



Scottish Funding Council

Promoting further and higher education

Comhairle Maoinachaidh na h-Alba

A' brosnachadh foghlam adhartach agus àrd ìre

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Measures of success

Learning for All: second update report on measures of success

March 2008

www.sfc.ac.uk

Further information:

Dr. André Reibig, Strategic Development
Tel: 0131 313 6695, email: areibig@sfc.ac.uk
Scottish Further and Higher Education Funding Council
Donaldson House
97 Haymarket Terrace
Edinburgh
EH12 5HD

This report is from the reports and publications section of the Council's web site www.sfc.ac.uk
Should you require this publication in another language or alternative formats such as braille,
please contact the Council's Communications team, Tel: 0131 313 6500,
email: communications@sfc.ac.uk

Introduction	page 4
Main points at a glance	page 5
1. Participation in higher education	page 6
2. Participation in colleges	page 8
3. Regional comparisons and trends in participation	page 9
4. Participation among different student groups	page 15
Gender	page 15
Students from deprived areas	page 17
Young and mature students from deprived areas	page 21
Disabled students	page 22
Ethnic groups	page 23
5. School attainment	page 25
6. Attainment and socio-economic factors	page 28
7. School leaver destinations	page 30
8. Regional differences and trends in leaver destinations	page 33
9. Retention and achievement in colleges and universities	page 36
10. Articulation – students with advanced standing	page 40
Conclusion	page 42
Annex A: Measures of success	page 43
Annex B: List of Local Authority areas, Wider Access Regional Forum areas and Supply and Demand areas	page 45
List of figures	page 46

This is the second 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.¹ In the main, it focuses on what changed between 2004-05 and 2005-06, though some figures go up to 2006-07.

Learning for All, the Scottish Funding Council's Strategy for widening participation, proposed a basket of measures which would enable us to monitor, learn from and adjust our programmes. Alongside this, the Scottish Government also asked the Council to set a range of measures to monitor and improve access to higher education and retention rates. Both sets of measures are included at Annex A, and this report presents a statistical update on these measures.

While the bulk of the data in this report are presented at national level, where appropriate and possible, we also present data at regional level. We have used the college supply and demand areas and the Wider Access Regional Forum areas to give greater geographic detail (see Annex B for a description of these areas). However, given that this update appears two and half years on after the publication of *Learning for All* (September 2005) and given that some of the trend data still pre-dates the publication of *Learning for All*, it is still too early to see any significant change as a result of that report.² We hope, however, that this report will nevertheless be useful to anyone interested in widening access. We also hope that it will stimulate further discussion and debate.

¹ The first report can be accessed at <http://www.sfc.ac.uk/publications/Learning%20for%20all%20measurements%20of%20success.pdf>

² See the SHEFC/SFEFC widening participation strategy at http://www.sfc.ac.uk/publications/pubs_other_sfcarchive/learning_for_all_publication_september_2005.pdf

at a glance

- the participation rate in HE (measured by the Age Participation Index) has been falling since 2001-02, especially at sub degree level, but there was a small overall increase between 2004-05 and 2005-06;
- the participation rate in colleges has fallen since 2001-02, especially at HE level and among young men in both colleges and HEIs, though the volume of provision has remained stable;
- since the early 1990s, the gap between the participation rates at HE level for young men and women have grown, with women being now far more likely to participate than men. In 2005-06 the gap in participation among young men and women was the largest so far;
- people who live in deprived areas continue to be more likely to participate at college than those from more affluent areas who are more likely to participate in the university sector, though there are some regional variations in this;
- the proportion of students with a disclosed disability steadily increased in both colleges and HEIs. At the same time, disclosure and data gathering also improved;
- overall school attainment is lower in publicly-funded schools, but the attainment gap between boys and girls is higher in independent schools;
- since 1999-2000, more than half of all school leavers have gone directly into full-time FE or HE. The percentage of leavers entering employment directly after school has increased slightly, while the percentage of leavers who are unemployed has fallen slightly;
- there appears to be a widening gap in progression into HE between pupils in the schools in the bottom quintile for progression and the rest;
- while overall retention remains high in colleges and universities, students from deprived areas and with lower prior attainment continue to be more likely to drop out; and
- the number of students articulating from HNC/Ds into first degree in HEIs has varied over the past few years. However, articulation continues to apply only to a relatively small number of students – in 2006-07 some 3,087 Scottish-domiciled students entered full-time first degree second or third year with advanced standing, 12 per cent of all Scottish-domiciled entrants to full-time first degree.

1

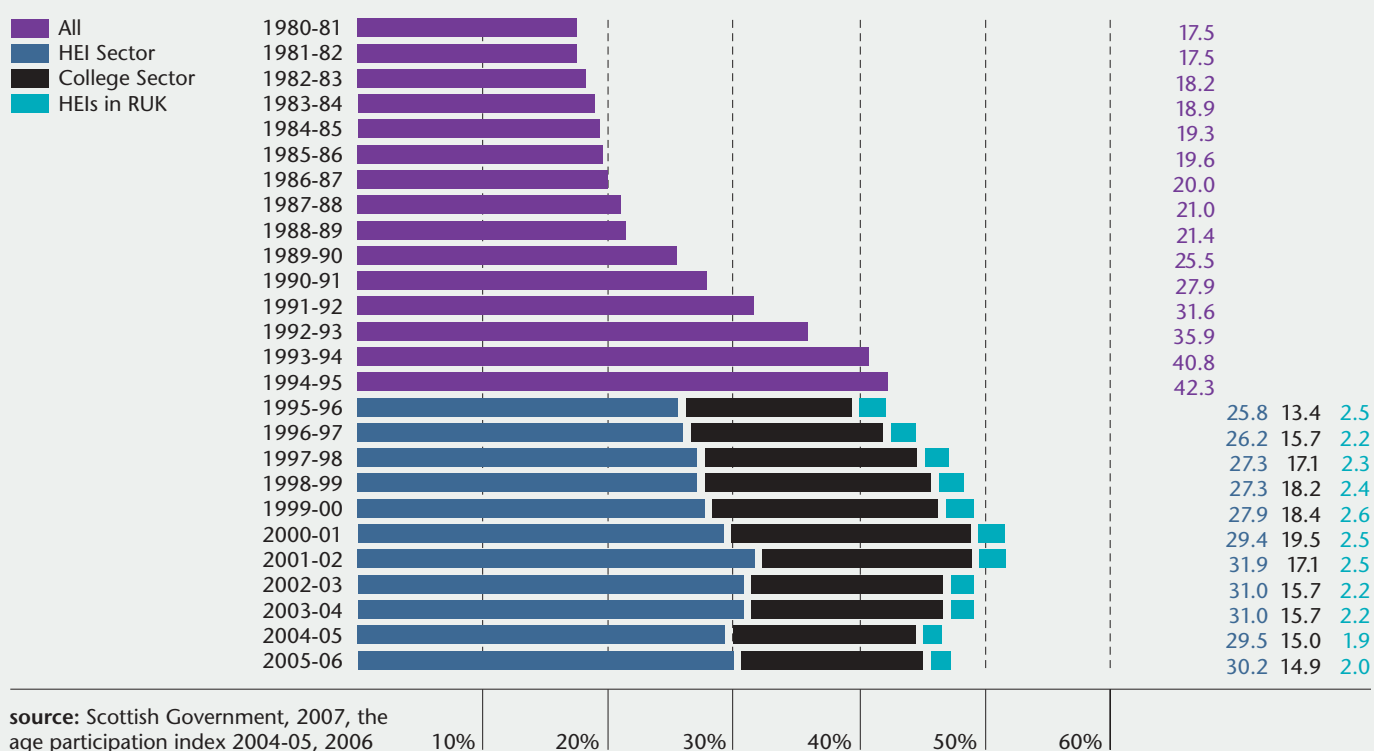
In *Learning for All* we said that if our actions are successful, and Scotland as a whole is taking effective action to address the core causes, then the patterns of participation would be more even across different groups in society. This chapter presents data that allow some comparisons on how equal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

The participation rate in HE (measured by the Age Participation Index) has been falling since 2001-02, especially at sub degree level, but there was a small overall increase between 2004-05 and 2005-06.

The Scottish Government’s main indicator of participation in higher education is still 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 2005-06



Note: 1) Estimates for the period prior to 1994-95 are based on surveys which were substantially revised in 1994-95. First degree and sub degree level courses combined are also referred to as undergraduate level.

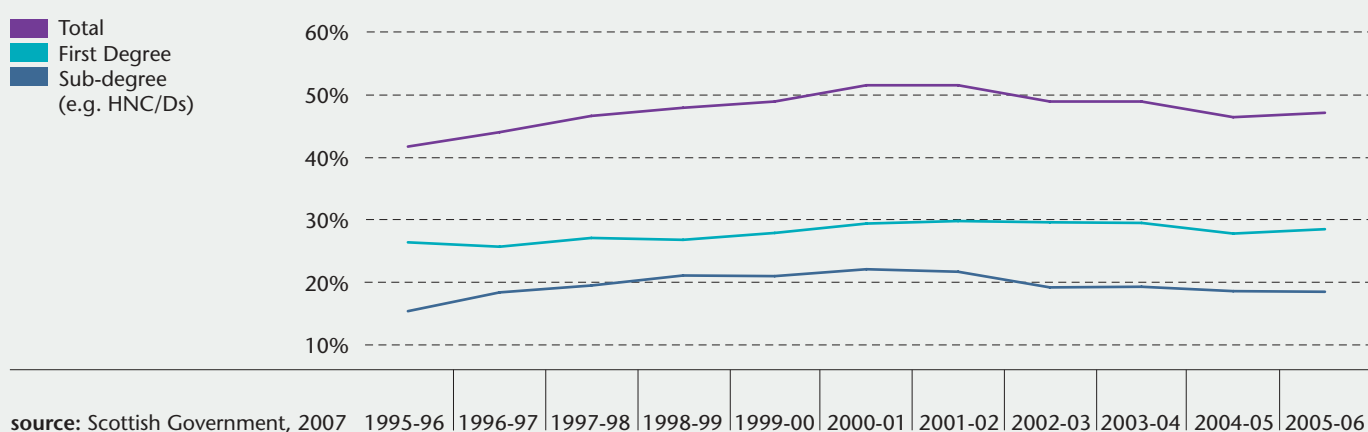
2) The increase in the API in the HEI sector between 2000-01 and 2001-02 is influenced by the designation of Bell College and UHI Millennium Institute as HEIs. Their students were previously included in the FE statistics.

Figure 1 shows that:

- the overall API increased in 2005-06; and
- HE participation measured by the API fell in the college sector by 0.1 per cent, while in the university sector it grew by 0.7 per cent between 2004-05 and 2005-06.

Figure 2 shows the API by level of study irrespective of type of institution. It shows that the slight increase in the overall API was driven by an increase at first degree level (2.5 per cent), where the API at subdegree level continued to decline (0.5 per cent) between 2004-05 and 2005-06.

Figure 2: API for Scotland by level of study, 1995-96 to 2005-06



Note: 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.



The participation rate in colleges has fallen since 2001-02, especially at HE level and among young men in both colleges and HEIs, though the volume of provision has remained stable.

Figure 3 shows that in 2005-06, the participation rate in the college sector was 73.9 per thousand of population, and that rates have fallen since 2002-03.

