



Scottish Funding Council

Promoting further and higher education



Comhairle Maoinachaidh na h-Alba

A' brosnachadh foghlam adhartach agus àrd ìre

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Introduction

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

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

To help coordinate this effort, SFC established the Access and Inclusion Committee in 2008 with a remit to:

- advise the Council on access and inclusion matters;
- assist with the implementation of *Learning for All*; and
- stimulate and align national action on widening participation.

Over the last year, the Committee has worked to respond to the challenges posed in *Learning for All* and, in particular, to review, reprioritise and refocus SFC's policy response.

For this 2010 update we have made a series of changes to the publication, these include:

- providing statistical data over five-year trends, to align data reporting with the SFC *Report on Scottish Participation in Further and Higher Education, 2003-04 to 2007-08* issued in November 2009;
- the representation of data by local authority area, in the form of complementary tables, where available. We will phase out the supply and demand area information and replace it with local authority information;
- data from 2006-07 to 2008-09; and
- tables that provide an overview of participation within individual institutions by key equality and deprivation indicators (Annex A).

This *Learning for All* update, combined with the annual practitioner event represents SFC's ongoing commitment to both monitor and influence our collective response to the widening participation challenge.

Main points at a glance

- the participation rate in higher education (HE) in Scotland for 2007-08, measured by the Age Participation Index (API), has dropped in both the Scottish college and university sectors, whilst remaining the same for universities in the rest of the UK;
- despite a slight increase in 2006-07, the participation rate in colleges has fallen since 2001-02, although the volume of provision has remained stable;
- in 2007-08, overall participation across Scotland continued to fall, however, some increases can be seen in the Glasgow, Highlands and Islands, and the South supply and demand areas. This is reinforced by similar increases in the West and North Wider Access Regional Forum areas;
- women are still more likely than men to participate at further education (FE) and HE level, however, in 2008-09 the percentage gap between men and women has decreased in both colleges and universities*;
- people who live in deprived areas continue to be more likely to participate in colleges than those from more affluent areas, who are more likely to participate in the university sector;
- mature students from the most deprived areas continue to be less likely to enter universities than mature students from less deprived areas. However, since 2000-01 the percentage of mature students from the most deprived and the second most deprived quintile studying at university has continued to increase;
- the proportion of students who disclosed a disability has increased slightly at both colleges and universities, however the proportion of students where information is refused/unknown/undefined continues to rise in universities;
- the proportion of Scottish-domiciled students from non-white ethnic groups continues to increase in Scotland's colleges and universities;
- school attainment continues to be lower in publicly-funded schools than in independent schools and the attainment gap between boys and girls remains lower in independent schools;
- in 2008-09 the percentage of school leavers going directly into FE or HE increased. The percentage of leavers entering employment directly after school has decreased and the percentage of leavers who are unemployed has increased slightly;
- the percentage of young people in the More Choices, More Chances group (MCMC) (ie not in education, employment or training) has declined and is at its lowest since it was recorded in 2003;
- across Scotland school leaver progression rates into HE and FE continue to be high;
- the gap between pupils from schools in the lowest quintile and the remainder of publicly funded schools continues to widen for progression into HE;
- in 2008-09 the total number of Scottish-domiciled students entering a full-time first degree course into the second or third year with advanced standing (ie articulating) increased in all areas with the exception of the West; and
- students from deprived areas, with lower prior attainment or mature entrants are the most likely groups not to continue their studies.

* We use the term 'universities' to refer to Scotland's 15 universities and five higher education institutions (HEIs), which together represent the university sector.

1 Participation in higher education

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

The participation rate in HE in Scotland for 2007-08, measured by the Age Participation Index (API) has dropped in both the Scottish college and university sectors, whilst remaining the same for universities in the rest of the UK.

The Scottish Government's main indicator of participation in HE is the API¹ 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 28 years, as measured by type of provider and Figure 2 shows the API by first degree and sub-degree level.

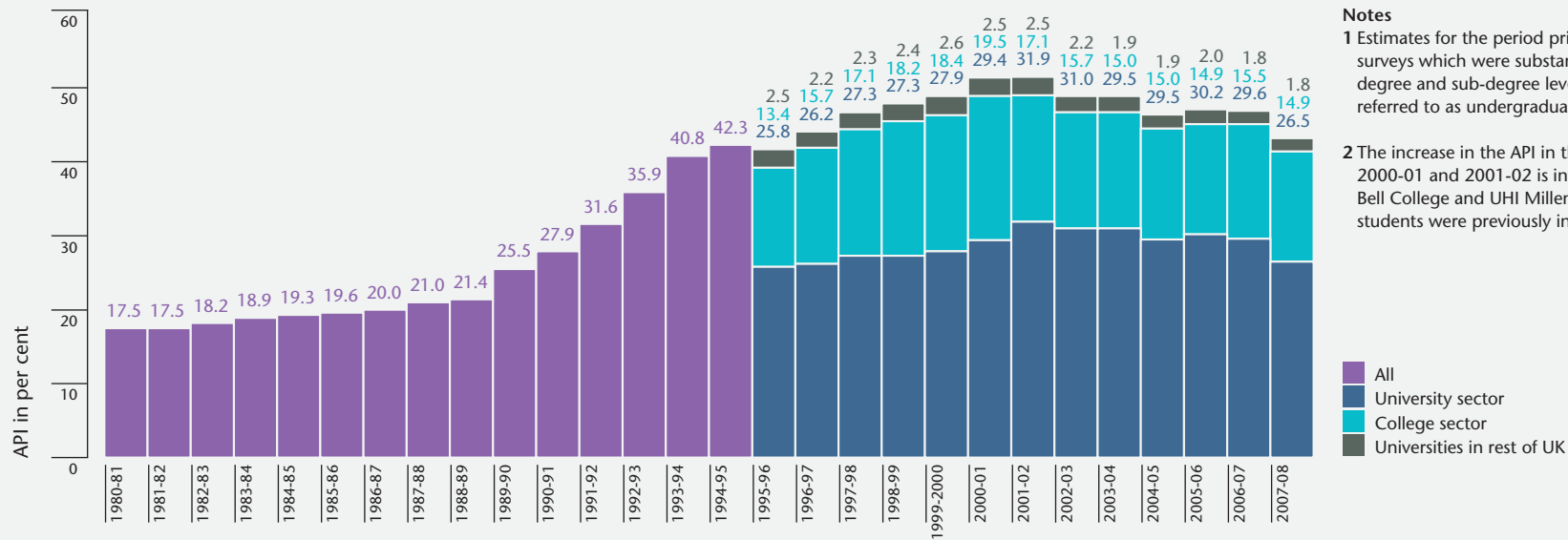
Figure 1 shows that:

- the overall API showed a decrease between 2006-07 and 2007-08; and
- HE participation measured by the API in Scottish universities decreased by 3.1 per cent, and participation in the Scottish college sector decreased slightly by 0.6 per cent.

Figure 2 shows the API in HE by level of study irrespective of type of institution. It shows that the overall API dropped slightly between 2006-07 and 2007-08 by 3.7 per cent. This is reflected in a decline at first degree level (2.4 per cent) and at sub degree level (1.3 per cent) between 2006-07 and 2007-08.

