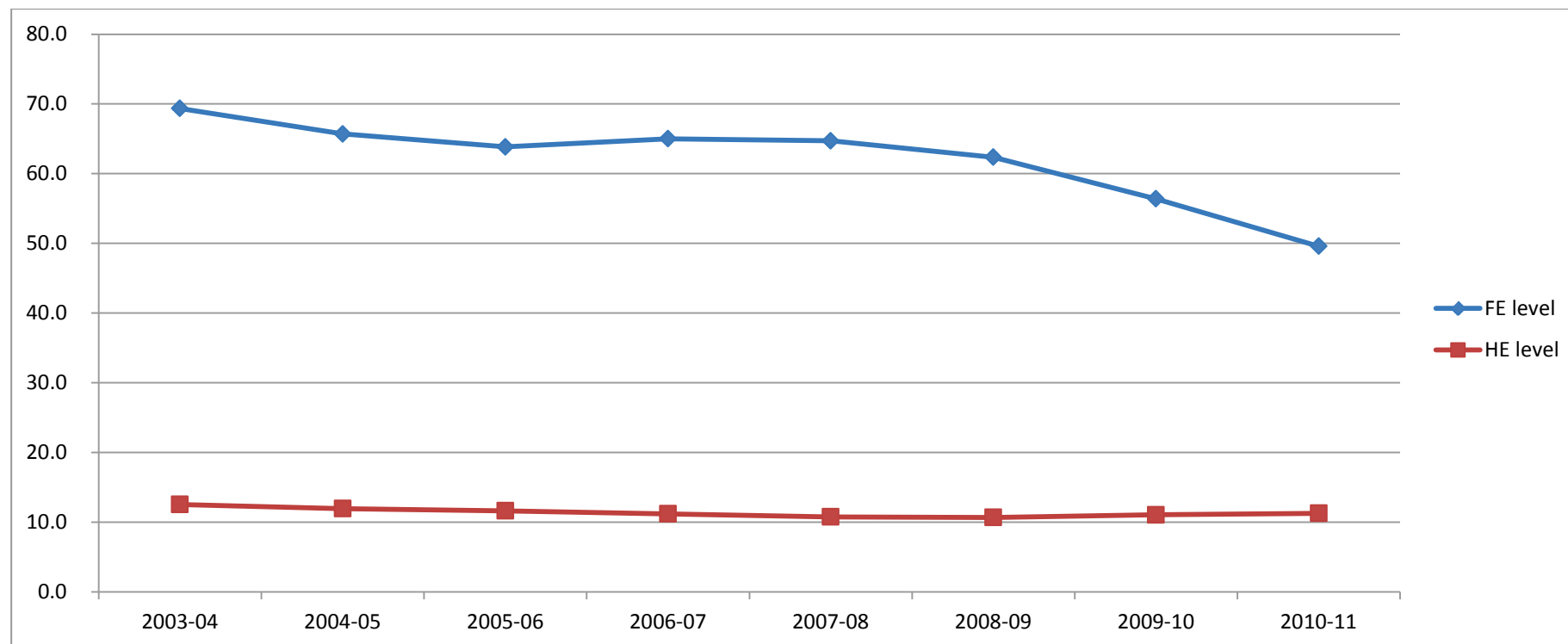
Source: SFC, General Register Office for Scotland (GROS)

Note: The students included are Scottish domiciles aged 16 or over on 1 March within the academic year. The population figures used estimate the resident population aged 16 and over on 1 October by adjusting GROS mid-year figures for students being recorded at their term-time address and then ageing the population by three months.

Whilst Figure 1 shows an increase in the numbers of students aged 16 to 19 years participating at HE level in Scottish colleges and universities, Figure 3 looks at learners aged 16 and over in Scottish colleges only. Apart from the slight increase in 2006-07, the participation rate in colleges has continued to decrease since 2003-04. The decrease in the total number of learners in Scottish colleges overall is likely to have contributed to this as has the increase in the resident population, making the learner group a smaller proportion of the population. The shift in movement to full time away from short courses is also likely to have an impact on this change.

Figure 4 shows participation rates fell by 6.8 per thousand of population at FE level (i.e. non-advanced) between 2009-10 and 2010-11. This is the largest decrease since 2002-03. However, the participation rates increased slightly at HE level (11.1 per thousand of population in 2009-10 to 11.3 per thousand population in 2010-11), which echoes the findings at Figures 1 and 2.

Figure 4: Participation rates per thousand of population by level of study in Scotland's colleges, 2003-04 to 2010-11



Source: SFC

3 Regional comparisons and trends in participation

For the regional comparisons in this section, we have used the 32 local authority areas for differences and comparisons across the country. Participation has been measured in terms of number of participants not headcount or activity levels.

There are noticeable regional variations in the pattern of participation in colleges and universities. Figure 5 shows the participation by local authority area from 2008-09 to 2010-11 for colleges and universities as well as for school pupils staying on after the minimum school leaving age of 16 years (i.e. those not already counted as college students). The total represents participation per thousand of the adult population at college, university or school.

Figure 5 shows:

- in 2010-11, the overall participation in Scotland in colleges and universities was 117.2 per thousand of adult population. This has decreased each year over the course of *Learning for All* update publications;
- in 2010-11, overall participation in 19 of the 32 local authorities was below the Scottish average – one more than 2009-10: the largest differences being in the Scottish Borders (-23.4), Midlothian (-18.2), East Lothian (-17.2) and Falkirk (-15.3) per thousand of population. Of the remaining 13 local authorities, those highest above the Scottish average were the Shetland Islands (+146.3), Orkney Islands (+76.1), Eilean Siar (+30.8) and Angus (+19.5);
- between 2009-10 and 2010-11, overall participation increased in only four local authority areas: Eilean Siar (134.9 to 148.0), Shetland Islands (259.1 to 263.5), Moray (112.0 to 114.7) and East Ayrshire (109.0 to 110.6) per thousand of population. It fell in all other areas, with the largest drops in Aberdeen City, Angus and East Dunbartonshire (all -12.3) per thousand of population;
- in the college sector FE level participation dropped overall by 6.6 per thousand of population. The areas that showed an increase were Eilean Siar (+13.3), the Shetland Islands (+8.2), Moray (+5.7), East Ayrshire (+0.7) and the Orkney Islands (+0.1). The largest decreases in participation were in West Dunbartonshire (-14.8), East Dunbartonshire (-14.0) and Angus (-11.0). College sector HE level participation increased in 19 of the 32 local authority areas with the largest increases being in West Dunbartonshire (+2.2) and West Lothain (+1.5). Participation at college HE level decreased in 12 of the remaining 13

areas, the largest reductions were in the Orkney Islands (-1.4) and Inverclyde (-1.3), with Eilean Siar remaining at the same level as the previous year; and

- the overall level of participation at universities decreased for this first time in three years from 43.2 to 42.5 per thousand of adult population. Despite the overall decrease, seven of the local authorities showed an increase, the largest were in Midlothian (+1.5), East Ayrshire (+0.5), and Glasgow City (+0.5), with South Ayrshire maintaining the same level as the previous year.

Figure 5: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by local authority area, 2008-09 to 2010-11

Local Authority	Year	Colleges FE level	Colleges HE level	Universities	School pupils not studying at college	Total
Aberdeen City	2008	52.8	10.6	55.3	9.7	128.3
	2009	48.6	11.2	54.1	9.6	123.6
	2010	37.7	11.3	51.3	10.9	111.3
Aberdeenshire	2008	55.7	10.3	49.3	14.4	129.8
	2009	50.8	10.3	48.2	15.7	125.0
	2010	43.2	10.7	46.6	17.1	117.6
Angus	2008	92.5	13.7	39.5	12.4	158.1
	2009	78.4	14.5	40.4	15.7	149.0
	2010	67.4	13.7	39.9	15.7	136.7
Argyll and Bute	2008	64.2	6.9	41.4	16.2	128.7
	2009	63.6	7.2	42.3	16.0	129.2
	2010	53.4	7.3	41.2	18.4	120.3
Clackmannanshire	2008	50.9	10.3	35.3	16.2	112.8
	2009	48.7	10.5	38.1	17.0	114.3
	2010	46.0	11.4	37.4	18.2	112.9

Dumfries and Galloway	2008	59.5	7.0	35.5	12.2	114.2
	2009	57.0	7.3	36.6	14.1	115.1
	2010	46.5	6.9	34.2	15.9	103.5
Dundee City	2008	74.9	13.6	44.2	12.5	145.2
	2009	65.0	14.3	45.1	13.0	137.3
	2010	59.1	13.5	45.0	13.5	131.0
East Ayrshire	2008	54.3	13.2	34.8	12.6	114.8
	2009	45.4	14.0	33.8	15.7	109.0
	2010	46.1	13.4	34.3	16.9	110.6
East Dunbartonshire	2008	58.3	12.4	62.4	20.2	153.3
	2009	53.3	12.5	62.9	19.8	148.5
	2010	39.3	13.1	62.5	21.3	136.2
East Lothian	2008	40.1	7.5	38.3	16.1	102.1
	2009	37.6	8.4	39.2	17.5	102.7
	2010	36.2	8.7	39.0	16.2	100.0
East Renfrewshire	2008	53.3	11.4	67.0	17.5	149.3
	2009	45.4	11.3	66.4	20.4	143.4
	2010	36.7	11.6	66.7	20.1	135.1
Edinburgh, City of	2008	44.1	7.2	49.6	8.5	109.3
	2009	42.2	7.8	51.0	9.2	110.1
	2010	39.8	8.6	50.4	9.5	108.3
Eilean Siar	2008	72.7	4.5	58.3	18.1	153.6
	2009	59.4	3.9	52.8	18.8	134.9
	2010	72.7	3.9	53.2	18.1	148.0
Falkirk	2008	52.9	11.7	31.0	16.4	112.0
	2009	49.3	11.3	31.3	16.3	108.2
	2010	41.5	11.8	31.5	17.1	101.9
Fife	2008	61.2	15.3	34.4	12.2	123.2

	2009	57.2	15.6	34.5	13.0	120.3
	2010	51.0	15.2	34.0	13.8	114.0
Glasgow City	2008	81.0	14.9	43.9	10.0	149.9
	2009	73.6	15.1	43.9	10.2	142.9
	2010	63.9	15.8	44.4	11.5	135.6
Highland	2008	55.6	2.1	49.8	18.2	125.6
	2009	49.2	1.8	50.0	18.4	119.4
	2010	42.9	1.9	49.4	18.5	112.7
Inverclyde	2008	72.4	14.6	41.2	13.5	141.6
	2009	61.7	16.4	41.4	15.8	135.3
	2010	55.3	15.1	38.4	15.6	124.4
Midlothian	2008	43.5	8.4	31.8	17.1	100.8
	2009	43.4	8.6	34.6	13.1	99.7
	2010	38.6	9.0	36.1	15.2	99.0
Moray	2008	44.1	2.7	51.6	14.3	112.7
	2009	41.9	2.8	50.5	16.8	112.0
	2010	47.6	2.9	47.4	16.8	114.7
North Ayrshire	2008	63.7	15.1	33.6	14.3	126.7
	2009	53.1	15.1	34.1	16.3	118.7
	2010	47.5	14.9	34.0	16.9	113.4
North Lanarkshire	2008	61.2	12.5	35.6	14.2	123.6
	2009	56.4	13.6	34.4	15.3	119.8
	2010	48.1	13.8	33.9	16.3	112.0
Orkney Islands	2008	111.3	3.5	58.6	18.9	192.2
	2009	117.5	3.4	58.2	17.6	196.7
	2010	117.6	2.0	54.8	18.8	193.3
Perth and Kinross	2008	56.5	4.2	45.5	14.1	120.3
	2009	45.7	4.4	45.0	13.5	108.5

	2010	42.3	4.2	45.2	12.2	103.9
Renfrewshire	2008	67.7	14.0	46.1	15.2	143.0
	2009	60.9	15.0	45.0	15.8	136.7
	2010	54.3	14.8	43.2	16.0	128.2
Scottish Borders	2008	58.8	6.4	36.7	14.4	116.4
	2009	44.8	6.3	37.5	14.0	102.6
	2010	36.4	6.7	36.8	13.9	93.8
Shetland Islands	2008	213.5	4.5	63.2	20.1	301.2
	2009	176.2	3.1	59.0	20.8	259.1
	2010	184.4	2.8	57.1	19.3	263.5
South Ayrshire	2008	46.4	11.7	41.4	14.4	113.9
	2009	40.6	12.2	41.3	16.8	111.0
	2010	39.6	11.4	41.3	16.9	109.2
South Lanarkshire	2008	52.5	10.8	43.5	15.3	122.0
	2009	48.9	11.8	43.3	17.1	121.1
	2010	40.5	12.4	40.9	17.5	111.2
Stirling	2008	50.0	8.0	47.1	18.0	123.1
	2009	45.4	8.0	48.2	18.2	119.7
	2010	37.2	8.5	47.8	18.2	111.7
West Dunbartonshire	2008	78.6	14.7	34.8	8.3	136.3
	2009	70.5	14.3	34.4	8.1	127.2
	2010	55.7	16.5	33.6	17.8	123.6
West Lothian	2008	55.7	9.4	34.1	15.9	115.2
	2009	49.1	9.5	35.2	17.3	111.1
	2010	47.3	11.0	34.1	17.8	110.3
Scotland	2008	60.7	10.7	43.1	13.5	128.0
	2009	54.9	11.1	43.2	14.3	123.4
	2010	48.3	11.3	42.5	15.0	117.2

Source: SFC

Figure A illustrates the geographical variation in participation at FE level in 2010-11. Figure B shows this for HE participation. Figure C gives the geographical variation for the combined school, college and university participation. These maps show the Standardised Participation Ratio by area³ and the patterns of participation for FE and HE are very different. In the HE map, areas of high and low participation are often close together, indicating that proximity or distance from a university is not a key factor in the pattern of participation.

Figure A shows, as reported previously, areas with higher participation in FE include much of Eilean Siar (Western Isles Council), Orkney, Shetland as well as parts of Glasgow. Lower participation is found mainly within Edinburgh, Central Scotland and the Highlands.

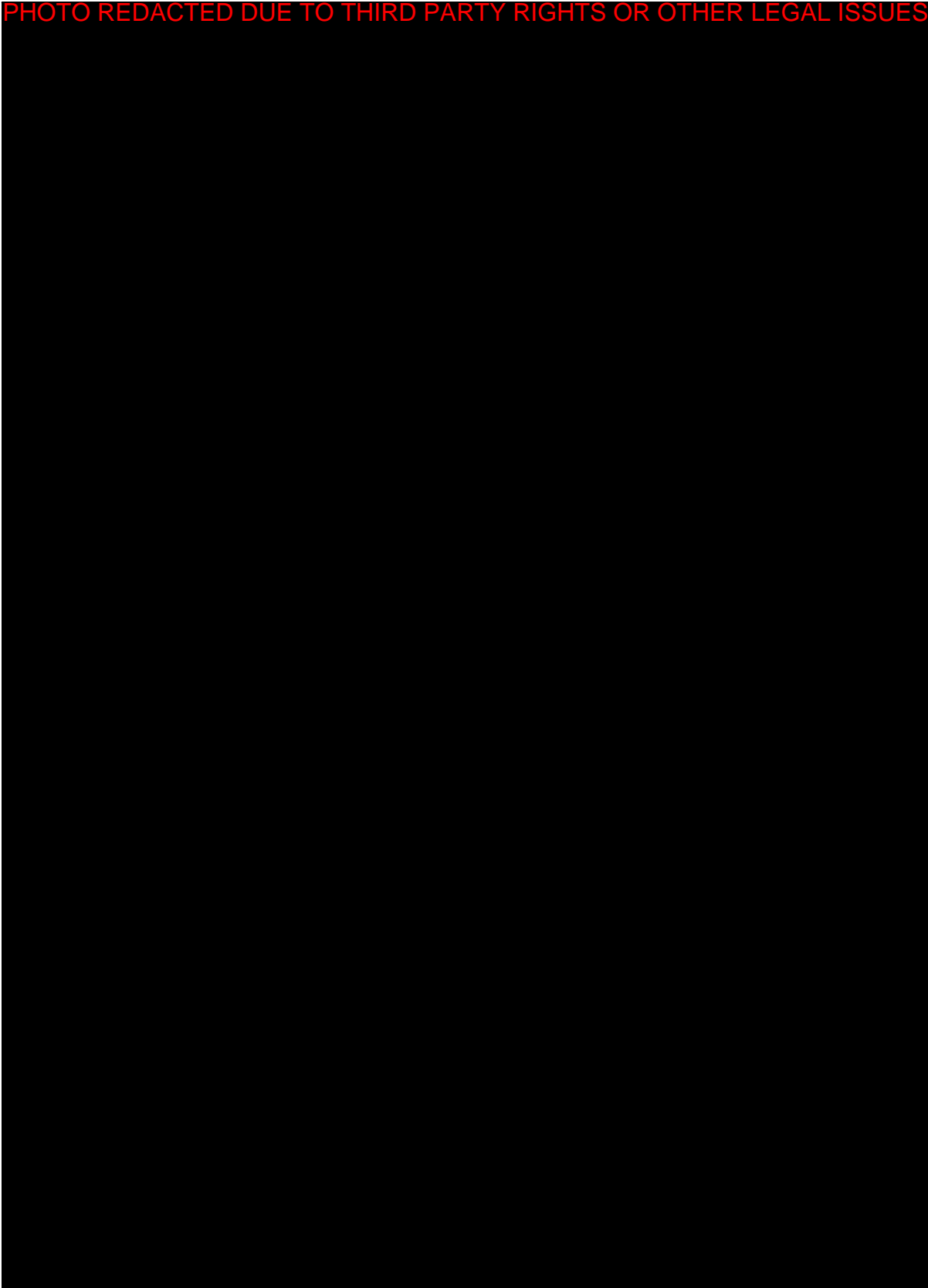
Figure B shows the areas with the highest participation rate in HE (in both colleges and universities) continue to be mainly around the major cities (though the cities themselves continue to present a more mixed picture).

Figure C shows a similar pattern to Figure B, the highest levels of participation tends to be clustered around the major cities, especially Glasgow and Dundee. Orkney, Shetland and the Western Isles also show relatively high levels of participation.