Figure 3: Participation rates in Scottish colleges, 2001-02 to 2005-06

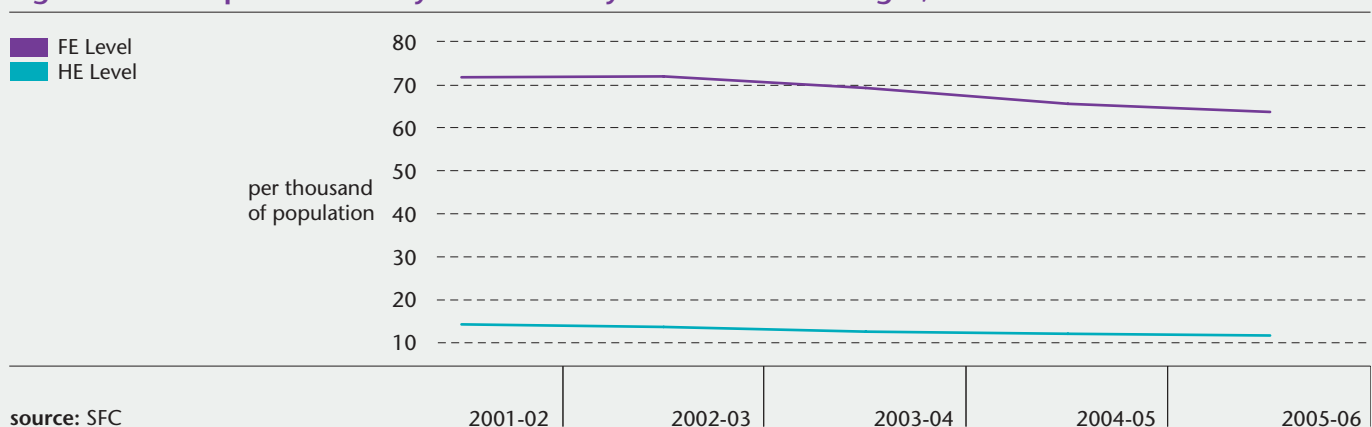
	2001-02	2002-03	2003-04	2004-05	2005-06
Estimated resident population aged 16+	4,093,600	4,099,000	4,114,700	4,142,800	4,166,200
Total learner headcount in Scotland's colleges aged 16+	342,210	343,356	329,179	314,605	307,892
Participation rate in Scotland's colleges (per thousand population)	83.6	83.8	80.0	75.9	73.9

source: FES Census

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

Changes in the API noted above already indicated that the fall in participation in the college sector and at subdegree level is partly influenced by a decline at HE/advanced level, but Figure 4 also shows that participation rates fell markedly at non-advanced level from 2001-02 onwards. Specifically, between 2004-05 and 2005-06 the participation rate fell in the college sector by 2.8 per cent at non-advanced level and by 2.7 per cent at HE level. The main reason for this is the college sector move towards offering longer courses that are more weighted SUMs intensive.

Figure 4: Participation rates by level of study in Scotland's colleges, 2001-02 to 2005-06



source: SFC

3

People who live in deprived areas continue to be more likely to participate at college than those from more affluent areas who are more likely to participate in the university sector, though there are some regional variations in this.

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

- the 11 college supply and demand areas in Scotland, which SFC uses to measure the supply of places and participation; and
- the four regions that broadly match the SFC-funded Wider Access Regional Forums (see Annex B).

There are noticeable regional variations in the pattern of participation in colleges and HEIs. Figure 5 shows the participation by SFC supply and demand area from 2002-03 to 2005-06 for colleges and HEIs as well as for school pupils staying on after the official minimum school leaving age of 16 years. The figures are for those not already counted as college students, so that the grand total is for all participation at college, university or school.

Figure 5 shows that:

- in 2005-06, overall participation is below the Scottish average (133.2 per thousand of adult population) in the Highlands and Islands (132.4), Central (128.7), the South (120.1), Lanarkshire (119.9), and Edinburgh and Lothians (114.8) per thousand of population;
- between 2004-05 and 2005-06, overall participation increased only in Tayside (from 148.1 to 151.6) and Dunbartonshire (155.7 to 157.3) per thousand of population. It fell in all other areas, most noticeably in Fife (down by 6.3), the West (down by 4.7) and the Highlands and Islands (by 4.2) per thousand of population;
- FE level participation fell slightly in all areas, except in Tayside (up by 3.1), Dunbartonshire (up by 2.5) and the North East (up by 0.1) per thousand of population. College sector HE level participation increased only in Tayside (up by 0.8) and Glasgow (up by 0.4) per thousand of population with the South remaining unchanged; and
- against a narrow overall drop in participation at HEIs (from 45.4 to 45.3 per thousand of adult population) there were slight increases in Glasgow (up by 0.5), Highlands and Islands (up by 0.9), and Edinburgh and Lothians (up by 0.3 respectively).

Figure 5: Participation per thousand of adult population (16 and over) in Scottish colleges and HEIs by supply and demand area, 2002-03 and 2005-06

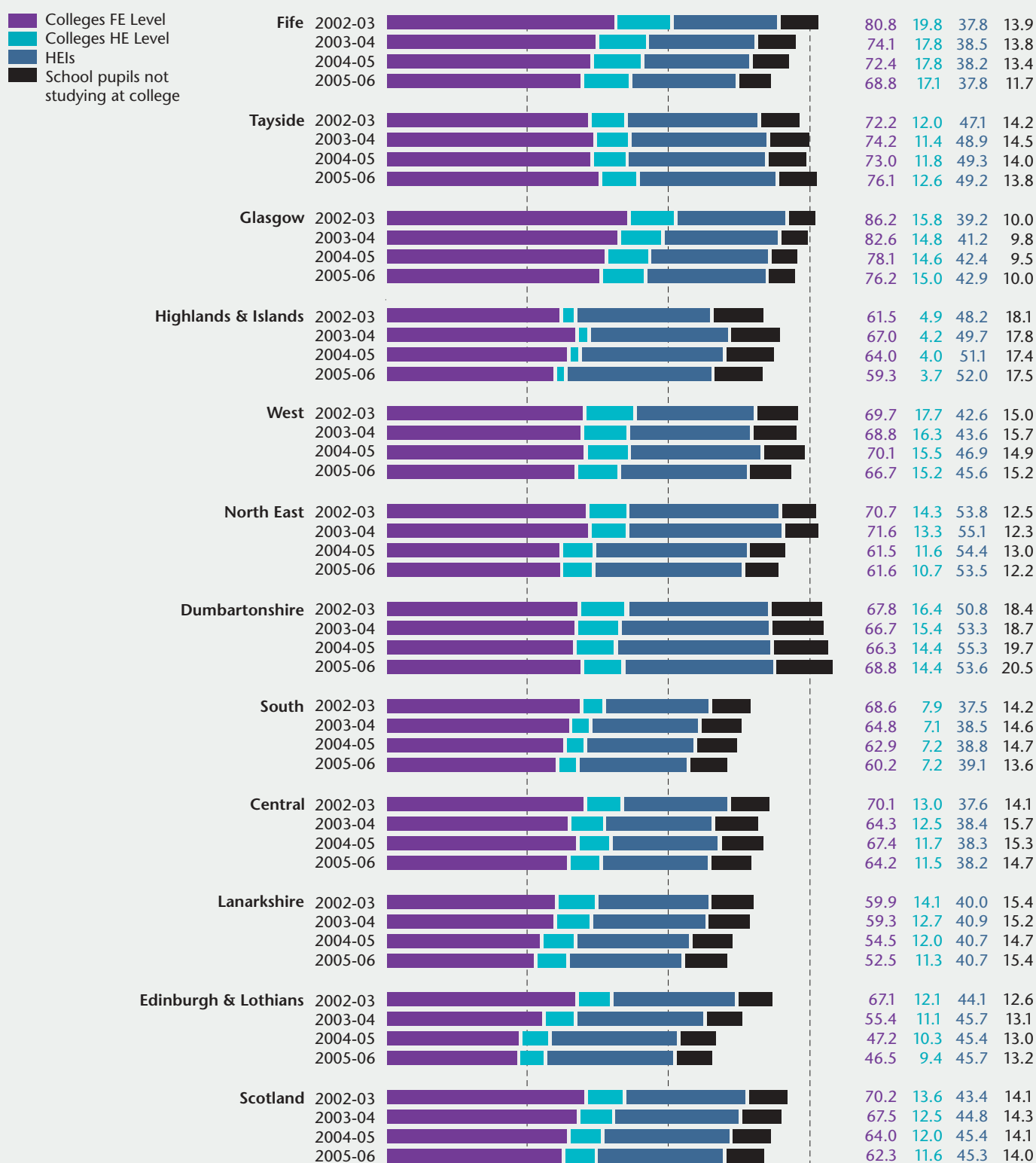
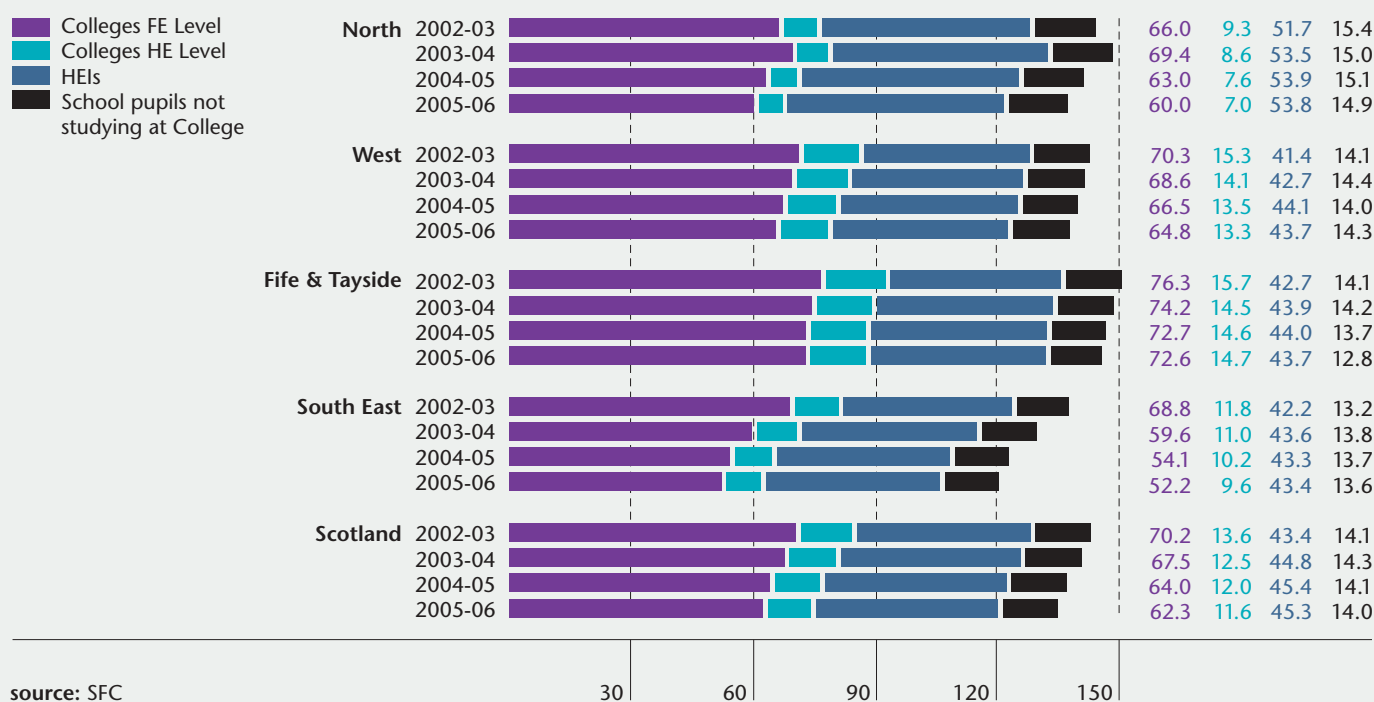


Figure 6 shows participation rates grouped into Wider Access Regional Forum areas. There are no substantial changes between 2004-05 and 2005-06.

Figure 6: Participation per thousand of adult population (16 and over) in Scottish colleges and HEIs by Wider Access Regional Forum area, 2002-03 and 2005-06



Note: The Scottish data in Figures 5 and 6 are 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. However, it is based on home postcodes of students.

Figure 6 shows that:

- in 2005-06, Fife and Tayside shows the highest levels of participation in colleges at both FE and HE levels, whereas the North area maintains the highest participation levels in the university sector;
- between 2004-05 and 2005-06, all areas show slight reductions at FE level, with Fife and Tayside showing the smallest reductions of only 0.1 per thousand of population. The same applies to HE level participation in colleges, except in Fife and Tayside where there was an increase of 0.1 per thousand of population;
- the participation rate in the university sector between 2004-05 and 2005-06 fell slightly in all areas, except for the South East where there was a small increase of 0.1 per thousand of population.