¹ The Scottish Age Participation Index (API) for a given year is defined as the number of young Scots aged under 21 who enter a full-time HE course for the first time in that year taken as a percentage of the population of 17 year olds at 31 December in the same year. It is an estimate of the share of 17 year olds in the population who can be expected to enter HE for the first time before their 21st birthday if current trends continue.

Figure 1: API in HE in Scotland, 1980-81 to 2007-08



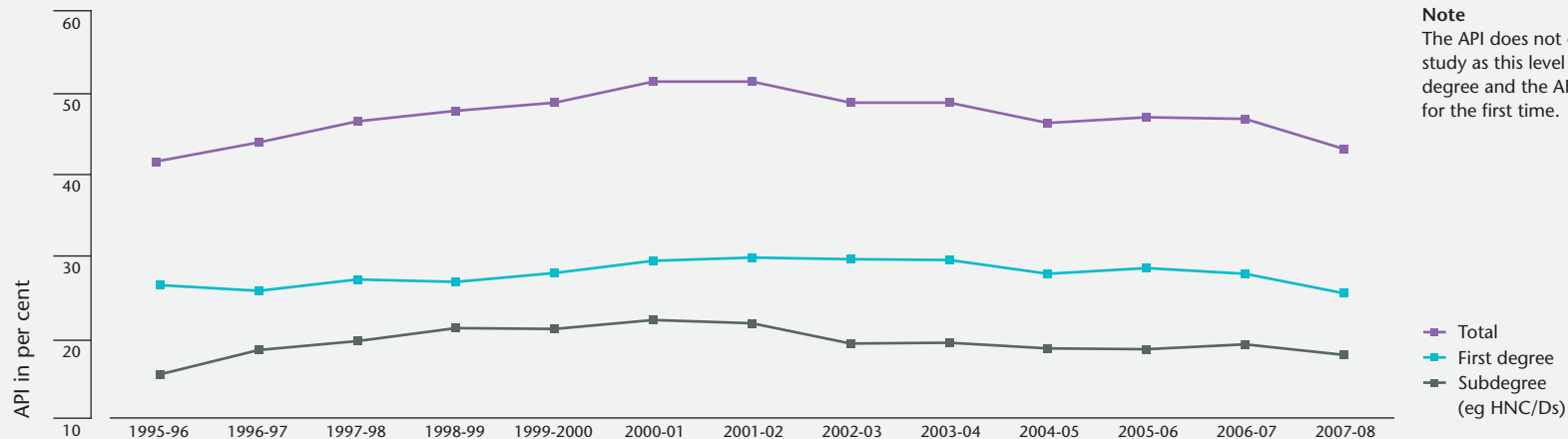
Notes

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 university 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.

Source: Scottish Government, 2009

Figure 2: API for Scotland by level of study, 1995-96 to 2007-08



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.

Source: Scottish Government, 2009

2 Participation in colleges

Despite a slight increase in 2006-07, the participation rate in colleges has fallen since 2001-02, although the volume of provision has remained stable.

Figure 3 shows that in 2007-08, the participation rate in the college sector was 73.7 per thousand of population, a decrease of 0.8 per cent. Apart from a slight growth of 0.6 per cent in 2006-07, participation rates have fallen since 2002-03.

Following an increase in 2006-07 the participation rate in colleges decreased marginally in 2007-08. The decrease in the numbers of students studying at HE level in colleges (as indicated in Figure 1) is likely to have contributed to this.

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Figure 3: Participation rate of Scottish domiciled students aged 16 or over in Scottish colleges, 2001-02 to 2007-08

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Estimated resident population aged 16+	4,093,600	4,099,000	4,114,700	4,142,800	4,166,200	4,197,000	4,247,151
Total learner headcount in Scotland's colleges aged 16+	342,210	343,356	329,179	314,605	307,892	312,500	313,165
Participation rate in Scotland's colleges (per thousand population)	83.6	83.8	80.0	75.9	73.9	74.5	73.7

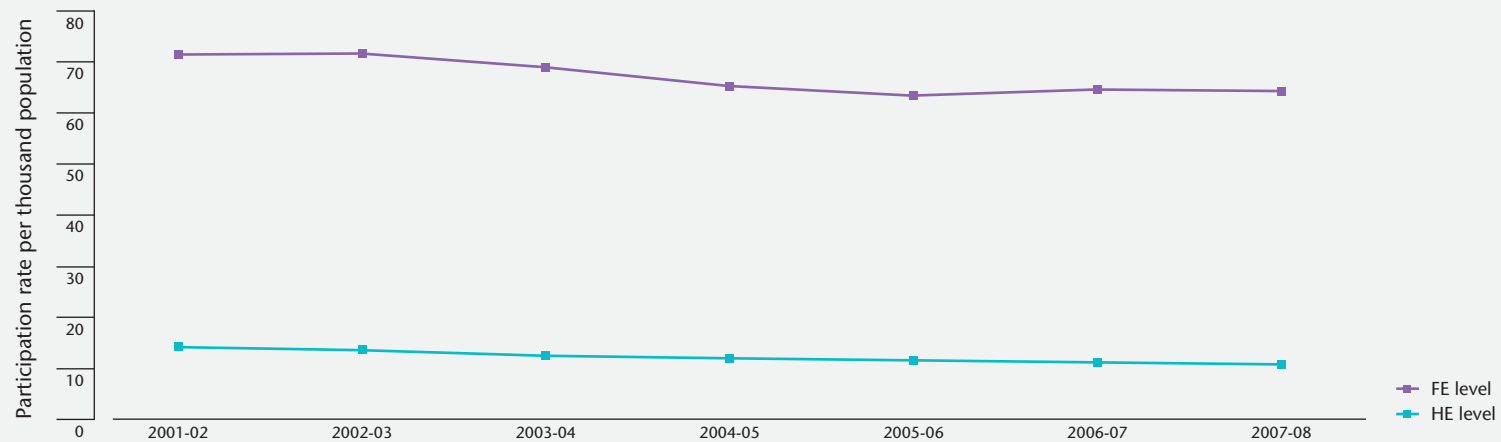
Source: Further Education Statistics (FES) student record, General Register Office for Scotland (GROS)

Note

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

Figure 4 shows that whilst participation rates fell by 7.5 per cent at FE level (ie non-advanced) from 2001-02 to 2005-06, they remained stable between 2006-07 and 2007-08.

Figure 4: Participation rates by level of study in Scotland's colleges, 2001-02 to 2007-08



Source: SFC

3 Regional comparisons and trends in participation

In 2007-08, overall participation across Scotland continued to fall, however, some increases can be seen in the Glasgow, Highlands and Islands, and the South supply and demand areas. This is reinforced by similar increases in the West and North Wider Access Regional Forum areas.

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

- the 11 college supply and demand areas in Scotland, which SFC uses to measure the supply of places and participation (see Annex C);
- the 32 local authority areas; and
- the four regions that broadly match the SFC-funded Wider Access Regional Forums (see Annex C).