The maps show that in some areas higher FE participation coincides with lower HE participation – such as in Glasgow – but in other areas participation in both levels of learning are low. In some areas participation is higher than average in both. The levels of participation shown on these maps have not changed significantly on an annual basis.

³ The Standardised Participation Ratio (SPR) compares the number of participants in an area with what would be expected if national age-gender specific participation rates were applied to the area's population. The SPR ensures areas with differing age-gender distributions are comparable. The national SPR is one. Thus participation in areas in **green** are close to the national rates.

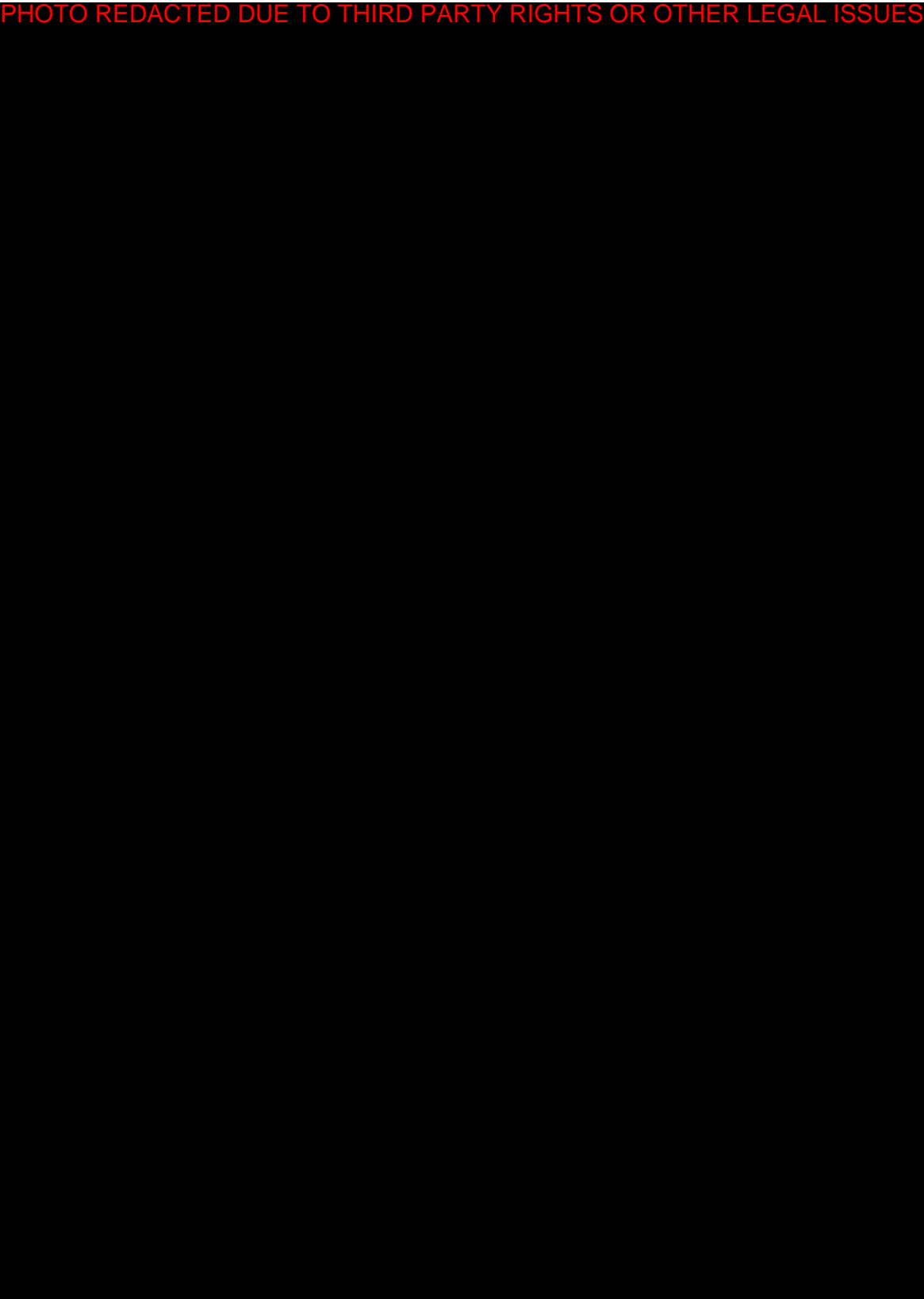
Figure A: Geographical variation in headcount participation in FE, 2010-11



Source: SFC

Figure B: Geographical variation in headcount participation in HE, 2010-11

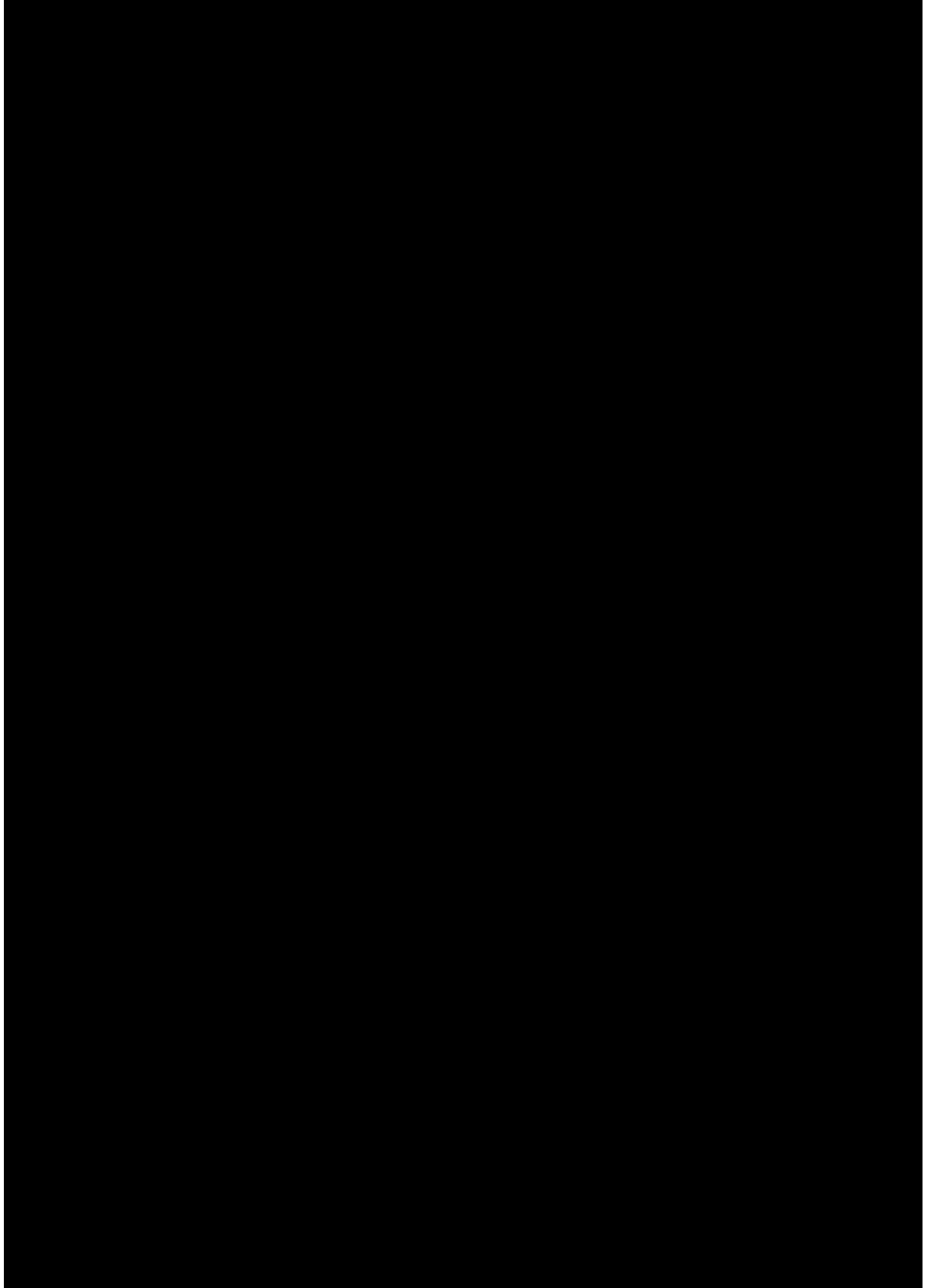
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Source: SFC

Figure C: Geographical variation for combined school, college, and university, 2010-11

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4 Participation among different student groups

Gender

Women remain more likely than men to participate in FE and HE. In 2011-12 the percentage gap between young men and women remained the same as in 2010-11 in colleges for FE, and in colleges and universities for HE level.

Figure 6 shows the gender ratios in colleges and universities in 2011-12. As has been the case in previous years, more women than men participate in post-compulsory education at either FE or HE level in both colleges and universities. This is illustrated in the university sector where women account for 57 per cent of the student body, a proportion that has been unchanged since 2008-09. However, since 2006-07, the gap at HE level in colleges reduced significantly from eight percentage points to two percentage points in 2009-10, and this did not change in 2011-12. The percentage of men studying FE level in colleges increased by one percentage point last year and this has not changed in 2011-12, even though overall headcount for students decreased.

Figure 6: Students by headcount and per cent in colleges and universities by level of education and gender in Scotland, 2011-12

	Colleges				Universities	
	HE level		FE level		HE level	
Men	22,756	49%	100,608	46%	107,539	43%
Women	23,589	51%	116,859	54%	143,101	57%
Total	46,346	100%	217,467	100%	250,640	100%

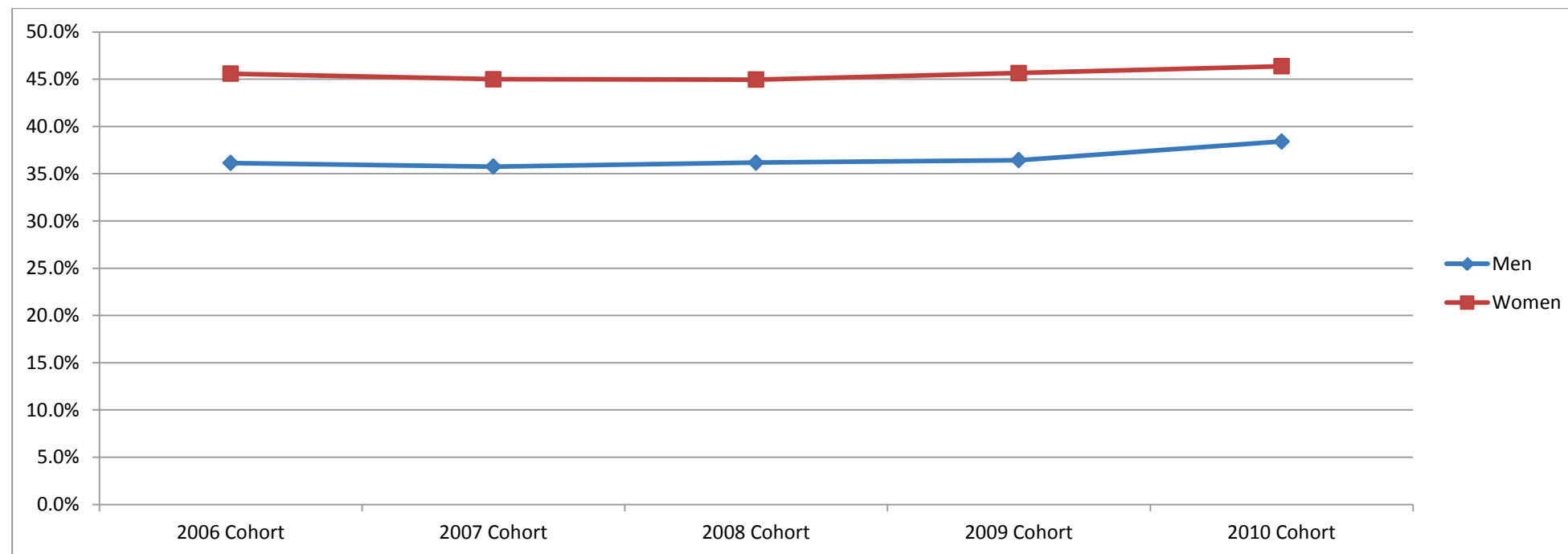
Source: SFC

Note: International students have been included in the above figures. Non-UK students form approximately two per cent of the college student population and approximately 19.7 per cent of the university student population.

Between 2010-11 and 2011-12 the number of men at HE level in colleges dropped by 911 (from 23,667) and the number of women

dropped by 768 (from 24,357). At FE level in colleges, the numbers also both dropped – by 20,800 for men (from 121,408) and by 26,192 (from 143,051) for women. In universities, there were also decreases for both men and women. The number of men decreased by 2,269 (from 109,808) and women by 614 (from 143,715). However these changes did not affect the percentage gaps at FE level or in universities.

Figure 7: YPR for Scotland by gender by per cent, 2006 cohort to 2010 cohort



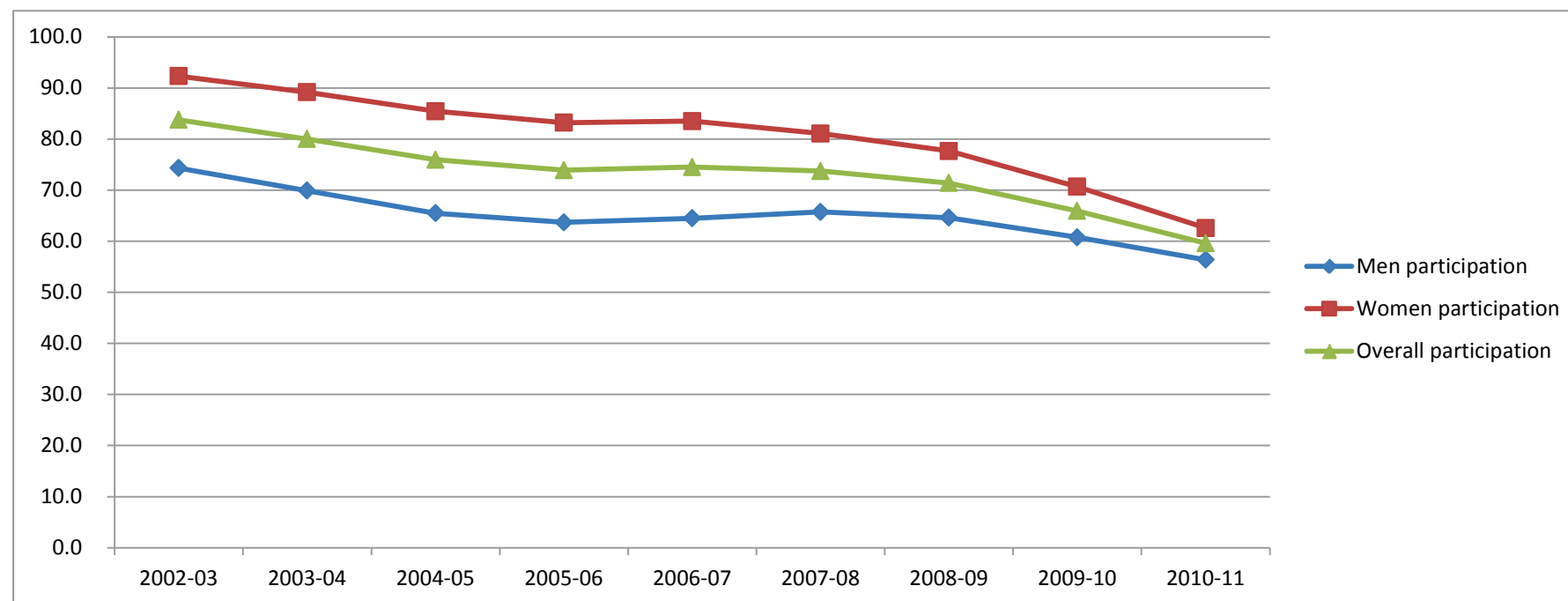
Source: SFC

Participation has increased for both men and women over the last three years. Figure 7 shows that, since the 2006 cohort, the YPR for women in full-time HE provision in both Scottish colleges and universities, has consistently been higher than that for men. In the most recent year of data, the 2010 cohort, the YPR for women increased slightly from 45.7 per cent to 46.4 per cent while the figure

for men has risen from 36.4 per cent to 38.4 per cent. This has resulted in the gap in participation in 2010-11 reducing again to 8.0 percentage points. This is the lowest gap since the YPR was first measured in 2006, when it was 9.5 percentage points.

Figure 8 shows the participation rate (per thousand of population) in the college sector continues to be higher for women than for men; although participation by women has declined each year. In 2010-11 the decline for women was from 70.7 to 62.6 per thousand of population. There was also a decline in participation by men from 60.7 to 56.4 per thousand of population.

Figure 8: Participation rates in the Scottish college sector by gender by per thousand of population, 2002 to 2010-11



Source: SFC

Annex A shows the institutions with the highest proportion of female students in 2011-12 were Queen Margaret University Edinburgh (76 per cent), the University of Stirling (64 per cent), and the University of the West of Scotland (62 per cent). Within the college sector, the corresponding institutions were Coatbridge (74 per cent), James Watt College (63 per cent), Newbattle Abbey College (63 per cent) and Sabhal Mor Ostaig (63 per cent).

Universities with the highest proportion of male students in 2011-12 were Heriot-Watt University (62 per cent), Scottish Agricultural College (55 per cent) and University of Abertay Dundee (54 per cent). For the college sector, the corresponding institutions were Barony College (76 per cent), Oatridge College (63 per cent), and Stow College (63 per cent).

Students from deprived areas

Participation in colleges is more likely to be by people who live in deprived areas than those from more affluent areas, who are more likely to participate in the university sector.

SFC uses the Scottish Index of Multiple Deprivation (SIMD) to classify deprivation in this report. This divides Scotland into 6,505 data zones which are then ranked by deprivation. For the purposes of this and other reports, we have grouped these data zones into quintiles, with the first quintile being the least deprived, it contains 20 per cent of the Scottish population in the least deprived data zones and the fifth quintile being the most deprived, it contains 20 per cent of the Scottish population in the most deprived data zones. Further information on the Scottish Index of Multiple Deprivation (SIMD) can be found at <http://simd.scotland.gov.uk/publication-2012/how-to-use-the-simd-guidance/>

Figure 9 shows the proportion of students by deprivation quintile (students are allocated to a quintile using recorded postcodes). For 2011-12, only in one of the three categories – college FE level – is there a discernible change in the data showing a decrease by two per cent in the least deprived quintile with a reflected two per cent increase in in the most deprived quintile. For all other categories, there is little change from previous years.