Figure A illustrates the geographical variation in non-advanced participation in 2005-06. Figure B shows this for HE participation.³ The patterns of participation for FE and HE are very different. In the HE map, areas of high and low participation are often close together, indicating that proximity or distance from an HEI is not a key factor in the pattern of participation.

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

Figure B shows that the areas with the highest participation rate in HE (in both colleges and universities) are mainly around the major cities (though the cities themselves are far more mixed).

The maps show that in some areas higher FE participation coincides with lower HE participation – such as in Glasgow – but in other areas participation in both levels of learning are low. In some areas participation is higher than average in both.

Notes on Figure A and B: The Standardised Participation Ratio (SPR) compares the number of participants in an area with what would be expected if national age-gender specific participation rates were applied to the areas' population. The SPR ensures areas with differing age-gender distributions are comparable. The national SPR is one. Thus participation in areas in teal is close to the national rates.

³ These maps show participation rates at the level of Scottish Neighbourhood Statistics Intermediate Geography. These aggregations of data zones contain between 2,500 and 6,000 people.

Figure A: Geographical variation in headcount participation in FE in 2005-06

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Figure B: Geographical variation in headcount participation in HE in 2005-06

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES





Gender

Since the early 1990s, the gap between the participation rates at HE level for young men and women have grown, with women being now far more likely to participate than men. In 2005-06 the gap in participation among young men and women was the largest so far.

Figure 7 shows the gender ratios in colleges and HEIs in 2006-07. Women are more likely than men to participate in post-compulsory education at any level, and this is slightly more pronounced in HEIs and at FE level in colleges.

Figure 7: Students (headcount) in colleges and HEIs by level of education and gender, 2006-07

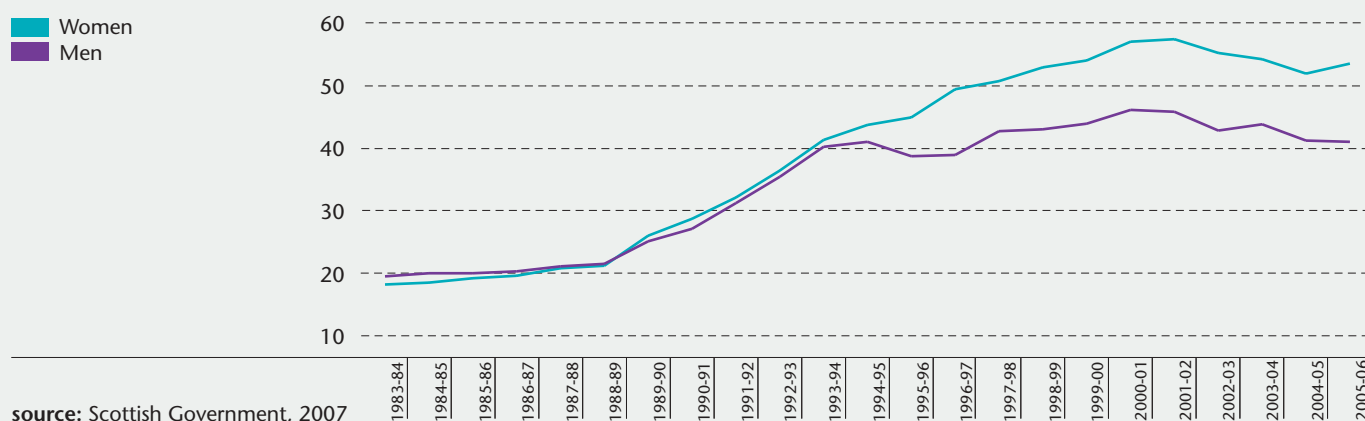
	Colleges				HEIs	
	HE level		FE level		HE level	
Men	21,408	46%	139,741	43%	101,178	42%
Women	24,672	54%	186,170	57%	140,534	58%
Total	46,080	100%	325,911	100%	241,712	100%

source: SFC

Note: The data does not include students from the Scottish Agricultural College (SAC). At SAC in 2006-07, 50 per cent of students were men, but the overall student numbers at SAC are too small to impact on these overall figures.

The gender gap in participation in HE is getting wider, as shown in Figure 8.

Figure 8: API for Scotland by gender, 1983-84 to 2005-06



source: Scottish Government, 2007

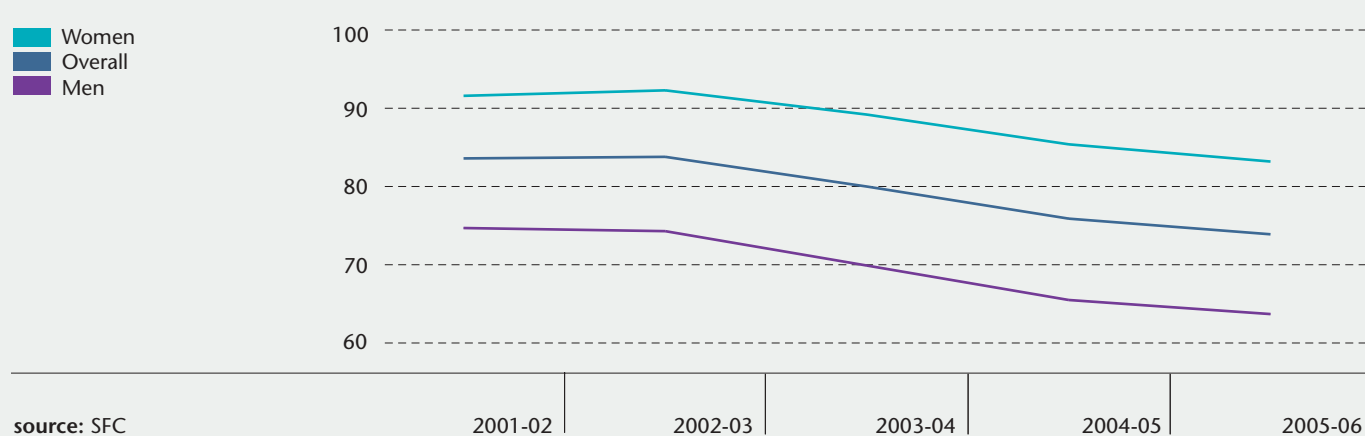
Note: Estimates for the period prior to 1994-95 are based on surveys, which were substantially revised in 1994-95.

Figure 8 shows that since the mid 1990s, the API for women has been higher than among men. In 2005-06, the API for women was 53.5 per cent while the figure for men was 41.0 per cent. The gap in participation in 2005-06 was wider than it has been before, at 12.5 percentage points.

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?* is at www.sfc.ac.uk/publications/SFC_Gender_Report_July_2006.pdf

Figure 9 shows that the participation rate in the college sector is higher for women than for men, though the gap has not been widening as it has in HEIs.

Figure 9: Participation rates in the Scottish college sector by gender, 2001-02 to 2005-06



source: SFC

Students from deprived areas

People who live in deprived areas are more likely to participate in colleges than those from more affluent areas who are more likely to participate in the university sector, a fact that is unlikely to change quickly.

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 2005-06 (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). There is no change worth noting between 2004-05 and 2005-06. Figure 10 shows that in colleges there is a more even distribution by deprivation quintile, particularly at HE level. In HEIs students from the most deprived quintile make up only 10 per cent of the student population – half of what it would be if the distribution would be more even.

Figure 10: Scottish-domiciled students (headcount) in colleges and HEIs by level of study and deprivation quintile, 2005-06

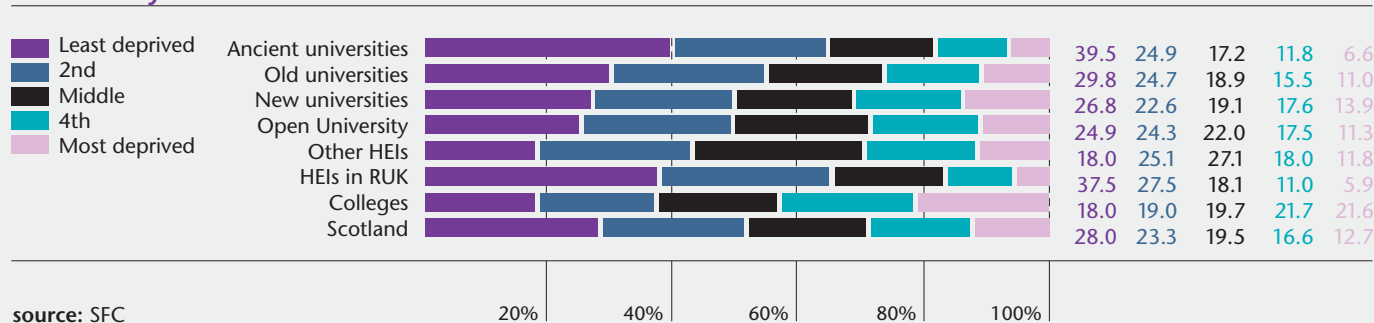
	HE level		Colleges		HEIs	
	HE level		FE level		HE level	
Least deprived quintile	8,105	18%	48,864	16%	56,851	31%
2nd quintile	8,549	19%	59,776	20%	45,525	25%
Middle quintile	8,427	19%	61,077	21%	35,926	19%
4th quintile	9,702	22%	61,627	21%	28,006	15%
Most deprived quintile	9,626	22%	65,504	22%	18,966	10%
Total	44,409	100%	296,849	100%	185,274	100%

source: SFC

Note: The total number of students for HEIs excludes 3,530 students where this data is 'unknown'. For colleges, the total excludes 10,108 students where this data is 'unknown' or missing (1,254 HE level and 8,854 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, 2005-06 by SIMD



source: SFC

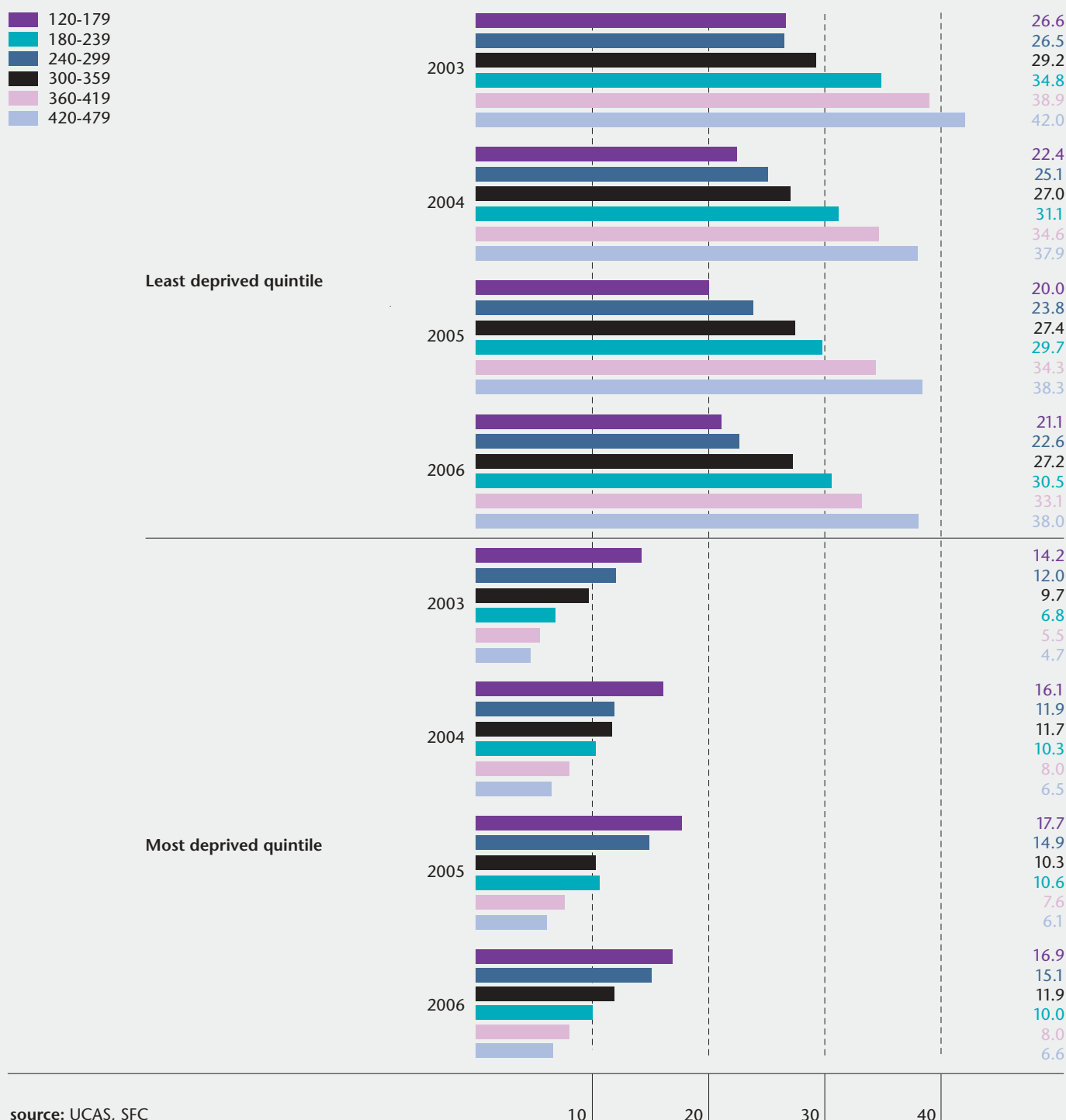
Note: Other HEIs are small specialist institutions and the UHI Millennium Institute. New universities are those which attained university status in the early 1990s – former polytechnics.

