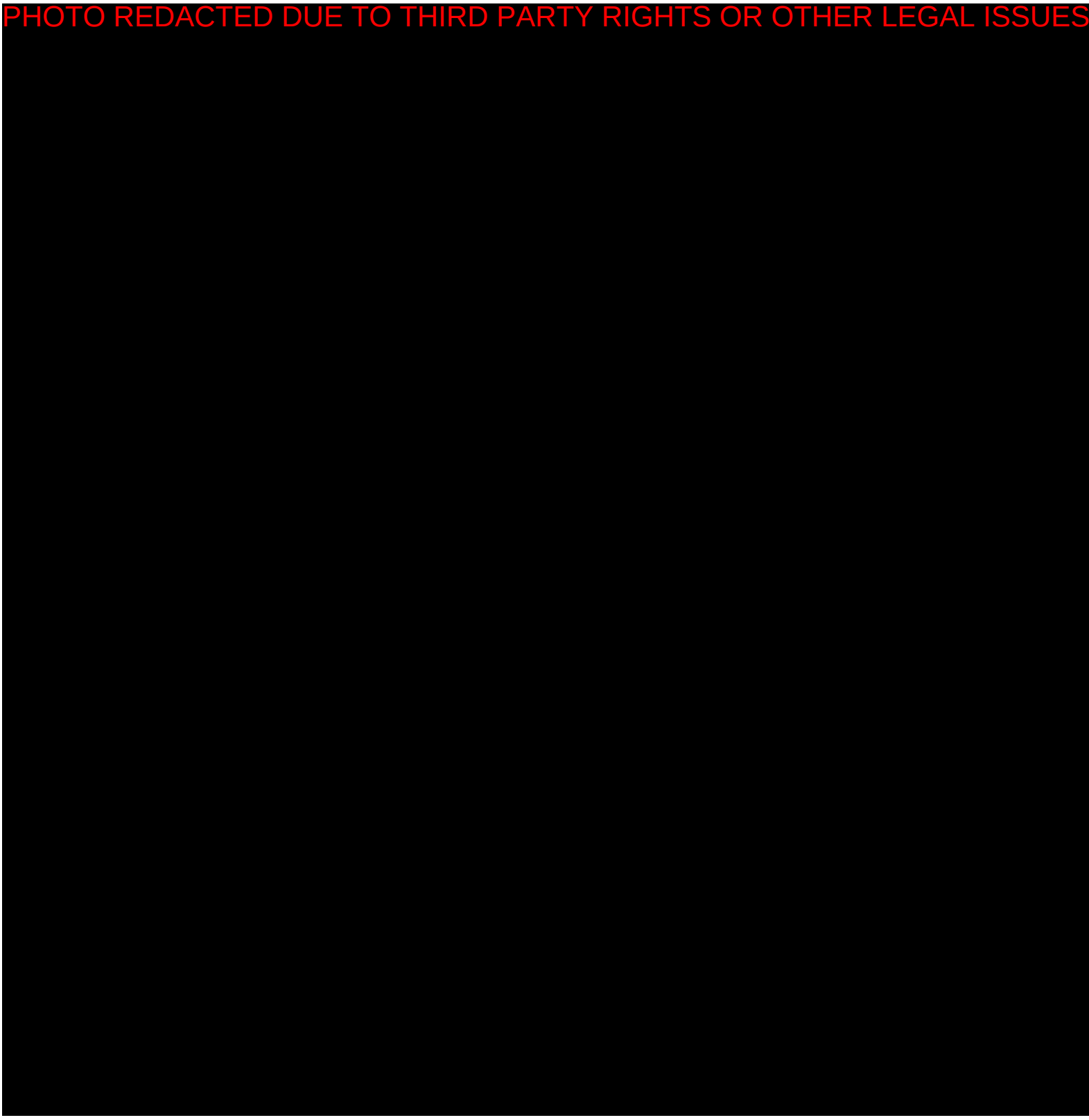
Scottish Funding Council
Promoting further and higher education

Comhairle Maoineachaidh na h-Alba
A' brosnachadh foghlam adhartach agus àrd-ìre

Learning for all: report on measures of success



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Learning for all: report on measures of success

February 2007

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Introduction

In autumn 2005, the Scottish Funding Council (SFC) agreed an action plan to implement the recommendations outlined in *Learning for All*. This is the first of a series of annual reports that we will use to assess our progress – and progress made by others – in widening participation to further and higher education in Scotland.

Learning for All proposed a basket of measures which would enable us to monitor, learn from and adjust our programmes. Alongside this, the Scottish Executive also asked the Council to set a range measures to monitor and improve access to higher education and retention rates. Both sets of measures are included at Annex A.

This report focuses on those measures. Within the report we present national level data, but where appropriate and possible, we also present data at a regional level. We have used the college supply and demand areas, used in other SFC reports, and the wider access regional forum areas (see Annex B for a description of these areas). Given that this update appears just over a year after the publication of *Learning for All*, and given that most of the trend data pre-dates the publication of *Learning for All*, we would not expect to see significant changes yet. This report will, nevertheless, be a useful source of information on the baseline against which we can measure future trends and identify improvements as well as identifying areas where more work may be needed.

We hope that our stakeholders will find this report a useful source of information, and that it will also stimulate further discussion and debate.

Main points at a glance

- overall, participation rates in higher education – measured by the Age Participation Index – have been falling since 2001-02, especially at sub-degree level and among young men;

- overall, participation rates in colleges have also been falling slightly since 2001-02, especially at sub-degree level and among young men;

- more than half of school leavers go directly into full-time further education (FE) or higher education (HE). In recent years, the percentage of leavers entering employment directly has increased while the percentage of leavers who are unemployed has slightly fallen;

- participation rates in the college and higher education institution (HEI) sectors show significant regional differences. However, there was little change in participation rates between 2002-03 and 2004-05 within each region;

- since the early 1990s, the gap between the participation rates at HE level for men and women has grown, with women being far more likely to participate than men. More recently, participation rates at FE level have been higher among women than men;

- people who live in deprived areas are more likely to participate in college learning than those from more affluent areas – the reverse is the case at HEIs;

- there continues to be a large gap between the entry qualifications of applicants to Scottish HEIs from the least deprived and those from the most deprived areas. Entrants from the least deprived areas have higher entry qualifications;

- while mature students from the most deprived areas continue to be far less likely to enter HEIs than mature students from less deprived areas, there has been a small increase in the proportion of these students from the most deprived 20 per cent, and also from the second most deprived quintile between 2000-01 and 2004-05;

- the proportion of students with a disclosed disability has steadily increased in both colleges and HEIs. At the same time disclosure and data gathering has also improved;

- overall, Scottish-domiciled students from non-white ethnic groups are well represented in Scotland's colleges and HEIs;

- the gap in school attainment between boys and girls remains large, particularly in publicly-funded schools;

- while overall retention remains high in colleges and universities, students from deprived areas and with lower prior attainment are more likely to drop out; and

- the number of students articulating from sub-degree Higher National Certificate or Diploma (HNC/D) level into first degree programmes in HEIs has varied over the past few years. But the current data probably underestimates the actual number.

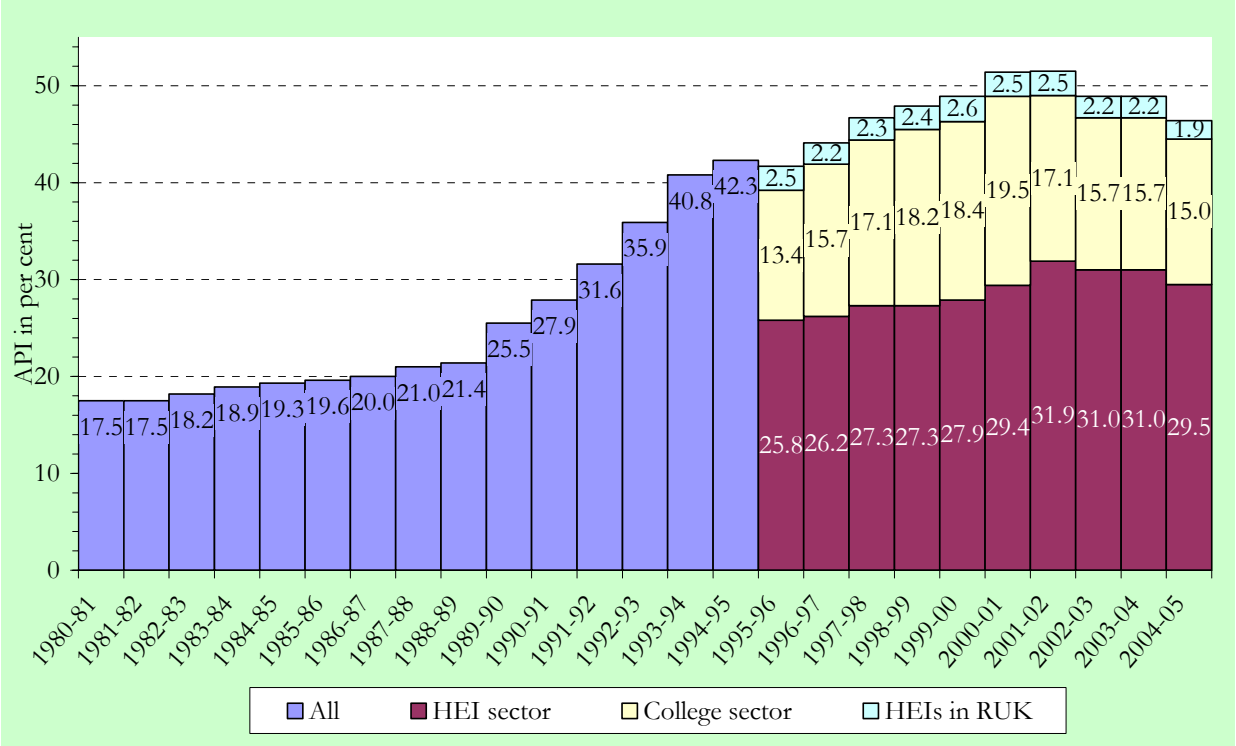
1 Participation in higher education

In *Learning for All* we said that if our actions are successful, and Scotland as a whole is taking effective action to address the core causes, then the patterns of participation would be more even across different groups in society. This chapter presents data that allows for some comparisons on how equal the pattern of participation currently is.

Overall, participation rates in HE (measured by the Age Participation Index) have been falling since 2001-02, especially at sub-degree level and among young men.

The Scottish Executive's main indicator of participation in higher education is the Age Participation Index (API) which measures the percentage of young Scots who entered full-time HE anywhere in the UK for the first time in a particular year. Figure 1 shows the participation rates over the past 25 years, as measured by type of provider and Figure 2 shows the API by first degree and sub-degree level.

Figure 1: API in HE in Scotland, 1980-81 to 2004-05

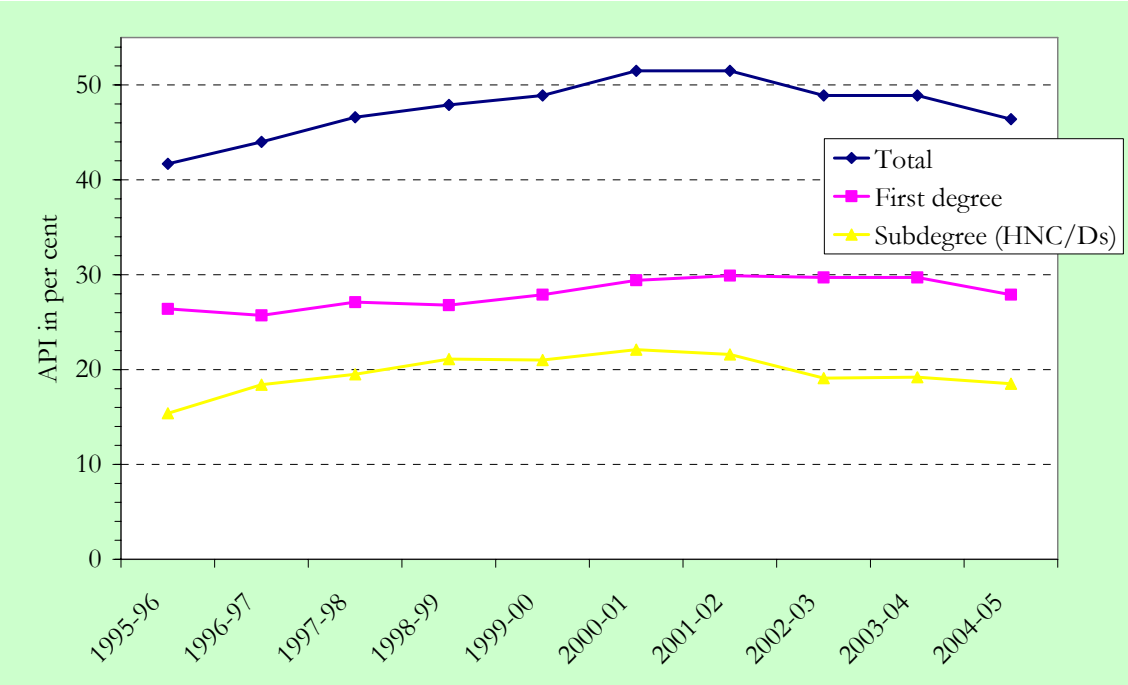


Source: Scottish Executive
Note: 1) Estimates for the period prior to 1994-95 are based on surveys which were significantly revised in 1994-95. First degree and sub-degree level courses combined are also referred to as undergraduate level.
2) The increase in the API in the HEI sector between 2000-01 and 2001-02 is influenced by the designation of Bell College and UHI Millennium Institute as HEIs. Their students were previously included in the FE statistics.

Figure 1 shows that:

- the API exceeded 50 per cent between 2000-01 and 2001-02, but since then has fallen to 46.4 per cent in 2004-05;
- between 2000-01 and 2002-03 there was a greater decline in HE level students at college compared to HEIs. Between 2003-04 and 2004-05 the decline has been 4.8 per cent in the HEI sector, 4.5 per cent in the college sector and 13.6 per cent in HEIs elsewhere in the UK; and
- in 2004-05, only 1.6 per cent of young Scottish-domiciled people entered HE elsewhere in the UK – in 2003-04 it was 2.2 per cent.