Figure 9: Scottish-domiciled students by headcount and by per cent in colleges and universities by level of study and deprivation quintile, 2011-12

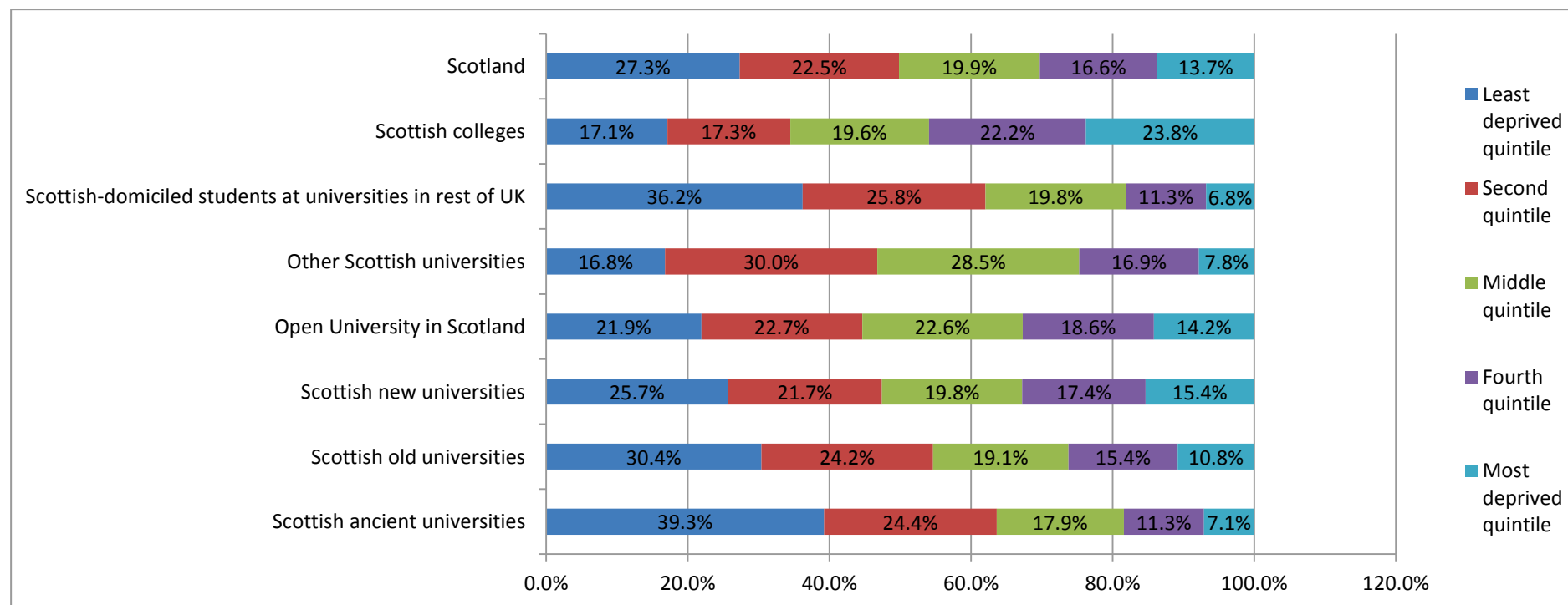
Deprivation quintile	Colleges				HEIs	
	HE level		FE level		HE level	
Least deprived quintile	7,534	17%	24,170	12%	53,407	30%
2nd quintile	7,636	17%	33,963	17%	42,439	24%
Middle quintile	8,628	20%	39,251	20%	35,711	20%
4th quintile	9,762	22%	42,411	22%	27,154	15%
Most deprived quintile	10,468	24%	54,656	28%	20,114	11%
Total	44,028	100%	194,451	100%	178,825	100%
<i>Not known</i>	<i>391</i>		<i>3,537</i>		<i>2,309</i>	

Source: SFC

Note: Figures may not total 100 per cent due to rounding. The total number of students for universities excludes 2309 students where this data is ‘unknown’. For colleges, the total excludes 3,928 students where this data is ‘unknown’ or missing (391 HE level and 3,537 FE level).

Different types of HE provider have different proportions of their students from each deprivation quintile as shown in Figure 10, which shows 2011-12 data.

Figure 10: Scottish-domiciled HE students at UK universities and Scottish colleges by per cent by deprivation quintile, 2011-12



Source: SFC

Note: Figures may not total 100 per cent due to rounding.

Figure 10 shows colleges have a higher proportion of students from the most deprived quintile with the ancient universities having the smallest proportion.

Annex A shows the proportion of students at universities and colleges by deprivation quintile(s). Excluding the ‘Not Known’ students, the universities with the highest proportion of students from the most deprived areas include the University of the West of Scotland (23.4 per cent), Glasgow Caledonian University (19.5 per cent) and University of Abertay Dundee (15.6 per cent). The University of St

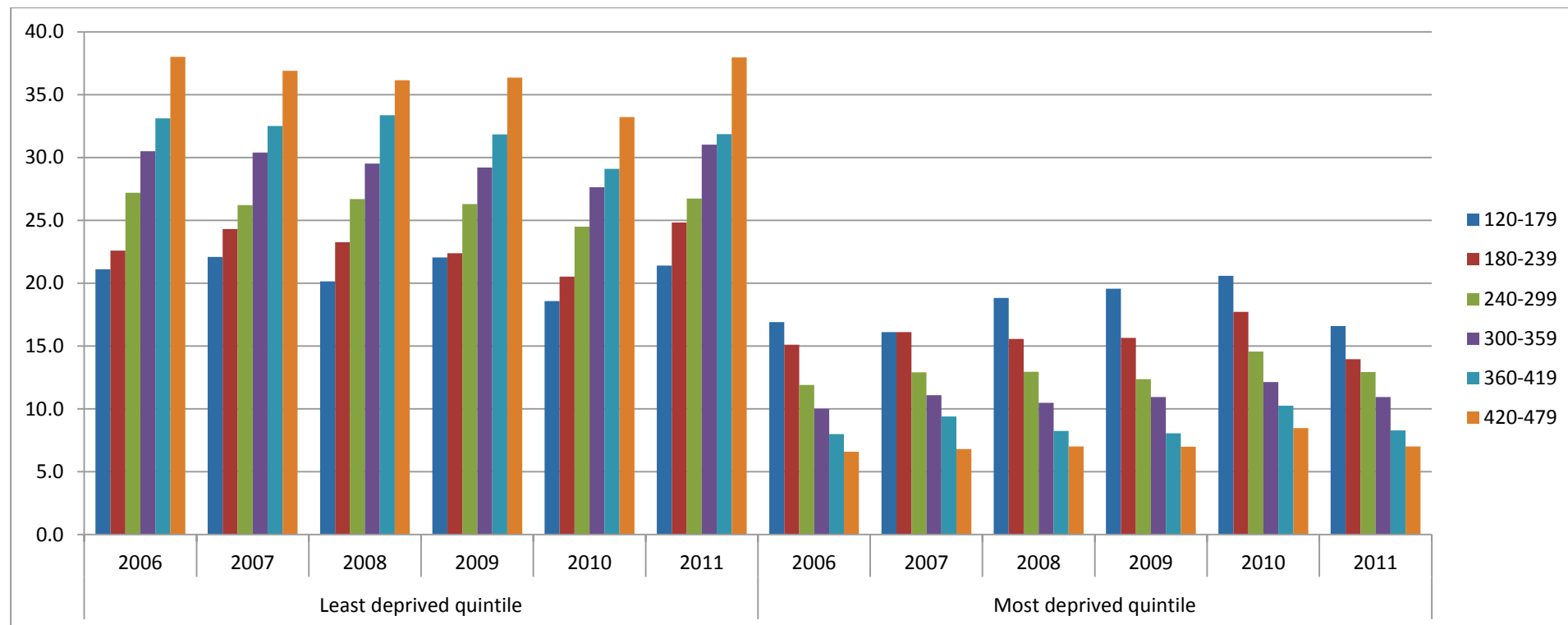
Andrews (3.5 per cent), University of Edinburgh (4.6 per cent) and the University of Aberdeen (4.7 per cent) have the lowest proportion of students from the most deprived areas. In the college sector, John Wheatley College (74.7 per cent) had the largest proportion of students from the most deprived areas, followed by Coatbridge College (47.5 per cent) and North Glasgow College (45.8 per cent).

Changes in the entry tariff of university applicants by deprivation quintile are also an indication of whether the gap between the least and most deprived quintiles in educational attainment is changing. UCAS uses tariff scores and bands to make it easier to map prior attainment from a large variety of qualifications onto a unified score. The tariff score for a pupil is calculated by adding together all tariff points from all the course levels and awards the pupil attains. For example, a Scottish Higher at grade A counts for 72 points, which is comparable, in terms of the number of points, to an Advanced Higher at grade D, whilst an Advanced Higher at grade B counts for 100 points and is comparable, in terms of the number of points, to a Certificate of Sixth Year Studies (CSYS) at the same level.

More information on the unified points score scale can be found in Scottish Government Statistics Publication Notice *SQA Attainment and School Leaver Qualifications in Scotland: 2008/09* at: www.scotland.gov.uk/Publications/2010/03/22111037/0

As shown in Figure 11, the percentage of applicants from the least deprived areas in the higher tariff bands is significantly more than the percentage of applicants from the most deprived areas. This has been the case for the last seven years however, the gap also continues to narrow between those two quintiles.

Figure 11: Scottish-domiciled applicants to universities by deprivation and tariff band (least and most deprived only) by per cent, 2006-11



Source: UCAS, SFC

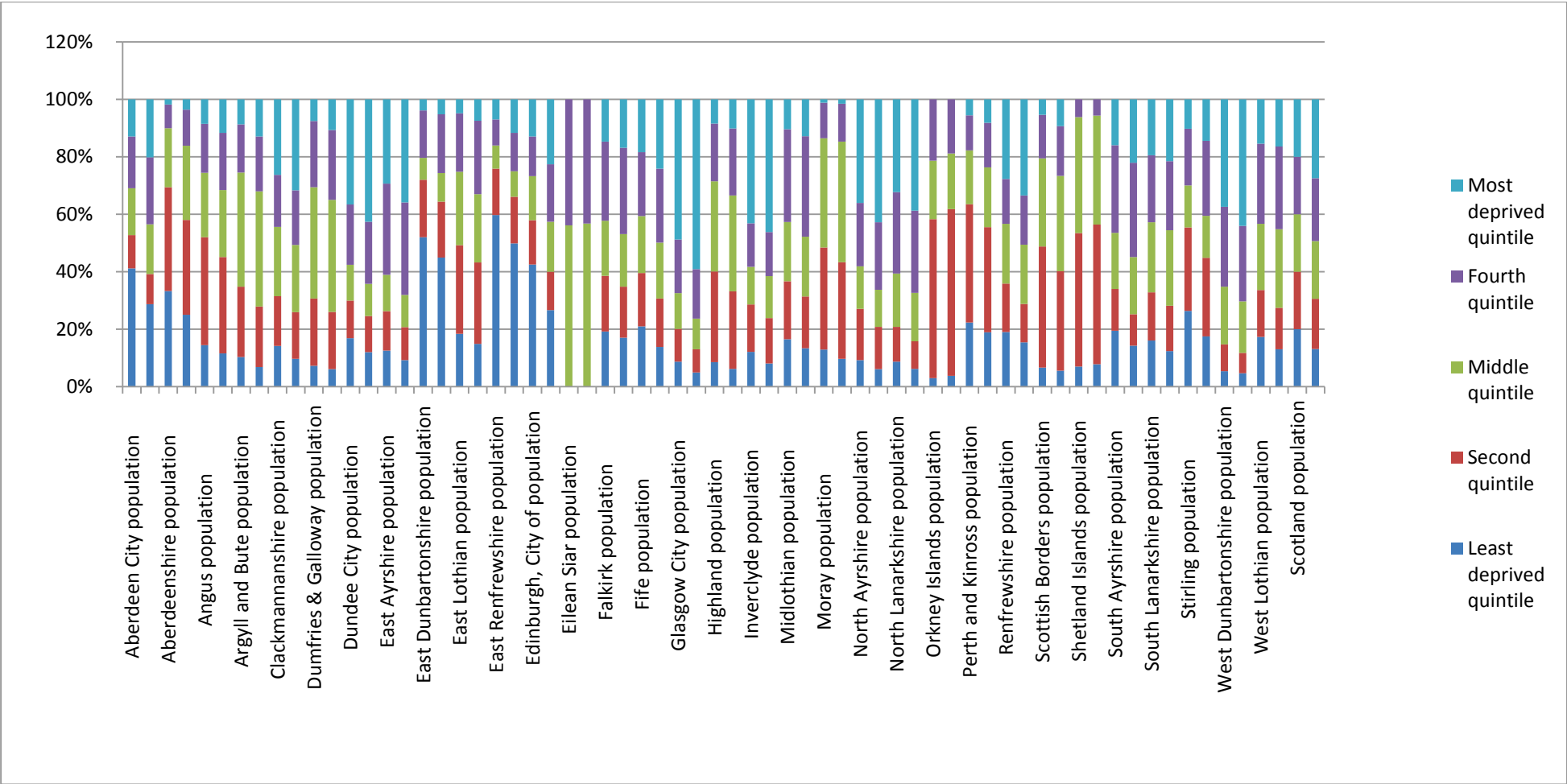
Note: This year's update uses new data based on SIMD2009 supplied by UCAS.

Figure 11 shows:

- for 2011, applicants from the most deprived areas still make up a much smaller proportion in each tariff band than applicants from the least deprived quintile areas;

- there is a 16.6 percentage point gap in the percentage of applicants from least deprived areas with the highest entry grades (38.3) and those with the lowest (21.4). For the most deprived areas, the gap is 9.6 percentage points from the highest entry grades (7.0) and the lowest (16.6); and
- between 2006 and 2010 the gap between applicants in the highest quintile and the lowest quintile in all the tariff bands had decreased. However, in 2010, the gap in the highest tariff band (420-479) had decreased 24.7 per cent and in 2011, this gap increased to 31.0 per cent.

Figure 12: Population and students by per cent by deprivation quintile in local authority areas, 2011-12



Source: SFC

Figure 12 above shows the pattern of participation in the college sector by deprivation quintile by local authority area in 2011-12. This shows that over the period for Scotland and for all local authority areas (excluding Eilean Siar, Orkney Islands and Shetland Islands which have nobody in the most deprived quintiles) the proportion of college students from the most deprived quintile exceeds the proportion of population in that area. This is most obvious in Aberdeenshire and Glasgow City local authority areas.

Over the period of *Learning for All* and subsequent updates, the data has shown no significant change in the percentage of Scottish-domiciled students from each quintile in colleges and universities.

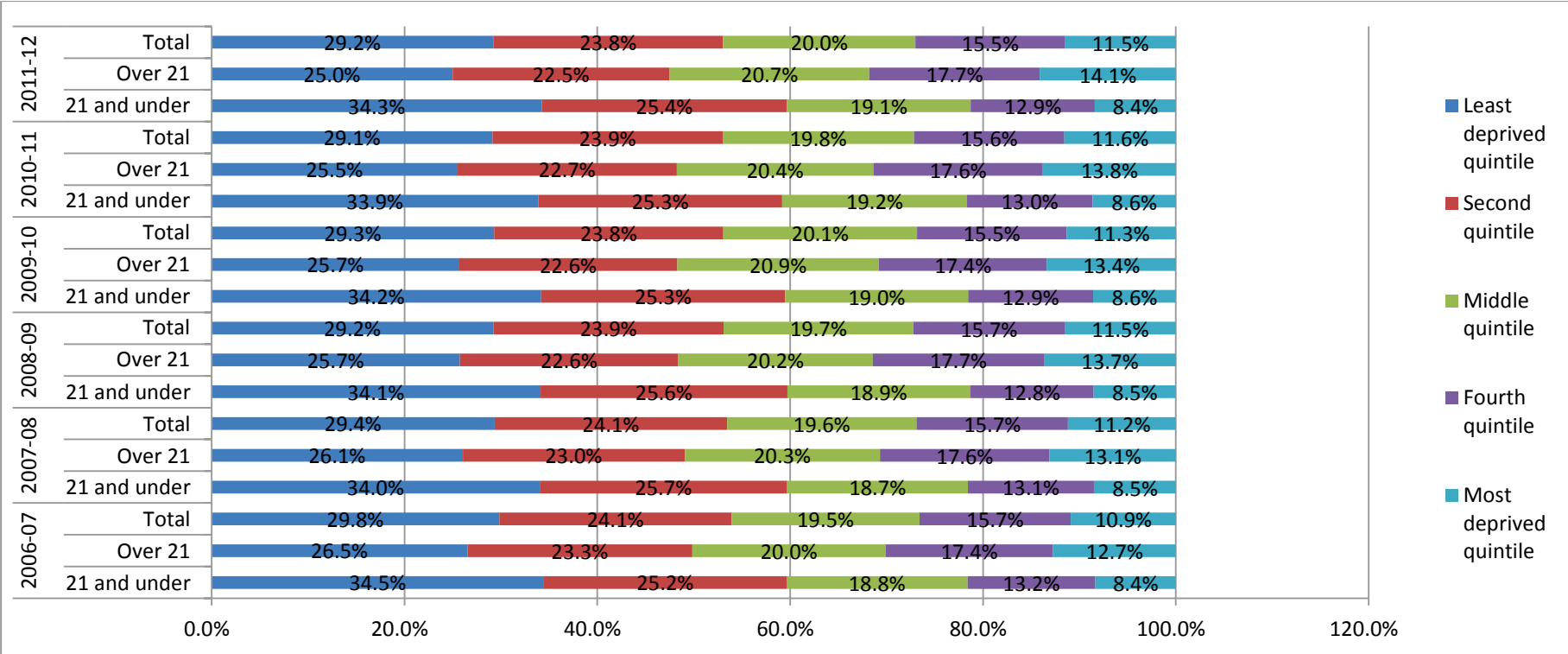
Young and mature students from deprived areas

There has been an increase in the proportion of mature students from the most deprived areas entering universities. However the overall proportion of young and mature entrants from the most deprived areas continues to be less than the proportion of young and mature students from less deprived areas.