Figure 11 shows that colleges have the most even spread in terms of participation by deprivation, with the least even spread found at ancient and old universities and at HEIs in the rest of the UK. This figure is almost identical to the data for 2004-05.

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

UCAS now uses tariff scores and bands to make it easier to map prior attainment from a large variety of qualifications onto a unified score. For example, a Scottish Higher at grade A counts for 72 points, which equals an Advanced Higher at grade C.

Figure 12: Scottish-domiciled applicants to HEIs by deprivation and tariff band (including least and most deprived only), 2003 to 2006

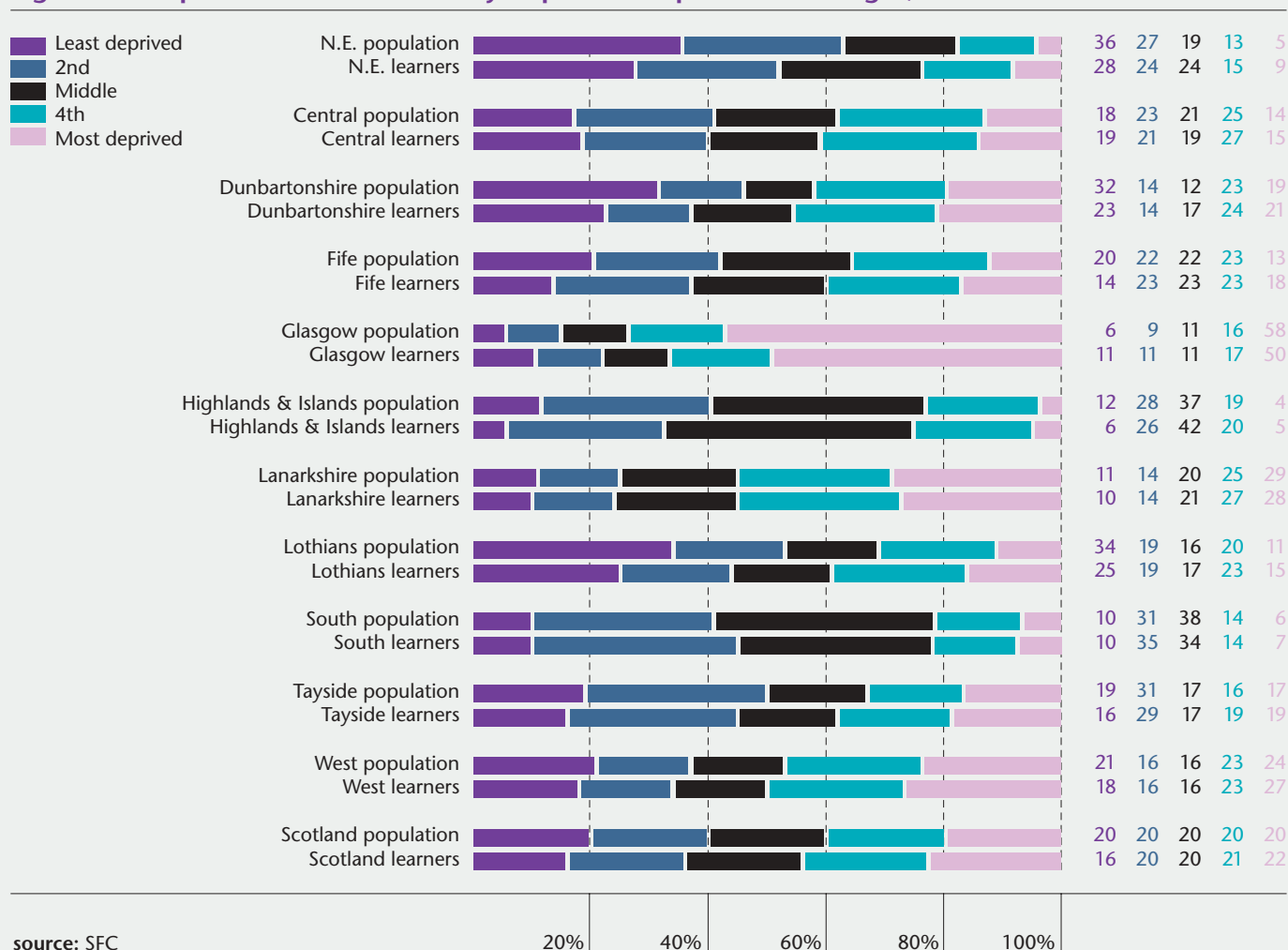


source: UCAS, SFC

Figure 12 shows that:

- applicants from most deprived areas still make up a far smaller proportion than applicants from the least deprived quintile areas in each tariff band, with the gap being smallest in the lowest band (120-179);
- 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
- however, between 2003 and 2006 there was a slight narrowing of the gap between these groups in all tariff bands.

Figure 13: Population and students by deprivation quintile in colleges, 2005-06



source: SFC

Figure 13 shows the pattern of participation in the college sector by deprivation quintile for each supply and demand area. It shows that for Scotland as a whole and for every area, except for two most deprived areas (Glasgow and Lanarkshire), the proportion of college students from the most deprived quintile exceeds the proportion in the population. In both Glasgow and Lanarkshire – more so in Glasgow – the most deprived are underrepresented in colleges.

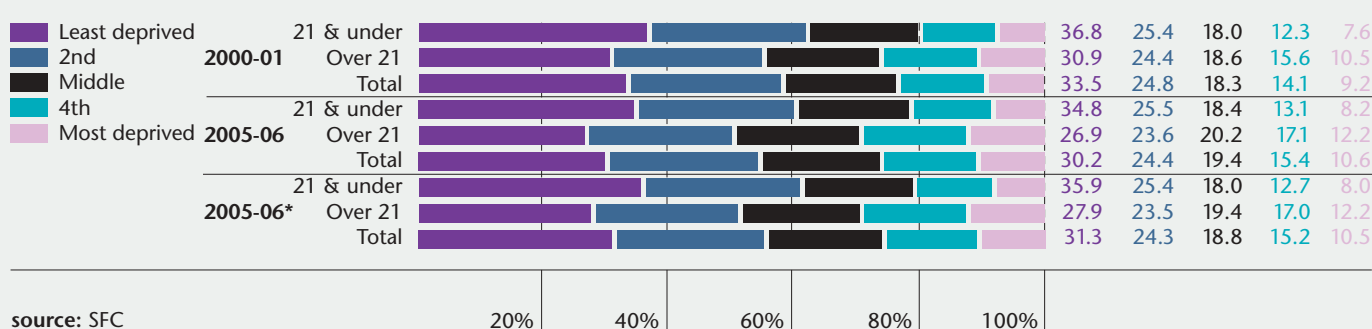
Young and mature students from deprived areas

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 was 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 2005-06.

One of the measures that the Scottish Government has asked the Funding Council to monitor is 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 2005-06



source: SFC

Notes: 1) *Excludes Bell College and the UHI Millennium Institute, which are also not included in the 2000-01 figures as they weren't HEIs then.
2) Quintile not known: four per cent in 2000-01 and 1.9 per cent in 2004-05.

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

Figure 14 shows that:

- looking at all students, the proportion of students in HEIs from the most deprived quintile increased by 1.4 percentage points from 9.2 per cent in 2000-01 to 10.6 per cent in 2005-06. 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 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 10.5 per cent. It grew to 12.2 per cent in 2005-06.

Disabled students

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

We know that the data on disability are still subject to under-reporting and disclosure issues, but the data presented in Figure 15 provide some indication of percentage of students in colleges and HEIs who disclosed a disability between 2000-01 and 2006-07. We know now that in 2006-07 at least 9.9 per cent of the student population in colleges and 6.5 per cent in HEIs have a disability. The figures for 2004-05 were 8.6 per cent in colleges and 5.6 per cent in HEIs.

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 2006-07

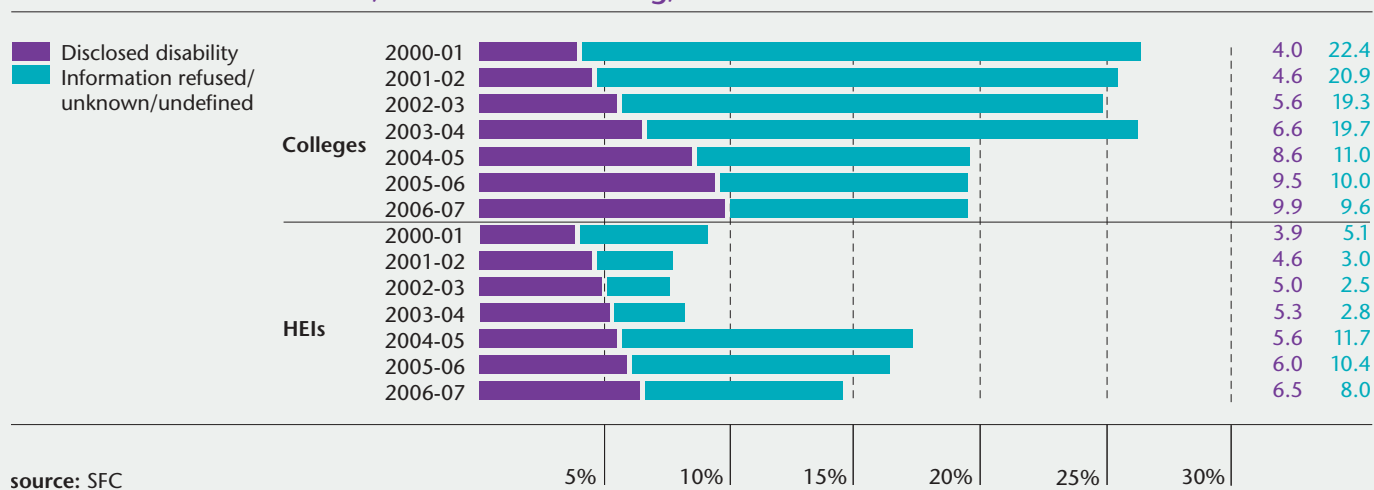


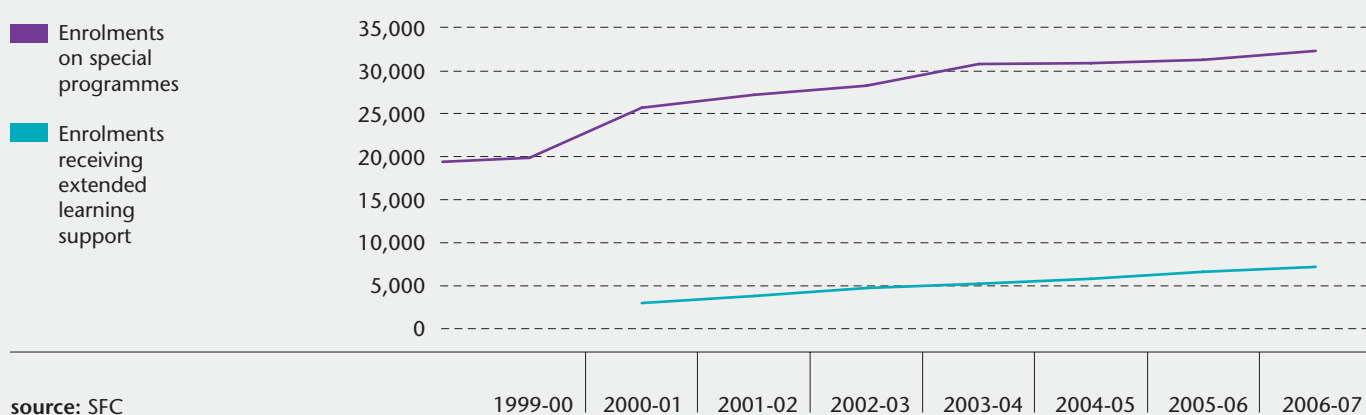
Figure 15 shows that:

- the proportion of students disclosing a disability increased in both colleges and in HEIs; and
- there continued to be a substantial improvement in disclosure and gathering data of this information in colleges and HEIs, but the percentage of students for whom this information is recorded as unknown, refused or missing, is still large (9.6 per cent in colleges and eight per cent in HEIs).

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 2006-07. In 2006-07 there was a total of 446,619 enrolments, of these 32,382 were on special programmes (7.3 per cent) and 7,164 enrolments required extended learning support (1.6 per cent).

Figure 16: Number of enrolments requiring additional support on special programmes (DPG 18) in Scotland's colleges or are requiring additional learning support, 1998-99 to 2006-07



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

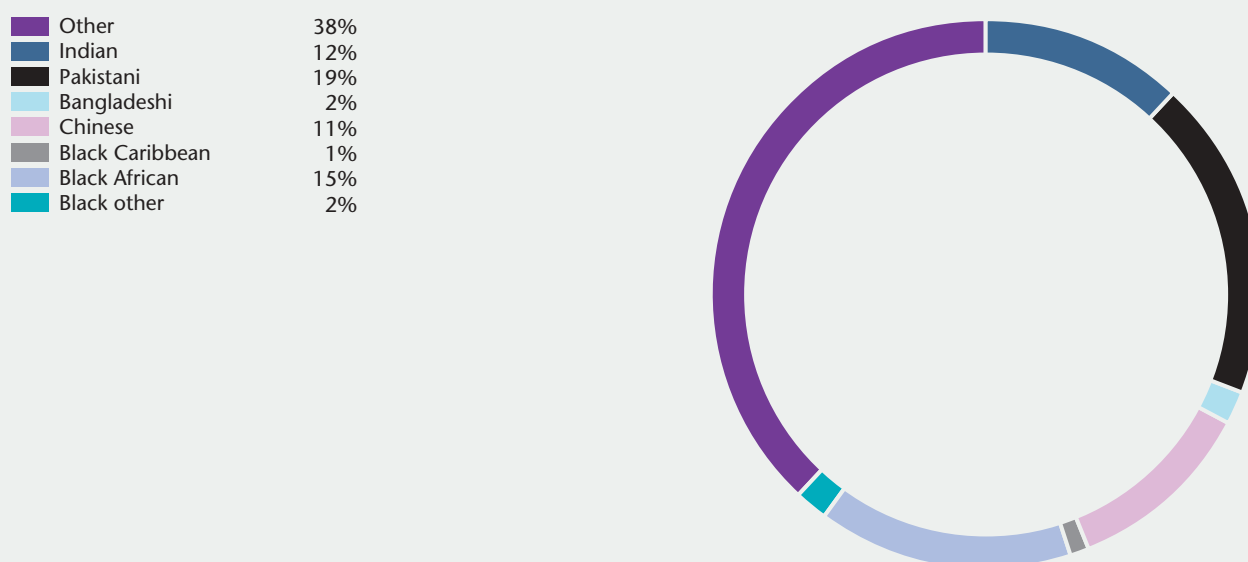
Resource: The Scottish Parliament's Equal Opportunities Committee investigated the barriers that disabled people face when attempting to access employment, leisure services and further and higher education. Its recommendations to Council and its proceedings can be found at www.scottish.parliament.uk/business/committees/equal/inquiries/disability/disability-home.htm

Ethnic groups

Scottish-domiciled students from non-white ethnic groups continue to be represented in Scotland's colleges and HEIs at least equivalent to their proportion in the population if not better.

Figure 17 shows the distribution by ethnic group in Scottish colleges in 2006-07, 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, 2006-07



source: SFC

Figure 17 shows that in 2006-07, there was a total of 16,944 students (about 4.8 per cent of all students in that year) distributed across ethnic groups other than 'white' and for those where the 'information is refused/unknown'. Students in the 'white' group account for 321,375 (92 per cent) of all students (350,385 student headcounts) and those from the 'information refused' and/or 'information unknown' group account for 12,066 (3.4 per cent). There was a substantial increase in the proportion of students declaring their ethnic origin. The percentage of students for whom this information is either refused or unknown reduced from 10 per cent in 2004-05 to 3.4 per cent in 2006-07.

Figure 18 shows that the percentage of Scottish-domiciled non-white students in HEIs was, in 2006-07, at least 4.1 per cent (compared to three per cent of the population in Scotland in general – based on the Census in 2001).

Figure 18: Percentage of all students by self-classified ethnic group in HEIs by domicile, 2006-07

	White	Black	Asian	Mixed	Other	Not Known	Total
Scottish-domiciled	90.4%	0.6%	2.5%	0.7%	0.3%	5.4%	178,180
Other UK-domiciled	84.5%	2.3%	4.8%	1.7%	0.7%	6.0%	27,273
Other EU-domiciled	54.7%	0.6%	0.5%	0.8%	0.8%	42.7%	12,341
Other Overseas-domiciled	16.6%	6.6%	29.1%	1.2%	2.4%	44.0%	23,921
Total	80.6%	1.4%	5.3%	0.9%	0.6%	11.2%	241,715

source: SFC



How well young people do in school has a major impact on what educational and occupational choices they have later in life. In *Learning for All*, we said we wanted:

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

Overall school attainment is lower in publicly-funded schools, but the attainment gap between boys and girls is higher in independent schools.

Figures 19 and 20 show that girls continue to out-perform boys in school at all levels of study, in both publicly-funded and independent schools at the end of S6.

Figure 19: Cumulative attainment in publicly-funded secondary schools at the end S6 by gender and SCQF level, 1998-99 to 2005-06

		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%
2005-06	Male	30,690	26.5%	17.2%	11.4%
	Female	29,748	33.6%	22.3%	13.7%

source: Scottish Government, 2007

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:

- between 2004-05 and 2005-06, for those with 3+ awards at level 6, attainment in publicly-funded schools slightly improved for boys and slightly fell for girls – though there is no consistent trend. The same applies to those attaining 5+ awards at level 6, and attainment slightly increased for both girls and boys for those leaving with 1+ award at level 7; and
- overall, the gap in attainment between boys and girls still remains noticeable, but it narrowed slightly in the most recent year. In 2005-06, the attainment gap at 3+ awards at level 6 was 7.1 percentage points, at 5+ awards it was 5.1 percentage points and at 1+ awards at level 7 it was 2.3 percentage points. The respective figures for 2001-02 were 8.6, 6.3 and 3.1 percentage points.

Figure 20: Cumulative attainment in independent schools at the end S6 by gender and SCQF level, 1998-99 to 2005-06

		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%
2005-06	Male	1,599	63.3%	51.9%	36.3%
	Female	1,511	75.2%	63.5%	46.5%

source: Scottish Government, 2007

Figure 20 shows that:

- school attainment in independent schools continued to be noticeably higher than in publicly-funded schools for both boys and girls;
- in 2005-06 there was a 11.9 percentage point gap in attainment in favour of girls among those achieving three or more awards at level 6 (Highers) but given the relatively small numbers of leavers from independent schools, this gap varies between years; and
- the gap in attainment is slightly less pronounced among those with five or more awards at Highers and among those leaving with 1+ award at level 7, but still noticeably larger than in publicly-funded schools.



A key indicator of deprivation among pupils is the data for registration for free school meals – about 17 per cent of all S4 pupils in 2005-06 came into this category. As shown in Figure 21, in 2005-06, the three-year average tariff score among those registered for free school meals was 111, whereas for those not registered for free school meals was 185.⁴

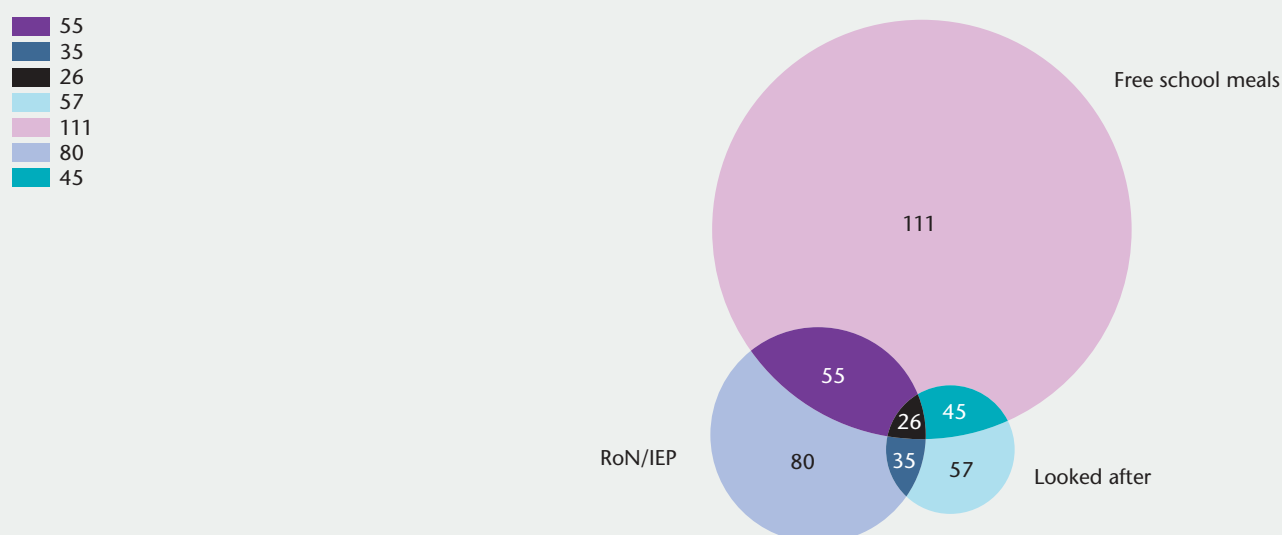
Source: *SQA Attainment and School Leavers Qualifications in Scotland, 2005/06*, Scottish Government, March 2007. See also Kenway, P et al: *Monitoring Poverty and Social Exclusion in Scotland*. Joseph Rowntree Foundation, 2005.

The then Scottish Executive publication *SQA Attainment and School Leavers Qualifications in Scotland, 2005-06*, 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 adverse effects on school attainment.

In addition to these factors, other factors such living in a large urban area can affect attainment. When a number of these factors come together in the pupil characteristics, as shown in Figure 21, pupils may be statistically less likely to attain good grades.

⁴ 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.

