

SFC Statistical publication

Learning for All: Measures of Success

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FAO: Principals and directors of Scotland's colleges and / or universities

Further information:

Contact: Cathy Mitchell

Job title: Senior Policy/Analysis Officer

Department: Finance

Tel: 0131 313 6699

Email: cmitchell@sfc.ac.uk

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Introduction

1. This is the tenth annual publication of the *Learning for All: Measures of Success* report and it presents statistics looking at the full student cycle, from school leavers on to college and university students. This report contains data and information on a variety of areas that have a link to widening access¹ and participation, including:
 - School attainment and leaver details.
 - Schools for Higher Education Programme (SHEP) and low progression schools.
 - Protected Characteristics.
 - Socio-Economic and Scottish Index of Multiple Deprivation (SIMD) access in Universities and Colleges in Scotland.
 - Articulation.
 - Retention and successful completion of courses at Universities and Colleges.
 - Outcome Agreement measures.
 - Care Leavers.
 - Students from Scotland and the Rest of the United Kingdom (RUK).
2. The Outcome Agreement² framework introduced in academic year 2012-13 enabled SFC to set and monitor clear national ambitions, several of which relate to widening access. This report has been structured around these national ambitions, mainly those focusing on increasing the intake of students from the most deprived areas and from protected characteristic backgrounds, pupils from the schools for Higher Education Programme (SHEP), and the number of students Articulating with Advanced Standing.
3. The data used to derive the statistics has been made available online.
4. Following this year's publication of *Learning for All: Measures of Success*, SFC will review the report in terms of its scope and content with a view to improving the analysis provided on equality and diversity across both sectors. This review will be in line with the Commission on Widening Access recommendation that "the Scottish Funding Council and the Scottish Government should enhance the analyses and publication of data on fair access".³

¹ Further information on Widening Access: <http://www.sfc.ac.uk/FundingImpact/Access/AccessOutcome.aspx>

² Further information on Outcome Agreements: <http://www.sfc.ac.uk/funding/OutcomeAgreements/OutcomeAgreementsOverview.aspx>

³ Recommendation 30: <http://www.gov.scot/Resource/0049/00496619.pdf>

Key points/executive summary

Access

5. The key points from this report relating to access are:

- The proportion of Scottish-domiciled undergraduate entrants (SDUE) to universities in 2014-15 from the 20% most deprived areas has risen to 14.1%, from 14.0% in 2013-14 and from 12.8% in 2011-12.
- The proportion of SDUE to universities in 2014-15 from the 40% most deprived areas has risen to 30.8%, from 30.0% in 2013-14 and from 28.6% in 2011-12.
- The proportion of FTEs delivered to students in colleges from the 10% most deprived areas increase at FE level from 17.6% to 17.8%, and at HE level from 13.1% to 13.5% between 2013-14 and 2014-15.
- The proportion of FTEs delivered to students in colleges from the 20% most deprived areas increased at FE level from 32.6% to 32.7%, and at HE level from 25.1% to 25.5% between 2013-14 and 2014-15.
- At colleges, 14.9% of the school leaver cohort (16 to 18 year olds) on FE level courses are from the 9.7% most deprived areas and 10% on HE level courses.
- At university, 9.6% of the Scottish domiciled school leaver cohort entering into Year 1 of a First degree programme are from the 20% most deprived areas.
- The percentage of school leavers from the 20% most deprived areas entering a positive destination has increased from 73.5% in 2009-10 to 86.3% in 2014-15.
- The progression to HE courses from Schools for Higher Education Programme (SHEP) schools continues to improve, with an increase from 26.4% of SHEP school leavers progressing to HE in 2013-14 to 26.7% in 2014-15. This represents an increase of 160 additional leavers.
- The numbers articulating from college to university with advanced standing has increased from 3,099 in 2011-12 to 3,999 in 2014-15, which is on the way to securing the national ambition of 4,100 students articulating with advanced standing by 2016-17.
- Access to both colleges and universities for those with a declared disability has improved – the proportion of FTEs delivered at colleges to those with a declared disability increased from 16.5% in 2013-14 to 17.5% in 2014-15 and for university entrants from 10.3% to 11.0%.
- The proportion of FTEs at colleges from Black Minority Ethnic (BME) students increased from 6.0% to 6.2% between 2013-14 and 2014-15. A higher proportion of these students are studying at HE level (6.8%), compared with FE level (5.9%).

- The proportion of Scottish domiciled FTE entrants at university that are BME students dropped from 7.2% to 7.0% - however, when measured in student headcounts, the proportion increased from 6.4% to 6.6%.

Success

6. The key points from this report relating to success measures are:

- Overall retention rates at university have been increasing from 2009-10, 89.7% to 91.3% in 2014-15, although the 2014-15 figure was less than the retention rate of 91.7% in 2013-14.
- Retention rates for the 20% most deprived areas increased from 87.8% in 2013-14 to 88.1% in 2014-15, continuing the upward trend for this group from 84.0% in 2009-10.
- The retention rates for males at university fell between 2013-14 and 2014-15, from 90.6% to 89.7%, while female retention increased from 92.5% to 92.6%. This represents the largest gap in male/female retention since 2009-10. This will be addressed in the [SFC Gender Action Plan](#).
- At colleges the proportion of students completing their course at HE level fell from 84.2% in 2013-14 to 82.7% in 2014-15, but this was an increase from the 2009-10 level of 78.3%.
- At colleges the proportion of students completing their course at FE level fell from 77.3% in 2013-14 to 74.6% in 2014-15, but this was an increase from the 2009-10 level of 72.4%.
- The percentage of school leavers going into further and higher education on leaving school was 60.3% in 2014-15 and the proportion with SCQF level 6 and 7 has increased from 58.1% in 2013-14 to 60.2% in 2014-15, the equivalent figure in 2009-10 was 50.4%.

School leaver statistics

7. For 2014-15 school leavers, almost two thirds (64%) left at the end of S6, a quarter (25%) left at the end of S5, and 11% left at the end of S4.⁴
8. Table 1 below shows that 60.2% of school leavers left with one or more passes at Higher or Advanced Higher (SCQF levels 6 and 7). 37.6% left with one or more passes at SCQF levels 3 to 5 as their highest qualification while a small proportion (2.1%) of school leavers attained no passes at SCQF level 3 or better.
9. More information on the [SCQF Level Framework](#) can be found on the SCQF website.

Table 1- Percentage of school leavers by highest SCQF level at which one or more passes were achieved, 2009-10 to 2014-15⁵

SCQF level	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
No passes at SCQF 3 or better	2.8	2.3	1.8	1.5	1.7	2.1
SCQF level 3	2.8	2.6	2.4	2.2	2.0	1.7
SCQF level 4	17.3	15.9	14.3	13.6	12.0	11.0
SCQF level 5	26.7	26.9	25.8	26.9	26.2	24.9
SCQF level 6	34.8	36.1	38.2	38.1	39.8	41.4
SCQF level 7	15.6	16.2	17.6	17.6	18.3	18.8
All leavers	53,134	53,394	49,745	51,647	51,416	52,491

Source: Scottish Government

10. This table shows an upward trend in the percentage of school leavers achieving qualifications at SCQF levels 6 and 7. There has also been an overall decrease since 2009-10 in the percentage leaving with no passes at SCQF level 3 or better, despite an increase in the most recent two years.
11. Table 2 below shows the destinations for these school leavers by their follow up destination. The 31,537 school leavers that go into Further or Higher education on leaving school account for 60.3% of all school leavers.
12. However, this figure does not include all college activity. The 'Employment' destination in the table includes young people undertaking training in employment through national training programmes such as Modern

⁴ [Summary statistics for attainment, leaver destinations and healthy living No. 6: 2016](#)

⁵ This table is an extract from Table 4 from the [Scottish Government's June 2016 Summary statistics for attainment, leaver destinations and healthy living](#), No.6: 2014 Edition publication

Apprenticeships, which are delivered in colleges. Therefore more than 60.3% of school leavers go on to college or university straight from leaving school.

Table 2- Percentage of school leavers by highest SCQF level at which one or more passes were achieved and follow-up destination category, 2014-15 ⁶

Follow-up Destination	No passes at SCQF3 or better (%)	SCQF level 3 (%)	SCQF level 4 (%)	SCQF level 5 (%)	SCQF level 6 (%)	SCQF level 7 (%)	Number of Leavers
Higher Education	0.6	0.0	0.4	2.3	49.1	84.1	19,268
Further Education	20.1	24.5	36.1	41.6	17.9	4.3	12,269
Training	11.1	12.8	9.3	3.8	0.7	0.2	1,436
Employment	18.2	16.2	29.7	41.6	28.4	9.5	14,575
Voluntary Work	1.2	0.7	0.4	0.3	0.4	0.7	238
Activity Agreement	7.4	7.1	2.6	0.6	0.1	0.0	390
Unemployed Seeking	23.0	25.9	16.1	7.4	2.4	0.9	2,977
Unemployed Not Seeking	15.7	10.9	4.3	1.5	0.6	0.2	858
Unknown	2.7	1.9	1.1	0.9	0.4	0.1	326
Positive Destinations (%)	58.6	61.3	78.5	90.2	96.7	98.7	92.0
Negative Destinations (%)	41.4	38.7	21.5	9.8	3.3	1.3	8.0
All Leavers	1,092	883	5,774	13,052	21,704	9,832	52,337

Source: Scottish Government

13. This table shows that only a small percentage (3.3%) of leavers without a pass at SCQF level 6 or 7 go straight in to Higher Education. Ordinarily, it is only students achieving level 6 or above that would be considered for a place on an HE course.