Figure 2: API for Scotland by level of study, 1995-96 to 2004-05



Source: Scottish Executive
Note: 1) The API does not cover participation in postgraduate study as this level of study normally requires a first degree and the API only covers those who enter HE for the first time.
2) The decline in the API, especially at sub-degree level, from 2001-02 is influenced by the fact that an increasing percentage of pupils are staying on at school beyond the minimum school leaving age of 16.

Figure 2 shows that:

- while the sub-degree API has fallen most markedly between 2000-01 and 2003-04 (by almost three percentage points), the first degree API remained almost constant in this period; and

- between 2003-04 and 2004-05 the most noticeable fall has been at first degree level (6.1 per cent) with the fall at sub-degree level being only 3.4 per cent.

We do not yet know whether or to what extent the fall in the sub-degree API during 2000-01 and 2003-04 influenced the drop in the first degree API in 2004-05.

2 Participation in colleges

Overall, participation rates in colleges have been falling slightly since 2001-02, especially at sub-degree level and among young men.

Figure 3 shows that in 2004-05 about seven per cent of the Scottish population was participating in some form of learning in a college.

Figure 3: Participation rates in the Scottish college sector, 1998-99 to 2004-05

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total population of Scotland	5,077,070	5,071,950	5,062,940	5,064,200	5,054,800	5,057,400	5,078,400
Total learner headcount in Scotland's colleges	324,644	322,065	349,330	378,647	364,582	353,308	344,958
Participation rate in Scotland's colleges	**6.4%**	**6.3%**	**6.9%**	**7.5%**	**7.2%**	**7.0%**	**6.8%**

Source: FES, Census

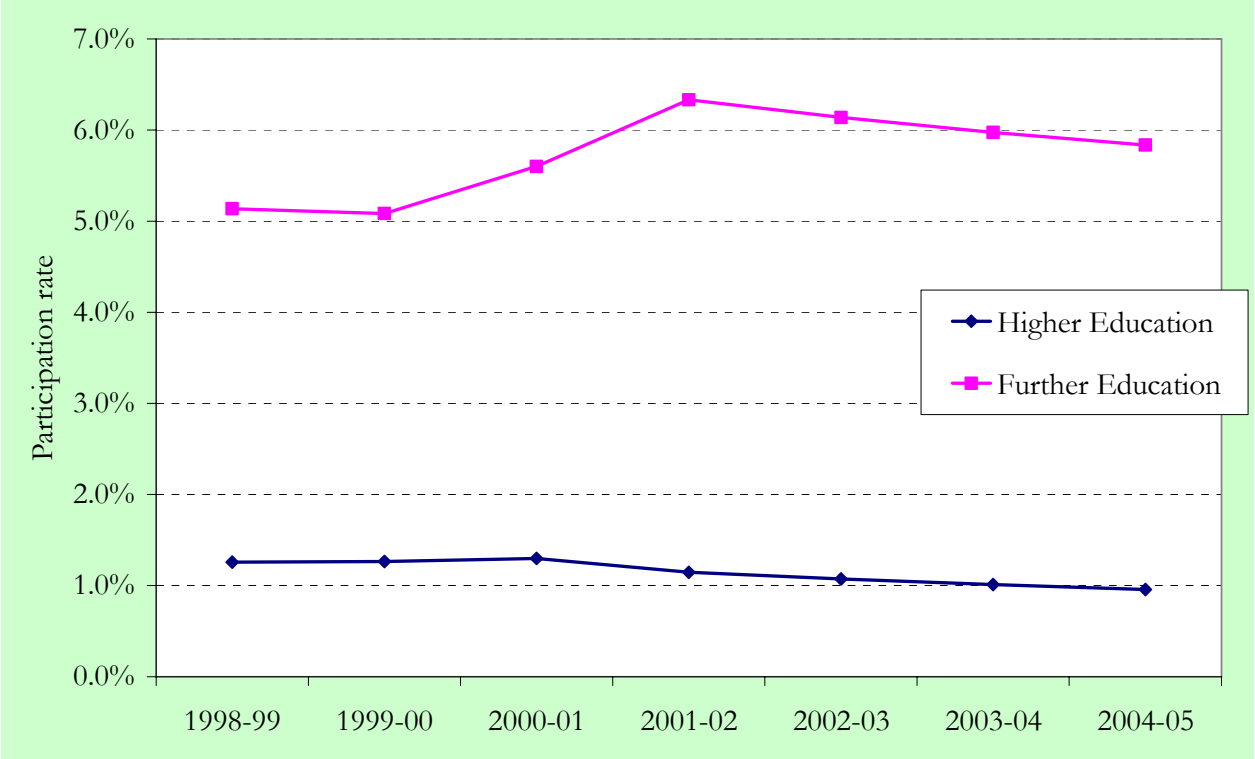
Figure 3 also shows that:

- the participation rate of the Scottish population in Scotland's college sector (including both further and higher education) has been declining since 2001-02 – though it is higher that it was in 1998-99.

One of the reasons for the slight fall in participation rates in Scotland's colleges is that there are fewer students studying part-time HE courses, though the volume of learning provision delivered by colleges – measured in student units of measurement (SUMs) – has slightly increased, which means that fewer people participate, but they are taking longer courses in terms of learning hours.

Figure 4 shows that the participation rate for those studying HE courses below degree level in colleges has fallen, but participation also fell markedly at FE level from 2001-02 onwards. As this measure is based on student headcount, one possible explanation is the decline in demand for beginners and intermediary courses in computing such as the European Computer Driving Licence (ECDL).

Figure 4: Participation rates by level of study in Scotland's colleges, 1998-99 to 2004-05



Source: SFC

Note: The increase in the API in the HEI sector between 2000-01 and 2001-02 is influenced by the designation of Bell College and UHI Millennium Institute as HEIs. Their students were previously included in the FE statistics.

3 Regional comparisons and trends in participation

Participation rates in the college and HEI sectors show significant regional differences. However, there was little change in participation rates between 2002-03 and 2004-05 within each region.

For the regional comparisons in this section, we have used two different groupings:

- the 11 college supply and demand areas in Scotland, which we have used in other SFC reports to measure the supply of places and the expressed demand for learning; and

- the four regions that broadly match the SFC-funded Wider Access Forum areas (see Introduction and Annex B).

There are significant regional variations in the pattern of participation in colleges and HEIs. Figure 5 shows the participation by SFC supply and demand area for 2002-03 and 2004-05 for colleges and HEIs. It shows that:

- overall participation has slightly declined from 142.0 to 140.1 per thousand of the population, but there are differences within the supply and demand areas;

- overall participation is below the Scottish average in Dunbartonshire, the South, Central, Lanarkshire and Edinburgh and Lothians;

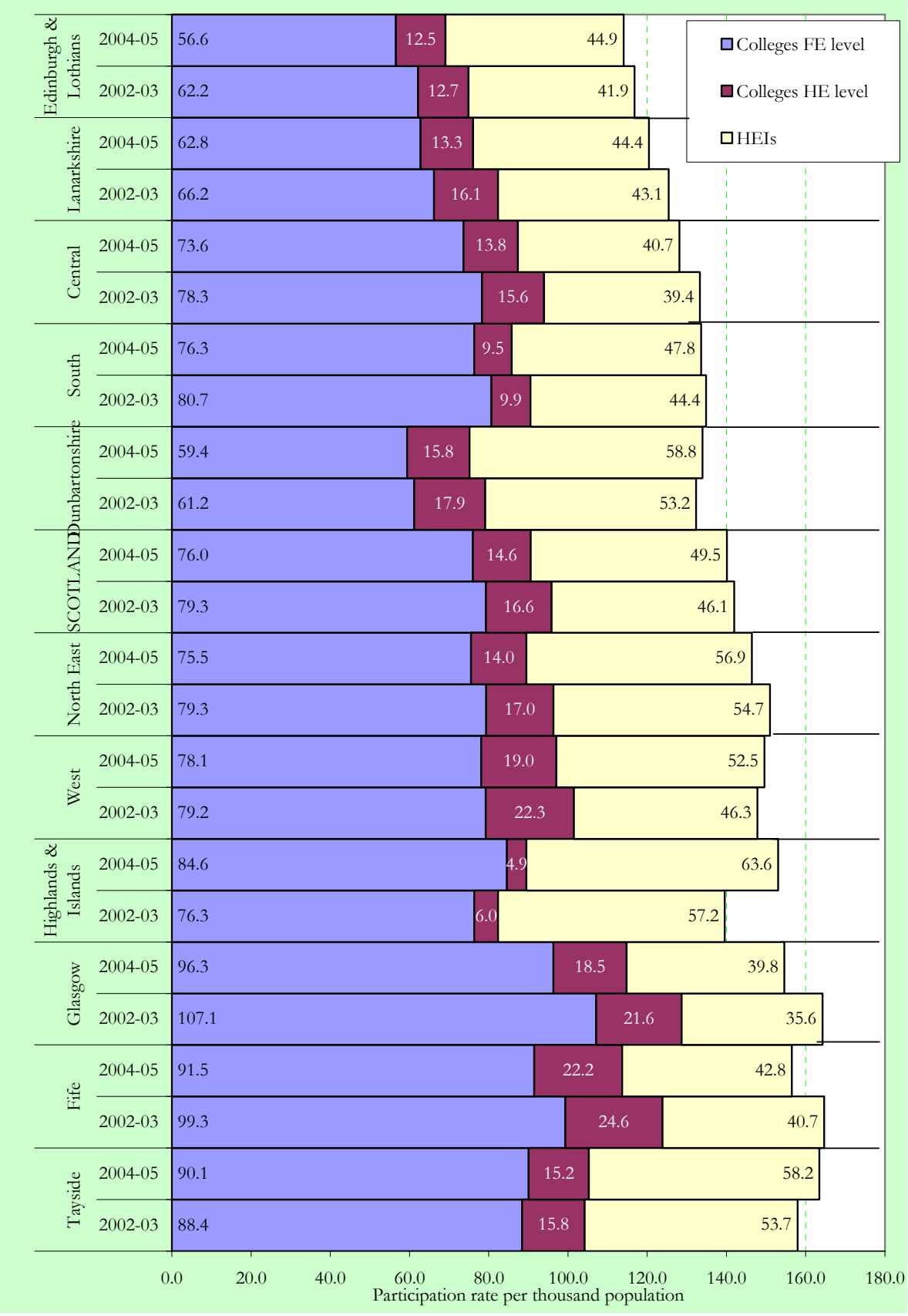
- overall participation rates increased in only a few areas, including Tayside by 5.5, the Highlands & Islands by 13.5 and in the West by 1.5. It fell in all other areas, most noticeably in Glasgow by 9.7 and Fife by 8.1 per thousand working age population;

- there are, however, differences between FE participation and HE participation in colleges. For example, FE level participation has fallen slightly in all areas except in the Highlands & Island (up by 8.3) and Tayside (up by 1.7 per thousand working age population);

- college HE level participation has fallen slightly in all areas; and

- participation in HEIs has increased in all areas, most noticeably in the Highlands & Islands up by 6.3 and the West up by 6.2 per thousand working age population. Note that the API, which we referred to earlier in this report is not compatible with the participation rates per thousand working age population used here.

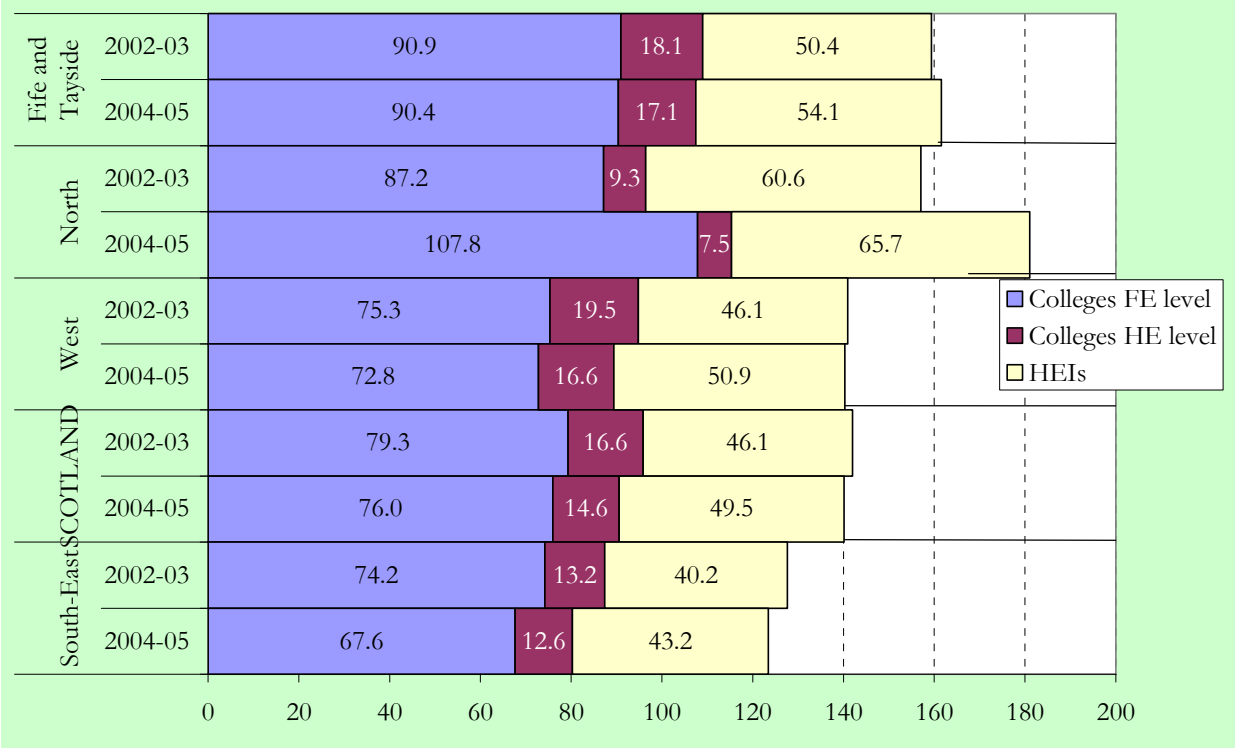
Figure 5: Participation per thousand working age population in Scottish colleges and HEIs by supply and demand area, 2002-03 and 2004-05



Source: SFC

Figure 6 shows participation rates grouped into Wider Access Forum areas.