Figure 5a: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by supply and demand area, 2003-04 to 2007-08

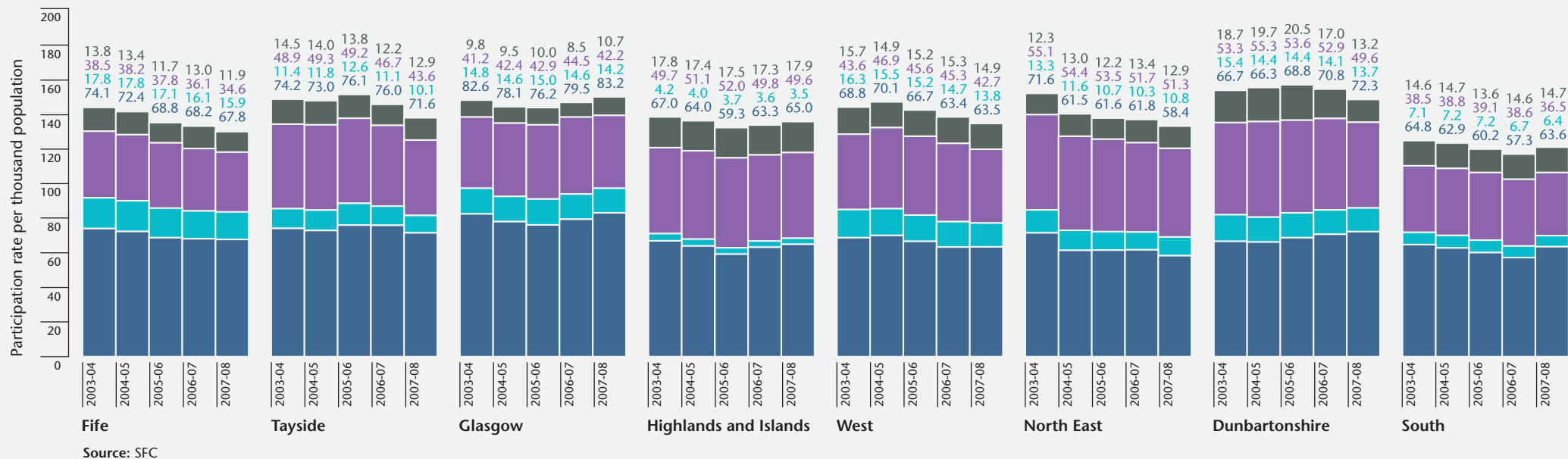
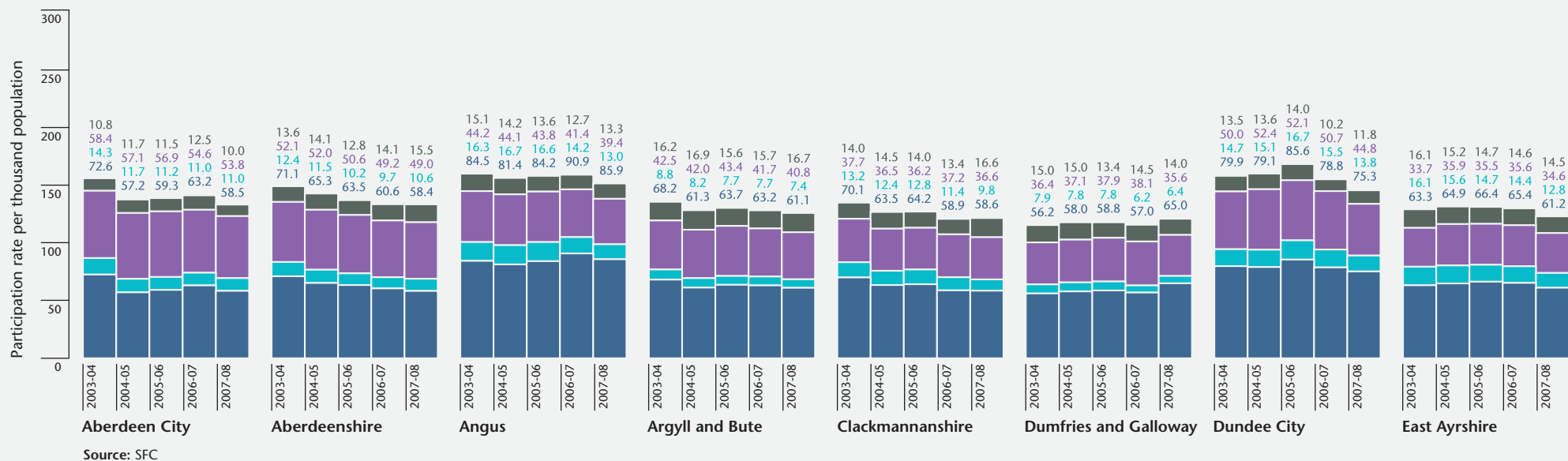
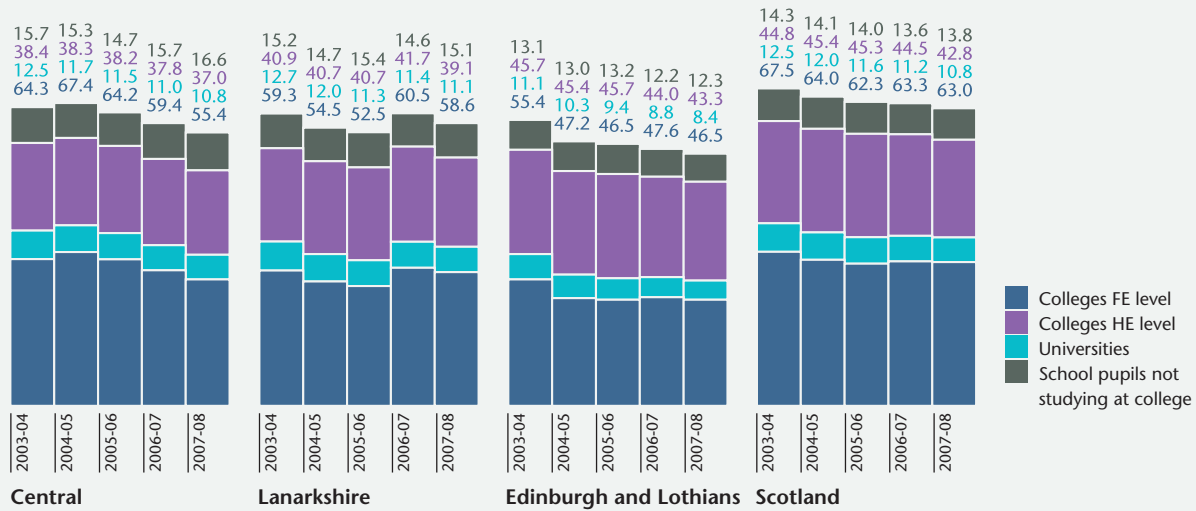
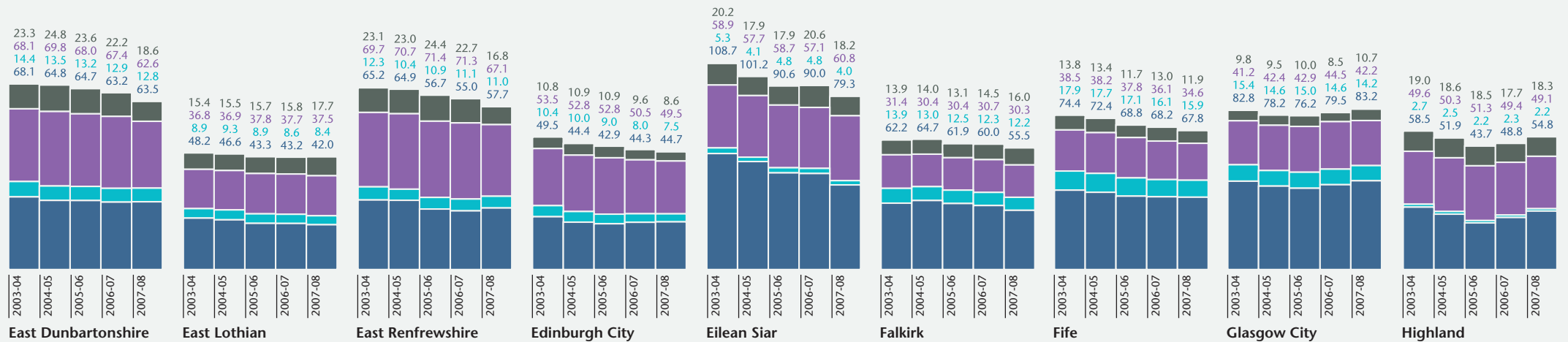