14. Table 3 below shows how this HE activity is split between colleges and universities. This table is from the Skills Development Scotland leaver destinations data which is conducted at a different time to the Scottish Government data used in the tables above. This explains why the total number of students does not match.

⁶ This table is an extract from Table 8 of the [Scottish Government's June 2016 Summary statistics for attainment, leaver destinations and healthy living](#), No.6: 2016 Edition publication

Table 3- Percentage of School Leavers by Initial HE Destination AY 2014-15

Total school leavers	Count of HE (university)	Count of HE (colleges)	Count of HE (Other)	Count of HE (all)
53,836	13,463	6,536	502	20,501
100.0%	25.0%	12.1%	0.9%	38.1%

Source: Skills Development Scotland

15. The majority of school leavers who go in to Higher Education do so at university. However, looking across tables 2 and 3, when those enrolled in HE at colleges and those studying at FE level at college are counted together, it shows more school leavers go on to study in colleges than university.
16. Table 4 on the next page goes on to further breakdown the school leaver destinations by deprivation status, using the Scottish Index of Multiple Deprivation (SIMD) deciles.

Table 4: Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and SIMD Decile 2014-15⁷

Destination	SIMD 2012 Decile										Total
	Most Deprived					Least Deprived					
	1	2	3	4	5	6	7	8	9	10	
Higher Education	19.3	22.0	25.2	30.9	33.0	37.2	41.5	46.2	53.8	61.0	36.8
Further Education	31.3	31.1	27.8	26.5	24.7	22.1	21.0	19.3	16.4	13.4	23.4
Training	6.1	4.6	4.2	3.6	2.2	2.1	1.4	1.5	1.0	0.7	2.7
Employment	27.0	28.2	29.5	29.0	31.0	31.1	29.2	27.8	23.7	21.2	27.8
Voluntary Work	0.4	0.3	0.3	0.3	0.5	0.5	0.6	0.6	0.5	0.5	0.5
Activity Agreement	1.5	1.0	1.1	0.9	0.8	0.5	0.6	0.4	0.3	0.3	0.7
Unemployed Seeking	10.5	9.6	8.9	6.4	5.4	4.3	3.9	2.9	3.0	1.9	5.7
Unemployed Not Seeking	3.0	2.3	2.1	1.8	1.7	1.6	1.2	0.9	1.0	0.6	1.6
Unknown	1.0	0.9	0.9	0.6	0.7	0.6	0.6	0.4	0.3	0.3	0.6
Positive Destinations	85.5	87.2	88.1	91.2	92.2	93.5	94.3	95.8	95.7	97.2	92.0
Total Leavers (=100%)	5,465	5,196	5,000	5,112	5,267	5,352	5,602	5,369	5,441	4,533	52,337

Source: Scottish Government

1. Percentages may not total 100 per cent due to rounding.
2. This table only includes leavers with a robust match to the Pupil Census.
3. It is based on the SIMD of the leaver, but if this is not known the SIMD of the school is used.

⁷ This table is an extract from Table L1.5 of [the Scottish Government's June 2016 Summary statistics for attainment, leaver destinations and healthy living](#), No.6: 2016 Edition publication

17. There is an obvious trend in this table that shows that as the level of deprivation moves from the most deprived to the least deprived, the proportion going into Further Education decreases and the proportion going into Higher Education increases.

18. However, Table 5 below shows that the proportion of students going into positive destinations overall from the most deprived 20% of areas has increased at a greater rate than any other group. There is still a gap in the achievement of positive initial destinations between the SIMD quintiles, but this gap has narrowed from 20.2 percentage points in 2009-10 to 10.0 percentage points in 2014-15.

Table 5: Percentage of school leavers in a positive follow-up destination, by pupil characteristic, AY 2009-10 to 2014-15⁸

Percentage in a positive follow-up destination						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Gender						
Male	83.6	86.0	88.5	89.3	90.6	91.3
Female	86.9	88.5	90.7	91.6	92.8	92.8
SIMD*						
0-20%	73.5	77.6	81.9	83.0	85.0	86.3
20-40%	82.0	83.8	86.8	87.8	89.4	89.7
40-60%	86.8	88.3	90.2	91.7	92.4	92.9
60-80%	90.4	91.9	93.3	93.7	94.7	95.1
80-100%	93.7	94.5	95.3	95.9	96.8	96.3

Source: Scottish Government

* Based on 2009 SIMD for 2009-10 to 2010-11 and 2012 SIMD for 2011-12 to 2014-15

19. There is already evidence of a gap between genders, with females more likely to enter a positive destination after leaving school. This gap is continued throughout all levels of further study, as is shown throughout this report.

⁸ This table is an extract from Table 3 of the [Scottish Government's June 2016 Summary statistics for attainment, leaver destinations and healthy living](#), No.6: 2016 Edition publication. Further breakdowns by other protected characteristics can be found on the [Scottish Government website](#).

Schools for Higher Education Programme

20. The Schools for Higher Education Programme (SHEP) works with schools which have low rates of progression to Higher Education at college or university. In this instance, low progression is classed as 22% or fewer of school leavers progressing to Higher Education. In order to identify the schools that are engaged in the programme, school progression was calculated as an average over 3-5 years.
21. Since the SHEP schools were originally defined, some of these schools have improved their progression rates to Higher Education to the extent that they no longer meet the definition of low progression stated above. These schools are still classed as part of SHEP as they still receive the support to maintain and improve progression to HE, but the progress of schools within the programme should be noted.
22. Table 6b below compares those schools with the lowest progression rates on an annual basis (which can differ from year to year) and Table 6a shows the schools which the SHEP programme works with (maintained at 80). A full list of the SHEP schools is provided in Annex A.
23. The proportion of school leavers from SHEP schools going on to Higher Education has increased from 26.4% in 2013-14 to 26.7% in 2014-15. This is in comparison to 38% of school leavers from publicly funded schools that progressed to HE study in 2014-15, shown in Table 3.

Table 6a: Number of school leavers and percentage going into HE in AY 2013-14 and 2014-15 from SHEP target schools

SHEP area	Schools leavers in 2013-14 SHEP target schools into HE		Number of schools	Schools leavers in 2014-15 SHEP target schools into HE		Number of schools
	<i>number of leavers</i>	<i>% progressing to HE</i>		<i>number of leavers</i>	<i>% progressing to HE</i>	
Fife and Tayside	1,918	24.8	14	1,058	25.1	14
North	1,051	25.6	10	2,033	26.5	10
South East	2,351	26.6	19	2,364	24.1	19
West	4,723	27.1	37	4,748	28.3	37
TOTAL	10,043	26.4	80	10,203	26.7	80

Source: Skills Development Scotland

Table 6b: Number of school leavers and percentage going into HE in AY 2013-14 and 2014-15 from schools with the lowest progression to HE

SHEP area	School leavers in 2013-14 schools with lowest progression to HE		Number of schools	School leavers in 2014-15 schools with lowest progression to HE		Number of schools
	number of leavers	% progressing to HE		number of leavers	% progressing to HE	
Fife and Tayside	720	18.1	3	421	17.1	2
North	1,205	18.8	12	796	18.2	7
South East	589	17.5	7	608	14.6	6
West	1,047	18.4	11	1,426	19.1	15
TOTAL	3,561	18.3	35	3,251	17.8	30

Source: Skills Development Scotland

24. Table 6b shows that the total number of schools in Scotland (SHEP and non-SHEP) that are classed as low progression has decreased by 5, from 35 to 30, between 2013-14 and 2014-15. However, it also shows that progression into HE from the schools with the lowest progression has decreased between 2013-14 and 2014-15.

25. For a longer time series on the Schools for Higher Education Programme data, please refer to the earlier *Learning for All: Measures of Success* publications.

26. The table below shows proportion of Scottish Domiciled Undergraduate Entrants from SHEP schools, which is an SFC Outcome Agreement measure.

Table 7 - Outcome Agreement Indicator – proportion of Scottish Domiciled Undergraduate Entrants from SHEP schools, 2009-10 to 2014-15

	Number of entrants from a SHEP school	% from a SHEP school
2009-10	1,591	4.3
2010-11	1,574	4.6
2011-12	1,414	4.4
2012-13	1,464	4.5
2013-14	1,635	4.8
2014-15	1,603	4.6

Colleges in Scotland

27. This section looks at the make-up of students studying at college in Scotland. It focuses on equality of access for students from protected characteristic backgrounds, and also on the outcomes achieved by these groups and the total student population.

Measuring activity in colleges

28. In this publication, we make use of several metrics in measuring student activity. Below is a guide to the different ways of measuring student activity in colleges.

- **Headcount (students)** – this is a count of individual students. Headcount totals can vary between different breakdowns of protected characteristics due to the way they are calculated. Differences between totals in each headcount table in this section are expected.
- **Enrolments** – each time an individual engages on a new programme of study, they are counted as an enrolment. There are various reasons why a student may enrol on more than one programme of study and for this reason; the number of enrolments is usually greater than the headcount.
- **Full-time equivalent (FTE)** – A full-time student typically counts as one FTE. For part-time students, FTE is based on the amount of activity delivered to them. FTE figures in this report differ from those presented in SFC’s Baseline Report as they include students not funded by SFC. Figures presented in this publication include all students irrespective of the source of funding for their course.