Figure 6: Participation per thousand working age population in Scottish colleges and HEIs by Forum area, 2002-03 and 2004-05



Source: SFC
Note: The Scottish data in Figures 5 and 6 is based on the averages taken from Scotland's 32 Local Authority areas and includes a small amount of students whose domiciles in Scotland or the rest of the UK is unknown.

Figure 6 shows that:

- in Fife and Tayside and in the North, FE level participation in colleges is particularly strong;
- apart from the North, where there had been a noticeable increase of 20.6 per thousand of the population, all forum areas show narrow reductions in FE level participation;
- all forum areas show a small reduction in HE level participation in colleges between 2002-03 and 2004-05; and
- all forum areas show an increase in participation in HEIs between 2002-03 and 2004-05, most noticeably in the North by 5.1 and the West by 4.8.

4 Participation among different student groups

Gender

Since the early 1990s, the gap between the participation rates at HE level among men and women has grown, with women being far more likely to participate than men. More recently, participation rates at FE level have been higher among women than men.

Figure 7 shows the gender ratios in colleges and HEIs in 2004-05 with the gender balance particularly in favour of women in HEIs and at FE level in colleges.

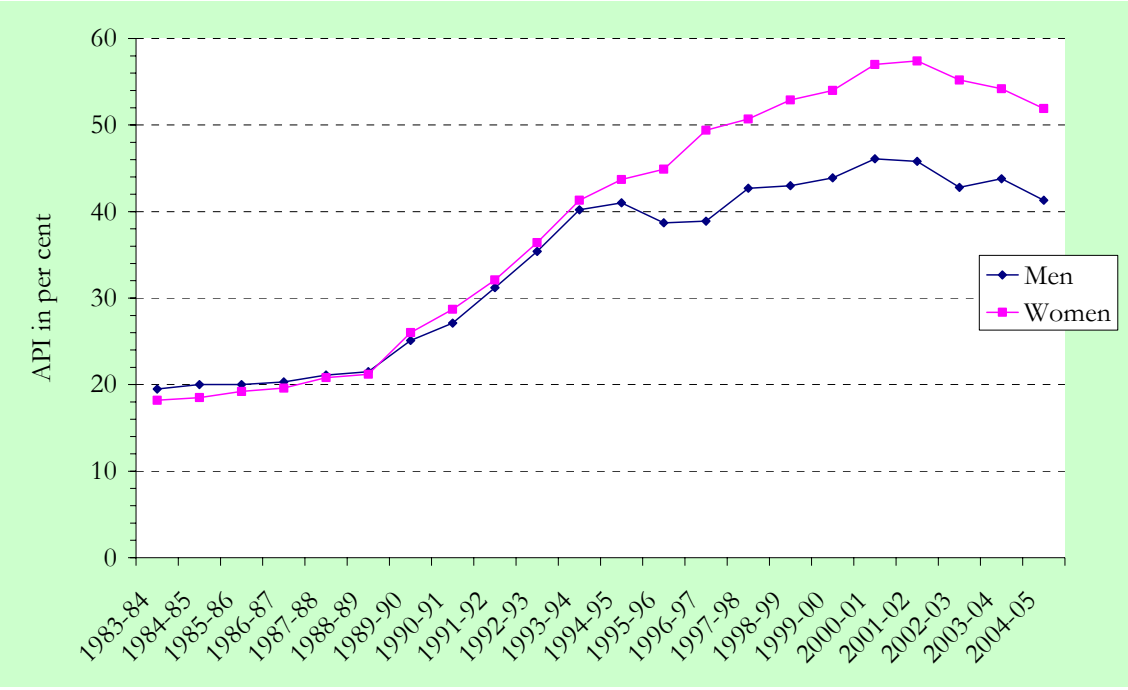
Figure 7: Students (headcount) in colleges and HEIs by level of education and gender, 2004-05

	Colleges				HEIs	
	HE level		FE level		HE level	
Men	22,597	47%	135,167	42%	97,048	41%
Women	25,994	53%	186,400	58%	137,989	59%
Total	**48,591**	**100%**	**321,567**	**100%**	**235,037**	**100%**

Source: SFC
Note: The data does not include students from the Scottish Agricultural College.

There is an increasing gender gap in participation in HE, which is shown in Figure 8.

Figure 8: API for Scotland by gender, 1983-84 to 2004-05



Source: Scottish Executive
Note: Estimates for the period prior to 1994-95 are based on surveys, which were significantly revised in 1994-95.

Figure 8 shows that:

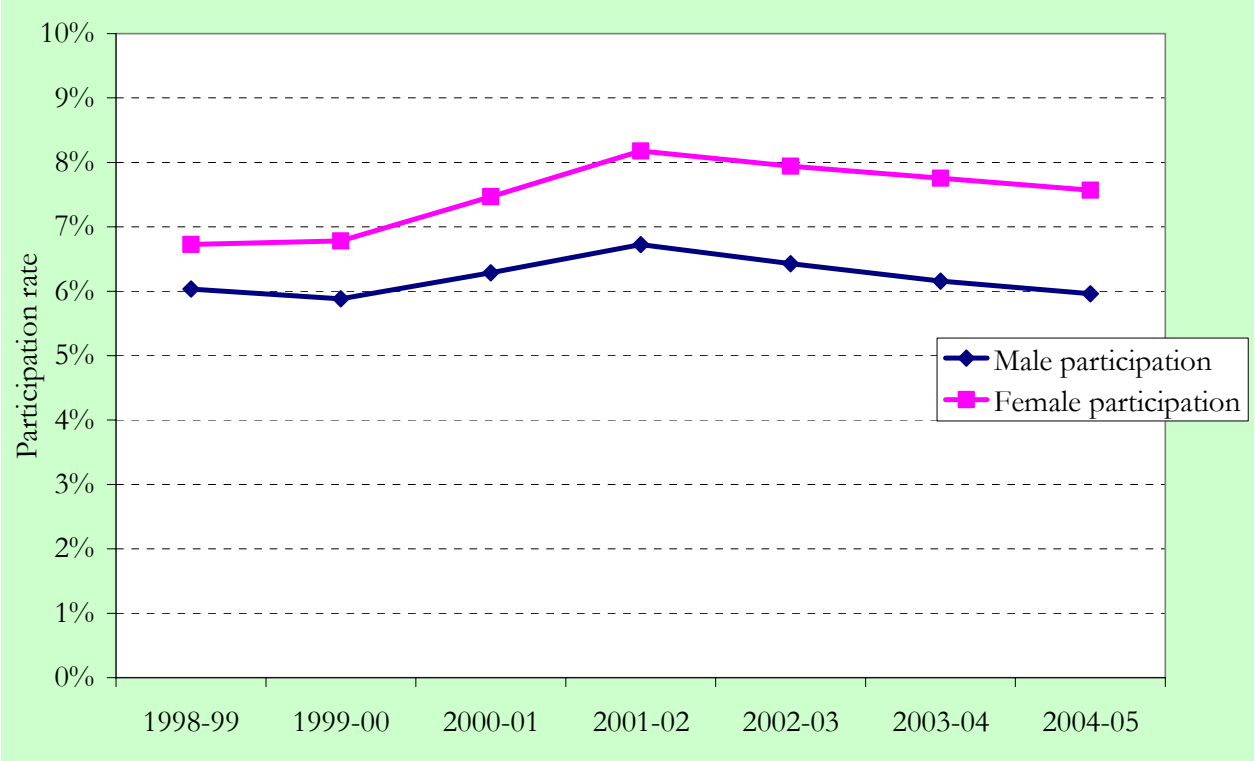
- since the mid 1990s, the API for women has been about 10 percentage points higher than for men; in 2004-05 the API for women was 51.9 per cent while the figure for men was 41.3 per cent; and

- the gap in participation by gender slightly widened again between 2003-04 and 2004-05 from 10.4 to 10.6 percentage points after it narrowed slightly between 2002-03 and 2003-04 - for the first time in nearly a decade.

Resource: In July 2006, SFC published a report exploring gender issues in Scottish HE. The report, *Gender in Scottish Higher Education: What is the Issue?*, can be found at www.sfc.ac.uk/publications/pubs_other.htm

Figure 9 shows that participation rates in colleges are higher for females than for males. The gap in participation rates by gender has more than doubled between 1998-99 and 2004-05 (from 0.7 percentage points in 1998-99 to 1.6 percentage points in 2004-05). This means that the participation rate for females is over 25 per cent higher than for males.

Figure 9: Participation rates in the Scottish college sector by gender, 1998-99 to 2004-05



Source: SFC

When comparing the trends in Figure 9 for colleges with Figure 8 for HE, a very similar picture emerges.

Students from deprived areas

People who live in deprived areas are more likely to participate in college learning than those from more affluent areas – the reverse is the case at HEIs.

We use the Scottish Index of Multiple Deprivation (SIMD) to measure 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 being the least-deprived 20 per cent of all areas and the fifth being the most-deprived 20 per cent.

Resource: Further information of the Scottish Index of Multiple Deprivation (SIMD) can be found at www.scotland.gov.uk/library5/society/siomd-00.asp

Figure 10 shows the proportion of students by deprivation quintile in 2004-05. (That is it breaks down the student population by using postcodes and SIMD to allocate them to quintiles of the population in order of deprivation.) It shows that in colleges there is a relatively even distribution by deprivation quintile, particularly at HE level. The picture at HEIs is the reverse of this, where students from the most deprived areas make up a smaller proportion of the student population.

Figure 10: Scottish-domiciled students (headcount) in colleges and HEIs by level of study and deprivation quintile, 2004-05

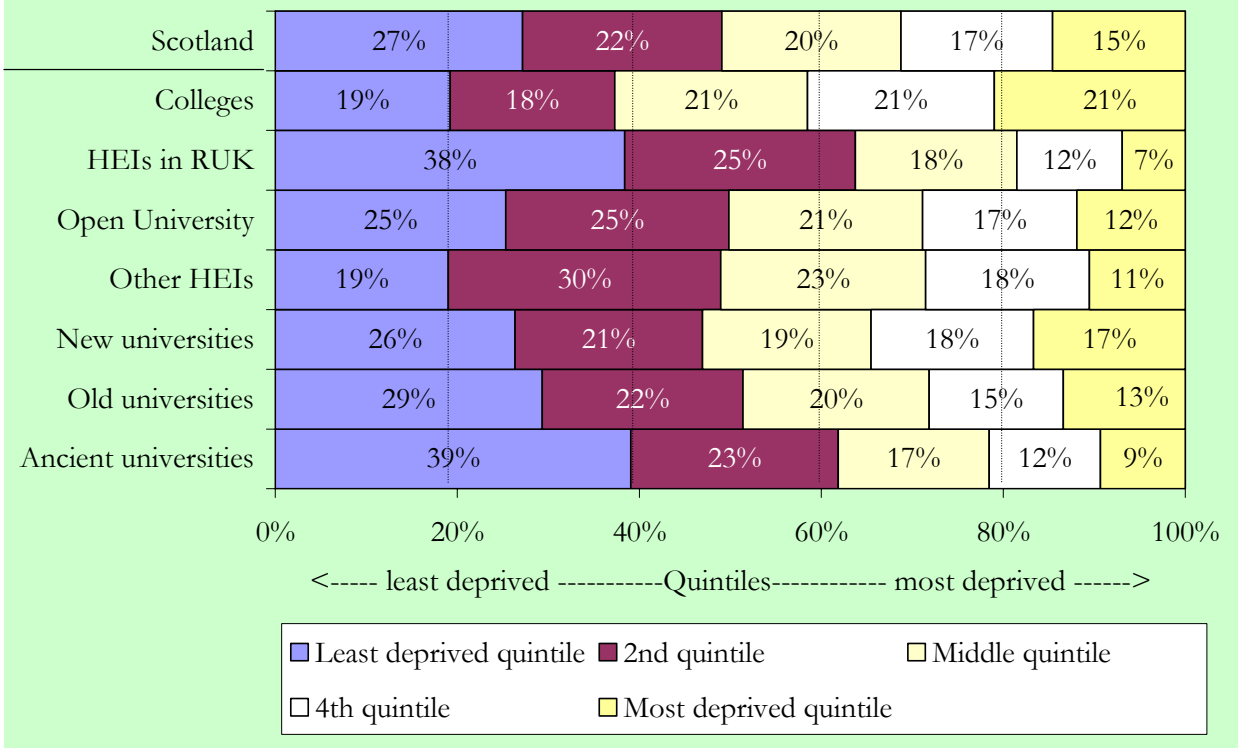
	Colleges				HEIs	
	HE level		FE level		HE level	
Least deprived quintile	8,244	18%	47,232	16%	54,033	31%
2nd quintile	8,826	19%	58,291	20%	43,260	24%
Middle quintile	8,927	20%	59,229	20%	34,214	19%
4th quintile	9,822	22%	61,273	21%	27,062	15%
Most deprived quintile	9,775	21%	67,171	23%	18,073	10%
Total	**45,594**	**100%**	**293,196**	**100%**	**176,642**	**100%**

Source: SFC

Note: The total number of students for HEIs excludes 3,440 students where this data is 'unknown'. For colleges the total excludes 24,617 students where this data is 'unknown' or missing (1,298 HE level and 23,319 FE level).

Different types of HE provider have different proportions of their students from each deprivation quintile as shown in Figure 11.