Figure 21: Three year average tariff score of S4 pupils, by characteristic of pupil, 2003-04 to 2005-06



source: Scottish Government, 2007

Note: RoN/IEP – Record of Needs/Individualised Educational Programme status.

Figure 21 shows that:

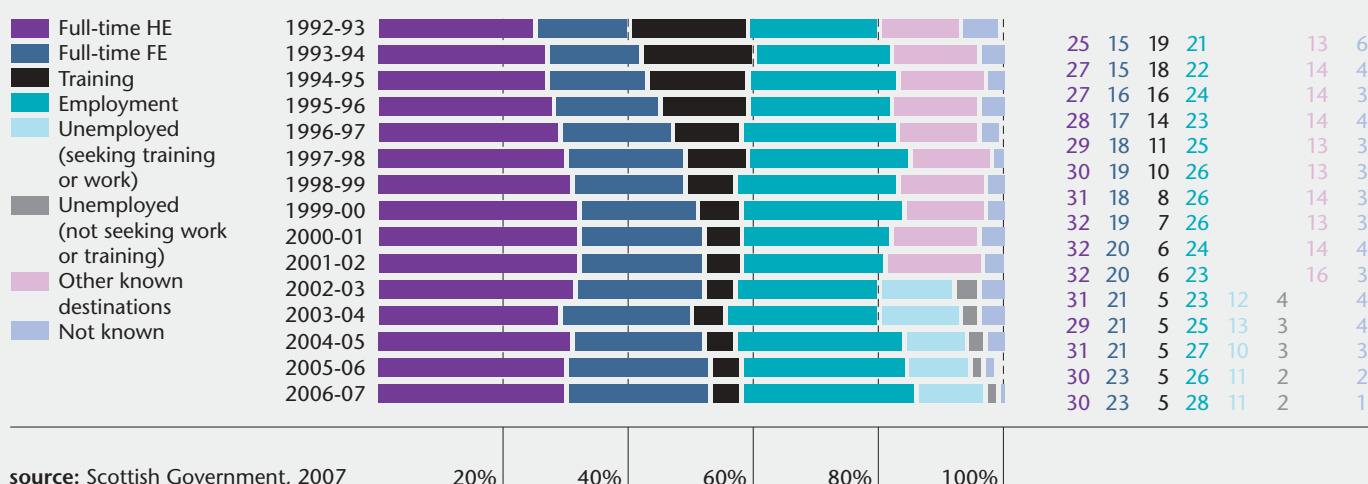
- over a three year average, pupils that are not affected by factors such as free school meals or having Record of Needs/Individualised Educational Programme status, or are looked after by social workers, score 185 tariff points, while those on free school meals score on average only 111;
- those pupils with a Record of Needs/Individualised Educational Programme status only score 80 on average and those looked after by social workers score on average only 57; 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 have a Record of Needs/Individualised Educational Programme status, their average tariff score is only 26 compared to 185 for those not affected by these characteristics. There has been very little change in these figures.



Since 1999-00, more than half of all school leavers have gone directly into full-time FE or HE. The percentage of leavers entering employment directly after school has increased slightly, while the percentage of leavers who are unemployed has fallen slightly.

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 2006-07



source: Scottish Government, 2007

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

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

3) 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, 2006-07, Scottish Government, December 2007](#)

www.scotland.gov.uk/Publications/2007/12/07093501/28

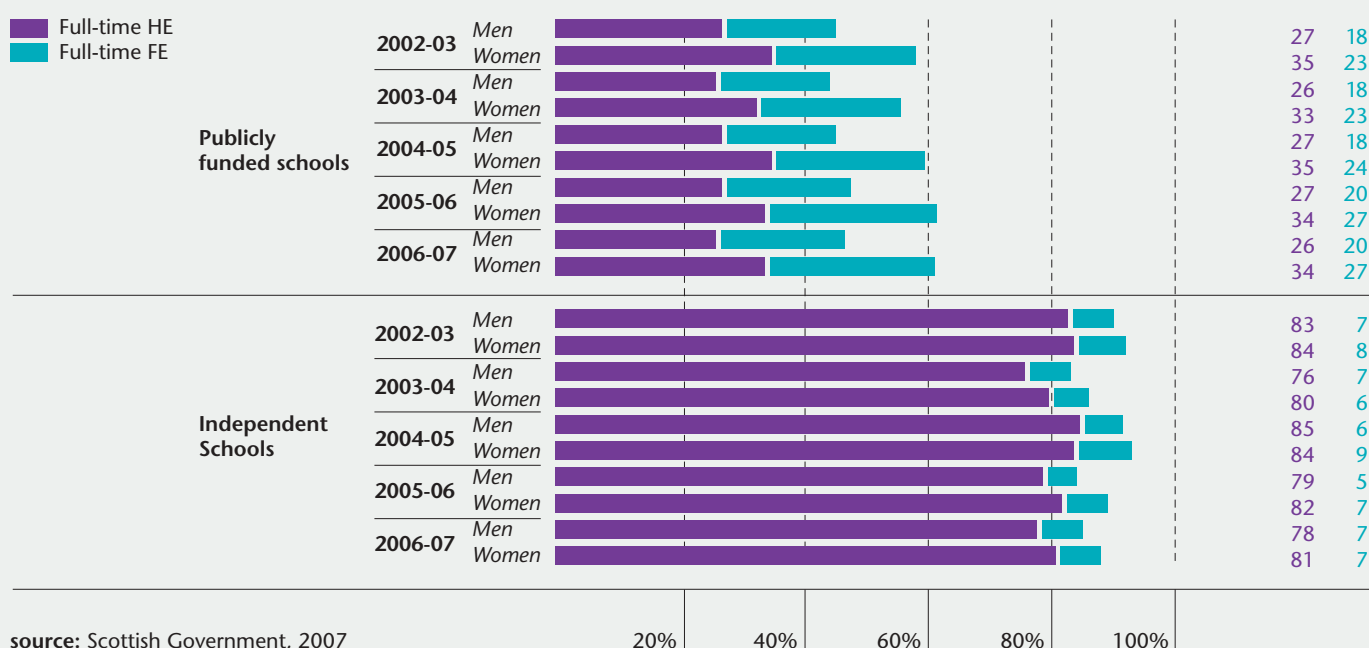
Figure 22 shows that:

- the percentage of leavers entering full-time FE or HE has not changed noticeably in the last year;
- there was a further increase of leavers entering employment with 28 per cent in 2006-07 (compared to 26 per cent in 2005-06); and
- the percentage of leavers unemployed but seeking work or training remained unchanged compared to 2005-06. However, over the longer term, the percentage unemployed but not seeking work or training fell – though there are noticeable regional variations.

Historically, a far higher percentage of leavers from independent schools have gone into full-time HE, compared from leavers from publicly-funded schools. In 2006-07, 79 per cent of leavers from independent schools went into full-time HE, only seven per cent went into FE and only three per cent directly went into employment. The respective figures for 2005-06 were 80 per cent, six per cent and three per cent.

Figure 23 shows the destination rates for young men and women for the period 2002-03 to 2006-07 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 2006-07

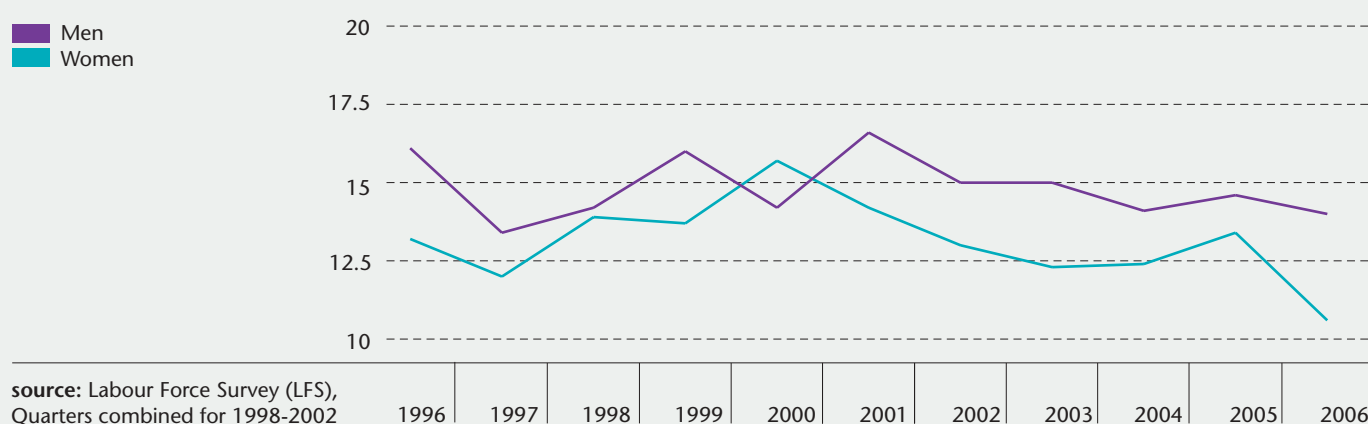


source: Scottish Government, 2007

Figure 23 shows that:

- the gender gap in HE participation continued to be more pronounced among leavers from publicly-funded schools. Here the gap in 2006-07 between young men and women for full-time HE was eight percentage points in favour of females and for full-time FE was seven percentage points, also in favour of females. This percentage point gap has not changed substantially over the period in HE, but has slightly increased in FE.

Scotland still has a substantial proportion of 16 to 19 year-olds who are in the More Choices, More Chances group (formerly not in education, employment or training, NEET) as shown in Figure 24. It shows that since 2000, the percentage of people in this group is greater among young men than among young women, but there was particularly a noticeable drop in the percentage of young women in this group, from 13.4 per cent in 2005 to 10.6 per cent in 2006.

Figure 24: Percentage of 16 to 19 year olds in More Choices, More Chances group, 1996 to 2006

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

The Scottish Government estimates that, in 2007, there were some 32,000 young people in Scotland who were not in education, training or some form of recognised employment. While many of them eventually move off benefits and into employment or training (some 44 per cent), the majority remain unemployed and economically inactive.

A recent study by the OECD, published in December 2007, *Reviews of National Policies for Education – Quality and Equity of Schooling in Scotland*, stated that: “notwithstanding the overall success rate of the Scottish educational system, gaps in achievement have opened up, beginning in primary education and widening throughout junior secondary years. Another concern is the increasing number of young people leaving school with minimal qualifications, a tendency found amongst students from lower socio-economic backgrounds.”

Scotland has the lowest percentage of 15 to 19 year-olds in education or training in the OECD, with only about 63 per cent (based on data for 2003), compared to an OECD average of 83 per cent.

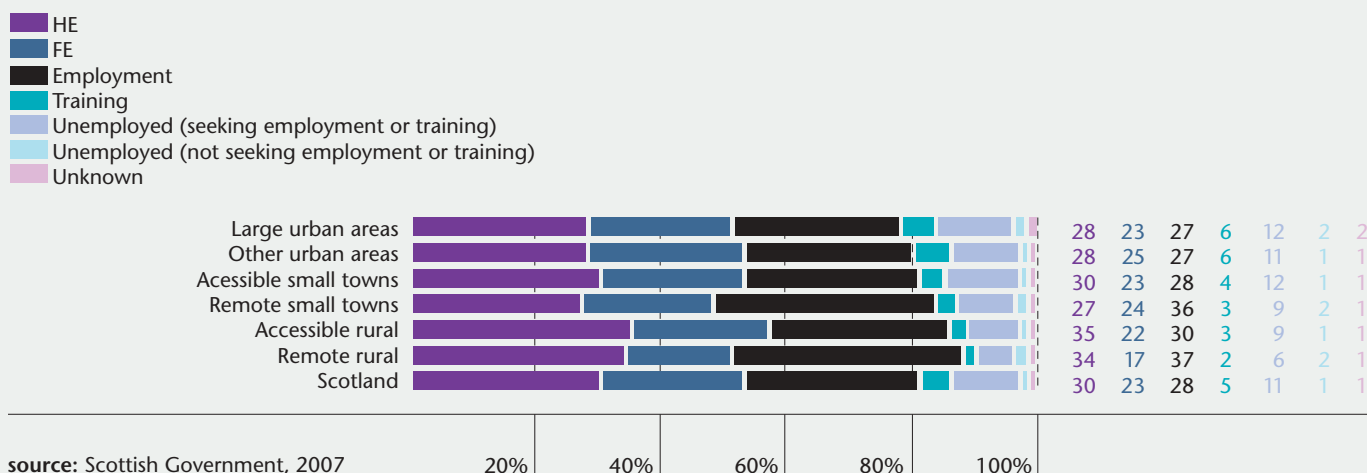
Resource: *Reviews of National Policies for Education – Quality and Equity of Schooling in Scotland*, OECD, December 2007. www.oecd.org



There are noticeable regional differences in progression rates into full-time HE and FE, but most areas sustained relatively high levels of progression.