29. A full explanation of the measurements used for college activity can be found in SFC Baseline Report for 2014-15⁹.

30. Activity is split between Higher Education and Further Education. Further Education is defined as study at SCQF levels 1-6, whilst Higher Education is defined as study at SCQF levels 7 or above. Higher Education, at level 7 and above, includes HNC and HND qualifications.

⁹ [SFC Baseline Report 2014-15](#)

Protected Characteristics

31. Table 8 below shows the student population in full-time further and higher education courses at Scotland's colleges broken down by age, as a proportion of all college activity delivered, and across all modes of study.
32. It is likely that 4th year school leavers will be aged 16, while 5th years school leavers are likely to be aged 17 and 6th years school leavers aged 18, although some pupils will fall out with this¹⁰.
33. Table 8 shows that 16 to 19 year olds make up more than half of all full time students. 34.9% of students are full-time and 16 to 19 year olds represent 18% of this.

Table 8 – Proportion of full-time students at college by age group split by headcount 2009-10 to 2014-15¹¹

Percentage of all students in college who are full-time							
	Under 16	16 to 19	20 to 24	25 and over	Proportion Full-Time	Total Full Time Students	Total Students (Full & Part Time)
2009-10	0.2	12.3	4.8	4.7	22.1	76,696	347,336
2010-11	0.2	14.1	6.0	5.6	26.0	79,542	305,969
2011-12	0.2	17.0	7.4	6.7	31.3	80,848	257,913
2012-13	0.3	17.8	7.8	6.9	32.8	78,287	238,805
2013-14	0.2	17.7	8.0	7.6	33.5	79,856	238,399
2014-15	0.2	18.0	8.5	8.3	34.9	79,241	226,919

Source: Scottish Funding Council (FES)

34. The overall number of total students has fallen between 2009-10 and 2014-15, but at the same time the number of full-time students has increased. The proportion of full-time students increased from 22.1% in 2009-10 to 34.9% in 2014-15.
35. In response to the economic downturn, during this time colleges were asked to prioritise more substantive courses designed to improve student's employment prospects, and reduce enrolments on leisure programmes or very short programmes of study (less than 10 hours in length) unlikely to lead to employment or further study, which explains the changing student population numbers.

¹⁰ The age in this section is based on a student's age in the December of the year of their college course and not the age that they left school.

¹¹ Figures are available on request for the proportion of full-time students at college by age group split by SUMs delivered

Protected characteristics by level of study

36. Table 9 below shows the proportion of students, using FTEs, across all levels of study (FE and HE) by protected characteristic. The proportion of FTEs delivered to the 10% most deprived areas increased to 16.4% in 2014-15, from 16.2% in 2013-14 and 15.7% in 2009-10.

37. Tables 10 and 11 show the proportion of FTEs delivered to students from the most deprived areas split by FE and HE level study with the biggest increase at HE level. The proportion of FTEs from the 10% most deprived areas increased at FE level from 17.6% to 17.8%, and at HE level from 13.1% to 13.5% between 2013-14 and 2014-15.

38. The proportion of FTEs delivered to the 20% most deprived areas increased at FE level from 32.6% to 32.7%, and at HE level from 25.1% to 25.5% between 2013-14 and 2014-15.

Table 9: Proportion of FTEs by protected characteristics 2009-10 to 2014-15

	2009-10 (%)	2010-11 (%)	2011-12 (%)	2012-13 (%)	2013-14 (%)	2014-15 (%)
Male	47.6	48.3	48.5	49.1	49.1	48.8
Female	52.4	51.7	51.5	50.9	50.9	51.2
White	93.5	93.1	93.4	93.8	94.0	93.8
BME	6.5	6.9	6.6	6.2	6.0	6.2
Under 16	4.2	4.1	3.1	2.5	2.3	2.3
16 to 19	45.2	45.1	46.0	46.6	45.5	46.0
20 to 24	18.8	20.1	20.8	21.3	21.9	22.3
25+	31.8	30.7	30.1	29.6	30.3	29.4
Disability	15.1	15.6	16.6	17.3	16.5	17.5
No known disability	84.9	84.4	83.4	82.7	83.5	82.5
10% most deprived	15.7	15.9	15.8	16.0	16.2	16.4
20% most deprived	29.0	29.3	29.5	29.7	30.3	30.4
40% most deprived	51.7	52.2	52.7	52.7	53.2	53.5

Source: Scottish Funding Council (FES)

Further Education in college

39. Table 10 below looks at access statistics concerning only those studying at Further Education level at colleges in Scotland, by Full-time Equivalent. Table 10a and 10b (online) break these figures down by region and subject respectively.

Table 10: Proportion of FTE on Further Education courses in colleges by protected characteristics 2009-10 to 2014-15

	2009-10 (%)	2010-11 (%)	2011-12 (%)	2012-13 (%)	2013-14 (%)	2014-15 (%)
Male	46.8	47.5	48.1	49.0	49.5	49.3
Female	53.2	52.5	51.9	51.0	50.5	50.7
White	94.0	94.1	94.2	94.3	94.2	94.1
BME	6.0	5.9	5.8	5.7	5.8	5.9
Under 16	5.8	5.8	4.4	3.6	3.3	3.4
16 to 19	47.2	48.0	48.4	49.1	47.8	48.4
20 to 24	15.4	16.0	17.2	17.8	18.4	18.9
25+	31.6	30.2	30.0	29.5	30.6	29.4
Disability	16.9	17.8	18.7	19.6	16.3	19.8
No known disability	83.1	82.2	81.3	80.4	83.7	80.2
10% most deprived	17.0	17.2	17.1	17.3	17.6	17.8
20% most deprived	30.8	31.4	31.5	31.8	32.6	32.7
40% most deprived	54.0	54.7	55.2	55.3	56.1	56.3

Source: Scottish Funding Council (FES)

Higher Education in College

40. Table 11 below looks at access statistics concerning only those studying at Higher Education level at colleges in Scotland, by Full-time Equivalent. Table 11a and 11b (online) break these figures down by region and subject respectively.

Table 11: Proportion of FTE on Higher Education courses in colleges by protected characteristics 2009-10 to 2014-15

	2009-10 (%)	2010-11 (%)	2011-12 (%)	2012-13 (%)	2013-14 (%)	2014-15 (%)
Male	49.7	50.0	49.4	49.1	48.3	47.8
Female	50.3	50.0	50.6	50.9	51.7	52.2
White	92.1	90.9	91.5	92.8	93.5	93.2
BME	7.9	9.1	8.5	7.2	6.5	6.8
Under 16	0.0	0.0	0.0	0.0	0.0	0.0
16 to 19	39.9	38.5	40.3	41.0	40.3	40.6
20 to 24	27.7	29.6	29.1	29.3	29.9	30.0
25+	32.4	32.0	30.6	29.8	29.8	29.4
Disability	10.5	10.6	11.7	12.3	10.0	12.3
No known disability	89.5	89.4	88.3	87.7	90.0	87.7
10% most deprived	12.5	12.9	13.0	12.9	13.1	13.5
20% most deprived	24.5	24.4	24.8	24.8	25.1	25.5
40% most deprived	45.7	46.5	46.9	46.9	46.7	47.4

Source: Scottish Funding Council (FES)

41. Table 12 shows the student population at Scotland's colleges across both Further and Higher Education from SIMD10, SIMD20 and SIMD40 areas¹². This is presented using the proportion of students (headcount) and the proportion of Full Time Equivalent places (FTEs).

Table 12 - Student headcount and SFC funded FTEs by deprivation 2009-10 to 2014-15

	Total student headcount	Percentage of Students			SFC Funded FTE	Percentage of FTEs		
		10% most deprived	20% most deprived	40% most deprived		10% most deprived	20% most deprived	40% most deprived
2009-10	347,336	13.7	25.4	46.7	124,670	15.5	28.6	50.8
2010-11	305,969	14.1	26.1	47.8	124,650	15.9	29.3	52.2
2011-12	257,913	15.0	27.1	49.3	122,068	15.8	29.5	52.7
2012-13	238,805	15.6	28.2	50.0	115,678	15.8	29.5	52.5
2013-14	238,399	15.9	29.0	50.8	119,343	16.2	30.3	53.4
2014-15	226,919	16.3	29.3	51.5	120,694	16.6	30.7	53.8

Source: Scottish Funding Council (FES)

*SFC funded FTEs include ESF FTEs.

**All percentages are based on these figures where there is a known postcode.

¹² Please refer to the Endnote regarding SIMD

42. Students from the most deprived 10% are the most over-represented group, with 16.2% of students coming from these areas, even when compared with the 12.9% from the second most deprived decile (the 10-20% most deprived areas).
43. The percentage of students from the 10%, 20% and 40% most deprived areas has been increasing since 2009-10. The percentage of FTEs delivered to students from the most deprived areas has increased overall since 2009-10, despite a decline between 2010-11 and 2011-12.

Socio-economic access

44. In order to understand access to education, it is crucial to intersect deprivation with other protected characteristics.
45. The table on the next page provides an overview of full time students enrolled at college in 2014-15 by level or study, age and by the proportion of that age from the 10% and 20% most deprived areas. The data is presented by single year age to identify the progression from school to college and to examine how the school leaver population compares with the older age groups.