Figure 11: Scottish-domiciled HE students at UK HEIs and Scottish colleges in per cent, 2004-05 by SIMD



Source: SFC

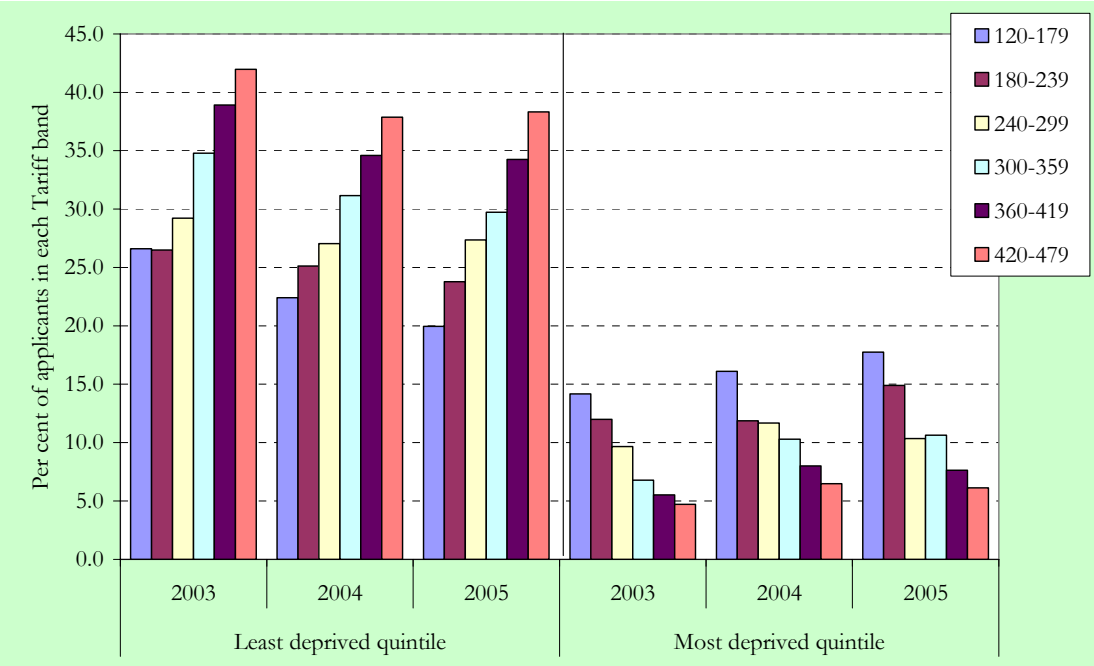
Figure 11 shows:

- where colleges show the most even spread in terms of participation by deprivation, the least even spread is found at ancient and old universities and at HEIs in the rest of the UK.

There continues to be a large gap between the entry qualifications of applicants to Scottish HEIs from the least deprived and those from the most deprived areas.

Changes in the entry tariff of HEI applicants by deprivation quintile is also an indicator of whether the gap between the least and most deprived quintiles in educational attainment is changing as shown in Figure 12.

Figure 12: Scottish-domiciled applicants to HEIs by deprivation and tariff band (including least and most deprived only), 2003 to 2005



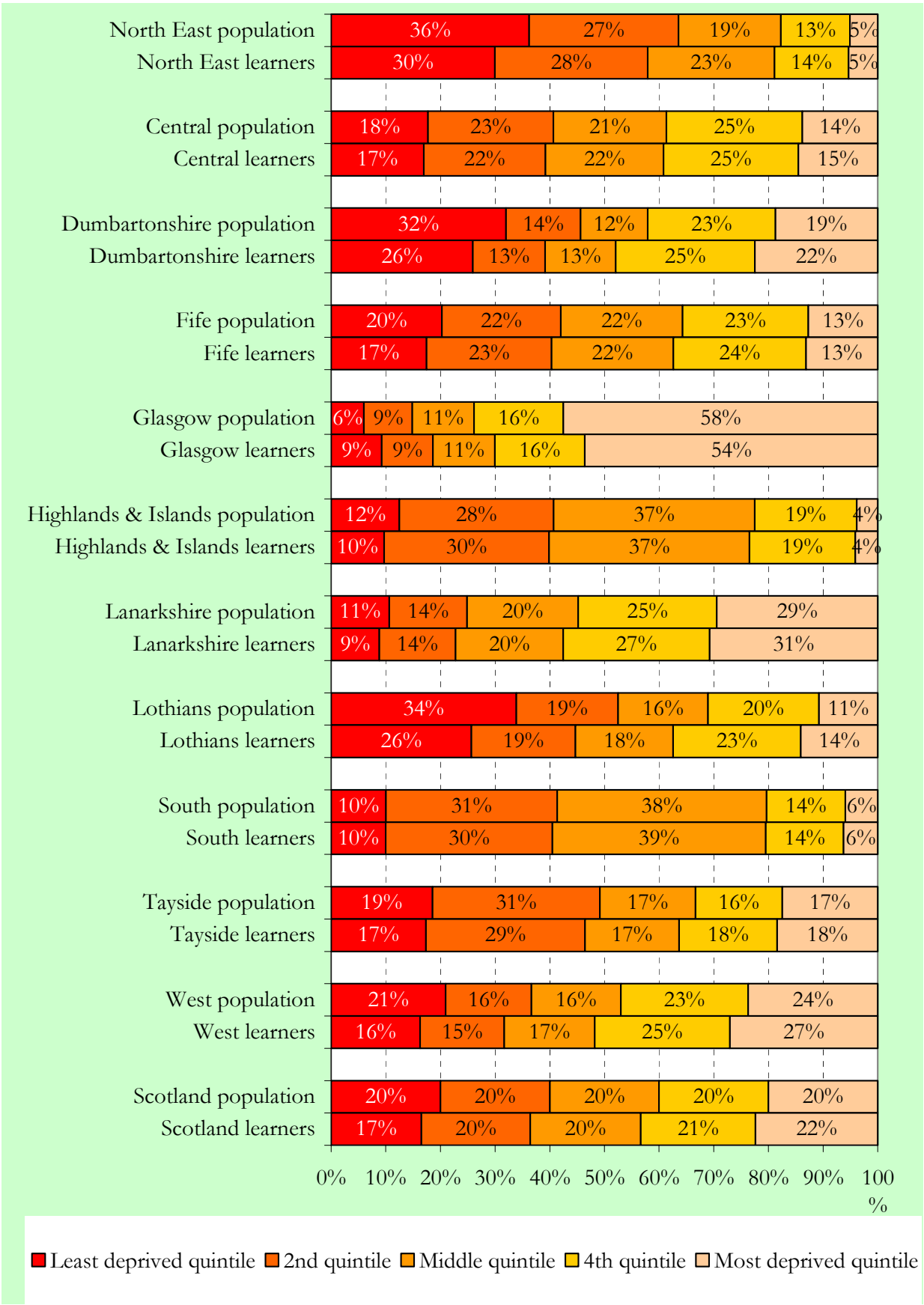
Source: SFC

Figure 12 shows that:

- applicants from most deprived areas make up a far smaller proportion than applicants from the least deprived quintile areas in each tariff band, which is the case in all of the above tariff bands;
- applicants from the most deprived quintile are more likely to have lower entry grades, while the reverse is true for applicants from the least deprived areas; and
- between 2003 and 2005 there has been a slight narrowing of the gap between these groups.

Figure 13 shows the population pattern against the student pattern by deprivation quintile and Supply and Demand area in Scotland's colleges.

Figure 13: Population and students by deprivation quintile in colleges, 2004-05



Source: SFC

Figure 13 shows that:

- Glasgow has the greatest proportion of its population living in the most deprived areas in Scotland and also has by far the greatest number of students participating from these deprived areas. But Glasgow also has a high participation rate among those from the least deprived quintile;

- the North East is least deprived and also has the largest proportion of least-deprived students; and

- the general pattern seems to be that, except for Glasgow, students from the least deprived quintile are underrepresented at colleges, whereas those from the most deprived 40 per cent of the population are slightly over represented.

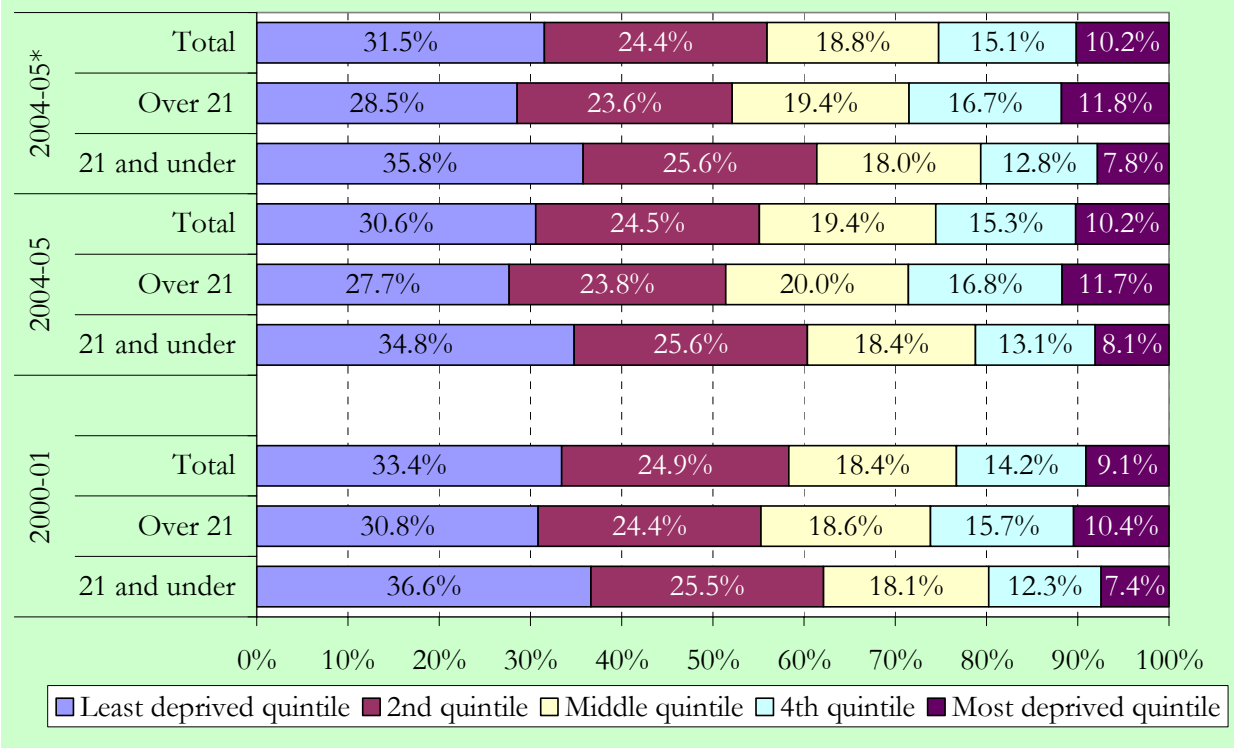
Young and mature students from deprived areas

While mature students from the most deprived areas continue to be far less likely to enter HEIs than mature students from less deprived areas, there has been a small increase in the proportion of these students from the most deprived 20 per cent, and also from the second most deprived quintile between 2000-01 and 2004-05.

One of the Scottish Executive measures with which to assess progress in widening access focuses on the proportion of mature students coming from deprived areas.

Figure 14 shows the proportions of students by deprivation quintile in HEIs by broad age group.

Figure 14: Scottish-domiciled students (headcount) at the SFC-funded HEIs by SIMD quintile, 2000-01 and 2004-05



Source: SFC
Notes: 1) * Excludes Bell College and the UHI Millennium Institute which were not HEIs in 2000-01.
2) Quintile not known: four per cent in 2000-01 and 1.9 per cent in 2004-05.

Figure 14 shows that:

- looking at all students, the proportion of students in HEIs from the most deprived quintile has increased by 1.1 percentage points from 9.1 per cent in 2000-01 to 10.2 per cent in 2004-05. There have also been small increases in the percentage of students in the middle and the fourth quintile. But students from areas in the most deprived and the fourth quintile remain noticeably underrepresented; and

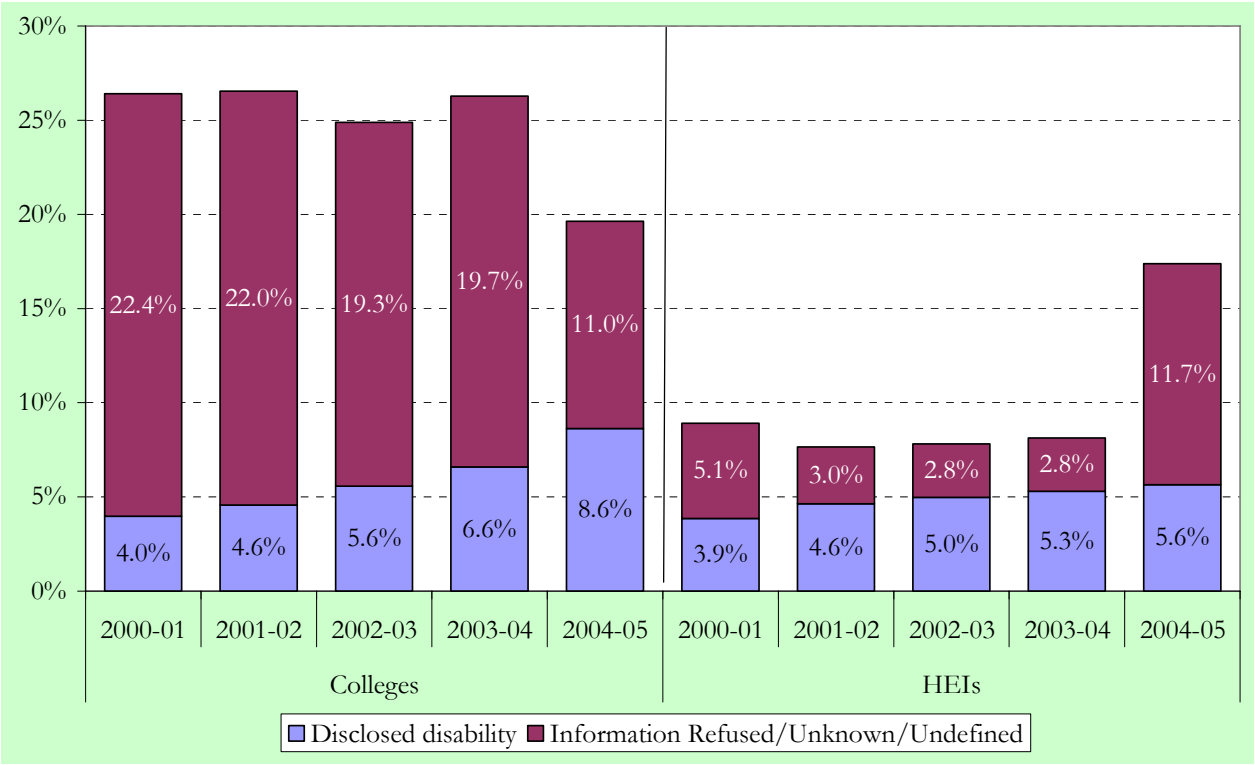
- looking at mature students from the areas in the most deprived quintile, their proportion has increased by more than the increases among students aged 21 and under. In 2000-01 the percentage of mature students in the most deprived quintile was 10.4 per cent. It grew to 11.7 per cent in 2004-05.