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

Figure 25: Percentage of school leavers from publicly funded secondary schools in Scotland by destination category and six-fold urban/rural classification, 2006-07



Note: 1) Percentages may not total 100 per cent due to rounding
 2) Leavers going onto voluntary work are included under 'unemployed not seeking employment or training'.

Figure 25 shows that:

- comparing the destination rates for Scotland as a whole, accessible and remote rural areas have the largest proportion of school-leavers going into full-time HE and employment; and
- remote rural areas have a far smaller proportion going into full-time FE and unemployment.

Figure 26 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 27 shows the same information by Wider Access Regional Forum area.

Figure 26: Percentage of leavers entering full-time FE and HE from publicly-funded schools in Scotland by Supply and Demand area, 2002-03 to 2006-07

	No of leavers 2006-07	Full-time HE					Full-time FE				
		2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
Central	3,229	33	33	31	29	30	14	15	15	18	17
Dunbartonshire	2,667	34	34	35	34	34	25	21	22	23	22
Edinburgh & Lothians	7,666	26	28	29	29	28	18	19	17	20	21
Fife	4,155	32	30	31	28	28	24	26	30	32	34
Glasgow	5,097	20	18	21	22	22	25	22	26	26	26
Highlands & Islands	4,707	33	31	30	32	31	17	18	18	19	18
Lanarkshire	7,481	30	28	32	31	29	18	17	17	19	20
North East	5,010	39	35	39	37	34	21	22	22	22	22
South	3,011	37	31	31	31	30	23	28	24	27	25
Tayside	4,258	31	29	30	29	27	24	27	29	30	30
West	9,981	35	33	37	34	35	21	20	20	23	22
Scotland	57,262	31	29	31	30	30	21	21	21	23	23

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

Figure 26 shows that:

- while the overall destination rate to full-time HE has not changed between 2005-06 and 2006-07, there was a decline in the North East by three percentage points and by two percentage points in Tayside; and
- the overall destination rate into full-time FE has not changed noticeably between 2005-06 and 2006-07 either. There was an increase in Fife by two percentage points and a two percentage point decrease in the South.

Figure 27 shows the same data as Figure 26, but for Wider Access Regional Forum areas. It shows that there has been little change in the past year.

Figure 27: Percentage of school leavers from publicly-funded schools in Scotland by Wider Access Regional Forum area entering full-time FE and HE, 2006-07

	No of leavers 2005-06	Full-time HE					Full-time FE				
		2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
Fife and Tayside	8,413	32	29	30	29	27	24	27	29	30	31
North	9,717	35	32	32	33	32	18	19	19	20	19
South East	12,144	29	29	29	29	29	19	19	19	21	20
West	26,988	32	31	34	33	32	21	21	21	23	23
Scotland	57,262	31	29	31	30	30	21	21	21	23	23

source: Scottish Government, 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 data from the individual local authorities, not from the individual schools as in Figure 26 overleaf. Due to rounding errors, the annual Scotland figures do not exactly average out according to the Wider Access Regional Forum areas.

There appears to be a widening gap in progression into HE between pupils in the schools in the bottom quintile for progression and the rest.

Figure 28 shows the gap in the proportion of school leavers entering full-time HE from schools with the lowest progression into full-time HE.

Figure 28: Percentage of school leavers going into full-time HE by Wider Access Regional Forum area from secondary schools in the lowest quintile for progression into full-time HE, 2002-03 to 2006-07

Wider Access Forum Area	Total No. of Secondary Schools 2006-07 and in lowest quintile for HE	Total No. of school leavers and in lowest quintile for HE	Full-time HE				
			2002-03	2003-04	2004-05	2005-06	2006-07
Fife & Tayside	47	8,413	32	29	30	28	26
	13	1,934	20	21	19	16	14
North	72	9,392	35	32	32	33	31
	9	1,060	18	17	14	17	13
South East	83	13,726	29	29	29	29	29
	17	2,399	19	19	16	18	15
West	158	25,773	32	31	34	31	29
	33	4,862	17	15	16	16	14
Scotland	360	57,304	31	29	31	31	29
	72	10,255	19	18	16	17	14

source: Scottish Government, SFC

Note: In 2006-07 there were 370 secondary schools in Scotland. Of these, five schools withheld data due to DPA and a further five schools had zero per cent destination rates as they are junior high schools.

Figure 28 shows that in 2006-07:

- there appears to be a widening gap between progression into HE for pupils in the schools in the bottom quintile and the rest, and
- there are some regional variations: while for the Scotland average, the gap between the progression rates of the lowest quintile and all schools is 15 percentage points, it is only 12 percentage points in Fife and Tayside, but 18 in the North.



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

SFC and the Higher Education Statistics Agency (HESA) publish annually 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 shows some of the data from the PIs, but also adds new statistics.

Figure 29 shows some of the PI data for the college sector. It shows that in 2005-06, the college sector as a whole retained 86 per cent of enrolments – unchanged from 2004-05, though rates vary between colleges. Completion rates have dropped slightly from 81 per cent to 79 per cent alongside a two percentage point increase in the drop out rates from 18 per cent to 20 per cent.

Figure 29: Actual learning outcomes of enrolments on courses with a national qualification aim in per cent in Scotland's colleges, 2001-02 to 2005-06

	Learners completing their course	Learners completing their course successfully or progressed to next year of study	Learners completing their course and not gaining award but may have achieved partial success	Learners who completed programme with the outcome not assessed
2001-02	86%	81%	17%	2%
2002-03	84%	83%	16%	1%
2003-04	84%	80%	17%	3%
2004-05	86%	81%	18%	1%
2005-06	86%	79%	20%	0%

source: SFC

Figure 30 shows student retention data for HE activity in the college sector up to 2005-06. Overall, there has been little change in these figures over the past few years.

Figure 30: Student retention for students undertaking HE activity in the college sector in Scotland, 2001-02 to 2005-06

	Full-time HE activity	Part-time HE activity	Total HE activity	Full-time FE activity	Part-time FE activity	Total FE activity
2001-02	83%	94%	86%	78%	94%	84%
2002-03	82%	92%	85%	78%	93%	84%
2003-04	81%	93%	84%	79%	92%	84%
2004-05	84%	93%	86%	81%	92%	85%
2005-06	84%	94%	86%	79%	93%	86%

source: SFC

Note: The data reported here exclude enrolments not meeting the funding qualifying date, enrolments spanning into next academic session 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

For the HE sector, the Funding 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 31 shows the difference in non-continuation by quintiles of population in the SIMD. It shows, while non-continuation fell for all quintiles, there is still a strong correlation between deprivation and non-continuation.

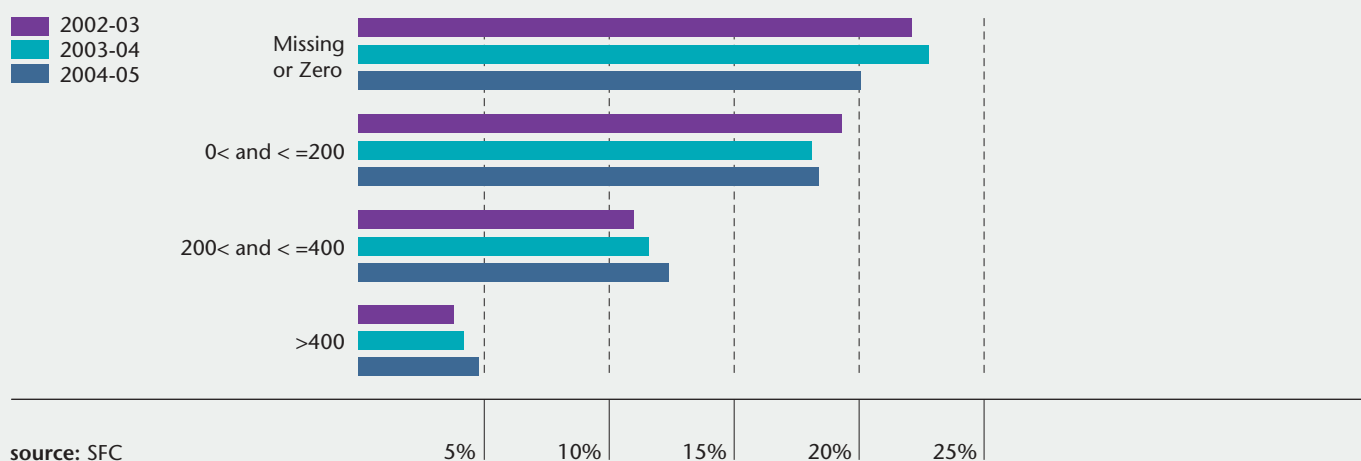
Figure 31: Non-continuation by deprivation quintile at SFC-funded HEIs, 2002-03 to 2004-05



Figure 32 shows that there is a strong relationship between tariff score and non-continuation, but there are still large numbers of students who for technical reasons have UCAS tariff score missing or zero.

Note: The proportions missing and zero tariff scores are large indeed. We investigated why this is and found that the missing groups are atypical – non-continuation declined overall and in each of the deprivation classes (see Figure 31), and not only declined in the missing and zero tariff classes. There was also a decline in the proportion of students with missing or zero tariff, from 43 per cent to 37 per cent, between 2003-04 and 2004-05. while the proportion with tariff > 400 rose from 17 per cent to 27 per cent, suggesting a change in the groups included in the tariff system.

Figure 32: Non-continuation by UCAS tariff score at SFC-funded HEIs, 2002-03 to 2004-05

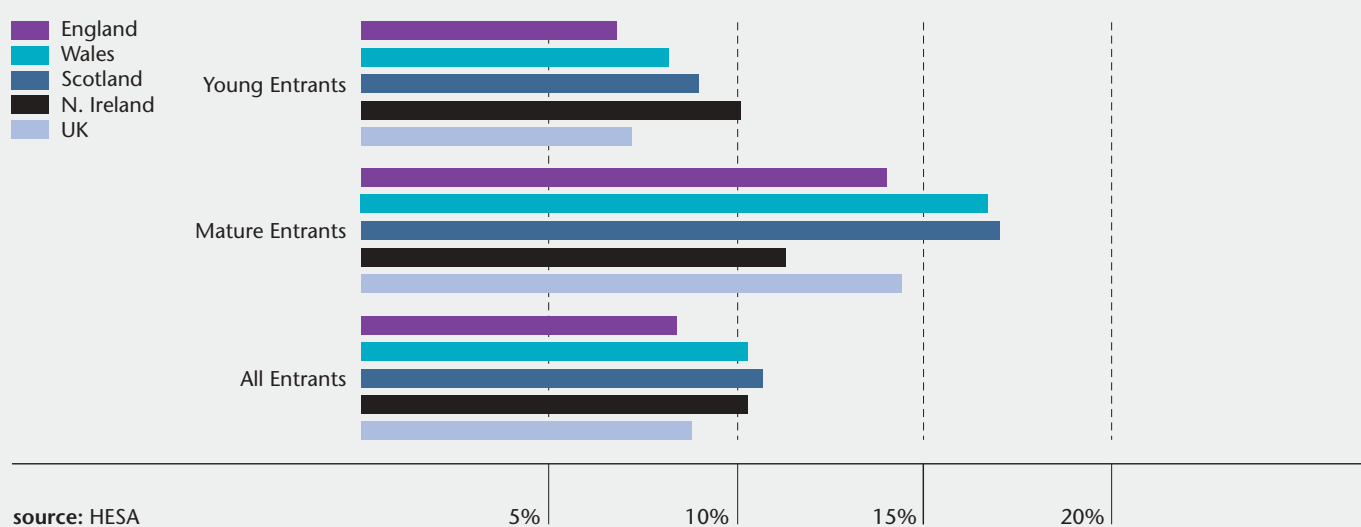


Figures 31 and 32 show:

- non-continuation is most pronounced among students from areas in the most deprived quintile, but it decreased in this and all other quintiles overall between 2003-04 and 2004-05; and
- taking the difficulties in relation to missing or zero tariff score into account, there continues, nevertheless, to be a relationship between low prior attainment and high non-continuation.