One of the measures that the Scottish Government asked SFC to monitor is the proportion of mature students from deprived areas entering university.

Figure 13 shows the proportions of students by deprivation quintile in universities by broad age group.

Figure 13: Scottish-domiciled students by headcount at SFC-funded universities by SIMD quintile, 2006-07 to 2011-12



Source: SFC

In general, the disparity between least and most deprived quintiles in terms of the student population continues to remain more pronounced among younger students.

Figure 13 shows that:

- looking at all students, the proportion of students in universities from the least deprived areas has decreased by 0.6 percentage points between 2006-07 and 2011-12, whilst in the most deprived quintile it has increased over the same time frame by 0.6 percentage point. For both these quintiles the change occurs predominantly in the over 21 age group;
- the percentage of students aged over 21 from the most deprived and fourth quintiles combined was 31.8 per cent in 2011-12. This is a slight increase from the combined totals in 2010-11, and an increase of 1.7 percentage points since 2006-07; and
- between 2006-07 and 2011-12, the percentage of the 21 and under group from the most deprived quintile has not altered.

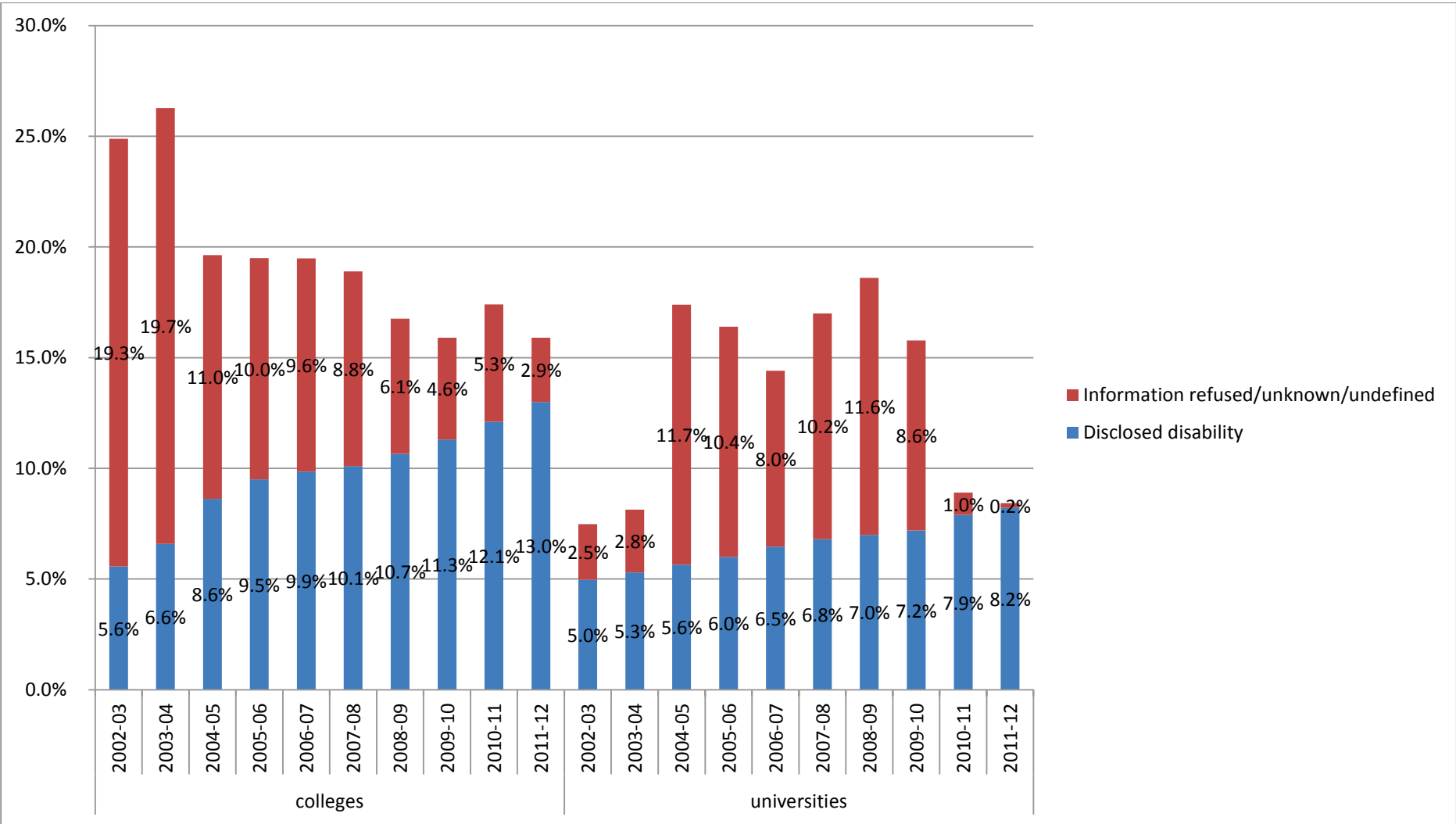
Disabled students

The proportion of students who disclosed a disability has increased consistently over the last ten years at both colleges and universities.

The data presented in Figure 14 shows the percentage of students in colleges and universities who disclosed a disability between 2002-03 and 2011-12. We know that in 2011-12 at least 13.0 per cent of the student population in colleges and 8.2 per cent in universities have a disability. The figures for 2010-11 were 12.1 per cent in colleges and 7.9 per cent in universities.

The 2011-12 figures for universities show a decrease, from the previous year, in those recorded as 'Not Known' from 1.0 per cent to 0.2 per cent. This decrease continues to reflect a change in the classifications available to institutions. Institutions can no longer use the categories, which are grouped under 'Not Known' in Annex A, for new students. Although not required to do so, some institutions have also recorded the disability information for continuing students so that none of the 'Not Known' categories are used for any of their students. The figure of one per cent will relate to continuing students at the other institutions.

Figure 14: Proportion of students in colleges and universities who have disclosed a disability and where this information is refused, unknown or missing by per cent, 2002-03 to 2011-12



Source: SFC

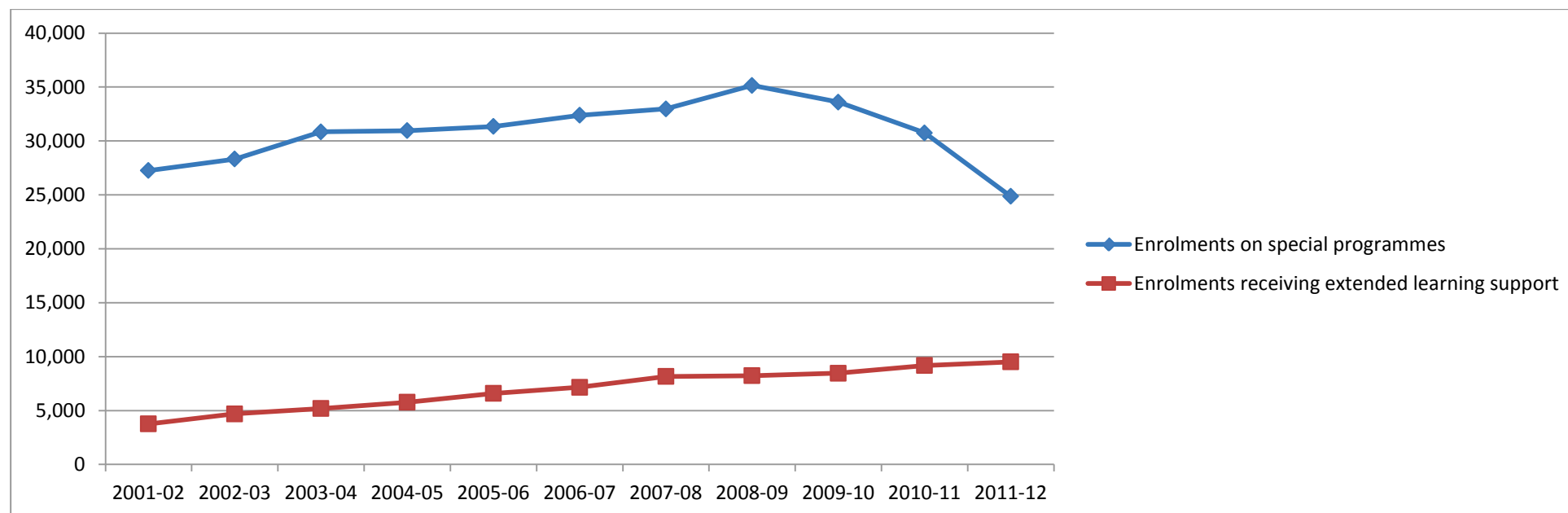
Figure 14 shows:

- in 2011-12 the proportion of students disclosing a disability increased again in both colleges and universities. This has been a consistent pattern since 2002-03 and before; and
- in colleges, there has been a decrease in the 'information refused unknown/ undefined' category following last year's increase after a six year period of continuous decrease. The percentage of students for whom this information is recorded as unknown, refused or undefined decreased by 2.4 per cent (to 2.9 per cent).

Colleges also cater for a large number of students who require extended learning support or who are on special programmes that focus on basic and life skills.

Figure 15 shows the number of enrolments in these categories over the period 2001-02 to 2011-12. In 2011-12 there was a total of 263,813 students (headcount), of which 24,868 were enrolled on special programmes (9.4 per cent) and 9,513 enrolments required extended learning support (ELS) (3.6 per cent).

Figure 15: Number of enrolments requiring additional support on special programmes (DPG 18) in Scotland’s colleges or are requiring additional learning support, 2001-02 to 2011-12



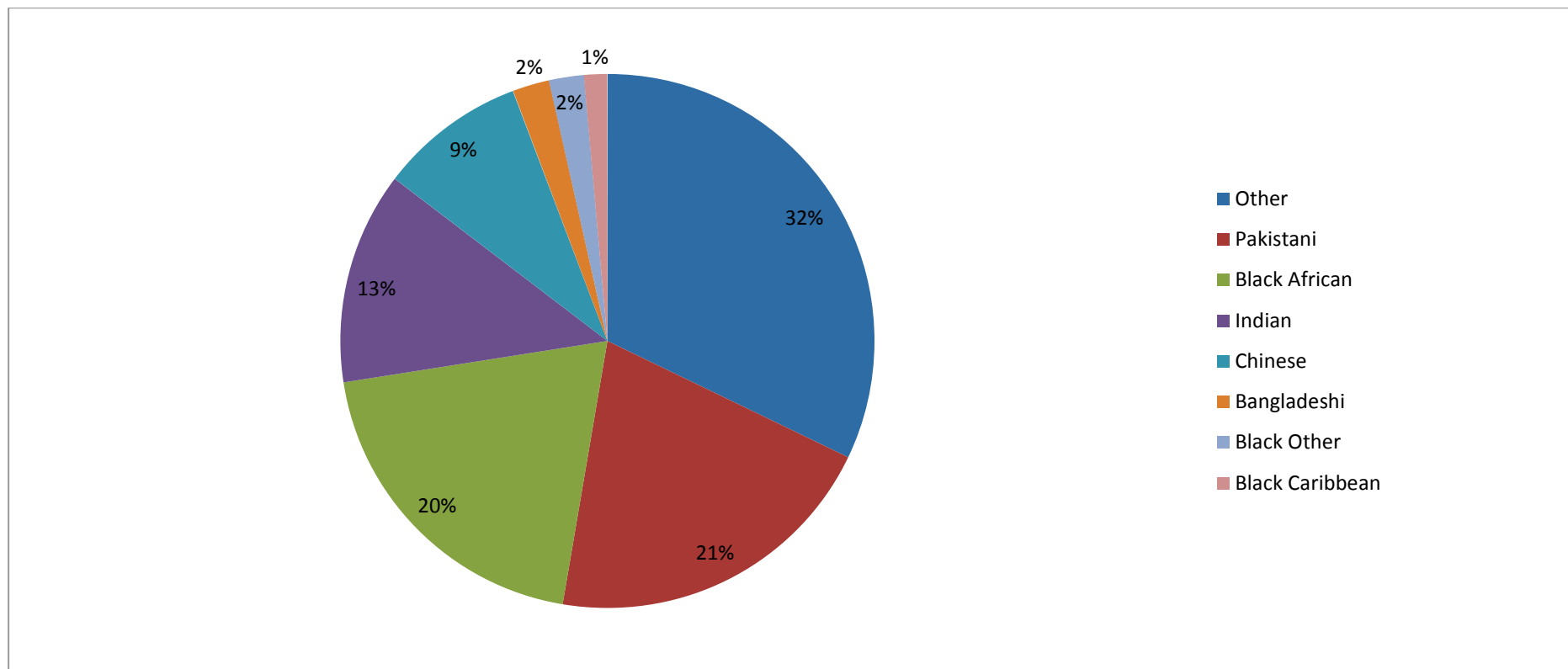
Source: SFC

Ethnic groups

The proportion of Scottish-domiciled students from non-white ethnic groups has remained steady over the last year in Scotland’s colleges. In universities, the proportion of non-white ethnic groups has increased annually over the last seven years. Data disclosure on ethnicity has improved significantly in universities.

Figure 16a shows the distribution by ethnic group in Scottish colleges in 2011-12, excluding those classified as ‘white’ and the ‘information refused’ and/or ‘information unknown’ groups.

Figure 16a: Students by ethnic groups other than ‘white’ and ‘information refused’ and/or ‘information unknown’ by per cent in the college sector, 2011-12



Source: SFC

Note: The method for removing duplicate student records has been improved in recent years, so previous figures will not match exactly.

In 2011-12, there was a total of 13,445 students (5.6 per cent of all students in that year) distributed across ethnic groups other than ‘white’. The number of students where the ‘information is refused/unknown’ totalled 3,222 (1.3 per cent) – this includes where non-existent codes for ethnicity had been used. Students in the ‘white’ group account for 222,497 (93 per cent) of all students (239,164).

Figure 16b provides information on the self-declared ethnicity of students studying English for Speakers of Other Languages (ESOL).

Figure 16b: Number of students participating on an ESOL course or undertaking an ESOL unit as part of their programme, 2011-12

Ethnicity	Number of ESOL students	Percentage of all ESOL students
Information refused/not known	295	3.2%
Bangladeshi	80	0.9%
Black African	824	9.0%
Black Caribbean	21	0.2%
Black Other	58	0.6%
Chinese	471	5.1%
Indian	148	1.6%
Other	1,428	15.6%
Pakistani	598	6.5%
White	5,240	57.2%
All	9,163	100

Source: SFC

Note: Figures may not total 100 per cent due to rounding.

Figure 17 shows, in 2011-12, the percentage of Scottish-domiciled non-white students in universities was at least 5.6 per cent. This percentage has continued to increase on an annual basis over the last seven years. The percentage of 'Not Known' has dropped again and is now at 2.3 per cent. This is the lowest percentage for this category since the *Learning for All* updates began, which demonstrates continued improved data disclosure by students in universities.

Figure 17: Percentage of all students by self-classified ethnic group in universities by domicile, 2011-12

	White	Black	Asian	Mixed	Other	Not known	Total
Scottish-domiciled	92.1%	1.0%	3.1%	1.1%	0.4%	2.3%	167,618
Other UK-domiciled	80.2%	3.7%	6.0%	2.6%	0.9%	6.6%	30,416
Other EU- domiciled	51.3%	0.4%	0.6%	1.0%	0.6%	46.1%	18,838
Other Overseas-domiciled	14.9%	7.5%	32.5%	2.0%	2.9%	40.2%	32,767
Total	77.4%	2.1%	7.1%	1.4%	0.8%	11.1%	249,639

Source: SFC

Annex A shows the proportion of students at the universities and colleges and their self-declared ethnicity. Excluding the ‘Not Known’ students the universities with the largest proportion of Black and ethnic minorities were Heriot-Watt University (36.1 per cent), University of St Andrew (19.6 per cent) and Robert Gordon University and the University of Edinburgh (both 19.2 per cent). The corresponding colleges were Langside College (18.2 per cent), Anniesland College (16.8 per cent) and Stow College (15.2 per cent).

5 School attainment

It is recognised that how well young people do in school has a major impact on what educational and occupational choices they have available to them later in life. In *Learning for All*, we said we wanted:

- a more even pattern of school attainment for pupils from different socio-economic backgrounds and by gender; and
- higher progression rates to HE and FE from schools in the lowest quintile of progression.

School attainment has increased for boys in publicly-funded schools for the last four years, however, the attainment gap between boys and girls remains high with girls continuing to out-perform boys at all levels.

Figure 18 shows, in 2010-11 as in previous years, girls out-performed boys in school at all levels of study, in publicly-funded schools at the end of S6. The percentage of both boys and girls achieving at each level has continued to increase since 2007-08.

Figure 18: Cumulative attainment by headcount and per cent in publicly-funded secondary schools at the end of S6 by gender and SCQF level, 2001-02 to 2010-11

		Relevant S4 roll	Percentage achieving 3+ awards at level 6	Percentage achieving 5+ awards at level 6	Percentage achieving 1+ awards at level 7
2001-02	Male	29,703	26.6%	16.8%	10.0%
	Female	29,547	35.5%	23.0%	13.1%
2002-03	Male	30,559	26.7%	16.9%	10.4%
	Female	29,579	34.9%	22.9%	13.5%
2003-04	Male	30,600	26.5%	16.6%	10.7%
	Female	29,398	34.9%	22.8%	13.9%
2004-05	Male	31,065	25.9%	16.5%	10.6%
	Female	29,970	34.5%	22.5%	13.6%
2005-06	Male	30,698	26.5%	17.2%	11.4%
	Female	29,748	33.6%	22.3%	13.7%
2006-07	Male	29,863	25.7%	16.5%	10.9%
	Female	29,008	33.3%	21.9%	13.6%
2007-08	Male	31,112	26.1%	16.6%	11.1%
	Female	30,078	34.0%	23.0%	14.3%
2008-09	Male	31,392	27.3%	17.8%	12.0%
	Female	30,305	34.7%	23.4%	15.2%
2009-10	Male	30,675	29.2%	19.2%	13.0%
	Female	29,676	37.3%	25.5%	16.3%
2010-11	Male	29,622	30.8%	20.4%	13.9%
	Female	28,830	39.8%	27.5%	17.7%

Source: Scottish Government, 2012

Note: In order to report the attainment of an entire cohort, attainment is calculated as a percentage of the original S4 roll.