Disabled students

The proportion of students with a disclosed disability has steadily increased in both colleges and HEIs. At the same time disclosure and data gathering has also improved.

While acknowledging that the data on disability is not perfect because of issues surrounding disclosure, the data presented in Figure 15 gives some indication of percentage of students in colleges and HEIs who disclosed a disability between 2000-01 and 2004-05.

Figure 15: Proportion of students in colleges and HEIs who have disclosed a disability and where this information is refused, unknown or missing, 2000-01 to 2004-05



Source: SFC

Figure 15 shows that:

- the proportion of students disclosing a disability has increased in both colleges and in HEIs with increases being more noticeable at colleges;
- there has been a significant improvement in disclosure and data collection of this information in colleges, but the percentage of students for whom this information is recorded as unknown, refused or missing, is still large; and
- due to the changes towards more accurate reporting in 2004-05, the percentage of students for whom this information is either not known,

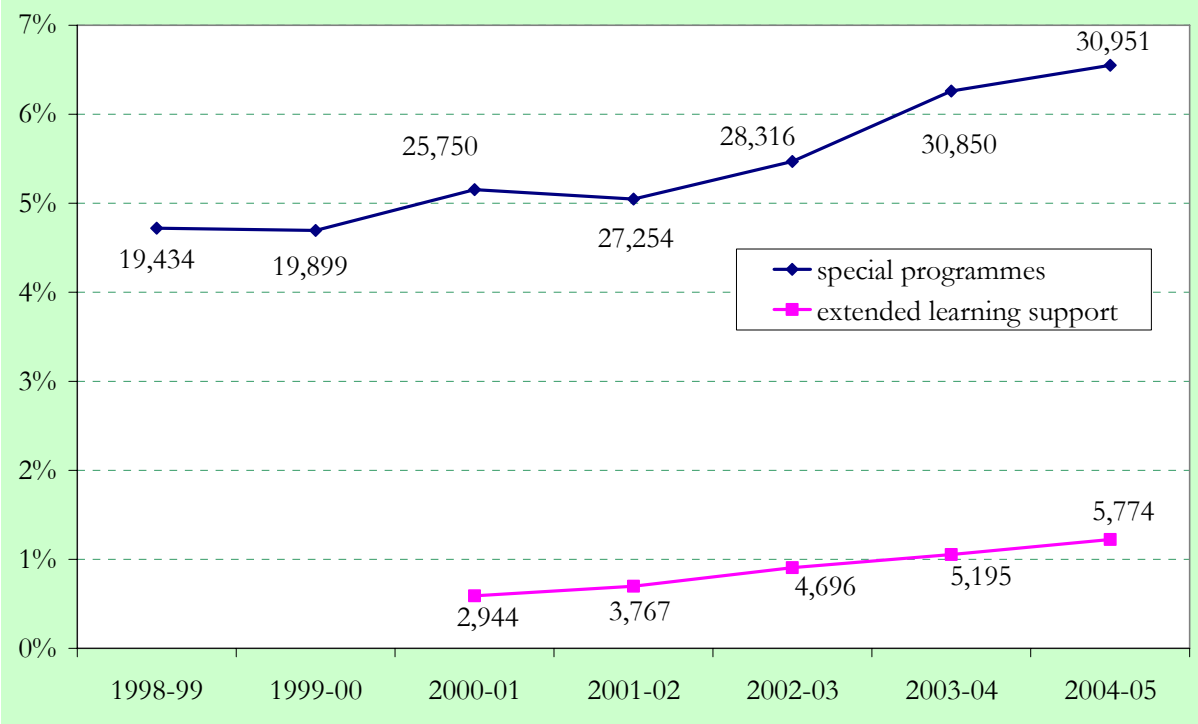
refused or missing at HEIs has significantly increased. These students were previously recorded as not having a disability.

Given the uncertainties as to the status of those students for whom the information is either not known, refused or missing in both colleges and HEIs, the data in Figure 15 alone is not sufficient proof that the percentage of disabled students as a proportion of all students has increased, but it is likely that it has.

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 16 shows the number of enrolments in these categories over the period 1998-99 to 2004-05.

Figure 16: Number of enrolments requiring additional support on special programmes (DPG 18) or are requiring additional learning support, 1998-99 to 2004-05



Source: SFC
Note: Data for 1998-99 and 1999-2000 is not available for students requiring extended learning support in those sessions.

Figure 16 shows that:

- in 2004-05, of 450,437 in total, 30,951 were on special programmes (7.8 per cent) or required extended learning support (5,774 enrolments); and

- the number of enrolments on special programmes has increased by about 60 per cent since 1998-99, and the number of enrolments for students

requiring extended learning support has increased by around 75 per cent since 2000-01.

Students in these categories are more likely than the remaining student population to have a disability – about 54 per cent of students enrolled on special programmes and 49 per cent of students requiring extended learning support have disclosed a disability. This compares to five per cent outwith these groups.

Resource: The Scottish Parliament's Equal Opportunities Committee proceedings can be found at www.scottish.parliament.uk/business/committees/equal/inquiries/disability/disability-home.htm

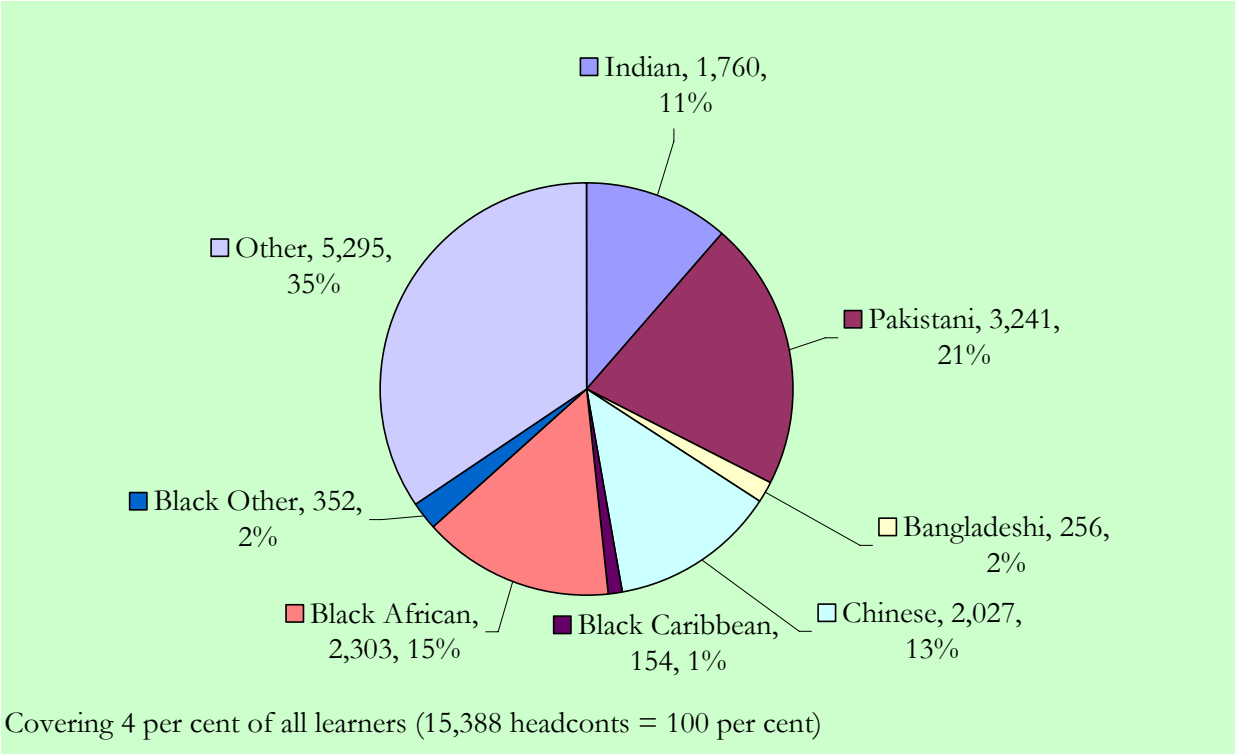
- in April 2006, the Funding Council established Equality Forward. This organisation will support both colleges and HEIs by sharing good practice in equality and diversity; through promoting effective institutional leadership; by helping to build capacity within institutions; and by listening to the voices of special interest groups (see www.equalityforwardscotland.ac.uk)

Ethnic groups

Overall, Scottish-domiciled students from non-white ethnic groups are well represented in Scotland's colleges and HEIs.

Figure 17 shows the distribution by ethnic group in Scottish colleges in 2004-05, excluding those from the 'white' group and the 'information refused' and/or 'information unknown' groups.

Figure 17: Students by ethnic groups other than 'white' and 'information refused' and/or 'information unknown' in per cent and by headcount in the college sector, 2004-05



Covering 4 per cent of all learners (15,388 headconts = 100 per cent)

Source: SFC

Figure 17 shows that there are 15,388 students (four per cent of all students in 2004-05) distributed across ethnic groups other than 'white' or for those were the information is unknown.

Students in the 'white' group account for 321,152 (90 per cent) of all students (357,541 student headcounts) and those from the 'information refused' and/or 'information unknown' group account for 21,001 (six per cent).

Figure 18 shows that the percentage of Scottish-domiciled non-white students in HEIs is at least 3.7 per cent (compared to three per cent of the population in Scotland in general).

Figure 18: Percentage of all students by self-classified ethnic group in HEIs by domicile, 2004-05

	White	Black	Asian	Mixed	Other	Not known	Total
Scottish-domiled	89.1%	0.5%	2.3%	0.6%	0.3%	7.3%	**180,082**
Other UK-domiciled	86.6%	1.5%	3.7%	1.5%	0.7%	6.0%	**25,883**
Other EU-domiciled	56.6%	0.4%	0.6%	0.8%	0.9%	40.8%	**10,266**
Other overseas-domicled	18.9%	6.0%	28.0%	1.7%	2.8%	42.7%	**18,923**
Total	81.8%	1.0%	4.4%	0.8%	0.5%	11.5%	**235,154**

Source: SFC

5 School attainment

How well young people do in school has a major impact on what educational and occupational choices they have later in life. Some influences on attitudes towards learning are very hard to change. 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.

The gap in school attainment between boys and girls remains large, particularly in publicly-funded schools.

Figures 19 and 20 show that girls consistently out-perform boys in school at all levels of study in both publicly-funded and independent schools.

Figure 19: Cumulative attainment in publicly-funded secondary schools at the end S6 by gender and SCQF level, 1998-99 to 2004-05

		Relevant S4 roll	Percentage achieving 3+ awards at level 6	Percentage achieving 5+ awards at level 6	Percentage achieving 1+ awards at level 7
1998-99	Male	31,196	24.7%	14.5%	8.0%
	Female	30,463	33.9%	20.2%	11.8%
1999-00	Male	29,955	26.2%	16.3%	8.3%
	Female	29,116	34.4%	21.6%	12.0%
2000-01	Male	29,863	27.1%	16.8%	9.2%
	Female	28,789	36.7%	23.4%	13.2%
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	29,863	25.9%	16.5%	10.6%
	Female	29,008	34.5%	22.5%	13.6%

Source: Scottish Executive 2006
Note: In order to report the attainment of an entire cohort, attainment is calculated as a percentage of the original S4 roll.

Figure 19 shows that:

- school attainment in publicly-funded schools has slightly improved for both boys and girls since 1998-99 – though the proportions gaining Highers have been higher in some of the years between 1998-99 and 2004-05. The gap in attainment between boys and girls still remains significant and has changed very little;

- in 2004-05 there was a 8.6 percentage point gap in attainment in favour of girls among those achieving three or more awards at level 6 (Highers). The respective figure for 1998-99 was 9.2 percentage points; and

- the gap in attainment is less pronounced among those with five or more awards at Highers and even less among those with at least one Advanced Higher.

The gap in attainment between girls and boys is far smaller in independent schools than in publicly-funded schools.

Figure 20: Cumulative attainment in independent schools at the end S6 by gender and SCQF level, 1998-99 to 2004-05

		Relevant S4 roll	Percentage achieving 3+ awards at level 6	Percentage achieving 5+ awards at level 6	Percentage achieving 1+ awards at level 7
1998-99	Male	1,645	67.3%	50.3%	24.1%
	Female	1,531	77.3%	60.1%	31.2%
1999-00	Male	1,669	67.0%	52.7%	24.0%
	Female	1,507	76.4%	63.8%	33.4%
2000-01	Male	1,648	68.9%	54.6%	29.3%
	Female	1,428	75.8%	60.6%	35.1%
2001-02	Male	1,538	71.0%	55.5%	32.4%
	Female	1,523	77.2%	64.0%	38.1%
2002-03	Male	1,560	68.4%	54.2%	33.9%
	Female	1,467	79.4%	64.9%	43.3%
2003-04	Male	1,556	67.4%	53.1%	34.4%
	Female	1,458	75.9%	62.1%	43.6%
2004-05	Male	1,574	70.9%	57.1%	37.7%
	Female	1,354	76.7%	61.3%	45.1%

Source: Scottish Executive 2006

Figure 20 shows that:

- school attainment in independent schools is higher than in publicly-funded schools for both boys and girls;

- in 2004-05 there was a 5.8 percentage point gap in attainment in favour of girls among those achieving three or more awards at level 6 (Highers). This has been narrowing; and

- the gap in attainment is slightly less pronounced among those with five or more awards at Highers but slightly greater among those with at least one Advanced Higher.