HESA also publishes data annually on non-continuation in its PIs on full-time first degree and young and mature students. Figure 33 shows that non-continuation among full-time first degree entrants was higher among mature students. Scotland's non-continuation rate in 2004-05 was highest in the UK for mature entrants and also second highest for young entrants.

Figure 33: Non-continuation among full-time first degree entrants to HEIs, 2004-05





The number of students articulating from HNC/Ds into first degree in HEIs has varied over the past few years. However, articulation continues to apply only to a relatively small number of students – in 2006-07 some 3,087 Scottish-domiciled students entered full-time first degree second or third year with advanced standing, 12 per cent of all Scottish-domiciled entrants to full-time first degree.

The then Scottish Executive asked the Funding Council to monitor, by regional Wider Access Regional 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). The data in this area is not very reliable because there is, at present, no mechanism for tracking students from colleges to HEIs.

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 2006-07 there were 21,601 students (headcount) studying for an HND in Scotland and about 95 per cent (20,422) were at a college. For HNCs there were 20,490 and 86 per cent of them (17,577) were at a college.

Looking at the figures by Wider Access Regional Forum area, there are two approaches to using the data: show the numbers who are articulating by institution in each in area (Figure 34); or by the domicile of the student (Figure 35).⁵

The substantially higher number of entrants in the West area is connected to the fact that this area also has the largest number of school-leavers as well as a large number of institutions.

⁵ The domicile measure shows only Scottish-domiciled students, whilst the institution measure will also capture some non-Scottish domiciled students who have a qualification which is equivalent to an HNC/D.

Figure 34: All entrants, with a HNC/D, to either 2nd or 3rd year of a full-time first degree course (based on location of institution)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
North	167	227	298	258	303	425
Fife and Tayside	176	312	196	419	273	327
West	1,529	1,754	1,503	1,403	1,235	1,841
South East	457	620	826	758	697	784
Total	2,329	2,913	2,823	2,838	2,508	3,377

source: SFC

Figure 35: Scottish-domiciled entrants, with a HNC/D, to either 2nd or 3rd year of a full-time first degree course (based on domicile of the student)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
North	192	261	310	286	303	412
Fife and Tayside	207	282	253	404	303	390
West	1,454	1,736	1,531	1,427	1,240	1,768
South East	281	328	466	405	437	517
Total	2,134	2,607	2,560	2,522	2,283	3,087

source: SFC

Figures 34 and 35 show that between 2005-06 to 2006-07 there was a noticeable increase in the numbers of students (with a HNC/D) articulating into second or third year of a full-time first degree. This happened at a time when the total number of HNC/D students fell across Scotland since 2002-03 (particularly in the West). However, a significant part of this increase is due to one university returning data for some 500 more students.

In November 2007, SFC published a detailed report, *Articulation for All*, and has consulted on the findings of this report with a view to shape policy in this area. The report considers where articulation is taking place: by institution, by subject and by the characteristics of the students who use this route. It also discusses options for how we might improve articulation arrangements in future.

Resource: The report and consultation questions can be accessed at www.sfc.ac.uk/information/info_consultations/sfc/2007/sfc0507c/sfc052007c.htm

The Scottish Funding Council considered the issues emerging from this consultation and the report at its meeting in February 2008 (see relevant Council paper at www.sfc.ac.uk).

Realising the goals of *Learning for All* is something we know will take time and effort. While it is too early to measure overall success, some patterns are emerging.

Participation in colleges and universities remains at high levels – an indication that the majority of young people in Scotland continue to see university or college as a worthwhile investment. While the figures may be influenced by better statistics and more reporting, there are positive trends in the increased number of disabled students in our colleges and universities. The drop in young people not in education, training or employment and the increasing percentage of school leavers who do not enter further or higher education who find a job instead of being unemployed, is also worth noting.

But there are some data that should give rise for concern:

- the gap in participation between young men and young women is widening again, indicating that the priority given to this issue in implementing *Learning for All* should not be lessened;
- the gap in the progression rates into higher education from the schools that are in the bottom quintile for progression and the rest is widening; and
- colleges are doing well in serving the most deprived areas of Scotland. But in the areas with the highest proportions of their populations from the most deprived quintile of the Scottish population – Lanarkshire and Glasgow – learners from this group are slightly underrepresented.

In taking forward our policies we need to ask ourselves: what are the causes of these trends? What actions can we and others take that will make a difference? And how can these actions be taken forward and adequately resourced?

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 26, 27 and 28);
- 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, 6, A and B); 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 More Choices, More Chances 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 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 separate publication can be accessed at www.sfc.ac.uk/library/06854fc203db2fbd0000010ca0bdc601/

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

The improvements the Scottish Government would expect to see are:

- increasing participation in HE from publicly-funded schools (see Figures 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).

List of Local Authority areas, Wider Access Regional Forum areas and Supply and Demand areas

Local Authority area	Supply and Demand area	Wider Access Forum area
Fife	Fife	Fife & Tayside
Angus	Tayside	Fife & Tayside
Dundee City	Tayside	Fife & Tayside
Perth & Kinross	Tayside	Fife & Tayside
Argyll & Bute	Highlands & Islands	West
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
East Dunbartonshire	Dunbartonshire	West
West Dunbartonshire	Dunbartonshire	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

- Figure 1 API in HE in Scotland, 1980-81 to 2005-06
- Figure 2 API for Scotland by level of study, 1995-96 to 2005-06
- Figure 3 Participation rates in Scottish colleges, 2001-02 to 2005-06
- Figure 4 Participation rates by level of study in Scotland's colleges, 2001-02 to 2005-06
- Figure 5 Participation per thousand of adult population (16 and over) in Scottish colleges and HEIs by supply and demand area, 2002-03 and 2005-06
- Figure 6 Participation per thousand of adult population (16 and over) in Scottish colleges and HEIs by Wider Access Regional Forum area, 2002-03 and 2005-06
- Figure A Geographical variation in headcount participation in FE in 2005-06
- Figure B Geographical variation in headcount participation in HE in 2005-06
- Figure 7 Students (headcount) in colleges and HEIs by level of education and gender, 2006-07
- Figure 8 API for Scotland by gender, 1983-84 to 2005-06
- Figure 9 Participation rates in the Scottish college sector by gender, 2001-02 to 2005-06
- Figure 10 Scottish-domiciled students (headcount) in colleges and HEIs by level of study and deprivation quintile, 2005-06
- Figure 11 Scottish-domiciled HE students at UK HEIs and Scottish colleges in per cent, 2005-06 by SIMD
- Figure 12 Scottish-domiciled applicants to HEIs by deprivation and tariff band (including least and most deprived only), 2003 to 2006
- Figure 13 Population and students by deprivation quintile in colleges, 2005-06
- Figure 14 Scottish-domiciled students (headcount) at the SFC-funded HEIs by SIMD quintile, 2000-01 and 2005-06
- 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 2006-07
- Figure 16 Number of enrolments requiring additional support on special programmes (DPG 18) in Scotland's colleges or are requiring additional learning support, 1998-99 to 2006-07
- 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, 2006-07
- Figure 18 Percentage of all students by self-classified ethnic group in HEIs by domicile, 2006-07
- Figure 19 Cumulative attainment in publicly-funded secondary schools at the end S6 by gender and SCQF level, 1998-99 to 2005-06
- Figure 20 Cumulative attainment in independent schools at the end S6 by gender and SCQF level, 1998-99 to 2005-06
- Figure 21 Three year average tariff score of S4 pupils, by characteristic of pupil, 2003-04 to 2005-06
- Figure 22 Destination of leavers from publicly-funded schools in Scotland, 1992-93 to 2006-07
- 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 2006-07
- Figure 24 Percentage of 16 to 19 year olds in More Choices, More Chances group by gender, 1996 to 2006
- Figure 25 Percentage of school leavers from publicly funded secondary schools in Scotland by destination category and six-fold urban/rural classification, 2006-07
- Figure 26 Percentage of leavers entering full-time FE and HE from publicly-funded schools in Scotland by Supply and Demand area, 2002-03 to 2006-07
- Figure 27 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
- Figure 28 Percentage of school leavers going into full-time HE by Wider Access Regional Forum area from secondary schools in the lowest quintile for progression into full-time HE in 2006-07, 2002-03 to 2006-07
- Figure 29 Actual learning outcomes of enrolments on courses with a national qualification aim in per cent in Scotland's colleges, 2001-02 to 2005-06
- Figure 30 Student retention for students undertaking HE activity in the college sector in Scotland, 2001-02 to 2005-06
- Figure 31 Non-continuation by deprivation quintile at SFC-funded HEIs, 2002-03 to 2004-05
- Figure 32 Non-continuation by UCAS tariff score at SFC-funded HEIs, 2002-03 to 2004-05
- Figure 33 Non-continuation among full-time first degree entrants to HEIs, 2004-05
- Figure 34 All entrants, with a HNC/D, to either 2nd or 3rd year of a full-time first degree course (based on location of institution)
- Figure 35 Scottish-domiciled entrants, with a HNC/D, to either 2nd or 3rd year of a full-time first degree course (based on domicile of the student)

Copies of this document are available, on request, in large print formats and in community languages. Please contact: communications@sfc.ac.uk

इस प्रलेख की प्रतियां, अनुरोध करने पर, मूट्रण के बड़े स्वरूपों में एवं सामुदायिक भाषाओं में उपलब्ध है।
कृपया संपर्क करें: communications@sfc.ac.uk

اس دستاویز کی نقلیں درخواست کرنے پر چلی حروف کی شکلوں اور معاشرتی زبانوں میں دستیاب ہیں۔ برائے مہربانی رابطہ فرمائیں:
communications@sfc.ac.uk

এই নথিটির কপি অনুরোধসাপেক্ষে বড় হরফে ছাপা ফরম্যাটে এবং জনগোষ্ঠীর ভাষায় পাওয়া যায়।
অনুগ্রহ করে এখানে যোগাযোগ করুন: communications@sfc.ac.uk

此文稿有大大字印刷版和社區語言版本。請聯繫: communications@sfc.ac.uk

تتوفر نسخ من هذه الوثيقة، عند الطلب، بصيغ الطبعة بالحروف الكبيرة وبلغات
الجاليات. الرجاء الاتصال بـ: communications@sfc.ac.uk

ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀਆਂ ਕਾਪੀਆਂ ਵੱਡੇ ਪ੍ਰਿੰਟ ਫਾਰਮੈਟਾਂ ਅਤੇ ਭਾਈਚਾਰਕ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਬਿਨਤੀ 'ਤੇ ਉਪਲਬਧ ਹਨ।
ਕਿਰਪਾ ਕਰਕੇ ਸੰਪਰਕ ਕਰੋ: communications@sfc.ac.uk

Tha lethbhreacan den sgrìobhainn seo rim faotainn, air iartas, ann an clò mòr agus ann an cànanan coimhearsnachd. Cuiribh fios gu: communications@sfc.ac.uk

Scottish Funding Council
Donaldson House
97 Haymarket Terrace
Edinburgh EH12 5HD

t 0131 313 6500
f 0131 313 6501
www.sfc.ac.uk