Figure 18 shows:

- between 2009-10 and 2010-11, for those with 3+ awards at level 6, attainment in publicly-funded schools increased slightly, for the third consecutive year, for both boys and girls. The same applies to those attaining 5+ awards at level 6 and those leaving with 1+ award at level 7;
- for boys, there was an increase of 1.6 percentage points in achieving 3+ awards at level 6, a 1.2 percentage point increase for achieving 5+ awards at level 6, and 0.9 percentage point increase in achieving 1+ awards at level 7;
- for girls, there was an increase of 2.5 percentage points in achieving 3+ awards at level 6, a 2 percentage point increase for achieving 5+ awards at level 6, and 1.4 percentage point increase in achieving 1+ awards at level 7; and
- overall, although attainment has increased for all, the gap in attainment between boys and girls still remains noticeable and, for all categories, it has increased again in the most recent year. In 2010-11, the attainment gap at 3+ awards at level 6 was 9 percentage points, at 5+ awards it was 7.1 percentage points and at 1+ awards at level 7 it was 3.8 percentage points. The respective figures for 2007-08 were 8.1, 6.3 and 3.3 percentage points.

6 Attainment and socio-economic factors

In previous publications, we have used data from the Scottish Government that showed the three-year average tariff for pupils who had single and combined factors that could potentially impact on their attainment in school. These factors included deprivation, additional support needs (ASN) and looked after status. In AY2009-10, the method used to collect information on Looked After Children changed. Information is now gathered through the Children Looked After Survey, which collects information on children known by the social work services department to be looked after for the whole of the academic year. This means the data does not extend to three years yet and the SFC cannot yet report on the combined characteristics of: deprivation and ASN; deprivation and looked after status; and deprivation, looked after status and ASN.

As an alternative, the *School Leaver Attainment and SQA Attainment 2010-11* (Scottish Government, June 2012) provides the average tariff score of S4 pupils by characteristic on a yearly basis and this has been provided below in Figure 19.

Figure 19: Average tariff scores of S4 pupils, by characteristic of pupil, 2008-09 to 2010-11

Characteristic of pupil	2008-09 average	2009-10 average	2010-11 average
Most deprived	124	132	135
Least deprived	230	231	233
No ASN	184	187	191
With ASN	88	100	114
Not known to be looked after	181	183	184
Looked after without ASN	70	70	79
Looked after with ASN	46	50	62

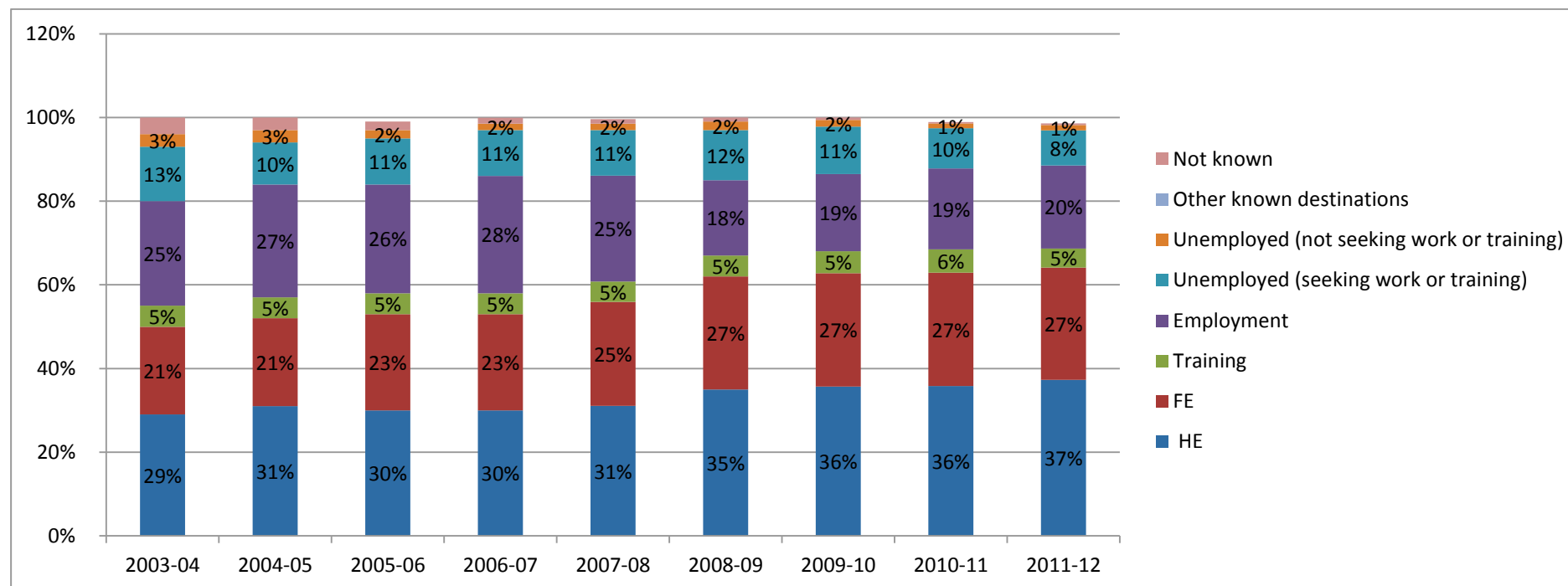
Source: Scottish Government, 2012

As the AY2010-11 data on looked after children is collected through a different source, it cannot yet be used as a comparable figure with previous years or *Measures of Success* updates. However, data relating to the other categories of deprivation and ASN are still gathered through the same source and can be considered comparable. For these two categories, Figure 19 shows that over the last three years, the average tariff score among pupils in the most deprived decile has increased by nearly nine per cent, whereas for those in less deprived decile, the increase was by one per cent. S4 pupils without ASN have seen their average tariff scores increase as well, by nearly four per cent, and those with ASN have an average tariff score that has increased by 29 per cent.

7 School leaver destinations

In 2011-12 the percentage of school leavers in positive destinations (HE, FE, training and employment) was broadly similar to the same figures as 2010-11. The percentage of leavers who are unemployed has decreased again.

Figure 20: Destination of leavers by per cent from publicly-funded schools in Scotland, 2003-04 to 2011-12



Source: Skills Development Scotland, 2013

Notes: 1) Percentages may not total 100 per cent due to rounding

2) Leavers going into voluntary work are included under 'unemployed not seeking work or training'

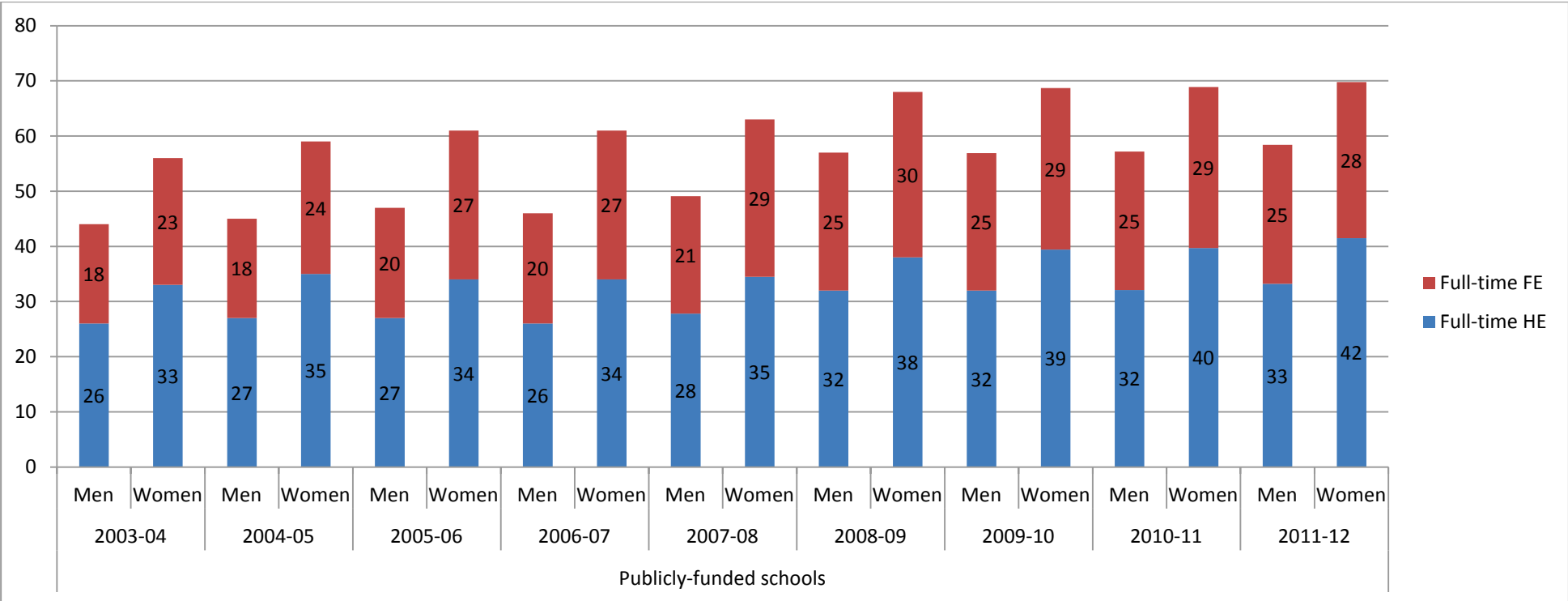
The statistics used in Figures 20 and 21 were provided by Skills Development Scotland (SDS, March 2013). These statistics were previously produced by the Scottish Government and are used in *Learning for All* to provide initial information on school leaver destinations. This year the Scottish Government will not be publishing the results of the initial return until June 2013, therefore SDS agreed to share the results with local authorities prior to this publication.

Figure 20 shows:

- the percentage of leavers entering FE or HE has remained broadly similar in the three-year period between 2009-10 and 2011-12;
- however, from 2003-04 to 2011-12, the percentage entering HE has increased by eight percentage points, whilst those entering FE have increased by six percentage points over the same timeframe;
- in 2011-12, the number of leavers entering employment was 20 per cent, an increase of one percentage point on 2010-11. This is compared to the highest percentage of 28 per cent in 2006-07; and
- the percentage of leavers unemployed but seeking work or training decreased by two per cent, to eight per cent, which is the lowest since discrete data collection on this destination began in 2002-03. The percentage for unemployed (not seeking work or training) remained at one per cent – the lowest on the *Learning for All* trend data.

Figure 21 shows the destination rates for young men and women for the period 2003-04 to 2011-12 for school leavers entering FE or HE from publicly-funded schools in Scotland.

Figure 21: Percentage of leavers from publicly-funded schools in Scotland entering HE and FE by gender, 2003-04 to 2011-12



Source: SDS, 2013

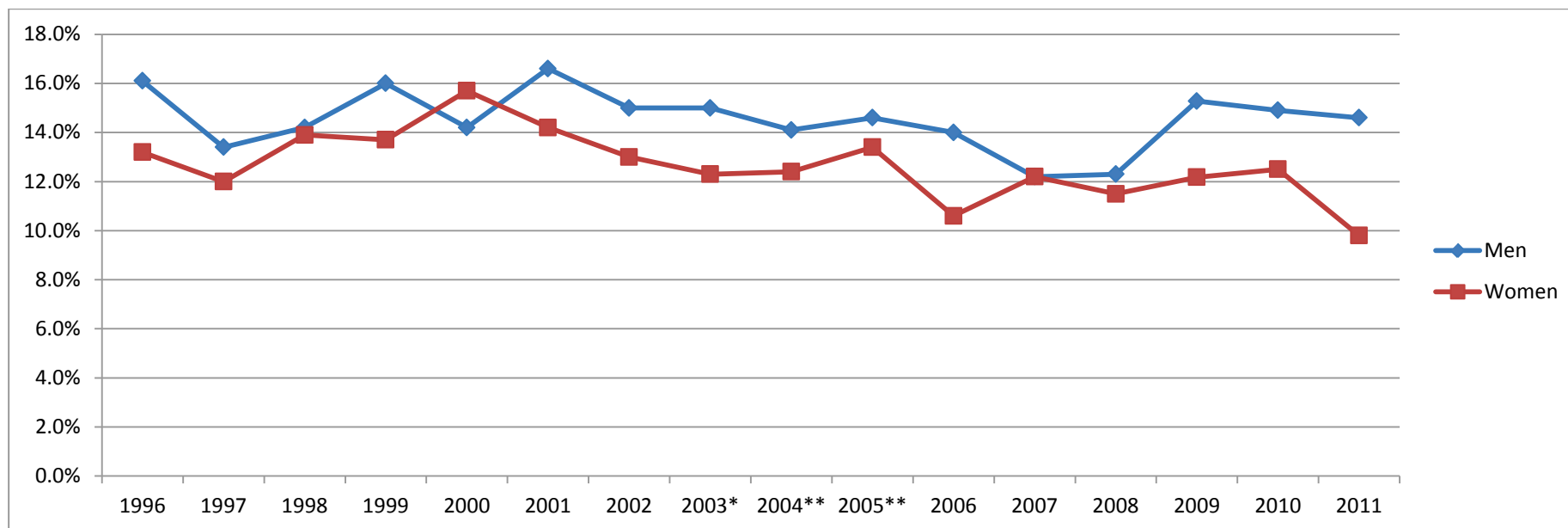
Figure 21 shows:

- in 2011-12, the gender gap in HE destination rates increased slightly among leavers from publicly-funded schools by a further one percentage point; and
- however, for FE the gender gap was at three percentage points – a decrease from 2010-11 of one percentage point, and the lowest it has been since before 2003-04.

More Choices, More Chances

The overall percentage of young people in the More Choices, More Chances group (MCMC) (i.e. not in education, employment or training) decreased in the last year. The percentage of young men in the MCMC group decreased for the second consecutive year.

Figure 22: Percentage of 16 to 19 year olds in the MCMC group by gender, 1996-2011



Source: Labour Force Survey (LFS), Quarters combined for 1998-2002. *The 2003 figures are taken from the Annual Scottish LFS (ASLFS). **The 2004 and 2005 figures are taken from the Annual Population Survey (APS). The APS and ASLFS include boosts to the main LFS. This means there is a discontinuity in the series. Data comes from the January-December APS datasets (there are four different APS datasets through the year and they will give slightly different results due to seasonal variations). Scottish Government – November 2011

Resource: Further information about the former Scottish Executive's Strategy, More Choices, More Chances, which was published in June 2006, can be found at www.scotland.gov.uk/Publications/2006/06/13100205/0. Further information on Labour Market Trends can be found at 'High Level Summary of Statistics Data for Labour Market Trends' <http://www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market/TrendData>

In 2009 the Scottish Government estimated there were approximately 36,000 young people in Scotland in MCMC group because they were not in education, training or some form of recognised employment. This estimate was revised in 2011 to 31,000 based on the Annual Population Survey (APS) representing 12.2 per cent of the overall proportion of 16 to 19 year olds. This is the same percentage as in 2007 (based on revised data) and is a decrease of 1.5 percentage points from 2010. This is 3.2 percentage points lower than the highest percentage recorded of 15.4 per cent in 2001.

Figure 22 shows Scotland still has a substantial proportion of 16 to 19 year-olds who are in the MCMC group, however the overall estimated number has dropped over the last two years as has the percentages of young men and young women in the MCMC group. The percentage of young men in the MCMC group has decreased by 0.7 percentage points since 2009 and for young women it has decreased by 2.4 percentage points.

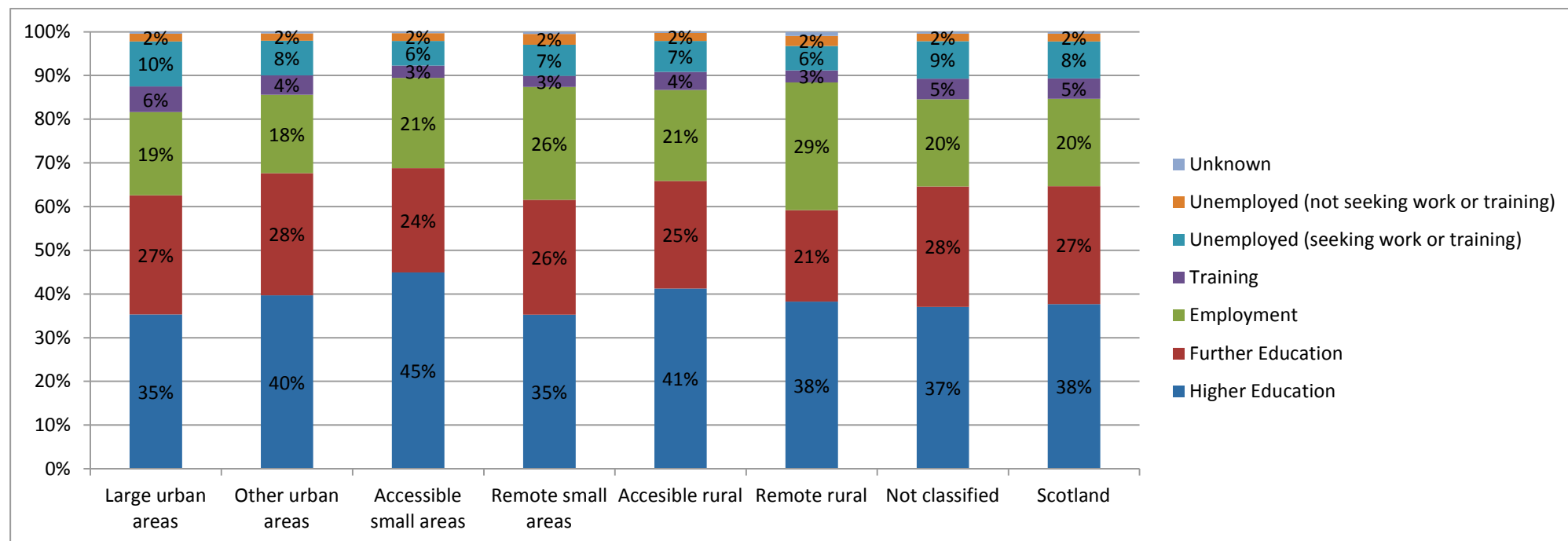
Since 2000, the percentage of people in the MCMC group has continually been greater among young men than among young women, with the exception of 2007, when the gap between young men and women disappeared for the first time. In 2011 the percentage gap between young men and young women doubled (2.4 percentage points in 2010) to 4.8 percentage points, the largest gap since 2006 when it was 3.4 percentage points.