6 Attainment and socio-economic factors

A key indicator of deprivation among pupils is the data for registration for free school meals – about 15 per cent of all S4 pupils in 2004-05 came into this category. In 2004-05, the average tariff score among those registered for free school meals was 110, whereas for those not registered for free school meals it was 181.

Note: The purpose of calculating an average tariff score is to enable certification of different types to be considered together. This makes it easier to compare average attainment for different subgroups within the population. The tariff score of a pupil is calculated by allocating a score to each level of qualification and award, using the Unified Points Score scale. For example, a Standard Grade at level 1 counts as 38 points and at level 4 counts as 14 points. Further information and a full list of SQA National Qualifications and their associated tariff scores can be found at www.scotland.gov.uk/Publications/2006/03/09080409/26 in Annex A.
Source: *SQA Attainment and School Leavers Qualifications in Scotland, 2004/05*, Scottish Executive, March 2006. See also Kenway, P et al: *Monitoring Poverty and Social Exclusion in Scotland*. Joseph Rowntree Foundation, 2005.

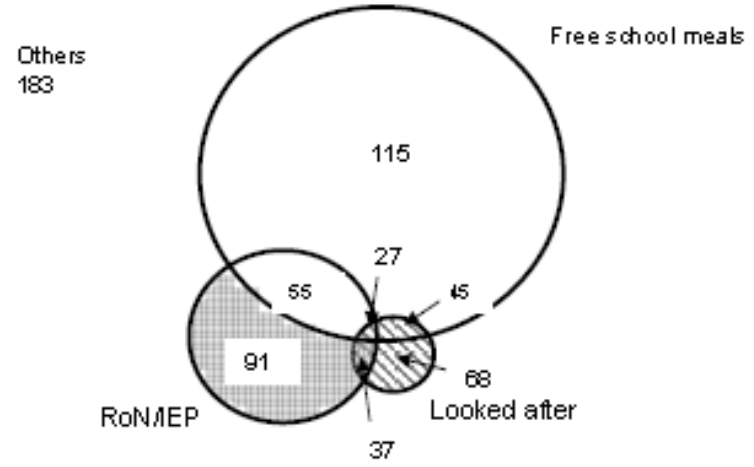
SQA Attainment and School Leavers Qualifications in Scotland, 2004/05, also shows that:

- other factors such as asylum or refugee status, or having additional educational needs, having a disability, being taken into care or receiving support from social workers increase the likelihood of affecting school attainment adversely; and

- pupils from large urban areas tend to leave school with less good grades, which is influenced by the fact that some of Scotland's largest urban areas are where poverty is concentrated. For example, their average tariff is only 161 as opposed to those in small towns and remote areas (181 average tariff score).

Figure 21 shows how various factors combined can impact on each other leading to a greater likelihood for the affected pupil of leaving school with a low tariff score, ie grades.

Figure 21: Three-year average tariff score of S4 pupils, by characteristic of pupil, 2002-03 and 2004-05



Source: Scottish Executive 2006
Note: RoN/IEP – Recorded of Needs/Individualised Educational Programme status

Figure 21 shows that:

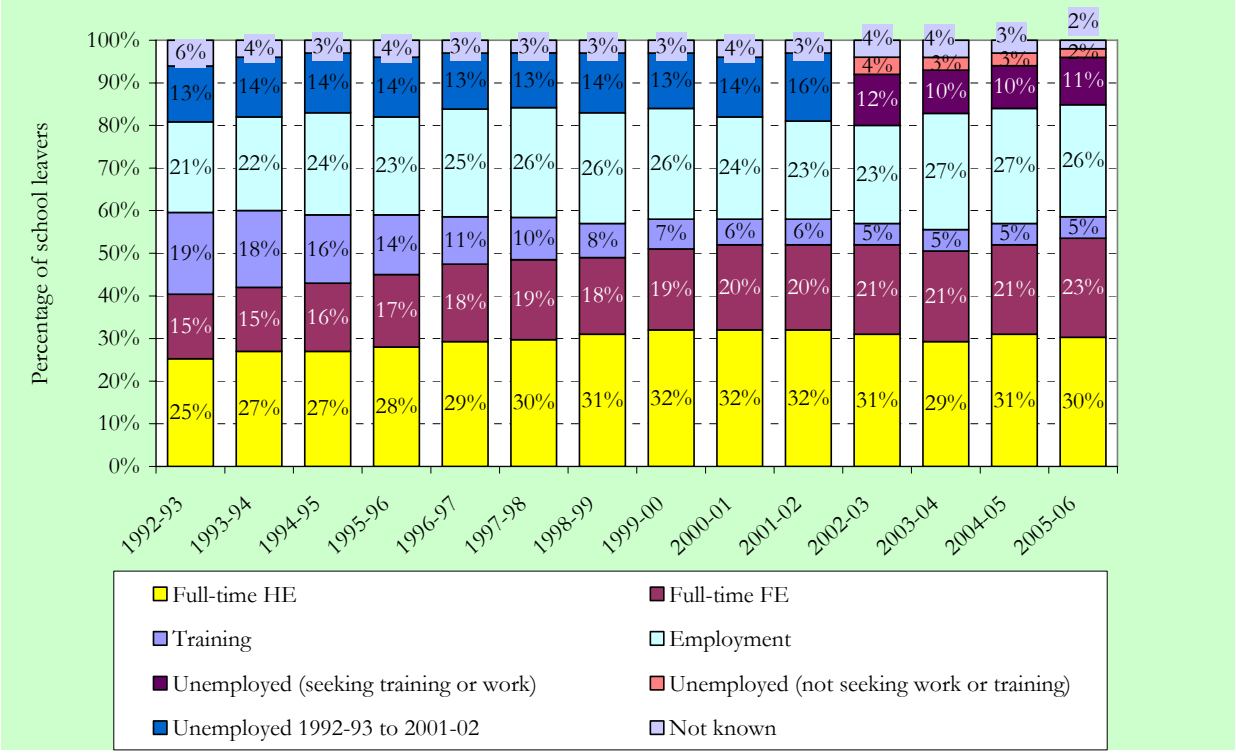
- over a three year average, pupils that are not affected by factors such as free school meals or recorded as Needs/Individualised Educational Programme status, or are looked after by social workers, score 183 tariff points, while those on free school meals score on average only 115;
- those pupils recorded of Needs/Individualised Educational Programme status only score 91 on average and those looked after by social workers score on average only 68; and
- when these factors come together, the average tariff score is even lower as shown in the above Venn diagram. For example, if pupils are registered for free school meals, looked after by social workers and is recorded of Needs/Individualised Educational Programme status, their average tariff score is only 27 compared to 183 for those not affected by these factors.

7 School leaver destinations

More than half of school leavers go directly into full-time FE or HE. In recent years, the percentage of leavers entering employment directly has increased while the percentage of leavers who are unemployed has slightly fallen.

The destinations of leavers in publicly-funded schools in Scotland are shown in Figure 22.

Figure 22: Destination of leavers from publicly-funded schools in Scotland, 1992-93 to 2005-06 (legend reads left to right, then diagonally down and left to right again)



Source: Scottish Executive
Note: From 2002-03 onwards, the 'unemployed' category used until 2001-02 was split into two destination categories: 'unemployed (seeking training or work)'; and 'unemployed (not seeking work or training)'.

Resource: Destinations of leavers from Scottish Schools, 2005-06, Scottish Executive, December 2006 www.scotland.gov.uk/Publications/2006/12/05115936/0

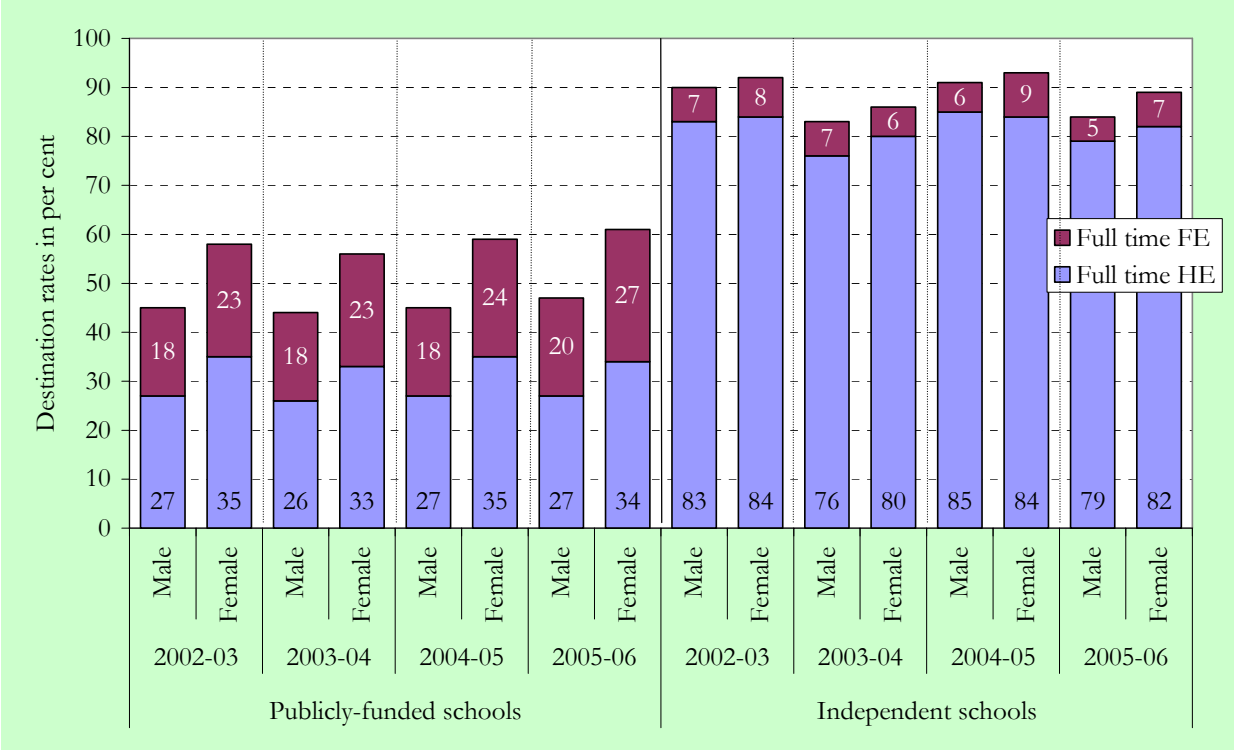
Figure 22 shows that:

- over the longer term there have been increases in the proportions going into full-time FE and HE as well as employment and a substantial reduction in the percentage of school leavers going into training; and
- the proportion of leavers who are unemployed or where destination is not known has also slightly reduced.

A far higher percentage of leavers from independent schools go into full-time HE, 80 per cent in 2005-06. Only six per cent went into FE and only three per cent directly into employment.

Figure 23 shows the destination rates for girls and boys for the period 2002-03 to 2005-06 for school leavers from publicly-funded and independent schools in Scotland.

Figure 23: Percentage of students entering full-time HE and FE of leavers from publicly-funded and independent schools in Scotland by gender, 2002-03 to 2005-06



Source: Scottish Executive

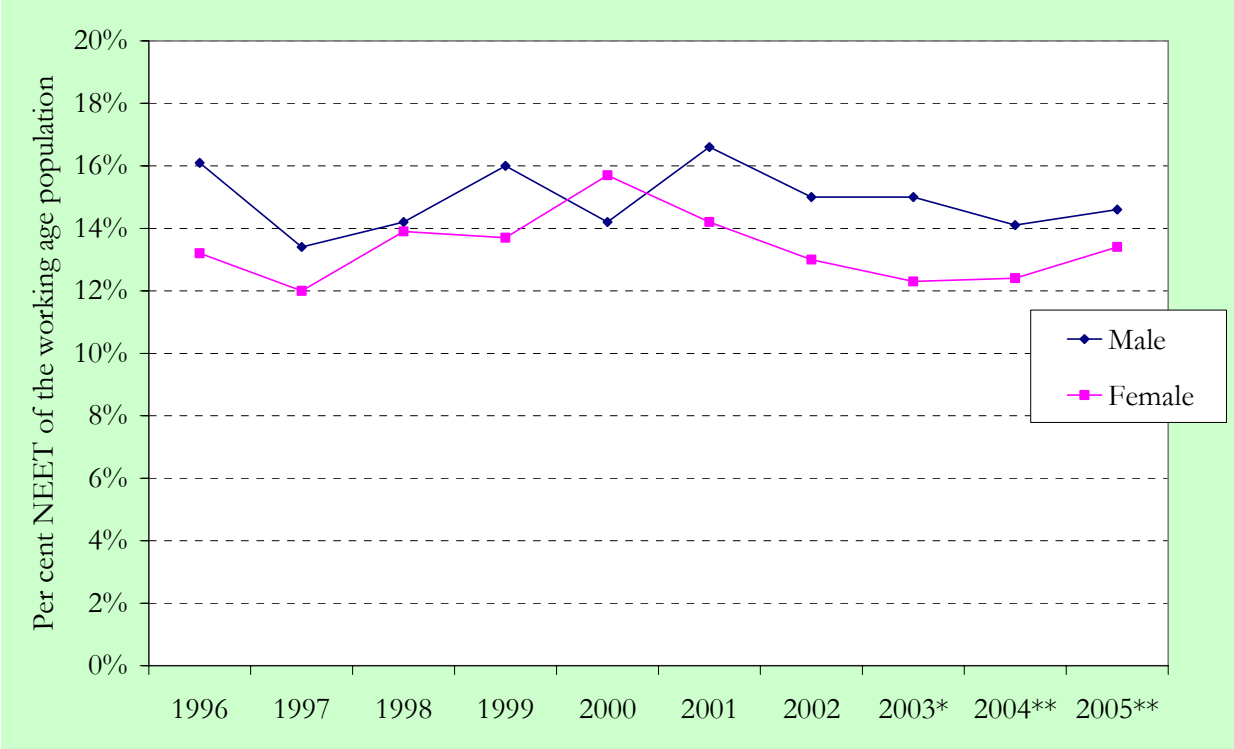
Figure 23 shows that:

- the gender gap is far more pronounced among leavers from publicly-funded schools. Here the gap in 2005-06 between males and females for full-time HE was seven percentage points in favour of females and for full-time FE also seven percentage points, also in favour of females. This percentage point gap has not changed significantly over the period in HE, but has widened in FE.