Figure 5b: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by local authority area, 2003-04 to 2007-08





There are noticeable regional variations in the pattern of participation in colleges and universities. Figure 5a shows the participation by SFC supply and demand area from 2003-04 to 2007-08 for colleges and universities as well as for school pupils staying on after the minimum school leaving age of 16 years (ie those not already counted as college students). The total represents participation at college, university or school. Figure 5b shows the same information by local authority area.

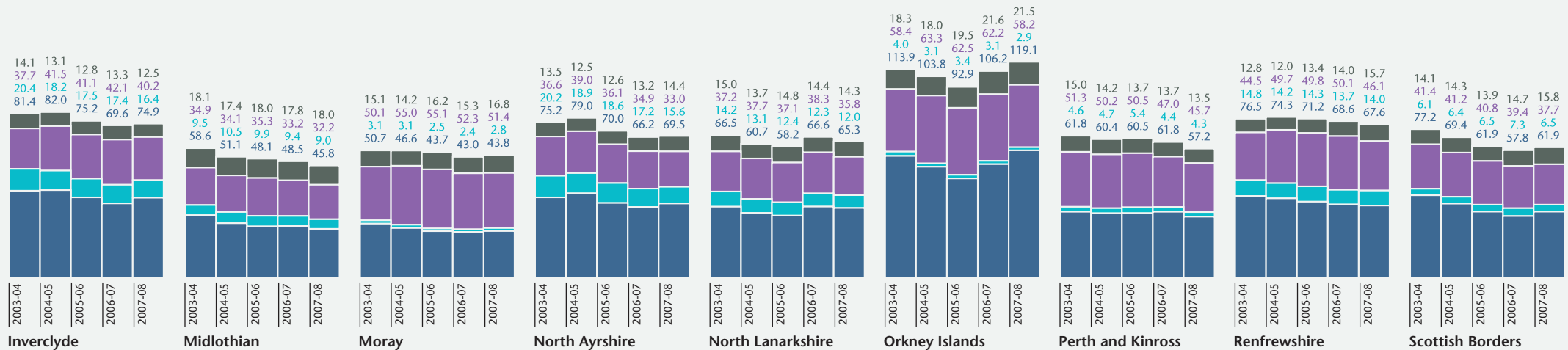


Figures 5a and 5b show that:

- in 2007-08, the overall participation in Scotland was 130.4 per thousand of adult population. This has decreased each year for the last five years;
- in 2007-08, overall participation is below the Scottish average in Fife (-0.4), the South (-9.2), Central (-10.6), Lanarkshire (-6.5), and Edinburgh and Lothians (-19.9) per thousand of population. With the exception of Fife, these are the same areas that were below the Scottish average in 2006-07;

- between 2006-07 and 2007-08, overall participation increased in Glasgow (from 147.1 to 150.3), Highlands and Islands (134.0 to 136.0) and the South (117.2 to 121.2) per thousand of population. It fell in all other areas, with the largest drops most noticeable in Tayside (-7.8), Dunbartonshire (-6), Lanarkshire (-4.3) and Central (-4.1) per thousand of population;

- in the college sector FE level participation dropped overall by 0.3 per thousand of population. The areas showing the biggest increases were the South (+ 6.3) and Glasgow (+ 3.7). Tayside and Central showed the largest reductions (-4.4 and 4 respectively). College sector HE level participation increased in only one area, the North East (+y 0.5) with Tayside showing the largest reduction (-1); and
- the overall level of participation at universities has dropped for the fourth consecutive year from 44.5 to 42.8 per thousand of adult population with the largest decreases in Tayside (-3.1) and Lanarkshire (-2.6).



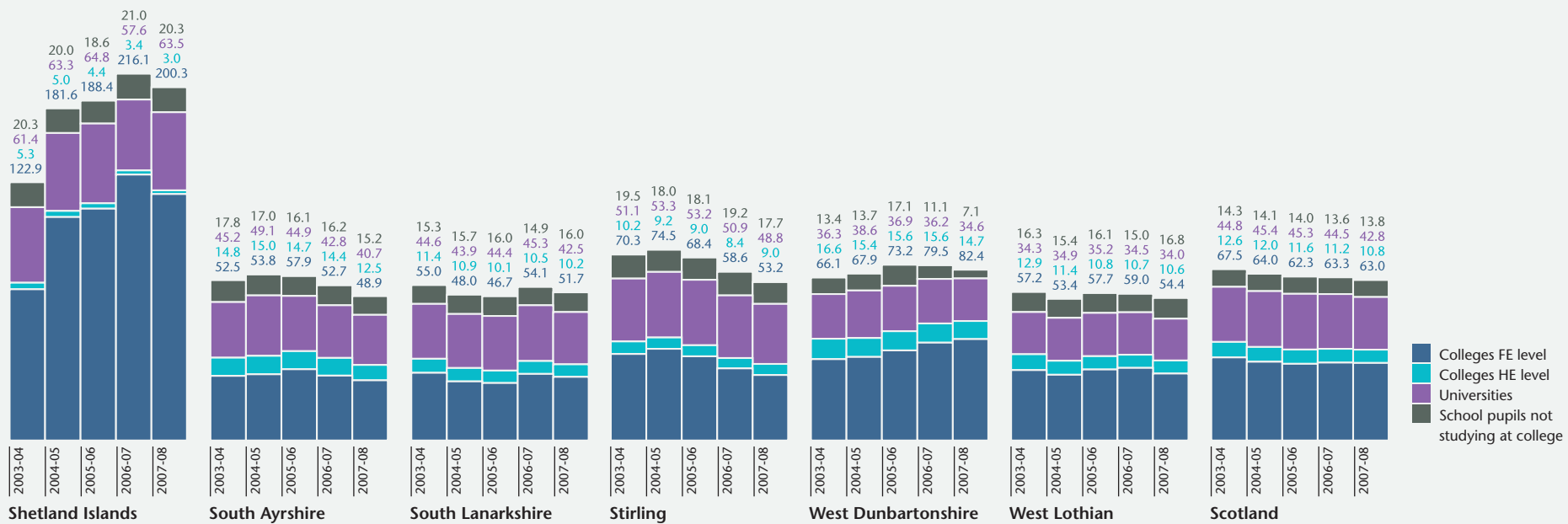


Figure 6 shows participation rates grouped into Wider Access Regional Forum areas. The overall participation figures for Scotland have all dropped slightly between 2006-07 and 2007-08.