8 Regional differences and trends in leaver destinations

Across Scotland school leaver progression rates into HE and FE for 2011-12 continue to be high with broadly the same percentages as in previous years.

Taking account of regional variations, destinations data can be divided in the following areas: large urban areas; other urban areas; accessible small towns, remote small towns; accessible rural areas; and remote rural areas.

Figure 23: Percentage of school leavers from publicly-funded secondary schools in Scotland by destination category and six-fold urban/rural classification, 2011-12



Source: SDS, SFC, 2012

Notes: 1) Percentages may not total 100 per cent due to rounding

2) Leavers going onto voluntary work are included under 'unemployed not seeking employment or training'.

3) Includes 'Not Classified' data due to change of provider from Scottish Government to SDS.

Figure 23 shows:

- looking at the destination rates for Scotland as a whole, accessible small towns have the largest proportion of school-leavers going into HE, and accessible rural areas have the second largest proportion. This is the same as in 2010-11;
- looking at total percentages for each type of area, remote rural areas and accessible small towns have the highest positive destinations (HE, FE and employment) overall; and
- in terms of going on to FE, the highest percentages are in other urban areas and large urban areas; and
- the percentages for those who are unemployed but seeking work or training have dropped again in most areas.

Figure 24 shows the destinations of school leavers from publicly-funded schools over the period 2006-07 to 2011-12 by the SFC-funded Schools for Higher Education Programme (SHEP) area. Figure 25 provides a breakdown of the information by local authority area. The data used in figures 24, 25 and 26a and 26b was provided by Skills Development Scotland (SDS, March 2013). This data is based on statistics previously produced by the Scottish Government in the annual publication *Destinations of leavers from Scottish Schools*. The descriptions of the categories do not include reference to full-time education or employment. Skills Development Scotland notes that destinations are based on how the school leaver describes their destination – hours spent in education are not used to define destinations; this has always been the case and does not affect comparisons across the years.

Figure 24: Percentage of leavers from publicly-funded schools in Scotland by Schools for Higher Education Programme area entering FE and HE, 2006-07 to 2011-12

Schools for Higher Education programme areas	Number of school leavers							Percentage						
	2011-12	HE						FE						
	2011-12	2006-07	2007-08	2008-08	2009-10	2010-11	2011-12	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	
Fife & Tayside	7,638	27	29	32	33	32	33	31	31	33	35	35	35	
North	8,851	32	33	34	36	34	32	19	21	23	23	23	20	
South East	11,324	29	29	35	34	33	35	20	21	24	25	26	26	
West	23,226	32	34	38	39	35	37	23	25	27	27	27	27	
Scotland	51,039	30	31	35	36	34	34	23	25	27	28	28	27	

Source: SDS, 2013.

Schools for Higher Education Programme

Figure 24 shows in 2011-12, the numbers of school leavers from publicly-funded schools entering HE increased across three of the four Schools for Higher Education Programme (SHEP) areas. The largest increases were in the South East and West areas with a rise of two percentage points. Only the North area showed a drop of two percentage points from 2010-11. For school leavers entering FE, the percentages remained static for three of the four SHEP areas with the exception of the North area, which saw a decrease of three percentage points. Figure 25 breaks down the above information by local authority area from 2009-10 to 2011-12.

Figure 25: Percentage of leavers from publicly-funded schools in Scotland by local authority area entering FE and HE, 2009-10 to 2011-12

Local authority	Total number of school leavers	HE			FE		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Aberdeen City	1,818	38.3	35.6	36.5	25.6	25.9	25.4
Aberdeenshire	2,691	39.6	39.7	36.9	24.9	25.4	26.2
Angus	1,133	35.4	31.8	34.5	33.9	36.6	35.5
Argyll and Bute	935	35.1	35.9	39.7	19.4	22.6	20.9
Clackmannanshire	543	30.6	26.7	28.4	26.4	28.2	30.6
Dumfries and Galloway	1,638	35.2	34.2	33.0	26.6	28.9	31.1
Dundee City	1,200	27.2	31.2	30.3	39.5	35.4	36.8
East Ayrshire	1,098	33.7	34.1	36.2	31.6	35.3	33.4
East Dunbartonshire	1,254	54.9	53.7	58.1	18.0	20.6	18.7
East Lothian	972	37.0	35.8	36.5	23.5	23.0	24.8
East Renfrewshire	1,354	60.8	60.9	65.4	16.1	15.7	14.6
City of Edinburgh	3,240	36.8	36.7	39.1	25.2	25.7	24.7
Eilean Siar	310	38.0	34.4	37.1	26.2	26.7	21.0
Falkirk	1,566	33.1	31.8	32.6	19.0	21.6	21.8
Fife	3,770	32.8	34.7	34.4	37.1	36.1	35.3
Glasgow City	4,411	27.3	28.3	29.3	29.0	28.5	28.3
Highland	2,495	33.6	33.2	34.6	21.8	22.3	21.2
Inverclyde	861	34.6	36.4	42.2	34.7	27.4	26.7
Midlothian	978	30.5	29.8	31.6	24.5	26.1	23.5
Moray	1,033	31.5	31.6	34.4	29.0	26.2	27.3
North Ayrshire	1,431	32.2	36.0	32.1	35.2	32.7	34.2

North Lanarkshire	3,519	35.0	34.7	36.4	25.4	24.9	26.3
Orkney Islands	239	39.0	30.5	38.5	20.8	20.6	18.0
Perth and Kinross	1,283	35.4	37.0	39.4	27.5	26.0	27.3
Renfrewshire	1,733	39.9	39.9	40.9	29.1	27.2	23.8
Scottish Borders	1,181	35.8	34.7	36.7	32.0	33.8	32.3
Shetland Islands	265	31.9	29.0	30.2	15.8	21.3	20.8
South Ayrshire	1,173	39.2	41.3	40.0	29.7	28.7	29.1
South Lanarkshire	2,881	38.0	37.0	43.5	22.7	24.0	21.6
Stirling	990	40.3	38.6	43.8	20.6	20.4	18.4
West Dunbartonshire	938	35.3	31.7	37.8	28.4	29.4	30.3
West Lothian	1,854	31.1	34.9	34.5	26.5	28.4	29.1
Scotland	50,787	35.7	35.8	37.3	27.1	27.1	26.8

Source: Skills Development Scotland (SDS), 2013.

Note: The table does not include grant-maintained schools.

There is still no significant change in the size of the gap between pupils from schools in the lowest quintile and the remainder of publicly funded schools in terms of progression into HE. However, in the schools targeted in SFC's Schools for Higher Education Programme, there is an increase in progression to HE nationally.

Figure 26a shows the gap in the proportion of school leavers entering HE from schools with the lowest progression into HE.

Figure 26a: Percentage of leavers going into HE by SHEP area from secondary schools in the lowest quintile for progression into HE, 2006-07 to 2011-12

Schools for Higher Education Programme areas	Total number of secondary schools 2011-12 and in lowest quintile for HE	Total number of school leavers and in lowest quintile schools for HE	HE					
			2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Fife & Tayside	46	7,386	26	27	30	31	32	33
	11	1,334	14	12	16	14	16	17
North	69	8,442	31	33	33	37	34	32
	9	1,155	13	17	14	17	15	14
South East	73	11,324	29	29	34	34	33	35
	10	1,233	15	16	16	16	16	14
West	159	23,221	29	31	35	36	35	37
	19	1,718	14	15	16	16	18	16
Scotland	347	50,373	29	31	34	34	34	34
	49	5,440	14	15	16	16	16	15

Source: Skills Development Scotland (SDS), SFC, 2013

Notes: 1) In 2011-12 there were 359 secondary schools in Scotland. 12 schools were excluded from the overall total because of insufficient data or where numbers are low or because they are junior high schools.

2) This table aggregates data from individual schools on an annual basis. All schools are those identified as being in the lowest quintile in a given year. These lowest quintile schools can change on a year by year basis, whereas the schools supported by the Schools for Higher Education Programme have been determined by a five-year average into HE progression.

Figure 26a shows in 2011-12:

- since 2010-11, the gap between pupils in the schools in the bottom quintile and those from the total number of schools progressing into HE has increased one percentage point to 19 percentage points . This has increased from 15 percentage points in 2006-07 (29 versus 14) to 19 in 2011-12 (34 versus 15).

Figure 26b: Number of leavers and percentage going into HE in 2011-12 by lowest progression to HE and SFC SHEP target schools

Schools for Higher Education Programme (SHEP) area	School leavers in 2011-12 schools with lowest progression to HE		Number of schools	Schools leavers in 2010-11 SHEP target schools into HE		Number of schools
	<i>number</i>	<i>%</i>		<i>number</i>	<i>%</i>	
Fife and Tayside	1,334	17	11	1,711	19	13
North	1,155	14	9	1,169	23	10
South East	1,233	14	10	2,416	20	19
West	1,718	16	19	3,731	22	30
TOTAL	5,440	15	49	9,027	21	72

Source: Skills Development Scotland (SDS), SFC, 2013

Note: 1) This table aggregates data from individual schools on an annual basis. All schools are those identified as being in the lowest quintile in a given year. These lowest quintile schools can change on a year by year basis, whereas the schools supported by SHEP have been determined based on their five-year average rate of progression to HE.

Figure 26b shows the progression rate to HE achieved in 2011-12 by the schools supported by SFC's SHEP, which is designed to meet the Scottish Government's entitlements of the Senior Phase of Curriculum for Excellence. SHEP specifically impacts on the Scottish

Government's National Outcome 4 and, through targeted engagement of a cohort of school pupils from S3 to S6, actively and practically support progression to higher education. In 2011-12, on average, the target schools all achieved an increase on their baseline in progression to HE.

9 Articulation – students with advanced standing

In 2011-12, the total number of Scottish-domiciled students entering a full-time first degree course into the second or third year with advanced standing increased across Scotland and in all regional areas with the exception of Fife and Tayside.

In 2005 the then Scottish Executive asked SFC to monitor, by regional areas, the numbers of students who move from college to university in Scotland with advanced standing (that is, progress into year two with a Higher National Certificate (HNC) or year three with a Higher National Diploma (HND) of a degree course). Tracking students moving from college to university with advanced standing has always been a difficult task and for the data supplied at Figures 27 and 28, we have used the proxy indicator of highest qualification on entry to degree courses in order to gauge activity. SFC defines articulation as progression from college to university, and from HNC into second year or HND into third year. The data below shows articulating numbers from HNC/D courses to first degree courses, but not necessarily college to university progression, and covers all students who entered a university degree programme with an HNC or HND into second or third. SFC is continuing to work on establishing a fully validated programme of data that can be used to accurately represent articulation in *Learning for All*. Until this is available more widely we will continue to use the proxy measure for reporting consistency.

Since 2008-09, SFC has allocated £3 million per annum to five regional articulation hubs (North East, Tayside and Fife, Edinburgh and Lothians, Greater Glasgow, and South West) and the Open University in Scotland. This funding is to enable better and deeper collaboration, and improved data sharing and reporting.

In 2011-12 there were 20,212 students (headcount) studying for an HND in Scotland and about 94.3 per cent (19,068) were at a college. For HNCs there were 20,594 and 86.6 per cent of them (17,827) at a college.

Considering these numbers in broad regional areas, Figure 27 shows the number of students who are articulating in the areas where the institution is situated and Figure 28⁴ shows the same information according to the domicile of the student. It should be noted that these are not the same regional areas for the articulation hubs and are, therefore, not directly comparable with articulation activity for them.

⁴ The domicile measure shows only Scottish-domiciled students, whilst the institution measure will also capture some non-Scots domiciled students who have a qualification which is equivalent to an HNC/D.

Figure 27: All entrants, by headcount, with a HNC/D, to either second or third year of a full-time first degree course (based on regional location of institution), 2003-04 to 2011-12

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11 ³	2011-12
North	298	258	303	425	333	485	573	539	510
Fife and Tayside	196	419	273	327	280	342	185	448	323
West ¹	1,503	1,403	1,235	1,841	1,661	1,035	1,828	1,222	1,565
South East	826	758	697	784	708	802	1,057	538	802
Total²	2,823	2,838	2,508	3,377	2,982	2,644	3,643	2,747	3,200

Source: SFC

Note: 1) The decrease between 2007-08 and 2008-09 in the number of students at institutions in the West and from the West is due to one institution, because of problems with a new records system, not being able to provide qualifications held on entry information for students who started in 2008-09. This institution accounted for 790 and 799 of the total students in 2007-08 and 2009-10 respectively.

2) Figures exclude the Scottish Agricultural College.

3) The classifications used to record the students' highest qualification on entry were changed for students starting in 2010-11. The classifications the institutions have used might account for some of the changes in student numbers between 2009-10 and 2010-11.

Figure 28: Scottish-domiciled entrants, by headcount, with a HNC/D, to either second or third year of a full-time first degree course (based on domicile of the student), 2003-04 to 2011-12

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11 ⁴	2011-12
North	310	286	303	412	350	442	486	428	442
Fife and Tayside	253	404	303	390	332	375	324	486	372
West ¹	1,531	1,427	1,240	1,768	1,619	1,163	1,907	1,291	1,668
South East	466	405	437	517	416	505	643	385	566
Total^{2,3}	2,560	2,522	2,283	3,087	2,717	2,485	3,366	2,599	3,049

Source: SFC

Note: 1) The decrease between 2007-08 and 2008-09 in the number of students at institutions in the West and from the West is due to one institution, because of problems with a new records system, not being able to provide qualifications held on entry information for students who started in 2008-09. This institution accounted for 790 and 799 of the total students in 2007-08 and 2009-10 respectively.

2) Figures exclude the Scottish Agricultural College.

3) The classifications used to record the students' highest qualification on entry were changed for students starting in 2010-11. The classifications the institutions have used might account for some of the changes in student numbers between 2009-10 and 2010-11.

4) Excludes students with a domicile outside the regional areas.

For 2011-12, in figure 27, the West region, as in previous years, shows a high number of entrants, and it should be noted that this area also has the largest number of institutions. In terms of individual articulation hub activity, this area is served by the South West Articulation Hub and the Greater Glasgow Articulation Partnership.

Figures 27 and 28 show, between 2010-11 and 2011-12, there was an overall increase in the numbers of students (with a HNC/D) entering second or third year of a full-time first degree, despite a decrease in numbers in Fife and Tayside. This increase of around 450 students could reflect a more coherent approach to articulation by the universities and an improved recognition of previous Higher National qualifications as entry qualifications to second and third year of degree programmes.

10 Retention and achievement in colleges and universities

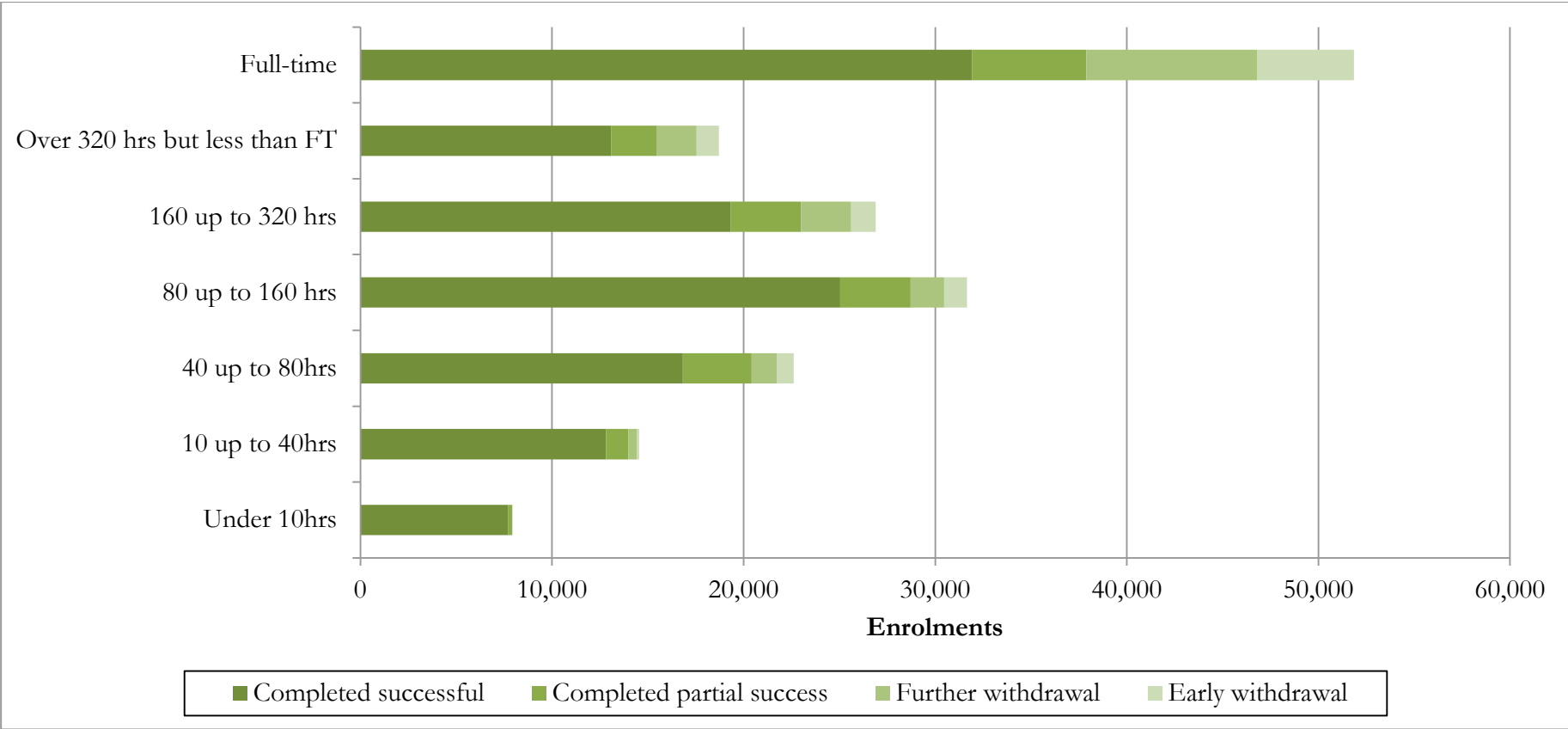
Students from deprived areas, with lower prior attainment or mature entrants remain the most likely groups not to continue their studies in college or university.

SFC and the Higher Education Statistics Agency (HESA) publish annually a set of performance indicators (PIs) for colleges and universities respectively, which are intended to help individual institutions to benchmark performance.