Table 13: Full time college student enrolments by level, most deprived SIMD deciles and age¹³

Age on 31st December 2014	Full-time further Education			Full-time Higher Education		
	Number of students	% from most deprived decile	% from 2nd most deprived decile	Number of students	% from most deprived decile	% from 2nd most deprived decile
under 16	427	23.7	17.3	0		
16	4,265	15.3	14.3	69	10.1	13.0
17	7,683	14.3	13.4	1,640	8.3	9.3
18	9,350	15.2	14.0	6,603	10.0	9.2
19	5,028	15.7	15.3	6,116	11.8%	9.9%
20	2,892	17.8	16.2	3,648	13.8	11.8
21	2,044	19.1	16.3	2,252	12.8	12.9
22	1,710	17.7	16.3	1,573	15.6	12.8
23	1,475	19.2	16.1	1,233	16.9	12.5
24	1,282	18.9	15.3	938	15.6	13.5
25	1,062	19.0	18.5	805	15.5	14.0
26	974	21.5	16.8	732	19.3	16.3
27	842	22.2	18.8	666	19.5	15.6
28	781	19.6	19.0	588	19.0	15.0
29	689	23.1	16.0	528	24.2	15.3
30	598	23.4	19.4	424	21.0	14.9
over 30	5,858	20.2	16.8	4,176	18.0	15.2
All ages	46,960	17.1	15.3	31,991	13.7	11.8

Source: Scottish Funding Council (FES)

46. There are some FE students at college aged under 16 years of age and they are the most likely age group to come from the most deprived SIMD decile, with 23.7% of these students from these areas.

47. Students aged 16, 17 and 18 (the likely school leaver cohort) from the more deprived areas are overrepresented at FE level, with 14.9% of these students coming from the 10% most deprived areas.

48. The older age groups, however, are more likely to be from the most deprived areas at both FE and HE level than the school leaver cohort. The table shows that

¹³ Figures only include students from a known Scottish postcode. This table uses SIMD 2012 rankings, as opposed to the SFC population weighted SIMD rankings.

at FE level over 23% of those aged 29 or 30 are from the 10% most deprived postcode areas in comparison to the 14.9% for those aged 16 to 18.

49. For HE students there is a greater disparity across the age groups. 9.7% of full-time HE students aged 16 to 18 (the likely school leaving cohort) are from the 10% most deprived postcode areas but over 20% of those full-time HE students aged 27 to 30 are from the 10% most deprived postcode areas.
50. The school leaver figures from Table 4 in the School Leavers section of this report show a greater proportion of pupils leaving into negative destinations from the most deprived postcode areas. However, these figures suggest that a number of these pupils will return to college at a later age.
51. Table 14 below further explores the relationships between age, SIMD and level of study intersected with gender. It shows that 8.4% of 18 year old males studying HE at college are from the 10% most deprived postcode areas, whereas 11.4% of 18 year old females are.

Table 14: Full time college student enrolments by level, most deprived SIMD deciles, gender and age, AY2014-15

Age on 31 December 2014	Full time HE males			Full time HE females			Full time FE males			Full time FE females		
	Number of students	% from most deprived decile	% from 2nd most deprived decile	Number of students	% from most deprived decile	% from 2nd most deprived decile	Number of students	% from most deprived decile	% from 2nd most deprived decile	Number of students	% from most deprived decile	% from 2nd most deprived decile
under 16							247	24.3	18.2	180	22.8	16.1
16	28	14.3	14.3	41	7.3	12.2	2,260	14.2	13.1	2,005	16.5	15.8
17	723	8.0	7.5	917	8.5	10.7	3,952	13.3	12.3	3,731	15.4	14.4
18	3,113	8.4	8.5	3,490	11.4	9.8	4,643	14.4	13.4	4,707	15.9	14.6
19	2,920	10.3	8.4	3,196	13.0	11.2	2,511	15.0	14.4	2,517	16.3	16.1
20	1,781	13.3	10.1	1,867	14.2	13.3	1,397	17.3	14.7	1,495	18.3	17.5
21	1,099	11.7	11.4	1,153	13.9	14.3	933	18.8	14.3	1,111	19.4	18.1
22	746	14.6	12.1	827	16.4	13.5	741	15.8	15.9	969	19.2	16.5
23	570	16.0	10.5	663	17.6	14.2	637	16.6	15.7	838	21.1	16.5
24	451	12.6	14.0	487	18.3	13.1	491	18.1	12.8	791	19.3	16.8
25	393	13.2	12.5	412	17.1	15.5	432	18.1	18.5	630	19.7	18.4
26	320	16.6	13.8	412	21.4	18.2	358	18.7	16.5	616	23.1	17.0
27	306	19.3	12.1	360	19.7	18.6	291	19.9	18.2	551	23.4	19.1
28	253	16.2	12.6	335	21.2	16.7	242	17.4	19.0	539	20.6	18.9
29	211	23.7	11.4	317	24.6	18.0	213	21.1	16.9	476	23.9	15.5
30	166	19.9	15.1	258	21.7	14.7	179	21.8	19.6	419	24.1	19.3
over 30	1,481	19.0	15.1	2,695	17.5	15.3	1,892	18.8	17.5	3,966	20.8	16.5
All ages	14,561	12.5	10.4	17,430	14.8	12.9	21,419	15.7	14.3	25,541	18.2	16.1

Source: Scottish Funding Council (FES)

Figures only include students from a known Scottish postcode who consider themselves to be male or female. There were 26 enrolments with an 'Other' or 'Unknown' gender.

This table uses SIMD 2012 rankings, as opposed to SFC population weighted SIMD rankings.

52. In 2014-15 the proportion of full-time HE male students aged 16 to 18 from the 10% most deprived areas was 8.4%. The comparable figure for females was 10.7%. Although the overall participation for this age group is about in line with the population of the 10% most deprived areas, male full-time students from the most deprived 10% are under-represented at HE level.
53. Across the majority of age groups and levels the proportion of females from the most deprived areas attending colleges exceeds the proportion of males. Across all levels, there are a greater proportion of older students that come from the 10% most deprived postcode areas compared to younger students.
54. Full time enrolments for those aged 19 to 21 are more likely to be at the HE level whereas for all other ages more students enrol at FE level.
55. Table 15 below goes on to look at deprivation levels by ethnicity background for full-time students. Only those from known postcode areas and where the numbers are large enough to draw meaningful conclusions are included. The full list of ethnic groups can be found in Code List D of the FES Guidance.¹⁴

¹⁴[FES Guidance](#)

Table 15: Full-time students from the most deprived 20% by ethnicity, AY 2014-15

Ethnic background	Full-time students	10% most deprived areas	10-20% most deprived areas
Pakistani, Pakistani Scottish, or Pakistani British	1,108	10.5	9.3
White Irish	190	11.1	9.5
White British	2,680	11.3	10.7
White English	2,394	11.3	11.2
Indian, Indian Scottish or Indian British	289	11.4	8.7
White Welsh	109	11.9	11.0
Any mixed background	514	12.3	8.0
Chinese, Chinese Scottish or Chinese British	278	14.7	10.1
White Scottish	64,009	15.1	14.0
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	66	15.2	6.1
White (other)	3,219	15.3	15.5
White Northern Irish	71	18.3	14.1
Any other background	280	20.0	16.4
Arab	118	22.9	16.1
Caribbean, Caribbean Scottish, or Caribbean British	74	23.0	17.6
Any other Asian Background	423	27.2	17.3
White Polish	2,064	34.5	18.2
Any other Black background	111	35.1	18.0
African, African Scottish, or African British	852	47.2	16.5
Total	78,849	15.7	13.9

Source: Scottish Funding Council (FES)

*Figures are only shown for groups with more than 50 students and for students with a known ethnic background and a known postcode.

*This table uses SIMD 2012 rankings, as opposed to SFC population weighted SIMD rankings.

56. The table is ordered from the group with the smallest proportion of students coming from the 10% most deprived areas to the group with the most. There is a large variance between the different ethnicity groups, in terms of the proportion of full-time students from the 10% most deprived areas and also in the number of students from each group.

57. The table above shows that 10.5% of students from a Pakistani, Pakistani Scottish, or Pakistani British background reside in the 10% most deprived areas, whilst almost half of full-time students from an African background are living in the 10% most deprived areas.

58. Table 16, below, further looks at deprivation levels for full-time students by gender and disability.

Table 16: Full-time students from the most deprived 20% by disability and gender AY 2014-15

Disability	Males			Females		
	Full time students	10% most deprived areas (%)	10-20% most deprived areas (%)	Full time students	10% most deprived areas (%)	10-20% most deprived areas (%)
Blind or a serious visual impairment uncorrected by glasses	117	23.1	8.5	83	9.6	20.5
Deaf or a serious hearing impairment	153	18.3	12.4	199	17.6	21.6
Long standing illness	484	11.6	14.9	815	17.1	15.5
Mental health condition	515	15.9	15.0	1,381	15.0	15.4
Personal care support	233	8.2	11.2	216	7.4	14.4
Physical impairment	165	13.9	12.7	203	13.8	20.7
Social impairment	481	14.1	14.6	154	11.7	9.7
Specific learning difficulty	3,192	14.9	12.3	2,834	15.2	14.7
Other disability	683	17.0	13.5	652	20.4	16.0
No known disability	29,945	14.3	12.7	36,425	17.1	14.7
Total	35,968	14.4	12.8	42,962	19.8	17.5

Source: Scottish Funding Council (FES)

*Figures are only shown for students with a known postcode

*This table uses SIMD 2012 rankings, as opposed to SFC population weighted SIMD rankings.