Figure 6 shows that:

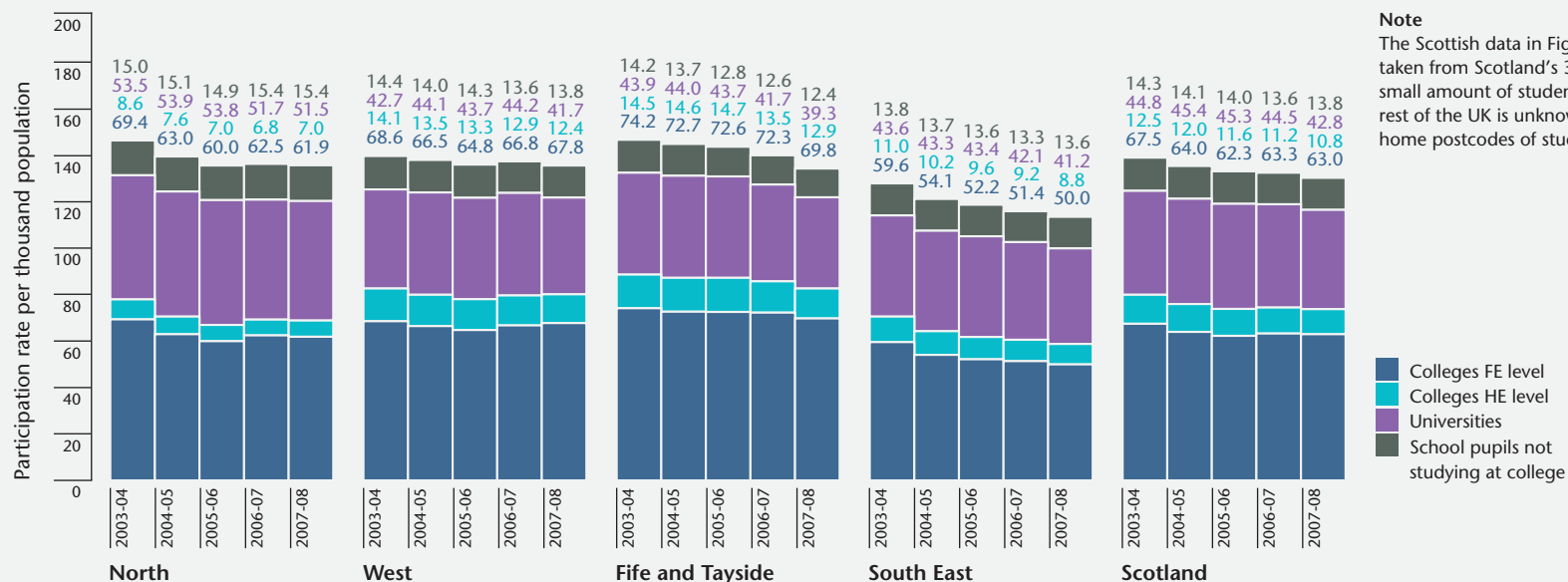
- for 2007-08, and for the previous four years, Fife and Tayside has had the highest levels of

participation in colleges at both FE and HE levels, and the North area continues to maintain the highest participation levels in the university sector;

- between 2006-07 and 2007-08, the West shows a slight increase at FE level. There was a slight decrease in HE level participation in colleges for all areas except the North where there was slight increase;

- the participation rate in the university sector between 2006-07 and 2007-08 fell in all areas, most notably in West with a decrease of 2.5 per thousand of adult population; and
- the overall participation at college FE level across Scotland between 2003-04 and 2007-08 shows a decrease of 4.5 per thousand of adult population.

Figure 6: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by Wider Access Regional Forum area, 2003-04 to 2007-08



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 domicile in Scotland or the rest of the UK is unknown. However, the data is based on home postcodes of students.

Source: SFC

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Figure A illustrates the geographical variation in non-advanced participation in 2007-08. Figure B shows this for HE participation.² Figure C gives the geographical variation for the combined school, college and university participation. The patterns of participation for FE and HE are very different. In the HE map, areas of high and low participation are often close together, indicating that proximity or distance from a university is not a key factor in the pattern of participation.

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

² 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.

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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).

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Figure C shows that, similar to Figure B, the highest levels of participation tends to be clustered around the major cities with Orkney, Shetland and the Western Isles also showing high levels of participation.

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

Note

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

4 Participation among different student groups

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Gender

Women are still more likely than men to participate at FE and HE level, however, in 2008-09 the percentage gap between men and women has decreased in both colleges and universities.

Figure 7 shows the gender ratios in colleges and universities in 2008-09. As in previous years, women continue to be more likely than men to participate in post-compulsory education at any level, and this can be seen most clearly in universities where the participation gap is 14 per cent. However, since 2006-07, the gap at HE level in colleges has halved from eight per cent to four per cent in 2008-09. This is also reflected in Figure 9, which shows that male participation in the college sector has increased.

Figure 7: Students (headcount) in colleges and universities by level of education and gender in Scotland, 2008-09

	Colleges HE level		Colleges FE level		Universities HE level	
Men	21,796	48%	151,004	45%	104,543	43%
Women	23,144	52%	186,982	55%	141,048	57%
Total	44,940	100%	337,986	100%	245,591	100%