Scotland has still a significant proportion of 16 to 19 year olds who are not in education, employment or training (NEET) as shown in Figure 24. It shows that since 2000, the percentage of people in NEET is greater among young men than among young women. The Scottish Executive and its partners have set themselves a target to reduce the proportion of 16-19 year olds not in education, training or employment by 2008. Glasgow, Clackmannanshire, West Dunbartonshire,

Inverclyde, North and East Ayrshire and Dundee being the worst affected local authority areas in respect of the proportion of young people in the NEET group.

Figure 24: Percentage of 16 to 19 year olds in the NEET group by gender, 1996 to 2005



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.

Resource: Further information about the Scottish Executive's NEET Strategy, which was published in June 2006, can be found at www.scotland.gov.uk/Publications/2006/06/13100205/0

8 Regional differences and trends in leaver destinations

There are significant regional differences in progression rates into full-time HE and FE.

Figure 25 shows the destinations of school leavers from publicly-funded schools over the period 2002-03 to 2005-06 by supply and demand area, and Figure 26 shows the same information by Wider Access Forum area.

Figure 25: Percentage of leavers from publicly-funded schools entering full-time FE and HE from publicly-funded schools in Scotland by Supply and Demand area, 2005-06

Supply and Demand area	Number of school leavers	Full time HE				Full time FE			
	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Central	4,314	33	33	31	29	14	15	15	18
Dunbartonshire	2,140	34	34	35	34	25	21	22	23
Edinburgh & Lothians	4,722	26	28	29	29	18	19	17	20
Fife	4,261	32	30	31	28	24	26	30	32
Glasgow	5,053	20	18	21	22	25	22	26	26
Highlands & Islands	5,634	33	31	30	32	17	18	18	19
Lanarkshire	7,189	30	28	32	31	18	17	17	19
North East	4,704	39	35	39	37	21	22	22	22
South	3,008	37	31	31	31	23	28	24	27
Tayside	4,112	31	29	30	29	24	27	29	30
West	11,382	35	33	37	34	21	20	20	23
Scotland	**56,519**	**31**	**29**	**31**	**30**	**21**	**21**	**21**	**23**

Source: Scottish Executive, SFC. See Annex B for a list that matches local authorities against Supply and Demand areas.

Figure 25 shows that:

- while most supply and demand areas have not changed noticeably in terms of leavers going into full-time HE, there has been a decline between 2004-05 and 2005-06 in Fife and the West; and
- in terms of the proportion of leavers going into full-time FE, the overall increase from 20 to 23 per cent between 2004-05 and 2005-06 was mainly a result of increases in the West, which also has the largest number of school leavers. But there are also noticeable increases in Central, Edinburgh and Lothians and the South.

Figure 26: Per cent of school leavers from publicly-funded schools in Scotland by wider access regional forum area entering full-time FE and HE, 2006-07

Wider Access Forum area	Number of school leavers	Full time HE				Full time FE			
	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Fife & Tayside	8,593	32	29	30	29	24	27	29	30
North	10,338	35	32	32	33	18	19	19	20
South East	11,974	29	29	29	29	19	19	19	21
West	25,614	32	31	34	33	21	21	21	23
Scotland	**56,519**	**31**	**29**	**31**	**30**	**21**	**21**	**21**	**23**

Source: Scottish Executive, SFC. See Annex B for a list that matches Scotland's 32 local authorities against the Wider Access Areas.
Note: The averages for full-time FE and HE are based on the data from the individual local authorities, not from the individual schools as in Figure 27 overleaf.

Figure 26 shows that:

- between 2004-05 and 2005-06, increases in the percentage entering full-time HE occurred only in the North Forum area; and
- increases in the percentage of school leavers going to full-time FE occurred in all forum areas between 2004-05 and 2005-06.

Figure 27 shows the gap in the proportion of school leavers entering full-time HE from the lowest quintile of progression rates compared to the whole cohort.

Figure 27: Percentage of school leavers going into full-time HE by Wider Access Forum area from secondary schools in the lowest quintile for progression into full-time HE in 2005-06, 2002-03 to 2004-05

Wider Access Forum area	Total number of secondary schools 2005-06 and in lowest quintile for HE	Total number of school leavers and in lowest quintile schools for HE	Full time HE			
			2002-03	2003-04	2004-05	2005-06
Fife & Tayside	45	8,494	32	29	30	28
	13	**2,227**	**20**	**21**	**19**	**16**
North	76	10,083	35	32	32	33
	10	**1,108**	**18**	**17**	**14**	**17**
South East	70	11,710	29	29	29	29
	19	**1,283**	**19**	**19**	**16**	**18**
West	146	24,020	32	31	34	31
	26	**3,963**	**17**	**15**	**16**	**16**
Scotland	337	54,307	31	29	31	31
	68	**8,581**	**19**	**18**	**16**	**17**

Source: Scottish Executive, SFC
Note: In 2005-06 there were 381 secondary schools in Scotland.
Forty four secondary schools were excluded from the total number in this analysis because of missing data or where the number of leavers was zero or below 10. The latter applied only to four schools. The data in Figure 26 differs slightly from the data in Figure 26 because it is based on the data from the individual schools excluding some for which no individual data was available.

Figure 27 shows that:

- while for the Scotland average the gap between the progression rates of the lowest quintile and all schools is 14 percentage points, it is only 11 in the South West and 12 in Fife and Tayside, but 15 in the West and 16 in the North Forum areas;

- from the data above we can also see that while the South East Forum area has 27 per cent of its secondary schools in the lowest quintile, these only account for 11 per cent of the pupils in this area (the Scotland average is 16 per cent); and

- in contrast, Fife and Tayside has 29 per cent of its schools in the lowest quintile for progression into HE. These schools account for 26 per cent of the pupils covered by this area.

9 Retention and achievement in colleges and universities

While overall retention remains high in colleges and universities, students from deprived areas and with lower prior attainment are more likely to drop out.

SFC and the Higher Education Statistics Agency (HESA) annually publish a set of performance indicators (PIs) for college and HEIs respectively, which are intended to help individual institutions to benchmark themselves against others. This section replicates some of the data from those publications, but also adds new statistics.

Figure 28 shows that for the college sector, the PI data shows that overall the sector has made continuous improvements.

Figure 28: Actual learning outcomes of enrolments on courses which have a national qualification aim in per cent in Scotland's colleges, 2004-05

	Learners completing their course	Learners completing their course successfully or progressed to the next year of study	Learners completing their course but not gaining award but may have achieved partial success	Learners who completed programme with the outcome not assessed
2001-02	83%	75%	18%	7%
2002-03	83%	76%	19%	5%
2003-04	84%	78%	15%	7%
2004-05	85%	78%	16%	4%

Source: SFC

Note: The early student retention PI measures the enrolments that meet the required retention date for funding purposes, expressed as a percentage of all enrolments. This PI deals with students settling into the programme they have chosen, which can be affected by pre-entry guidance, induction on arrival, personal circumstances, finances, childcare, travel arrangements, perception of quality of service, accommodation and other factors. The required date for funding purposes is the date on which 25 per cent of a course's duration, measured in days, has elapsed.

Figure 28 shows that:

- in 2004-05, the college sector as a whole retained 85 per cent of enrolments, an increase of one per cent compared to 2004-05 though rates vary between colleges.

Part-time enrolments generally have a higher percentage of early retention than full-time for both further and higher education activity in 2004-05. Figure 29 shows student retention data for HE activity in the college sector up to 2004-05. The data only goes back to 2001-02 when the PIs for colleges were published for the first time.

Figure 29: Student retention for students undertaking HE activity in the college sector in Scotland, 2004-05

	Full-time HE activity in the colleges sector	Part-time HE activity in in the college sector	Total HE activity in the college sector
2001-02	83%	94%	86%
2002-03	82%	92%	84%
2003-04	81%	93%	84%
2004-05	84%	93%	86%

Source: SFC
Note: The data reported here excludes enrolments not meeting the funding qualifying date, enrolments spanning into 2002-03 and programmes funded by bodies other than the Funding Council or New Deal.

Resource: Further data and information about student satisfaction, student retention and outcome are published in *Student and Staff Performance Indicators for Further Education Colleges in Scotland*, www.sfc.ac.uk/publications/pubs_other.htm

Figure 29 shows that:

- the FE part-time programmes retained a larger percentage of enrolments (97 per cent) than the HE part-time programmes (95 per cent). Full-time FE programmes retained 89 per cent of enrolments compared with full-time HE programmes retained 90 per cent.

For the HE sector, the Council has recently investigated the main factors that affect retention. This analysis suggests that, after adjusting for a range of control factors, the two strongest predictors of drop out are:

- deprivation – measured using SIMD; and
- prior attainment – measured by UCAS tariff scores.

Figure 30 shows the difference in non-continuation by quintiles of population in the SIMD.

Figure 30: Non-continuation by deprivation quintile at SFC-funded HEIs, 2002-03 to 2003-04

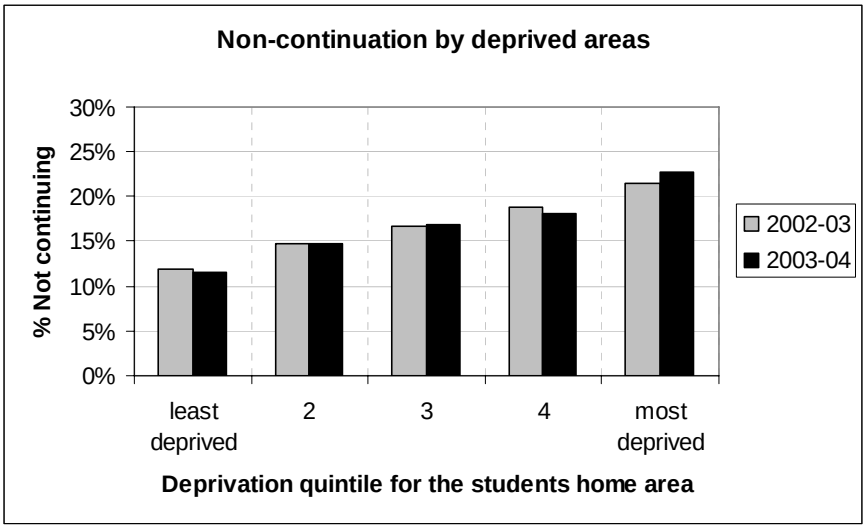
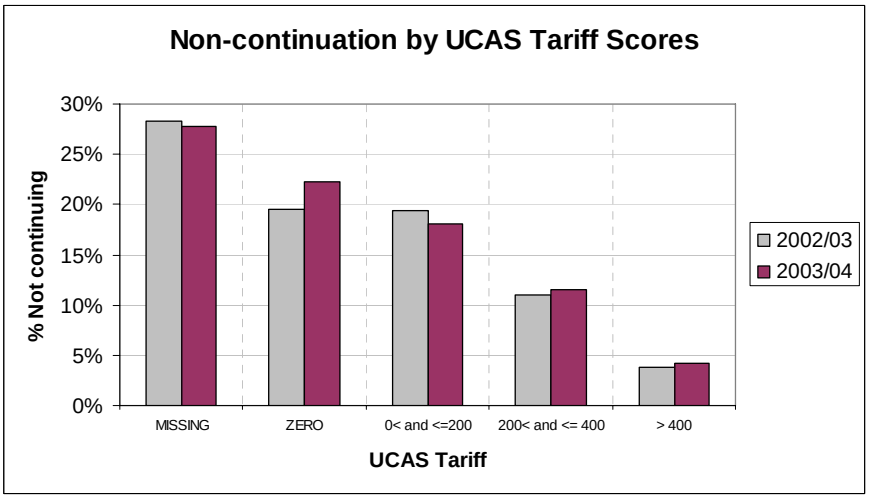


Figure 31 shows that there is a strong relationship between tariff score and non-continuation.

Figure 31: Non-continuation by UCAS tariff score at SFC-funded HEIs, 2002-03 to 2003-04



This analysis and other research over the years has identified other factors that are linked to poor retention, including low participation neighbourhoods, social class, age of students, whether students live in university property, whether the student entered through clearing. However, our analysis clearly shows that deprivation and prior attainment are the strongest factors.