59. This table shows the relationship between disability and gender has with deprivation status across students studying at college. Males and females with Personal Care Support are the least likely to be from the 10% most deprived areas, whereas males who are blind or have a serious visual impairment are the most likely to be from the 10% most deprived areas.

Success Rates by Protected Characteristics in Colleges

60. The College Performance Indicators for the 2014-15 academic session were published by SFC in January 2016¹⁵ and contain data on retention and successful completion for students from a range of access criteria including age, gender and disability.

Further Education in College

61. Table 17 shows enrolments and student outcomes relating to full-time FE qualifications over a six year period. It shows that there has been an increase in the proportion of students in this cohort completing their course (successfully or partially successfully) from 72.4% in 2009-10 to 74.6% in 2014-15.

62. Similarly, there has been an increase in the proportion of students in this cohort successfully completing their course from 59.5% in 2009-10 to 64.0% in 2014-15, despite a fall from 65.9% in 2013-14.

Table 17 – Enrolments on Full-time recognised FE Qualifications 2009-10 to 2014-15

	% Completed Successful	Completed Successful	% Completed partial success	Completed partial success	Further Withdrawal	Early withdrawal	Total
2009-10	59.5	30,826	12.9	6,693	9,137	5,131	51,787
2010-11	61.6	32,155	11.4	5,957	9,051	5,049	52,212
2011-12	63.5	33,302	11.5	6,015	8,578	4,541	52,436
2012-13	65.5	33,084	11.3	5,718	7,441	4,253	50,496
2013-14	65.9	34,009	11.4	5,863	7,768	3,991	51,631
2014-15	64.0	32,582	10.6	5,386	8,579	4,377	50,924

Source: SFC College Performance Indicators Publication 2016

¹⁵ [College Performance Indicators Publication](#)

Higher Education in College

Table 18 – Enrolments on Full-time Recognised HE Qualifications 2009-10 to 2014-15

	% Completed Successful	Completed Successful	% Completed Partial Success	Completed Partial success	Further Withdrawal	Early Withdrawal	Total
2009-10	63.3	18,750	15.0	4,454	4,306	2,114	29,624
2010-11	66.3	21,223	13.8	4,403	4,408	1,975	32,009
2011-12	68.9	22,473	12.8	4,187	4,090	1,870	32,620
2012-13	70.3	22,540	12.0	3,853	3,876	1,798	32,067
2013-14	71.4	23,121	12.8	4,138	3,655	1,454	32,368
2014-15	71.3	23,717	11.4	3,790	4,296	1,454	33,257

Source: SFC College Performance Indicators Publication 2016

63. Table 18 gives an overview of success rates amongst those enrolled on full-time recognised qualifications between 2009-10 and 2014-15. The proportion of students completing their course has steadily increased from 78.3% in 2009-10 to 82.7% in 2014-15. There has been a similarly continued increase in the proportion of those successfully completing their course; from 63.3% in 2009-10 to 71.3% in 2014-15. However, there was a decrease in the successful completion and partial success figures between 2013-14 and 2014-15.

64. Success rates for enrolments to part-time recognised FE and HE qualifications can be found in SFC College Performance Indicators¹⁶. These are broken down by the number of hours each course lasts and show that students enrolled on shorter programmes are more likely to complete their studies.

65. To take into account the additional barriers to completing longer courses, the published college Performance Indicators include only those courses lasting more than 160 hours. The following tables go on to display success rates at Scotland's colleges for courses lasting 160 hours or more (across both FE and HE levels of study) split by age group, gender and other key groups.

66. Table 19 suggests that age plays the biggest role in determining successful completion, as there is a 10.4 percentage point difference in successful completion between those under 18 years old and those over the age of 41. Those under the age of 18 have the lowest successful completion rate of all groups shown here, at 63.8%.

67. Table 8 above showed, however, that the 16 to 19 age group accounted for more than half of the full-time students at college. This contributes to the lower

¹⁶[SFC College Performance Indicators](#)

successful completion rates for the younger age groups given the additional barriers to completing longer courses.

Table 19 – Enrolments by age group for courses lasting 160 hours or more in 2014-15

	% Completed Successful	Completed Successful	% Completed Partial Success	Completed Partial Success	Further Withdrawal	Early Withdrawal	Total
under 18	63.8	20,502	15.1	4,836	4,893	1,889	32,120
18-20 year olds	70.2	33,694	12.5	5,993	6,004	2,337	48,028
21-24 year olds	70.0	14,456	11.3	2,331	2,563	1,298	20,648
25-40 year olds	72.7	20,637	9.4	2,656	3,227	1,878	28,398
41 and Over	74.2	7,152	10.6	1,021	935	533	9,641

Source: SFC College Performance Indicators Publication 2016

Table 20 - Enrolments by gender and level for courses lasting 160 hours or more in 2014-15

	% Completed Successful	Completed Successful	% Completed Partial Success	Completed Partial Success	Further Withdrawal	Early Withdrawal	Total
FE Females	66.8	32,366	11.9	5,746	6,933	3,381	48,426
FE Males	69.1	32,257	12.8	5,960	5,747	2,723	46,687
HE Females	74.6	15,902	9.7	2,061	2,475	878	21,316
HE Males	71.0	14,391	13.9	2,823	2,247	814	20,275

Source: SFC College Performance Indicators Publication 2016

Table 21 – Enrolments by key groups for courses lasting 160hours or more in 2014-15

	% Completed Successful	Completed Successful	% Completed Partial Success	Completed Partial Success	Further Withdrawal	Early Withdrawal	Total
10% MD areas*	65.4	14,047	12.2	2,626	3,204	1,617	21,494
20% MD areas*	65.1	26,005	12.7	5,056	5,953	2,906	39,920
BME	70.2	5,789	13.3	1,094	920	440	8,243
Disability	65.9	13,415	14.1	2,872	2,786	1,280	20,353

Source: SFC College Performance Indicators Publication 2016

*MD areas = Most deprived areas / **This table uses SFC population weighted SIMD rankings.

68. These tables are available for individual colleges via SFC website¹⁷.
69. Table 20 shows that males studying at Further Education level have a higher successful completion rate than females. 69.1% of males at FE level successfully complete their course, compared to 66.8% of females.
70. The opposite is true for males and females studying at Higher Education level, with 74.6% of females at HE level successfully completing their course compared to 71.0% of males.

¹⁷ [SFC College Performance Indicators](#)

Articulation

71. Table 22, below, shows the number of Scottish-domiciled entrants to universities who have articulated from college. Articulation is the movement of students from qualifications at college into second or third year of a university degree.

72. SFC full definition of articulation is a student gaining entry into second year of a degree with a Higher National Certificate (HNC) gained at college, or into third year with a Higher National Diploma (HND) gained at college.

73. This National Articulation Database is used to report on those students progressing from college with an HNC/D to university undergraduate programmes¹⁸. They can do so with Advanced Standing (AS), which is where full credit is given for prior study at either Higher National Certificate/Diploma, or Advanced Progression (AP), which is where partial credit is given for the prior study at HN level. Where no credit is given for prior study at HN level, this is simply called Progression.

Table 22 - Articulation by region¹⁹ showing advanced standing (AS) and advanced progression (AP), 2009-10 to 2014-15

	2011-12		2012-13		2013-14		2014-15	
	AS	AP	AS	AP	AS	AP	AS	AP
North East & Tayside	574	168	627	196	739	167	813	191
Central	21	25	17	17	21	44	38	93
Glasgow, Clyde Valley & South West	1676	252	2027	313	2060	296	2069	366
Lothian & Borders	769	196	842	190	793	195	916	201
Other	59	6	79	11	149	24	163	12
TOTAL	3099	647	3592	727	3762	726	3999	863
Proportion (%) Articulating with Advanced Standing	46.4		48.9		47.7		47.6	

Source: National Articulation Database

¹⁸ The National Articulation Database is created by linking the existing College and HEI annual statistical returns, provided by SFC and HESA respectively, with student qualification data provided by SQA. Improvements have been made to the Database this year, resulting in the numbers articulating in previous years being updated from what was published in Learning for All 2015.

¹⁹ **'North East & Tayside'** includes: Robert Gordon University, the University of Aberdeen, the University of Abertay and the University of Dundee. **'Central'** includes the University of St. Andrews and the University of Stirling. **'Glasgow, Clyde Valley & South West'** includes: Glasgow Caledonian University, University of the West of Scotland, University of Glasgow, University of Strathclyde, Glasgow School of Art and the Royal Conservatoire of Scotland. **'Lothian and Borders'** includes: the University of Edinburgh, Queen Margaret University, Edinburgh Napier University and Heriot-Watt University. **'Other'** includes: SRUC and the University of the Highlands and Islands

74. Table 22 shows that the number of Scottish-domiciled entrants to HEIs with an HNC/D entering with Advanced Standing increasing from 3,099 in 2011-12 to 3,999 in 2014-15.
75. Starting in 2013-14 SFC has funded additional places to increase the levels of articulation from college to university. SFC funded 1,020 FTE additional places in 2013-14 and a further 1,089 FTE places in 2014-15. Students on these places did not start to articulate until 2014-15 and many of them will not articulate from the first cohort of students until 2015-16, meaning these places are not yet fully included in the articulation data presented here.
76. This increase represents good progress towards the national ambition for the sector of 4,100 students articulating with Advanced Standing by 2016-17.