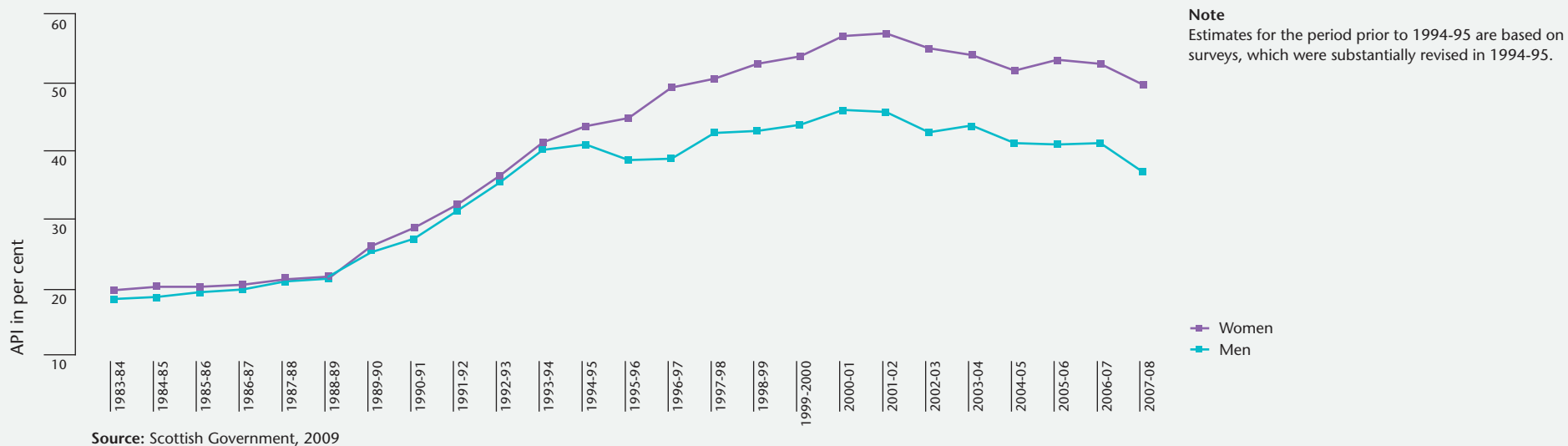
Source: SFC

Note

International students have been included in the above figures. Non-UK students form approximately one per cent of the college student population and approximately 16 per cent of the university student population.

Figure 8 shows that since the mid 1990s, the API for women in full-time HE provision, in both Scottish colleges and universities, has been higher than that for men. In 2007-08, the API for women was 49.8 per cent while the figure for men was 36.9 per cent. The gap in participation in 2007-08 has widened to 12.9 percentage points.³

Figure 8: API for Scotland by gender, 1983-84 to 2007-08

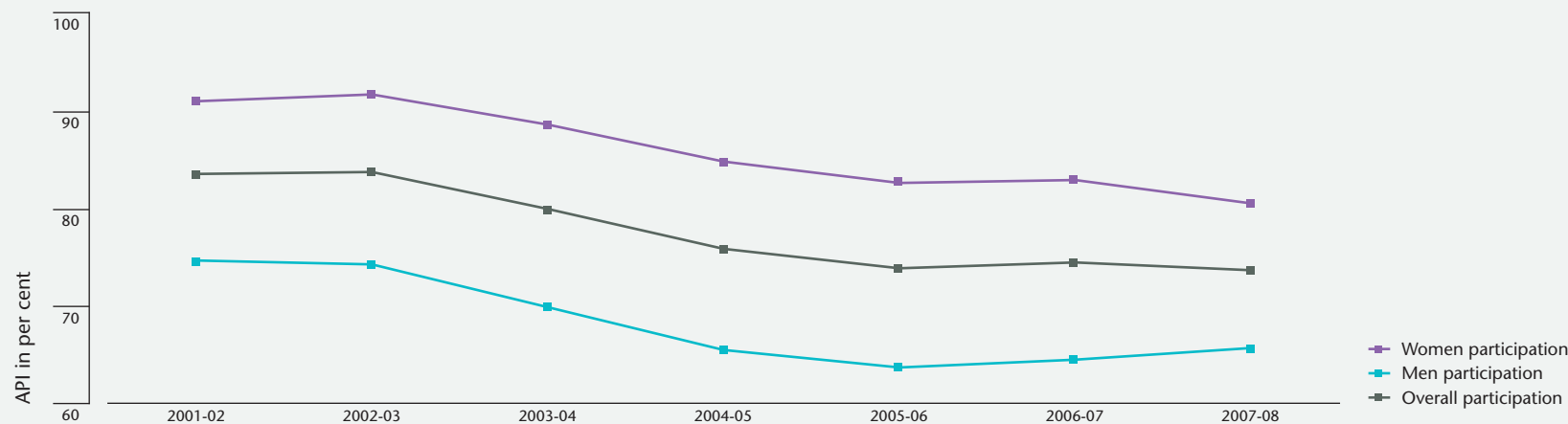


³ See also Figures 19 and 20 for data on school attainment by gender and Figure 23 for data on destination rates by gender.

Figure 9 shows that the participation rate in the college sector continues to be higher for women than for men, although participation by women has been declining each year. 2007-08 saw a slight increase in participation by men. The gap between men and women in colleges is now approximately at the same rate as it is in universities at 15.4 per cent and 15 per cent respectively.

Annex A shows that the institutions with the highest proportion of female students in 2007-08 were Queen Margaret University Edinburgh (77.6 per cent), the University of the West of Scotland (63.8 per cent), Glasgow School of Art (62.5 per cent) and Edinburgh College of Art (62.3 per cent). Within the college sector, the institutions were Coatbridge College (70.9 per cent), Langside College (70 per cent), Central College (68.4 per cent) and James Watt College (64.8 per cent).

Figure 9: Participation rates in the Scottish college sector by gender by per cent, 2001-02 to 2007-08



Source: SFC

Students from deprived areas

People who live in deprived areas continue to be more likely to participate in colleges than those from more affluent areas, who are more likely to participate in the university sector.

SFC uses the Scottish Index of Multiple Deprivation (SIMD) to 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. Further information on the SIMD can be found at www.scotland.gov.uk/Topics/Statistics/SIMD

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

Figure 10a: Scottish-domiciled students (headcount) in colleges and universities by level of study and deprivation quintile, 2007-08

Deprivation quintile	Colleges		Colleges		Universities	
	HE level		FE level		HE level	
Least deprived quintile	7,679	18%	49,462	15%	54,348	30%
Second quintile	7,997	19%	61,705	19%	44,200	24%
Middle quintile	8,122	19%	66,319	21%	35,560	20%
Fourth quintile	9,270	22%	66,617	21%	27,932	15%
Most deprived quintile	9,377	22%	76,991	24%	19,800	11%
Total	42,445	100%	321,094	100%	181,840	100%
Not known	168		1,997		5,843	

Source: SFC

Note

The total number of students for universities excludes 5,843 students where this data is 'unknown'. For colleges, the total excludes 2,165 students where this data is 'unknown' or missing (168 HE level and 1,997 FE level).

Figure 10b: Scottish-domiciled students (headcount) in colleges and universities by level of study and deprivation quintile, 2008-09

Deprivation quintile	Colleges		Colleges		Universities	
	HE level		FE level		HE level	
Least deprived quintile	7,482	18%	46,874	15%	54,964	30%
Second quintile	7,987	19%	59,299	19%	44,646	24%
Middle quintile	8,101	19%	64,536	21%	36,336	20%
Fourth quintile	9,252	22%	66,017	21%	28,477	15%
Most deprived quintile	9,484	22%	76,764	24%	20,752	11%
Total	44,306	100%	313,490	100%	185,175	100%
Not known	283		3,996		4,916	

Source: SFC

Note

The total number of students for universities excludes 4,916 students where this data is 'unknown'. For colleges, the total excludes 4,279 students where this data is 'unknown' or missing (283 HE level and 3,996 FE level).

Figures 10a and 10b show the proportion of students by deprivation quintile (students are allocated a quintile using recorded postcodes). Figure 10a shows that in 2007-08, in colleges there was a more even distribution by deprivation quintile, particularly at HE level. In universities, students from the most deprived quintile made up only 11 per cent of the student population. For 2008-09, Figure 10b shows no change from the previous years. Universities and college HE level both remain the same in terms of percentage of Scottish-domiciled students participating from each quintile.