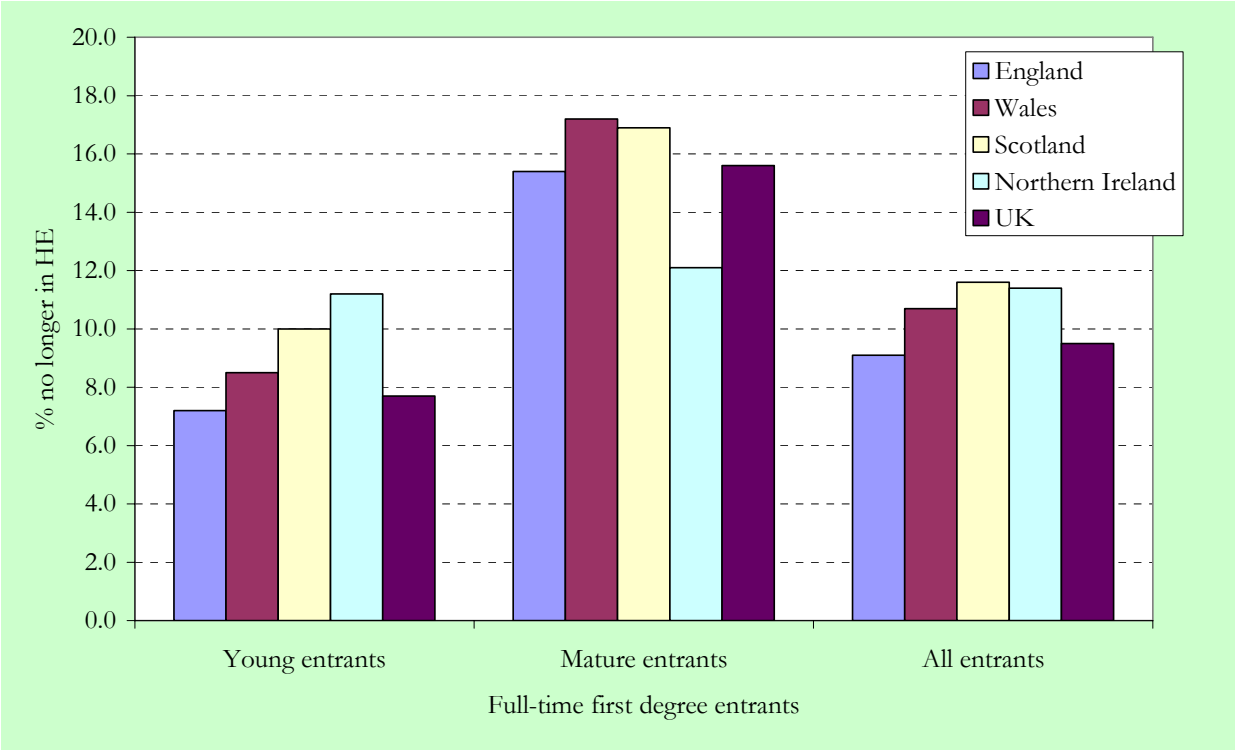
Figures 30 and 31 show:

- non-continuation is most pronounced among students from areas in the most deprived quintile, the only quintile in which non-continuation has increased between 2002-03 and 2003-04; and

- taking the difficulties in relation to missing or zero tariff score into account, there is, nevertheless, an adverse relationship between low prior attainment and high non-continuation.

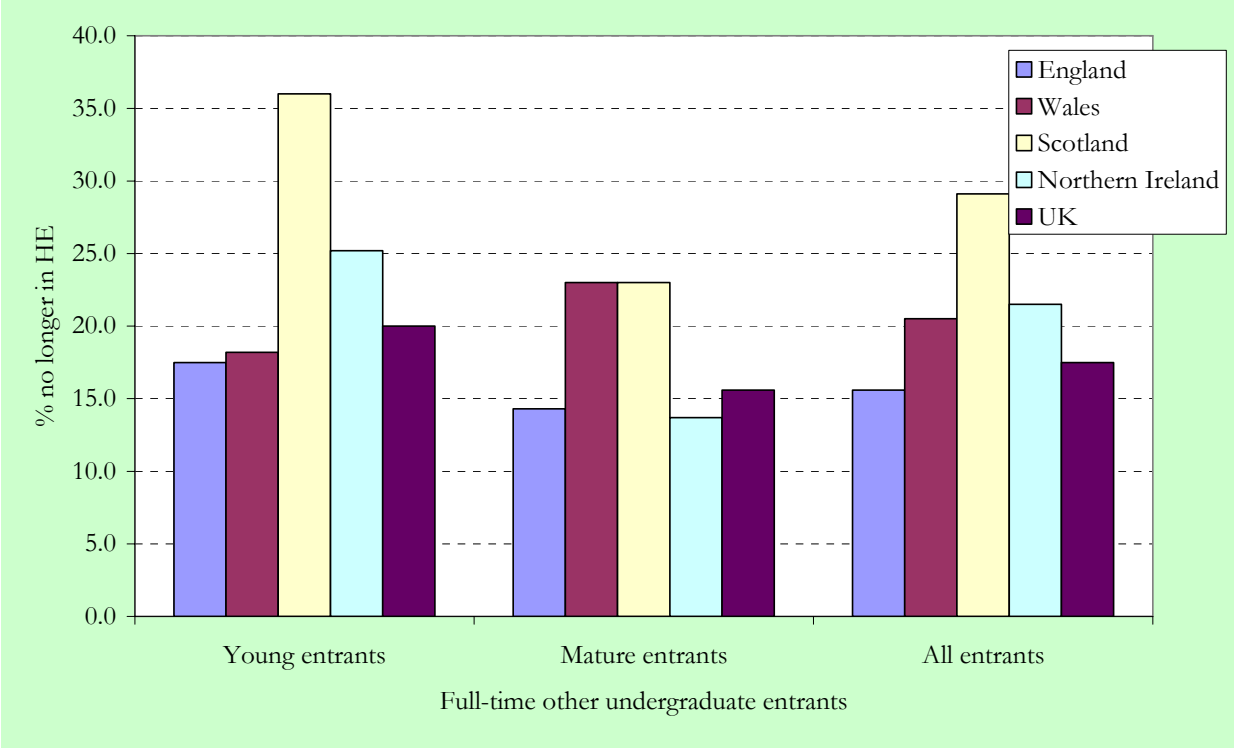
HESA, also publishes data annually on non-continuation in its PIs, which are shown in Figures 32 and 33 for full-time first degree and other undergraduate young and mature students.

Figure 32: Non-continuation among full-time first degree entrants to HEIs, 2003-04



Source: HESA

Figure 33: Non-continuation among other undergraduate entrants to HEIs, 2003-04



Source: HESA
Note: The data in Figures 30 to 33 precede the publication of *Learning for All*.

Figures 32 and 33 show that:

- non-continuation among full-time first degree entrants is highest among mature students. Scotland's non-continuation rate is second highest in the UK for young entrants, and also second highest for mature entrants; and

- non-continuation among full-time other undergraduate entrants is higher among young students. Scotland's non-continuation rate is highest in the UK for both young and mature entrants.

10 Articulation – students with advanced standing

The number of students articulating from sub-degree HNC/Ds level into first degree programmes in HEIs has varied over the past few years. But, the current data probably underestimates the actual number.

The Scottish Executive has asked us to monitor, by regional Wider Access Forum areas, the numbers of students who move from college to HEIs in Scotland with advanced standing (that is into year two or year three of a first degree course). This is not straightforward to measure, as there is no mechanism for adequately tracking students who move from a college to a HEI. While it is possible to use the 'Scottish candidate number' this is only able to capture a limited proportion of the students with advanced standing who are moving between the sectors.

To show levels of articulation the HESA data set is used to show entrants, with a HNC/D (or equivalent), who enter into second or third year of a first degree course. Whilst this is a good indicator of students with a HNC/D who enter onto second or third year of a first degree course, it cannot tell us where the student obtained their HNC/D. Students can obtain a HNC/D from a college or an HEI. Therefore, the analysis in this section shows articulation rates from HNC/D courses to first degree courses, but not necessarily college to HEI progression. In 2004-05, the college sector accommodates 85 per cent of HNC students and 75 per cent of HND students.

Looking at the figures by Wider Access Forum area, there are two approaches to using the data to show the numbers in each region who are articulating: Figure 34) by institution in each in area; or Figure 35) by the domicile of the student.[1]

The former presents the amount of students articulating onto first degree courses at institutions in each of the areas, while the latter shows the number of students in each area articulating onto first degree courses.

Figure 34 shows the number of entrants, with a HNC/D (or equivalent), to second or third year of a first degree course at institutions in each of the areas. Figure 34 presents the number of Scottish-domiciled entrants, with a HNC/D, from each area that entered into second or third year of a first degree course at any Scottish HEI. The significantly higher number of entrants in the West area is connected to the fact that it has by far the largest number of school leavers from schools which are in the lowest quintile for progression into HE, as shown in Figures 26 and 27.

[1] 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 a HNC/D.

Figure 34: Entrants, with HNC/D, to either second or third year of a first degree course at a SFC-funded HEI (region based on location of student)

Wider Access Forum area	2001-02	2002-03	2003-04	2004-05	2005-06
North	167	227	298	258	303
Fife and Tayside	176	312	196	419	273
West	1,529	1,754	1,503	1,403	1,235
South East	457	620	826	758	697
Total	**2,329**	**2,913**	**2,823**	**2,838**	**2,508**

Source: SFC

Figure 35: Scottish-domiciled entrants, with HNC/D, to either second or third year of a first degree course at a SFC-funded HEI (region based on domicile of student)

Wider Access Forum area	2001-02	2002-03	2003-04	2004-05	2005-06
North	231	302	339	313	329
Fife and Tayside	207	282	253	404	303
West	1,415	1,695	1,502	1,400	1,214
South East	281	328	466	405	437
Total	**2,134**	**2,607**	**2,560**	**2,522**	**2,283**

Source: SFC

Note: The totals in Figure 33 are higher than for Figure 34 as the latter include only Scottish-domiciled entrants.

Figures 34 and 35 show that:

- while over the period 2001-02 to 2005-06 there has been an increase in the numbers of students (with a HNC/D) articulating into second or third year of a degree, the numbers have, generally, been falling since 2002-03;
- the fall since 2002-03, for both measures (institution, and student domicile) has been driven by declining articulation activity in the West; and
- with the exception of the West Forum area, all areas witnessed increases in the number of students who articulated into second or third year of a first degree course since 2001-02.

Conclusion

What does the data tell us? As we say in the Introduction, much of the most recently available data is for a period before the publication of *Learning for All*. Therefore, it is too early to use this report as a meaningful measure of success. However, because we now have data that is two years later than that in *Learning for All* we can see better the direction of travel in the issues we want to address and whether any other issues have emerged.

The most striking trend is the continuing drop in participation in HE and, to a lesser extent and in a different way, in FE.

The Age Participation Index (API) – the measure of young people in full-time further education has now been on a downward trend for three years. While the API for HNC and HND-level provision had been dropping for four years, in the most recent year the API for first degrees also dropped. So far the drop in participation seems to be happening across all types of participants.

The drop in participation in FE is more complex. Here a gradual decline in overall participation is happening at the same time as a slight growth in provision and an increase in the proportion of school leavers entering colleges. In effect, there is a move towards longer courses taken by fewer people.

We do not know exactly what is driving these changes. We know from UCAS data that the drop in HE participation is related to reduced demand – though not why this is happening. It is likely that the continuing strength of the economy is a factor – the proportion of school leavers entering work remains high. The drop in participation, if it continues, is something we need to understand better.

Apart from these changes in participation there have been no large shifts in the data since the publication of *Learning for All*. The gap in the API by gender narrowed in 2003-04 for the first time in a decade but has widened again slightly in 2004-05. The issues identified by *Learning for All* are substantially still the ones we need to address.

Annex A

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 19, 20 and 21);
- the participation rates in HE and FE from the schools which currently have the lowest participation (see Figures 25, 26 and 27);
- the proportions of students in HE and FE from each quintile of the population by deprivation (see Figures 10, 11 and 13);
- the proportions of mature students from the most deprived areas in FE and HE (see Figure 14);
- the differences in participation in FE and HE by geographical areas (see Figures 5 and 6); and
- differences in participation in FE and HE by gender, ethnicity and disability (see figures 7, 8, 9, 15, 16, 17 and 18).

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 NEET group (see Figure 24);
- the patterns of applications for places in HEIs by socio-economic background, deprivation zone, gender and disability (see Figure 12); 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 22 and 23).

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 28, 29, 30, 31, 32 and 33);
- the proportion of students entering HEIs via FE colleges, particularly with advanced standing (see Figures 34 and 35); and
- through our longitudinal survey of students, the proportion of students from different backgrounds that recognised the value of their learning experience. (This is a separate publication. The key findings and the full report can be accessed at www.mori.com/ontrack

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

The improvements the Scottish Executive would expect to see are:

- increasing participation in HE from publicly-funded schools (see Figures 22 and 23);
- increasing articulation from colleges to HEIs for those students with advanced standing (see Figures 34 and 35);
- increasing the proportion of mature students from deprived backgrounds (see Figure 14); and
- national improvement in retention levels at HEIs (see Figures 30, 31, 32 and 33).

Local Authority area	Supply and Demand area	Wider Aceess Forum area
Fife	Fife	Fife & Tayside
Angus	Tayside	Fife & Tayside
Dundee City	Tayside	Fife & Tayside
Perth & Kinross	Tayside	Fife & Tayside
Eilean Siar	Highlands & Islands	North
Highland	Highlands & Islands	North
Moray	Highlands & Islands	North
Orkney Islands	Highlands & Islands	North
Shetland Islands	Highlands & Islands	North
Aberdeen City	North East	North
Aberdeenshire	North East	North
Clackmannanshire	Central	South East
Falkirk	Central	South East
Stirling	Central	South East
City of Edinburgh	Edinburgh & Lothians	South East
East Lothian	Edinburgh & Lothians	South East
Midlothian	Edinburgh & Lothians	South East
West Lothian	Edinburgh & Lothians	South East
Scottish Borders	South	South East
Dumfries & Galloway	South	West
Argyll & Bute	Highlands & Islands	West
East Dunbartonshire	Dumbartonshire	West
West Dunbartonshire	Dumbartonshire	West
Glasgow City	Glasgow	West
North Lanarkshire	Lanarkshire	West
South Lanarkshire	Lanarkshire	West
East Ayrshire	West	West
East Renfrewshire	West	West
Inverclyde	West	West
North Ayrshire	West	West
Renfrewshire	West	West
South Ayrshire	West	West

Further information on the Council

The Council's website provides further details of its work including policies, the latest media releases, circular letters, consultation papers, guidance documents and other regular updates.

www.sfc.ac.uk

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