Colleges

Figures 29a and 29b show PI data for the college sector. These show the student outcomes for enrolments on FE and HE recognised qualifications.

Fig 29a: Outcomes for FE student enrolments in colleges on recognised qualifications, 2010-11



Source: SFC

Figure 29a shows in 2010-11, the majority of students (62 per cent) enrolled on a full-time FE (non-advanced) course at college successfully completed the course. The chart shows the shorter the length of the course the higher the percentage of enrolments completed successfully. Students on courses under 10 hours had a successful completion rate of 97 per cent.

Figure 29b shows a similar pattern to that in 29a, namely the shorter the course the higher the percentage of enrolments completed successfully. For students on full-time, HE enrolments 67 per cent were completed successfully. Of enrolments on courses under 10 hours, 79 per cent were completed successfully.

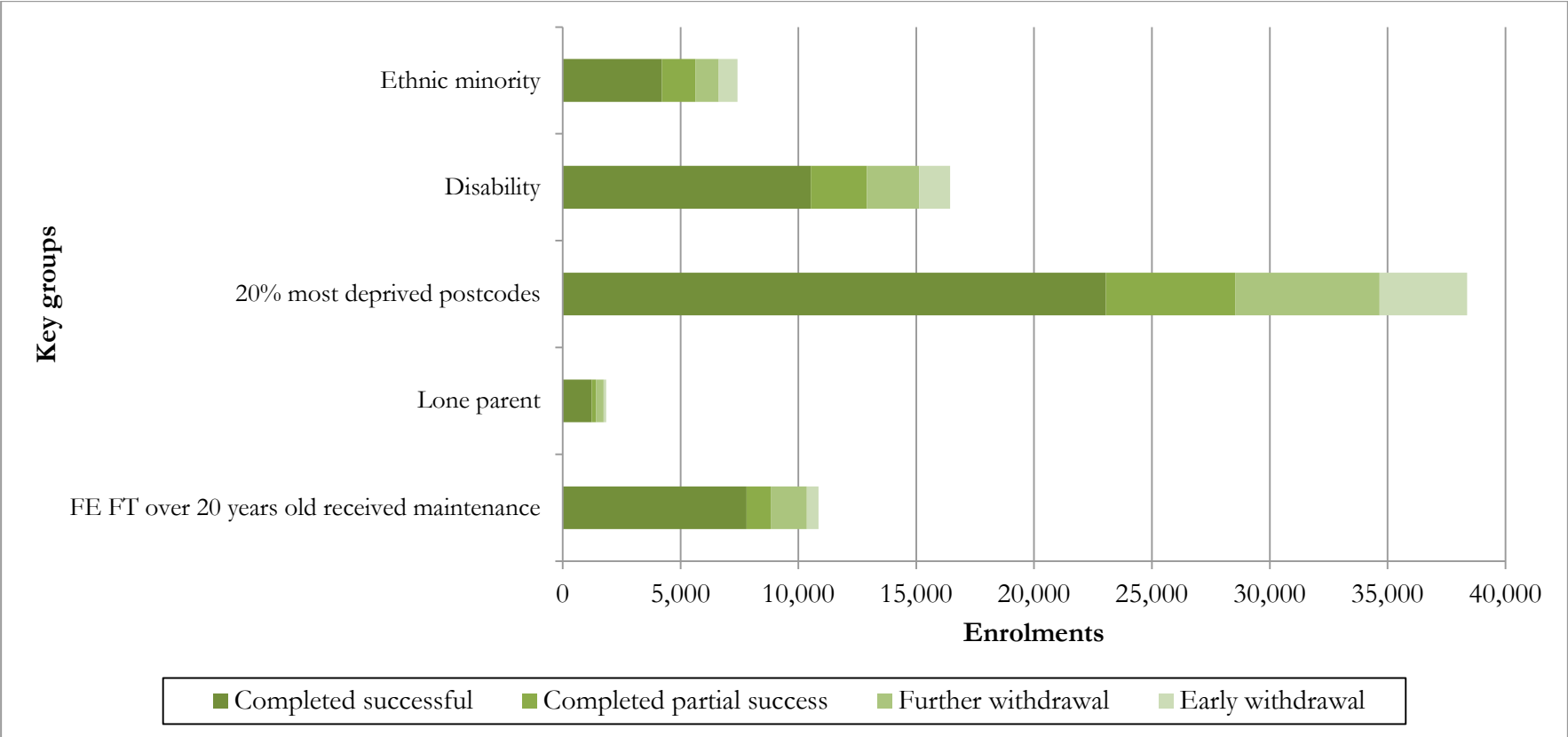
Fig 29b: Outcomes for HE student enrolments in colleges on recognised qualifications, 2010-11



Source: SFC

Figure 30 highlights enrolments and outcomes for key groups of interest to various stakeholders. The data shown can go some way towards identifying factors that may affect the success rates for an individual college. For example, students from deprived areas may do less well than students from less deprived areas and therefore a college with a high number of enrolments from those areas may achieve lower pass rates.

Fig 30: Enrolments and outcomes by key groups for courses lasting 160 hours or more, 2010-11



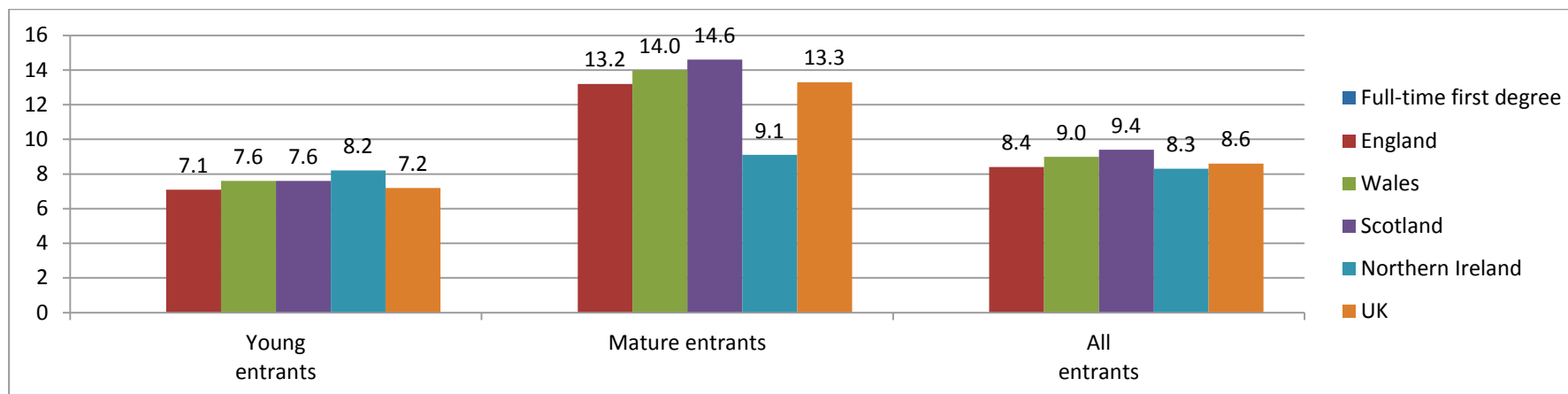
Source: SFC

Universities

Figure 31 shows Scotland's non-continuation rates for the year after entry for full-time first degree entrants to universities in 2009-10. This uses data published by HESA in relation to non-continuation among first degree and young and mature students. In Scotland, non-continuation among full-time first degree entrants continued to be highest for mature students, and this has been the case for the last three years. However, the most recent data shows that the percentage has decreased again, from 14.8 per cent in 2008-09 to 14.6 per cent in 2009-10.

Across the UK, Scotland's non-continuation rates in 2009-10 for young entrants were the joint second highest with Wales (after Northern Ireland) but had remained static at 7.6 per cent. When considering all entrants, Scotland has the highest rate for non-continuation, and this has increased slightly from 9.3 per cent in 2008-09 to 9.4 in 2009-10.

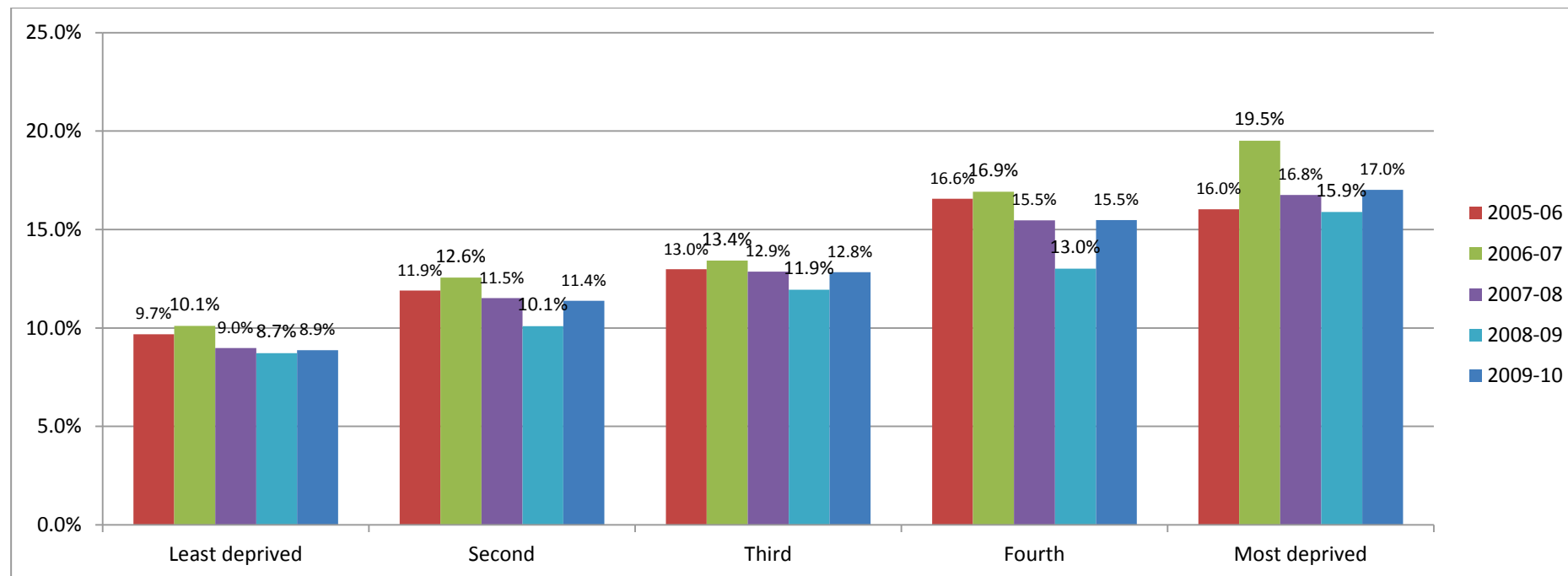
Figure 31: Non-continuation among full-time first degree entrants to universities by per cent, 2009-10



Source: HESA

For the university sector, SFC also considers the main factors that affect retention as seen in Figures 32 and 33 below. This analysis suggests that, after adjusting for a range of control factors, the two strongest predictors of non-continuation are deprivation (measured using SIMD) and prior attainment (measured by UCAS tariff scores).

Figure 32: Non-continuation by deprivation quintile at SFC-funded universities by per cent, 2005-06 to 2009-10



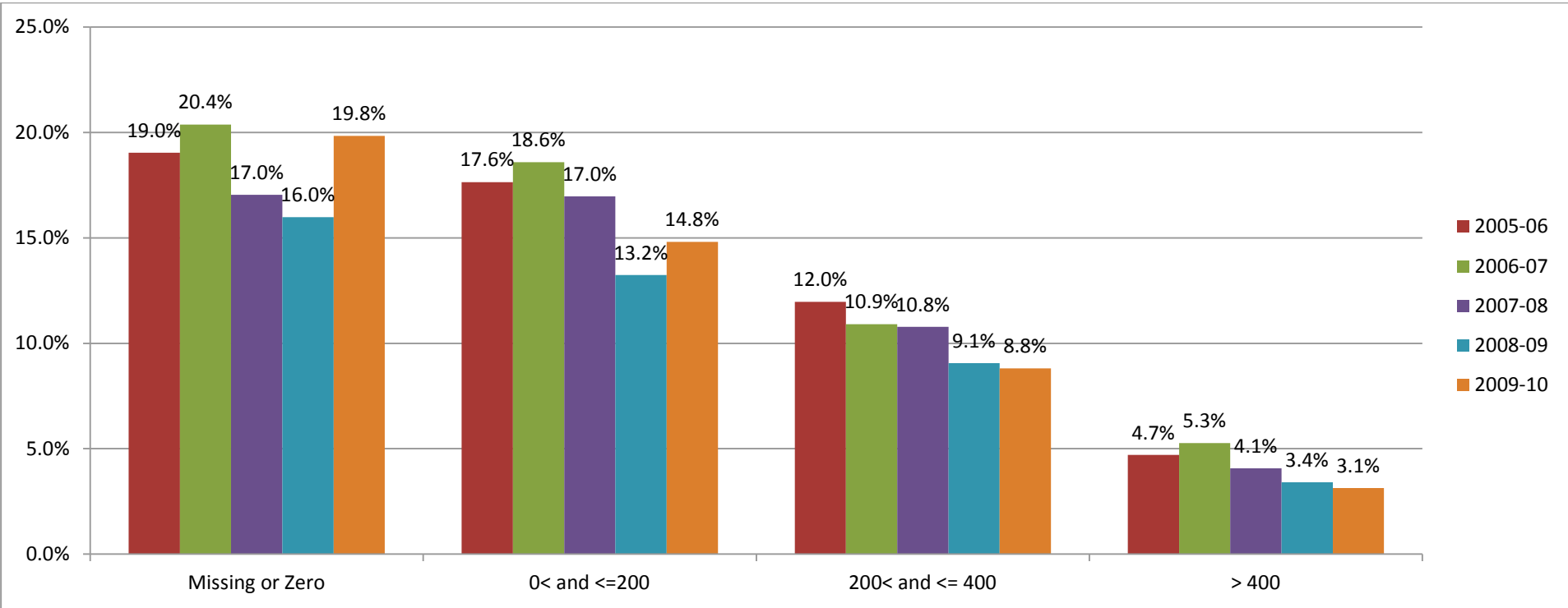
Source: SFC

Figure 32 shows a continued relationship between deprivation levels and non-continuation. Whilst there has been an overall decrease in non-continuation rates since 2005-06, across the first four quintiles, non-continuation rates for students in the most deprived quintile have risen from 16 per cent in 2005-06 to 17 per cent in 2009-10. This is an increase of 1.1 percentage points since 2008-09.

Over a five-year period, the gap between non-continuation in universities in the least and most deprived quintiles has increased from 6.3 per cent in 2005-06 to 8.1 per cent in 2009-10.

Figure 33 below provides evidence of the correlation between tariff score and non-continuation. For 2009-10 entrants, and those with a missing or zero tariff score, the non-continuation rate has risen to 19.8 per cent, and to 14.8 per cent in the 0< and <=200 category. However, where tariff scores are higher, there is a continued decrease in non-continuation 8.8 per cent for the 200< and <=400 category and to 3.1 per cent for the >400 category.

Figure 33: Non-continuation by UCAS tariff score at SFC-funded universities by per cent, 2005-06 to 2009-10



Source: SFC

Figures 32 and 33 show:

- non-continuation has increased across all the deprivation quintiles;
- between 2008-09 and 2009-10, percentages of non-continuation by tariff band have all dropped to their lowest levels for the five-years shown for the highest tariff categories but increased for the lowest tariff categories; and
- there continues to be a correlation between deprivation and non-continuation for students studying at universities.

11 Conclusion

The last few years have presented the college and university sectors with new access challenges. The increase in the number of school leavers, an uncertain economic climate and the increased demand for places has continued to put pressure on our collective widening access effort.

2013 marks eight years since the publication of *Learning for All* enabling us to see some positive changes that have occurred since then:

- overall participation at HE level in both colleges and universities has continued to increase and with a complementary sustained level of entry into positive destinations by school leavers (college, university, training and employment);
- the percentage of mature students from the most deprived areas studying at university has continued to increase;
- the proportion of students disclosing a disability at colleges and universities has increased, with a continued decrease in the number of ‘information refused/information unknown’;
- the gender gap between male and female school leavers going into FE is at its lowest point since 2003-04 for a third consecutive year;
- there has been an increase in students articulating with HNC/Ds to degrees indicating a more coherent approach to articulation with colleges and universities; and
- work through target schools in SFC’s SHEP is showing an increase in progression to HE.

Where the trends are less positive, it can be seen that:

- patterns of participation in Scottish universities by deprivation quintile have still not changed and are unlikely to do so over the short term;
- a large gap remains in progression to HE between pupils in schools in the lowest quintile and the rest of Scotland's publicly-funded schools;
- Scotland has the joint second highest non-continuation rate for young full-time first degree entrants in the UK;
- non-continuation at universities between entrants from the most deprived areas and the least deprived areas has increased; and
- young men are still more likely to account for a greater percentage of 16 to 19 year olds in the MCMC group.

For the future, work with both colleges and universities in developing and delivering outcome agreements will create a new environment in which access, inclusion, retention, equality and diversity will all play a key role. With the outcome agreement process and changes to legislation, the Scottish Funding Council will continue to support progress and to seek to address the areas where there has been less progress.