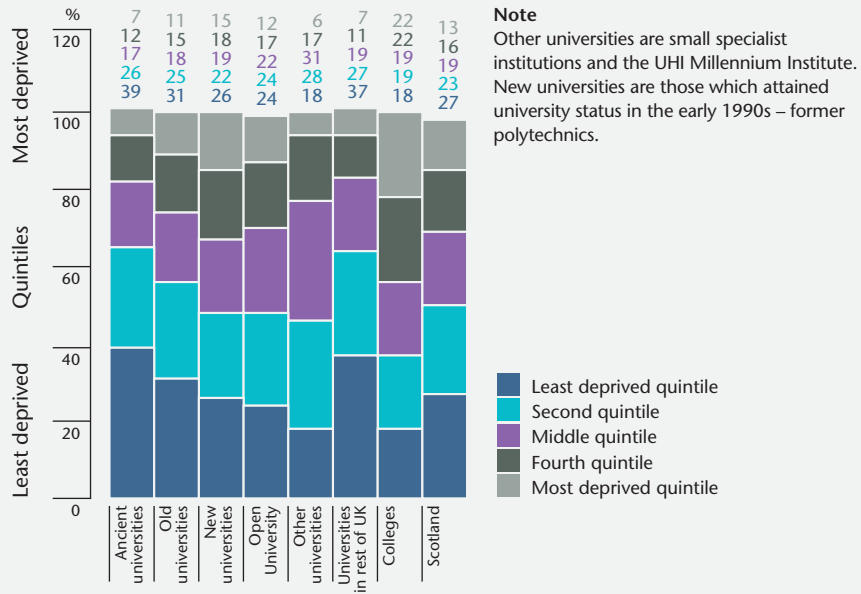
Different types of HE provider have different proportions of their students from each deprivation quintile as shown in Figures 11a and 11b, which show 2007-08 and 2008-09 data respectively.

Figures 11a and 11b show that, over the two years, colleges have the most even spread in terms of participation by deprivation, with the least even spread found at ancient and old universities. These figures show that, year on year, the breakdown of participation by deprivation quintile in institutions changes very little.

Annex A shows that the universities with the lowest proportion of students from the most deprived areas include the University of St Andrews (4.1 per cent), University of Edinburgh (4.2 per cent), Edinburgh College of Art (4.2 per cent), Robert Gordon University (five per cent) and the University of Aberdeen (5.1 per cent). The University of the West of Scotland (23 per cent), Glasgow Caledonian University (17.9 per cent) and University of Abertay Dundee (16.1 per cent) had the highest participation levels of students from the most deprived areas.

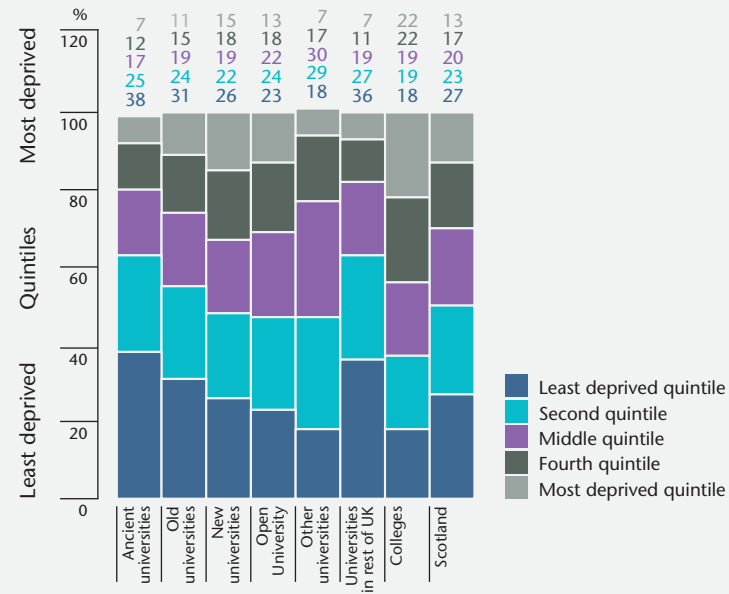
In the college sector, John Wheatley College (74.7 per cent) had the largest proportion of students from the most deprived areas, followed by Anniesland College (45.7 per cent) and Coatbridge Glasgow College (41.9 per cent).

Figure 11a: Scottish-domiciled HE students at UK universities and Scottish colleges in per cent by deprivation quintile, 2007-08



Source: SFC

Figure 11b: Scottish-domiciled HE students at UK universities and Scottish colleges in per cent by deprivation quintile, 2008-09



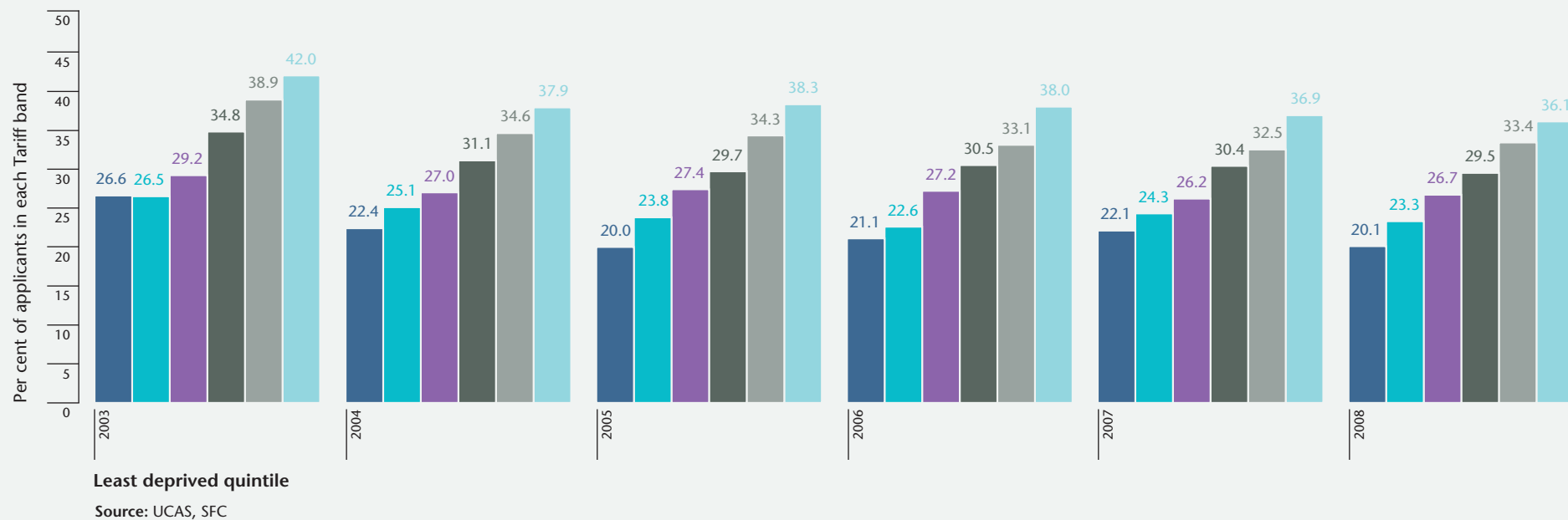
Source: SFC

Changes in the entry tariff of university applicants by deprivation quintile are also an indication of whether the gap between the least and most deprived quintiles in educational attainment is changing. UCAS uses tariff scores and bands to make it easier to map prior attainment from a large variety of qualifications onto a unified score. The tariff score for a pupil

is calculated by adding together all tariff points from all the course levels and awards the pupil attains. For example, a Scottish Higher at grade A counts for 72 points, which is comparable to an Advanced Higher at grade D, whilst an Advanced Higher at grade B counts for 100 points and is comparable to a Certificate of Sixth Year Studies (CSYS) at the same level.