Universities in Scotland

77. This section looks at the make-up of Scottish domiciled students studying at university in Scotland. It focuses on equality of access for students from protected characteristic backgrounds, and also on the retention into Year 2 for these groups.

78. The total number of students studying at universities in Scotland, by headcount and FTE can be found in Table 31 online, or for a more detailed breakdown please refer to SFC's Higher Education Students and Qualifiers publication²⁰.

Protected characteristics by level of study

79. Table 23 below shows the proportion of Scottish domiciled entrants to all levels of study by protected characteristics between 2009-10 and 2014-15.

Table 23 – proportion of Scottish domiciled entrants to all levels of study by protected characteristics, 2009-10 to 2014-15²¹

	Gender ²²		Ethnicity		Age		Disability	
	% male	% female	% white	% BME	% Under 21	% Over 21	% disabled	% no disability
2009-10	38.8	61.2	94.7	5.3	34.0	66.0	8.2	91.8
2010-11	39.8	60.2	94.5	5.5	35.7	64.3	8.1	91.9
2011-12	39.7	60.3	94.2	5.8	39.7	60.3	8.3	91.7
2012-13	39.5	60.1	93.8	6.2	38.6	61.4	9.3	90.7
2013-14	39.6	60.4	93.6	6.4	39.2	60.8	9.7	90.3
2014-15	39.2	60.7	93.5	6.5	40.8	59.2	10.5	89.5

Source: HESA

80. There has been an increase in entrants to all levels of study from both the protected characteristics of disability and ethnicity. Entrants with a declared disability rose from 8.2% in 2009-10 to 10.5% in 2014-15, with a 0.8% increase between 2013-14 and 2014-15. The proportion of BME entrants has also increased continually from 5.3% in 2009-10 to 6.5% in 2014-15.

²⁰ [Higher Education Students and Qualifiers publication](#)

²¹ All level of study includes First Degree Entrants, Postgraduates and 'Other Undergraduates' who are studying at a lower level than First Degree

²² Since 2012-13, the HESA field for 'Sex Identifier' allows students to be classed as 'Male', 'Female' and 'Other'. Due to the small numbers students recording their gender as 'other' have not been shown in tables in this report. The sum of males and females from 2012-13 therefore may not add up to 100%.

81. Between 2009-10 and 2014-15, there has been an increase in the proportion of entrants aged under 21 from 34.0% to 40.8% and a marginal narrowing of the gender gap although females do still heavily outnumber males.
82. As can be seen from Table 23b (online), the gender balance differs substantially when analysed at subject level. The SFC Gender Action Plan (GAP), which will be published on 12 August 2016, will outline the work of SFC, colleges and universities in addressing these subject level imbalances.²³ Focusing on Scottish domiciled undergraduate entrants, the GAP focuses on the JACS subject groups that had an imbalance greater than 75:25 in the baseline year 2012-13²⁴.
83. The JACS Group subjects of focus in the Plan are: Engineering, Computer Sciences, Architecture, Building and Planning and Technologies which are male dominated, and Subjects Allied to Medicine (Nursing), Social Studies, Education (Training Teachers), European Languages, Literature and Related Subjects and Psychology which are female dominated²⁵.
84. These statistics are further broken down by institution and subject online, in tables 23a and 23b respectively
85. Table 24 below looks at the make-up of Scottish Domiciled First Degree Full-time entrants into Year 1 of study by protected characteristics, as done above for entrants to all levels of study. There are only slight differences in gender, ethnicity and disability between the two tables.

Table 24 – proportion of Scottish domiciled First Degree Full-time entrants into Year 1 by protected characteristics, 2009-10 to 2014-15

	Gender		Ethnicity		Age		Disability	
	% male	% female	% white	% BME	% Under 21	% Over 21	% disabled	% no disability
2009-10	42.0	58.0	94.4	5.6	78.4	21.6	8.2	91.8
2010-11	41.3	58.7	94.4	5.6	78.9	21.1	8.0	92.0
2011-12	41.4	58.6	93.9	6.1	79.9	20.1	8.4	91.6
2012-13	41.2	58.8	93.3	6.7	81.5	18.5	8.8	91.2
2013-14	41.6	58.4	92.9	7.1	79.8	20.2	9.9	90.1
2014-15	40.3	59.6	93.4	6.6	78.8	21.2	10.7	89.3

Source: HESA

²³ [SFC website Gender page](#)

²⁴ The [HESSA JACS coding scheme](#)

²⁵ Psychology sits within the JACS Group subject Biological Sciences but has a much higher imbalance than the rest of the subjects in that group and is therefore treated separately.

86. The Outcome Agreement Measures focus on a slightly wider cohort of undergraduate students at university, including First Degrees and also HN provision. Table 25 shows the breakdown of protected characteristics for this group of students.

Table 25 – proportion of Scottish domiciled Undergraduate entrants by protected characteristics (Outcome Agreement definition), 2009-10 to 2014-15

	Gender		Ethnicity		Age		Disability	
	% male	% female	% white	% BME	% Under 21	% Over 21	% disabled	% no disability
2009-10	42.0	58.0	94.5	5.5	63.2	36.8	8.5	91.5
2010-11	42.0	58.2	94.4	5.6	64.8	35.2	8.7	91.3
2011-12	42.5	57.5	93.9	6.1	67.1	32.9	8.8	91.2
2012-13	42.7	57.2	93.4	6.6	67.8	32.2	9.3	90.7
2013-14	43.1	56.9	93.2	6.8	66.4	33.6	10.3	89.7
2014-15	42.3	57.7	93.6	6.4	66.7	33.3	10.8	89.2

Source: HESA

87. Table 26 also shows the same breakdown of protected characteristics, this time for Scottish domiciled entrants to all levels of study expressed as full-time equivalent (FTE) rather than headcount as above. A breakdown of Table 26 by institution and subject is available online (Table 26a and 26b).

Table 26 - Proportion of FTEs for Scottish domiciled entrants by protected characteristics, 2009-10 to 2014-15

	Gender		Ethnicity		Age		Disability	
	% male	% female	% white	% BME	% Under 21	% Over 21	% disabled	% no disability
2009-10	41.6	58.4	93.8	6.2	47.3	52.7	8.3	91.7
2010-11	42.0	58.0	93.7	6.3	49.1	50.9	8.4	91.6
2011-12	42.3	57.7	93.4	6.6	51.6	48.4	8.7	91.3
2012-13	41.9	58.0	93.1	6.9	51.4	48.6	9.7	90.3
2013-14	42.1	57.9	92.8	7.2	50.9	49.1	10.3	89.7
2014-15	41.3	58.7	93.0	7.0	51.3	48.7	11.0	89.0

Source: HESA

88. The notable difference between the figures is that the proportion of younger students is greater than that of mature students when expressed in FTE rather than headcount, whereas mature students outnumber younger students when measured by headcount. This indicates that more mature students study on a part-time basis as a part-time student counts as one when measured in headcount but less than one FTE.

Socio-economic access

89. As in the college section of this report, analysis is focused on deprivation status by different student characteristics. The following three tables, Table 27, 28 and 29, focus on the Scottish domiciled students at university that enter into Year 1 of a full-time First Degree programme.

90. Table 27 below shows deprivation by age and again, attention is paid to the likely school leavers' cohort of those aged 16, 17 and 18.

Table 27 - Scottish domiciled First Degree Full-time Entrants into Year 1 by most deprived SIMD deciles and age, AY 2014-15

Age on 31 December 2014	Number of students	% from 20% most deprived areas (%)	% from 20 to 40% most deprived (%)	% from 40% most deprived (%)
16	20	0.0	15.0	15.0
17	1,645	11.0	15.4	26.4
18	12,196	9.5	13.3	22.8
19	3,047	11.6	13.0	24.6
20	1,397	13.8	18.9	32.7
21	861	16.5	17.5	33.9
22	630	20.4	17.9	38.2
23	529	21.6	21.8	43.4
24	402	21.5	21.4	42.9
25	299	25.8	25.3	51.2
26	247	24.1	17.5	41.6
27	253	28.2	23.2	51.4
28	224	29.5	22.9	52.4
29	181	28.6	23.5	52.1
30	143	32.4	25.4	57.8
over 30	1,407	25.1	23.5	48.6
All Ages	23,480	13.1	15.5	28.6

Source: HESA

91. This table shows that our school leaver cohort is less likely to be from the 20% most deprived areas than all other age groups. While 13.1% of all Scottish domiciled First Degree Entrants into Year 1 are from the most 20% deprived areas, 9.6% of 16 to 18 year olds are.

92. Table 28 below shows deprivation by ethnicity and as in the college section the proportion of each ethnicity from the most deprived areas markedly varies.