Annex A: Table of participation at Scottish universities and colleges by key indicators and subject groupings

Student population by key access and inclusion factors by university (excluding 'Not Known'), 2011-12

Institution	Gender		Ethnicity		Age		Disability		All students from		Young FT Entrants	
	Male	Female	White	Black and Ethnic minorities	under 21	21 and over	Disabled	No known disability	40% most deprived areas ⁽¹⁾	20% most deprived areas ⁽¹⁾	from 40% most deprived areas ⁽¹⁾	20% most deprived areas ⁽¹⁾
Aberdeen, University of	45.5%	54.5%	91.1%	8.9%	49.9%	50.1%	10.0%	90.0%	15.3%	4.7%	14.0%	4.0%
Abertay Dundee, University of	53.6%	46.4%	89.6%	10.4%	63.1%	36.9%	9.6%	90.4%	34.6%	15.6%	26.1%	10.8%
Dundee, University of	40.4%	59.6%	88.1%	11.9%	40.0%	60.0%	6.5%	93.5%	25.2%	10.4%	19.6%	7.0%
Edinburgh Napier University	42.4%	57.6%	84.9%	15.1%	39.8%	60.2%	9.1%	90.9%	26.1%	9.8%	22.6%	7.6%
Edinburgh, University of	42.6%	57.4%	80.8%	19.2%	49.5%	50.5%	8.0%	92.0%	15.1%	4.6%	15.1%	4.9%
Glasgow Caledonian University	40.8%	59.2%	83.2%	16.8%	45.4%	54.6%	5.9%	94.1%	37.4%	19.5%	31.3%	15.2%
Glasgow School of Art	39.2%	60.8%	81.1%	18.9%	53.5%	46.5%	21.6%	78.4%	23.8%	9.7%	18.0%	6.6%
Glasgow, University of	42.7%	57.3%	93.8%	6.2%	54.4%	45.6%	6.5%	93.5%	23.5%	10.7%	20.5%	8.8%
Heriot-Watt University	61.6%	38.4%	63.9%	36.1%	44.1%	55.9%	5.8%	94.2%	20.2%	7.4%	18.8%	7.2%
Highlands and Islands, University of the	42.4%	57.6%	94.7%	5.3%	38.0%	62.0%	10.8%	89.2%	26.0%	7.6%	21.9%	6.8%
Open University in Scotland	41.2%	58.8%	96.4%	3.6%	7.6%	92.4%	12.8%	87.2%	32.5%	14.1%		
Queen Margaret University, Edinburgh	24.0%	76.0%	86.0%	14.0%	38.0%	62.0%	9.5%	90.5%	24.1%	9.3%	22.6%	8.8%
Robert Gordon University	41.0%	59.0%	80.8%	19.2%	41.4%	58.6%	9.2%	90.8%	15.7%	4.9%	12.6%	4.7%
Royal Scottish Academy of Music and Drama	44.1%	55.9%	91.0%	9.0%	64.9%	35.1%	18.4%	81.6%	17.9%	6.9%	12.2%	2.0%
Scottish Agricultural College	54.6%	45.4%	96.5%	3.5%	56.7%	43.3%	16.0%	84.0%	19.8%	7.8%	16.5%	6.4%
St Andrews, University of	43.2%	56.8%	80.4%	19.6%	61.1%	38.9%	11.2%	88.8%	11.4%	3.5%	8.6%	3.1%
Stirling, University of	36.0%	64.0%	93.2%	6.8%	43.8%	56.2%	8.6%	91.4%	28.3%	9.9%	24.4%	8.0%
Strathclyde, University of	47.8%	52.2%	93.5%	6.5%	47.2%	52.8%	3.9%	96.1%	27.5%	12.4%	22.7%	8.9%
West of Scotland, University of the	38.4%	61.6%	90.7%	9.3%	43.3%	56.7%	7.7%	92.3%	45.7%	23.4%	40.5%	20.0%
Total	43.0%	57.0%	87.1%	12.9%	43.7%	56.3%	8.3%	91.7%	27.0%	11.5%	22.3%	9.0%

(1) For Scottish-domiciled students only

Summary of key access and inclusion factors by university subject group (excluding 'Not Known'), 2011-12

Subject Group	Male	Female	White	Black Minority	21 and under	Over 21	Disability	No known disability	40% most deprived areas ⁽¹⁾	20% most deprived areas ⁽¹⁾	40% most deprived areas ⁽¹⁾	20% most deprived areas ⁽¹⁾
				Ethnic								
Medicine and Dentistry	40.9%	59.1%	82.9%	17.1%	51.3%	48.7%	5.7%	94.3%	14.4%	5.1%	9.0%	2.7%
Subjects allied to Medicine	20.0%	80.0%	89.8%	10.2%	29.5%	70.5%	7.3%	92.7%	32.0%	14.3%	25.5%	10.6%
Biological Sciences	34.7%	65.3%	91.3%	8.7%	59.1%	40.9%	10.0%	90.0%	28.1%	12.3%	24.9%	10.7%
Veterinary Sciences, Agriculture and related subjects	36.4%	63.6%	91.3%	8.7%	38.0%	62.0%	9.8%	90.2%	15.1%	3.9%	10.2%	2.7%
Physical Sciences	57.0%	43.0%	91.6%	8.4%	57.8%	42.2%	9.5%	90.5%	22.9%	9.4%	22.2%	8.7%
Mathematical and Computer Sciences	73.7%	26.3%	82.3%	17.7%	50.6%	49.4%	9.2%	90.8%	31.8%	14.2%	30.5%	12.4%
Engineering	84.6%	15.4%	80.2%	19.8%	49.8%	50.2%	5.5%	94.5%	22.1%	9.1%	17.2%	7.3%
Technologies	71.6%	28.4%	87.3%	12.7%	48.9%	51.0%	8.5%	91.5%	29.6%	11.9%	22.2%	7.4%
Architecture, Building and Planning	63.9%	36.1%	83.2%	16.7%	41.5%	58.5%	9.0%	91.0%	23.7%	9.2%	18.9%	6.6%
Social studies	36.4%	63.6%	89.7%	10.3%	46.4%	53.6%	10.2%	89.8%	31.8%	14.0%	23.4%	9.7%
Law	42.9%	57.1%	85.5%	14.5%	49.0%	51.0%	6.5%	93.5%	22.1%	9.8%	19.5%	8.9%
Business and Administrative studies	47.0%	53.0%	73.8%	26.2%	41.1%	58.9%	4.9%	95.1%	25.9%	11.1%	21.5%	8.4%
Mass Communications and Documentation	38.5%	61.5%	93.3%	6.7%	52.6%	47.4%	7.9%	92.1%	25.0%	10.6%	23.5%	10.0%
Linguistics, Classics and related subjects	33.2%	66.8%	84.8%	15.2%	56.3%	43.7%	8.4%	91.6%	24.4%	10.0%	23.0%	9.2%
European Languages, Literature and related subjects	27.7%	72.3%	93.4%	6.6%	55.0%	45.0%	7.9%	92.1%	21.6%	8.7%	17.1%	7.2%
Languages	38.4%	61.4%	81.5%	18.5%	47.6%	52.2%	6.7%	93.3%	19.3%	4.1%	28.6%	3.6%
Historical and Philosophical studies	44.7%	55.3%	94.8%	5.2%	48.3%	51.7%	13.3%	86.7%	22.6%	8.7%	18.9%	6.5%
Creative Arts and Design	37.4%	62.6%	91.8%	8.2%	62.0%	38.0%	15.7%	84.3%	23.4%	9.4%	21.6%	8.5%
Education	24.1%	75.9%	92.6%	7.4%	27.6%	72.4%	6.3%	93.7%	25.8%	9.9%	26.1%	9.8%
Combined	39.3%	60.7%	96.4%	3.6%	15.1%	84.9%	10.9%	89.1%	31.7%	14.3%	44.4%	11.1%
Total	43.0%	57.0%	87.1%	12.9%	43.7%	56.3%	8.3%	91.7%	27.0%	11.5%	22.3%	9.0%

Student population by key access and inclusion factors by college (excluding 'Not Known'), 2011-12

College	Gender		Disability		Ethnicity		Age				Deprived
	Male	Female	Disabled	No known disability	White	BME	Under 16	16 - 19	20 - 64	65 and over	20% Most Deprived
Aberdeen College	37.9	62.1	6.2	93.8	94.7	5.3	6.1	30.9	61.4	1.7	16.7
Adam Smith College	48.0	52.0	20.8	79.2	97.3	2.7	16.0	33.5	48.7	1.8	25.6
Angus College	46.7	53.3	17.2	82.8	98.6	1.4	18.1	24.0	51.8	6.1	14.6
Anniesland College	54.5	45.5	11.7	88.3	83.2	16.8	8.4	36.9	53.9	0.8	45.5
Ayr College	50.7	49.3	24.0	76.0	97.5	2.5	6.9	36.5	54.1	2.6	31.2
Banff and Buchan College of Further Education	54.5	45.5	16.7	83.3	98.7	1.3	33.8	23.9	40.6	1.7	6.7
Barony College	76.4	23.6	8.7	91.3	99.7	0.3	15.9	25.4	58.2	0.5	8.2
Borders College	42.9	57.1	26.5	73.5	98.3	1.7	9.7	26.8	60.7	2.9	12.3
Cardonald College	40.8	59.2	14.5	85.5	88.3	11.7	5.8	31.4	60.9	1.9	40.3
Carnegie College	49.0	51.0	15.3	84.7	97.7	2.3	4.3	27.1	60.7	7.9	26.3
City of Glasgow College	48.5	51.5	8.1	91.9	86.3	13.7	11.8	29.1	58.1	1.0	35.5
Clydebank College	40.0	60.0	13.6	86.4	94.9	5.1	11.0	27.2	58.7	3.1	41.8
Coatbridge College	25.6	74.4	12.9	87.1	97.6	2.4	24.3	27.7	46.6	1.4	47.5
Cumbernauld College	41.8	58.2	14.4	85.6	97.6	2.4	10.7	33.6	50.9	4.8	25.1
Dumfries and Galloway College	44.9	55.1	13.5	86.5	97.5	2.5	7.7	26.2	62.6	3.5	12.0
Dundee College	46.2	53.8	10.2	89.8	95.9	4.1	11.8	32.9	54.3	1.0	30.9
Edinburgh's Telford College	55.1	44.9	13.0	87.0	90.7	9.3	8.7	32.5	58.6	0.2	18.8
Elmwood College	50.5	49.5	20.4	79.6	97.7	2.3	15.8	33.1	48.2	2.9	13.2
Forth Valley College	56.2	43.8	8.0	92.0	97.6	2.4	5.9	34.6	58.0	1.5	20.4
Inverness College	53.2	46.8	17.6	82.4	98.2	1.8	7.1	36.0	55.6	1.3	12.1
James Watt College of Further & Higher Education	36.8	63.2	14.7	85.3	98.9	1.1	11.2	27.6	59.3	2.0	37.1
Jewel and Esk College	50.7	49.3	14.6	85.4	95.4	4.6	7.8	33.8	56.9	1.5	17.0
John Wheatley College	49.1	50.9	17.9	82.1	94.3	5.7	32.8	16.0	48.6	2.6	74.7
Kilmarnock College	47.5	52.5	12.8	87.2	98.8	1.2	9.2	36.9	53.5	0.4	36.7
Langside College	39.2	60.8	11.6	88.4	81.8	18.2	3.8	32.4	62.7	1.1	30.3
Lews Castle College	58.5	41.5	11.3	88.7	98.3	1.7	8.5	19.3	68.6	3.6	0.7
Moray College	44.6	55.4	21.2	78.8	97.7	2.3	7.9	27.4	60.3	4.4	1.7
Motherwell College	51.1	48.9	15.7	84.3	97.3	2.7	9.4	26.8	62.1	1.7	37.7
Newbattle Abbey College	36.9	63.1	100.0	0.0	94.9	5.1	0.0	22.5	77.5	0.0	13.0
North Glasgow College	54.1	45.9	7.8	92.2	91.4	8.6	12.9	33.7	51.6	1.8	45.8
Oatridge College	63.4	36.6	14.6	85.4	98.4	1.6	20.6	32.4	46.0	1.1	11.9
Orkney College	48.1	51.9	9.8	90.2	98.5	1.5	14.4	11.9	71.8	1.9	0.2
Perth College	42.1	57.9	17.4	82.6	97.3	2.7	8.5	25.5	59.1	6.9	10.9
Reid Kerr College	41.4	58.6	14.6	85.4	96.5	3.5	12.7	24.2	61.3	1.8	35.9
Sabhal Mor Ostaig	36.8	63.2	8.8	91.2	98.5	1.5	6.2	5.3	78.3	10.2	4.9
Shetland College of Further Education	42.5	57.5	11.3	88.7	98.0	2.0	4.6	8.0	82.4	4.9	0.0
South Lanarkshire College	51.6	48.4	12.6	87.4	94.8	5.2	13.0	33.4	53.0	0.6	23.7
Stevenson College Edinburgh	44.2	55.8	12.1	87.9	87.1	12.9	3.3	28.1	67.4	1.1	19.6
Stow College	62.8	37.2	15.3	84.7	84.8	15.2	2.3	29.3	67.8	0.6	34.7
The North Highland College	40.4	59.6	17.1	82.9	98.1	1.9	22.5	20.8	52.2	4.6	10.0
West Lothian College	39.4	60.6	7.2	92.8	96.8	3.2	10.0	28.9	60.6	0.5	20.1
Total	46.7	53.3	13.3	86.7	94.3	5.7	11.2	28.7	57.8	2.2	27.6

Summary of key access and inclusion factors by college dominant programme group (excluding 'Not Known'), 2011-12

Dominant programme group	Gender		Disability		Ethnicity		Age				Deprived
	Male	Female	Disabled	No known disability	White	BME	Under 16	16 - 19	20 - 64	65 and over	20% Most Deprived
Agriculture & Horticulture	62.2	37.8	15.3	84.7	99.1	0.9	21.2	26.7	51.1	1.0	13.6
Art & Design	38.6	61.4	13.7	86.3	96.6	3.4	48.0	22.5	27.2	2.3	21.5
Business & Management	42.2	57.8	8.2	91.8	91.5	8.5	3.7	25.4	70.6	0.3	24.8
Computing	50.3	49.7	15.9	84.1	94.2	5.8	17.7	17.8	56.8	7.7	34.3
Construction	90.7	9.3	11.0	89.0	97.7	2.3	28.0	37.8	33.9	0.2	26.7
Engineering	88.1	11.9	7.9	92.1	95.6	4.4	29.6	32.4	37.7	0.2	17.9
Food Technology & Catering	39.6	60.4	9.5	90.5	93.7	6.3	17.6	21.0	60.0	1.4	29.1
Health	26.0	74.0	8.1	91.9	96.7	3.3	11.8	23.6	63.9	0.6	26.6
Minerals & Materials	35.0	65.0	11.5	88.5	95.9	4.1	3.7	28.1	63.8	4.4	19.2
Office & Secretarial	25.6	74.4	12.8	87.2	94.8	5.2	2.6	32.6	64.8	0.0	27.2
Personal Development	39.6	60.4	15.2	84.8	93.8	6.2	20.3	24.9	53.2	1.6	29.9
Printing	-	-	13.0	87.0	95.7	4.3	100.0	0.0	0.0	0.0	23.0
Science & Maths	44.4	55.6	10.1	89.9	92.6	7.4	14.8	40.6	44.6	0.0	22.8
Social Studies	32.6	67.4	8.9	91.1	86.7	13.3	7.6	28.5	61.9	2.0	27.9
Social Work	14.9	85.1	10.4	89.6	96.9	3.1	10.4	18.6	70.7	0.2	28.5
Special Programmes	53.0	47.0	50.2	49.8	93.2	6.8	21.3	29.3	47.5	2.0	44.7
Sport & Recreation	60.2	39.8	9.5	90.5	96.6	3.4	21.6	46.3	30.9	1.2	28.5
Transport	93.4	6.6	8.7	91.3	90.0	10.0	20.3	32.1	47.2	0.3	24.7
Not Provided	41.1	58.9	6.2	93.8	92.6	7.4	0.0	17.6	77.5	4.9	34.1
Total	46.6	53.4	13.4	86.6	94.2	5.8	19.0	26.5	52.7	1.8	27.8

Annex B: Measures of success

How will we know if we have been successful?

1 Measures listed in *Learning for All*

We propose a basket of measures, which, if seen alongside a programme of qualitative and evaluative research, and considered against the backdrop of wider social and economic factors, will enable us to monitor, learn from and adjust our programmes. If our programme is working, and Scotland as a whole is taking effective action to address the core causes, then:

Patterns of participation would be more even across different groups in society

We would measure this by looking at:

- school attainment for pupils from different socio-economic backgrounds and by gender (see Figures 18 and 19);
- the participation rates in HE and FE from the schools which currently have the lowest participation (see Figures 24, 26a and 26b);
- the proportions of students in HE and FE from each quintile of the population by deprivation (see Figures 9 and 10);
- the proportions of mature students from the most deprived areas in FE and HE (see Figure 13);
- the differences in participation in FE and HE by geographical areas (see Figures 5, A, B and C); and
- differences in participation in FE and HE by gender, ethnicity and disability (see Figures 6, 7, 8, 14, 15, 16a, 16b and 17).

There would be more even demand for learning across all groups in society

We would measure this by looking at:

- the proportion of young people in the More Choices, More Chances group (see Figure 22);
- the patterns of applications for places in universities by deprivation zone (see Figure 11); and
- the patterns of school-leavers (as monitored in the Scottish School leavers Survey) who aspire to go to university by socio-economic background and gender (see Figures 20 and 21).

All learners would achieve and have a good learning experience that enhances their life chances

We would measure this by looking at:

- retention and achievement rates in FE and HE for students from different backgrounds (see Figures 29a, 29b, 30, 31, 32 and 33); and
- the proportion of students entering universities via FE colleges, particularly with advanced standing (see Figures 27 and 28).

2 Widening participation: basket of measures the then Scottish Executive asked the Council to monitor and report on

The improvements the Scottish Government would expect to see are:

- increasing participation in HE from publicly-funded schools (see Figures 20 and 21);
- increasing articulation from colleges to universities for those students with advanced standing (see Figures 27 and 28);

- increasing the proportion of mature students from deprived backgrounds (see Figure 13); and
- national improvement in retention levels at universities (see Figures 31, 32 and 33).

Annex C: List of Local Authority areas and Schools for Higher Education Programme areas

Local Authority area	Schools for Higher Education Programme area
Fife	Fife and Tayside
Angus	Fife and Tayside
Dundee City	Fife and Tayside
Perth and Kinross	Fife and Tayside
Argyll and Bute	West
Eilean Siar	North
Highland	North
Moray	North
Orkney Islands	North
Shetland Islands	North
Aberdeen City	North
Aberdeenshire	North
Clackmannanshire	South East
Falkirk	South East
Stirling	South East
City of Edinburgh	South East
East Lothian	South East
Midlothian	South East
West Lothian	South East
Scottish Borders	South East
Dumfries and Galloway	West
East Dunbartonshire	West
West Dunbartonshire	West
Glasgow City	West
North Lanarkshire	West
South Lanarkshire	West
East Ayrshire	West
East Renfrewshire	West
Inverclyde	West
North Ayrshire	West
Renfrewshire	West
South Ayrshire	West

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