Table 28 - Scottish Domicile First Degree Full-time entrants into Year 1 from the most deprived 20% and 40% by ethnicity, AY 2014-15

Ethnic background	Number of students	% from 20% most deprived areas (%)	% from 20 to 40% most deprived (%)	% from 40% most deprived (%)
White Scottish	6,720	8.9	14.0	22.8
Other White Background	534	11.0	12.3	23.3
Other Mixed background	118	12.6	18.0	30.5
Mixed - White & Asian	177	12.7	13.8	26.5
Asian or Asian British - Indian	144	13.0	14.4	27.3
White	14,565	13.9	16.1	30.0
Chinese	146	16.4	19.0	35.4
Asian or Asian British - Pakistani	449	19.5	19.0	38.5
Other Asian background	144	29.8	19.9	49.7
Black or Black British - African	194	66.5	11.8	78.3
Total	23,480	13.1	15.5	28.6

Source: HESA

**Figures are only shown for groups with more than 50 students and for students with a known ethnic background and a known postcode. The total includes all FT Year 1 SDUE.*

93. This table shows First Degree entrants that are Scottish domiciled by their ethnicity. The biggest groups are 'White' and 'White Scottish' and the 'White Scottish' group have the lowest proportion of students from the 20% most deprived areas.

94. Scottish domiciled students from 'Black or Black British – African' are the most likely group to be from the 20% most deprived areas with 66.5% of students coming from these areas, and 78.3% of these students coming from the 40% most deprived areas.

95. Table 29 below provides further analysis of the SIMD population at university by intersecting disability by deprivation status.

Table 29 - Scottish Domicile First Degree Full-time entrants into Year 1 from the most deprived 20% and 40% by disability, AY 2014-15

Disability	Number of students	% from 20% most deprived areas	% from 20 to 40% most deprived	% from 40% most deprived
No known disability	21,002	13.1	15.5	28.7
Two or more impairments and/or disabling medical conditions	160	16.3	14.7	31.1
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	1,172	9.7	13.5	23.1
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	109	12.1	19.6	31.7
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	268	9.6	17.5	27.1
A mental health condition, such as depression, schizophrenia or anxiety disorder	371	17.9	17.4	35.4
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	67	19.0	16.3	35.3
Deaf or a serious hearing impairment	46	19.6	19.6	39.1
Blind or a serious visual impairment uncorrected by glasses	34	14.0	32.9	47.0
A disability, impairment or medical condition that is not listed above	251	18.7	14.7	33.5

Source: HESA

96. Students who are deaf or have a serious hearing impairment are the most likely group to be from the most deprived 20% of areas. The most common disability group is 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D'.

Outcome Agreement measures – Undergraduate entrants

97. The National Measure around deprivation for the university sector is focused on Scottish Domiciled Undergraduate Entrants. Table 30 below shows the proportion of this group from the 20% and 40% most deprived areas.

Table 30 – Proportion of Scottish Domiciled Undergraduate Entrants²⁶ from the most deprived areas²⁷

	% from 20% most deprived	% from 20 to 40% most deprived	% from 40% most deprived
2009-10	12.8	16.5	29.3
2001-11	13.2	16.2	29.4
2011-12	12.8	15.8	28.6
2012-13	13.3	15.8	29.0
2013-14	14.0	16.0	30.0
2014-15	14.1	16.7	30.8

Source: HESA

98. From academic session 2012-13, SFC has negotiated Outcome Agreements with universities and colleges in Scotland. As part of this process, a National Performance Framework was introduced by SFC to help measure and assess the impact of Outcome Agreements across a range of key priority areas. Further information on Outcome Agreements can be found on the SFC website²⁸.

99. Table 30 shows that since the introduction of Outcome Agreements in 2012-13 there has been an increase in the proportion of Scottish Domiciled Undergraduate Entrants (SDUEs) from the 20% most deprived areas from 12.8% in 2011-12 to 14.1% in 2014-15. We have also seen an increase in the proportion of SDUEs from the 40% most deprived areas from 28.6% in 2011-12 to 30.8% in 2014-15.

²⁶ Undergraduate includes First Degree study or an HNC/HND/Certificate or Diploma of Higher Education. For further information please see SFC's [Outcome Agreement Technical Guidance](#)

²⁷ See Endnote

²⁸ [University Outcome Agreement Information](#)

100. The National Records of Scotland publish Socio-Economic Classification statistics on their website.²⁹ These figures have been compiled from 2011 Census data which included questions regarding occupation. When applying to a UK HEI, if they are under 21 years old students are asked to give the occupation of their parent, step-parent or guardian who earns the most. If they are 21 or over, they are asked for their own occupation.

101. Table 31 shows the proportion of entrants to Scottish HEIs from Socio-Economic Classifications 4-7³⁰. Further information on how the classification is calculated can be found in the Endnote of this report.

Table 31 - Proportion of Scottish Domiciled Entrants from Socio-Economic Classification (SEC) 4 to 7, 2009-10 to 2014-15

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
% students with a known SEC from SEC 4,5,6,7 ¹	32.1	33.1	33.2	33.0	34.2	34.9
% FTE with a known SEC from SEC 4,5,6,7 ¹	32.0	33.0	33.0	32.9	34.1	34.8

Source: HESA

²⁹ [Socio-Economic Classification statistics](#) - tab 042 contains the Socio Economic Classification of the Scottish Population.

³⁰ [Socio-Economic Classifications](#)

Retention

Retention at HEIs in Scotland

102. This section looks at retention rates from Year 1 into Year 2 at universities in Scotland between 2009-10 and 2014-15. Table 32 below shows retention rates for Scottish-domiciled full-time entrants to First Degree courses.

Table 32 - Retention³¹ rates for Scottish- domiciled full- time First Degree students 2009-10 to 2014-15

	2009-10 (%)	2010-11 (%)	2011-12 (%)	2012-13 (%)	2013-14 (%)	2014-15 (%)
Total Retention	89.7	89.5	90.2	91.3	91.7	91.3
Male	87.9	88.0	88.6	89.9	90.6	89.7
Female	91.1	90.7	91.4	92.4	92.5	92.6
White	90.0	89.8	90.6	91.4	91.7	91.4
BME	89.2	89.8	91.1	90.3	92.6	91.1
21 and under	91.0	90.9	91.1	92.3	93.2	92.6
over 21	84.8	85.0	87.1	87.6	87.2	87.7
Disability	88.9	88.9	89.3	90.2	90.8	90.9
No known disability	89.9	89.7	90.3	91.4	91.8	91.4
20% most deprived	84.0	84.8	85.5	87.3	87.8	88.1
40% most deprived	86.2	86.0	86.6	88.1	88.1	88.8

Source: HESA

103. Total retention for the sector has returned to the level of 2012-13 after a 0.4% increase between 2012-13 and 2013-14. Overall, between 2009-10 and 2014-15, retention for the sector has increased by 1.6%.

104. Females are retained at a higher rate than males, with 92.6% of females compared to 89.7% of males. As with the gender imbalance in university entrants, this imbalance can be seen more starkly at subject level and this analysis for the most imbalanced subjects, is included in the forthcoming SFC Gender Action Plan.³²

105. Amongst students from the 20% most deprived areas, we have seen a continual increase in retention rates from 84% in 2009-10 to 88.1% in 2014-15. There has

³¹ The number of Scottish-domiciled full-time undergraduate entrants who are continuing into the next year or who qualified at the same HEI

An undergraduate is defined as a student undertaking a first degree

An entrant is a student deemed to have started their instance in the academic year. A student may have previously attended the institution but is still considered an entrant if they are starting a new instance of study.

³² [SFC website Gender page](#)

also been an increase in retention rates amongst those from the 40% most deprived areas from 86.2% in 2009-10 to 88.8% in 2014-15

106. Table 32a (online) shows these retention rates broken down by institution and Table 32b (online) also shows retention at Scotland's HEIs broken down by 20 subject groupings.

Attainment and Outcomes in Universities

107. This section looks at the characteristics of those achieving qualifications from the university sector.

Universities in Scotland – qualifiers

108. Table 33 measures qualifiers from universities in Scotland between 2009-10 and 2014-15 by protected characteristics, and also looks at students from SIMD20 and SIMD40 backgrounds.

Table 33 – Proportion of Scottish domiciled qualifiers from Scottish Universities by protected characteristics and SIMD 2009-10 to 2014-15

	Gender		Disability		Ethnicity		Deprivation	
	% male	% female	% disability	% no disability	% white	% BME	% from 20% most deprived	% from 40% most deprived
2009-10	37.4	62.6	8.4	91.6	94.8	5.2	11.0	26.3
2010-11	39.8	60.2	8.4	91.6	94.5	5.5	10.5	25.7
2011-12	38.8	61.2	9.0	91.0	94.2	5.8	11.0	25.9
2012-13	38.9	60.6	9.5	90.5	94.4	5.6	11.1	26.2
2013-14	38.9	61.1	9.8	90.2	93.8	6.2	11.7	27.0
2014-15	39.5	60.5	10.8	89.2	93.5	6.5	11.9	27.2

109. The protected characteristic trends in qualifiers, shown here, are broadly reflective of the student population as a whole, as displayed in Table 23.

110. Table 33a and 33b online show a breakdown of this data by institution and subject respectively.

Care Leavers

School Leavers

111. The Scottish Government publish figures annually on the Education Outcomes for Looked After Children which presents information on the attainment, post-school destinations of looked after young people who leave school.
112. There were 397 young people who were looked after from August 2013 to July 2014 and who left school in that period³³. The following year this increased to 427 young people who were looked after from August 2014 to July 2015 and who left school during 2014/15.³⁴ These 427 looked after children represent less than one per cent of the 52,491 2014-15 school leavers presented in the first section of this report.

College

113. Students with care experience are under-represented in our colleges and universities, and those within the sector go on to achieve lower educational outcomes. The national ambition for care experienced learners, addressing this position, is provided in Annex H of the Outcome Agreement Guidance³⁵
114. The SFC has only collected data on care experienced learners since 2013-14 so we cannot, at this stage, provide meaningful trend data. In 2014-15 there were 591 recorded enrolments to college from students with care experience, although analysis of these figures suggests that this may be understated. The headcount figure for 2014-15 is 542.
115. SFC data teams are working with colleges to improve data collection in this area, which will enable better informed analysis of the participation and attainment of students from a care experienced background at college to be carried out.

³³ [Education Outcomes for Looked After Children 2013/14](#)

³⁴ [Education Outcomes for Looked After Children 2014/15](#)

³⁵ [Annex H: National ambition for care experienced students](#)

University

116. In 2013-14, for the first time, HESA collected data on Care Leavers studying at university.³⁶

117. Table 32 shows the care experienced figures for Scottish domiciled Undergraduate entrants that are the focus of the SFC Outcome Agreement measure.

Table 34 – Care Experienced Scottish Domiciled Undergraduate Entrants

	2013-14	2014-15
Care Experienced students	179	210
Non-Care Experience students	34,185	34,345
Proportion	0.5%	0.6%

Source: HESA

³⁶ [HESA Care Leaver information](#)

Rest of UK students studying at Higher Education Institutions in Scotland

118. In 2012-13 the Scottish Government introduced deregulated tuition fees for new rest of UK (RUK) students. As a result SFC does not fund Scottish HEIs for places for RUK students who started from 2012-13 onwards.³⁷ Despite the higher fee levels the numbers of RUK students coming to Scottish HEIs has been maintained around the same level.

119. This section considers trends in student headcount among students domiciled in England, Wales and Northern Ireland (i.e. RUK students) studying at Scottish HEIs. Table 31 below shows that RUK student headcount numbers had increased in 2014-15 after a fall in 2013-14.

Table 35 – RUK students at Scottish HEIs by protected characteristics, 2009-10 to 2014-15

	Total	% with a disability	% Black Minority Ethnic	% male	% female
2009-10	29,809	9.5	12.9	48.6	51.4
2010-11	30,397	9.9	14.0	48.3	51.7
2011-12	30,258	10.0	14.2	47.7	52.3
2012-13	29,808	10.7	14.5	47.2	52.8
2013-14	28,787	11.5	13.8	46.1	53.9
2014-15	29,442	12.5	13.9	45.8	54.2

Source: HESA

120. This table shows that 13.9% of RUK students at Scottish HEIs in 2014-15 were BME students. The equivalent figure for the Scottish domiciled population is 6.6%. This reflects overall BME populations in each country as in the 2011 Census³⁸ the Scottish BME population was 4%, whilst the equivalent figure for England and Wales was 14%.

121. A greater proportion of RUK students (45.8%) were male in 2014-15 than the equivalent figure for the total population of Scottish students that academic year (40.6%).

122. Table 35 (online) shows these statistics by institution.

³⁷ [SFC Funding Allocations Circular 2012-13](#)

³⁸ [ONS Census 2011 / Scotland's Census 2011](#)

Annex A: List of SHEP Schools 2013-14 and 2014-15

SHEP Region/Local Authority/School

ASPIRE North

Aberdeen City - Kincorth Academy
Aberdeen City - Northfield Academy
Aberdeen City - St Machar Academy
Aberdeen City - Torry Academy
Highland - Alness Academy
Highland - Inverness High School
Highland - Kinlochleven High School
Highland - Wick High School
Moray - Elgin High School
Moray - Lossiemouth High School

LEAPS

Clackmannanshire Council - Alloa Academy
Clackmannanshire Council - Lornshill Academy
Edinburgh City Council - Castlebrae Community High School
Edinburgh City Council - Craigroyston Community High School
Edinburgh City Council - Drummond Community High School
Edinburgh City Council - Forrester High School
Edinburgh City Council - Gracemount High School
Edinburgh City Council - Leith Academy
Edinburgh City Council - Liberton High School
Edinburgh City Council - Tynecastle High School
Edinburgh City Council - Wester Hailes Education Centre
Falkirk Council - Grangemouth High School
Midlothian Council - Newbattle Community High School
Scottish Borders Council - Eyemouth High School
Scottish Borders Council - Hawick High School
Stirling Council - Bannockburn High School
West Lothian Council - Armadale Academy
West Lothian Council - Inveralmond Community HS
West Lothian Council - Whitburn Academy

Focus West

Argyll and Bute - Islay High School
Dumfries and Galloway Council - Maxwelltown High
Dumfries and Galloway Council - Sanquhar Academy
East Ayrshire Council - Doon Academy
Glasgow City Council - All Saints Secondary
Glasgow City Council - Castlemilk High
Glasgow City Council - Drumchapel High
Glasgow City Council - Eastbank Academy
Glasgow City Council - Govan High
Glasgow City Council - Hillpark Secondary School
Glasgow City Council - John Paul Academy
Glasgow City Council - Lochend Community High School
Glasgow City Council - Rosshall Academy
Glasgow City Council - Smithycroft Secondary
Glasgow City Council - Springburn Academy
Glasgow City Council - St Andrew's Secondary
Glasgow City Council - St Margaret Mary's Secondary
Glasgow City Council - St Mungo's Academy
Glasgow City Council - St Paul's High
Glasgow City Council - St Roch's Secondary
Glasgow City Council - Whitehill Secondary
Inverclyde Council - Inverclyde Academy
Inverclyde Council - Port Glasgow High School
Inverclyde Council - St Stephen's High
North Ayrshire Council - Auchendarvie Academy
North Ayrshire Council - Irvine Royal Academy
North Lanarkshire Council - Bellshill Academy
North Lanarkshire Council - Braidhurst High School
North Lanarkshire Council - Calderhead High
North Lanarkshire Council - Caldervale High
North Lanarkshire Council - Clyde Valley High
North Lanarkshire Council - Coatbridge High
Renfrewshire Council - Linwood High School
South Ayrshire Council - Ayr Academy
South Lanarkshire Council - Cathkin High
South Lanarkshire Council - Larkhall Academy
West Dunbartonshire Council - Vale of Leven Academy

LIFT OFF

Angus - Arbroath Academy

Angus - Brechin High School

Dundee City - Baldragon Academy

Dundee City - Braeview Academy

Dundee City - Craigie High School

Dundee City - Menzieshill High School

Dundee City - St Paul's RC Academy

Fife - Beath High School

Fife - Buckhaven High School

Fife - Glenwood High School

Fife - Kirkland High School

Fife - Lochgelly High School

Fife - Viewforth High School

Fife - Woodmill High School

Full list of tables and worksheets available online

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Endnotes

- i. The Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation. It incorporates several different aspects of deprivation, combining them into a single index. It divides Scotland into 6,505 small areas, each containing around 350 households. The Index provides a relative ranking for each datazone, from 1 (most deprived) to 6,505 (least deprived).

The 6,505 ranks are divided into quintiles (or deciles). Quintiles (or deciles) are calculated by SFC so that each quintile (or decile) contains the datazones that contain 20% (or 10%) of the population used to derive the SIMD rankings. These differ slightly from the quintiles (or deciles) used by the Scottish Government (SG) which each contain 20% (or 10%) of the 6,505 datazones. For example, using SIMD 2012, SFC quintile for the 20% most deprived areas (SIMD20) will contain those datazones that are ranked 1 to 1,367, the corresponding SG quintile will contain the datazones ranked 1 to 1,301.

Following the release of SIMD2016 on 24 August 2016, SFC will review its use of population weighted SIMD rankings with a view to aligning with the Scottish Government area method.

A student's permanent home location postcode (pre-study domicile) is matched to a datazone, then to a SIMD rank and then the appropriate quintile (or decile). Only students with a postcode which can be matched to a datazone are included in the figures shown. SFC have used SIMD 2006 for the academic sessions 2005-06 to 2007-08, SIMD 2009v2 for 2008-09, 2009-10 and 2010-11 and SIMD 2012 for 2011-12, 2012-13, 2013-14 and 2014-15.

Please note that, within this publication, tables 4, 5, 13, 14, 15 and 16 use the Scottish Government method. Tables 9, 10, 11, 12, 21, 27, 28, 29, 30, 32 and 33 use SFC method.

- ii. The information on socio-economic classification uses the National Statistics Socio-Economic Classification. The classifications are:
 1. Higher managerial and professional occupations
 2. Lower managerial and professional occupations
 3. Intermediate occupations
 4. Small employers and own account workers
 5. Lower supervisory and technical occupations
 6. Semi-routine occupations
 7. Routine occupations
 8. Never worked & long-term unemployed
 9. Not classified

The figures in these tables show the proportion of students from NS-SEC classes 4 to 7 out of those from NS-SEC classes 1 to 7.

The SEC is taken from the HESA return. The HESA guidance states that coverage is to include all entrants studying for Honours Degrees/ Ordinary Degrees/ HNCs/ HNDs. It is expected that most of this information will have been collected and reported via the UCAS application of the student. For this reason figures shown in these tables are restricted to full time First Degree entrants.