More information on the unified points score scale can be found in Scottish Government Statistics Publication Notice *SQA Attainment and School Leaver Qualifications in Scotland: 2007/08* at: www.scotland.gov.uk/Publications/2009/03/09154229/0

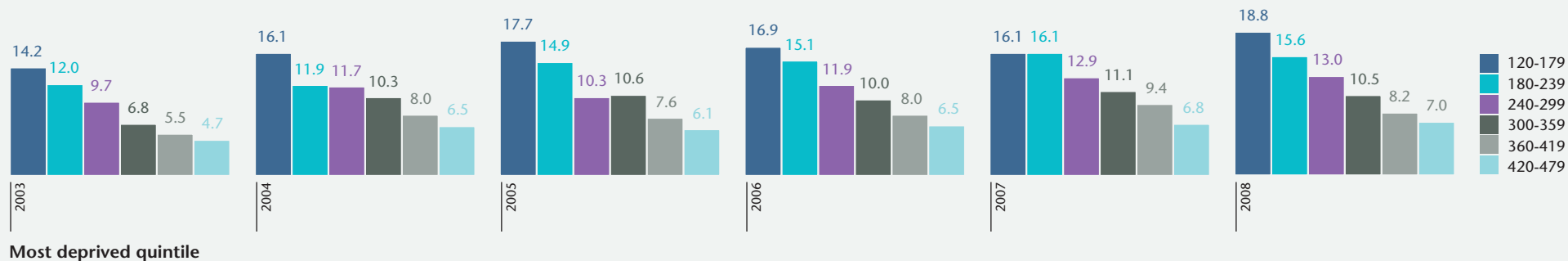
Figure 12: Scottish-domiciled applicants to universities by deprivation and tariff band (including least and most deprived only), 2003-08



As shown in Figure 12, there continues to be a large gap between the entry qualifications of applicants to Scottish universities from the least deprived and those from the most deprived areas.

Figure 12 shows that:

- for 2008, applicants from most deprived areas still make up a far smaller proportion in each tariff band than applicants from the least deprived quintile areas, with the gap being smallest in the lowest band (120-179) at 1.3 per cent;
- applicants from the most deprived quintile continue to be more likely to have lower entry grades, while the reverse is true for applicants from the least deprived areas; and
- between 2003 and 2008 the gap between applicants in the highest quintile and the lowest quintile in all the tariff bands has been decreasing each year. In 2003, the gap in the highest tariff band (420-479) was 37.3 per cent and in 2008 the gap was 29.1 per cent.

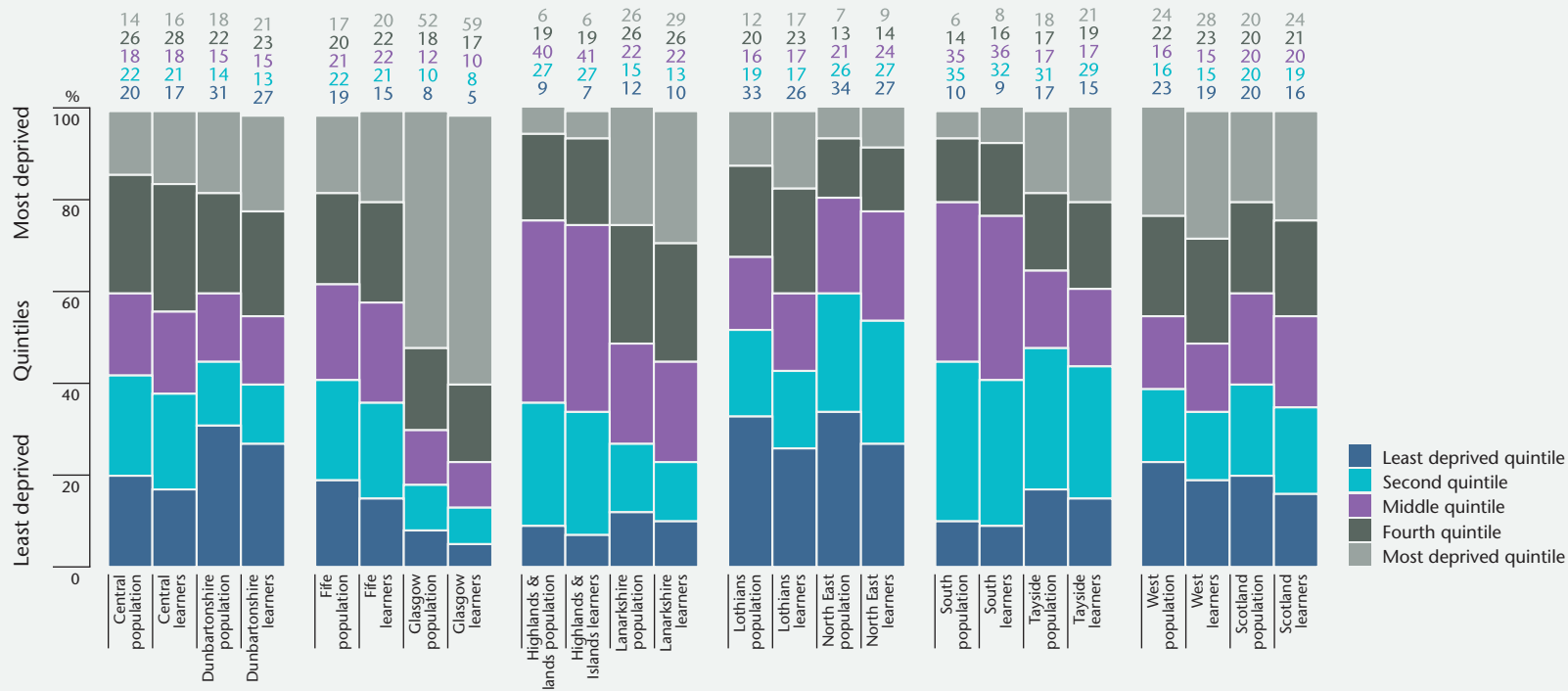


Figures 13a and 13b shows the pattern of participation in the college sector by deprivation quintile for each supply and demand area for years 2007-08 and 2008-09 respectively. Figure 13c below shows the pattern of participation in the college sector by deprivation quintile by local authority area in 2008-09.

Figures 13a and 13b show that over the two year period for Scotland as a whole, and for every area except for the Highlands and Islands, the proportion of college students from the most deprived quintile exceeds the proportion of the population in that area. This is most obvious in the Glasgow, Lanarkshire and West supply and

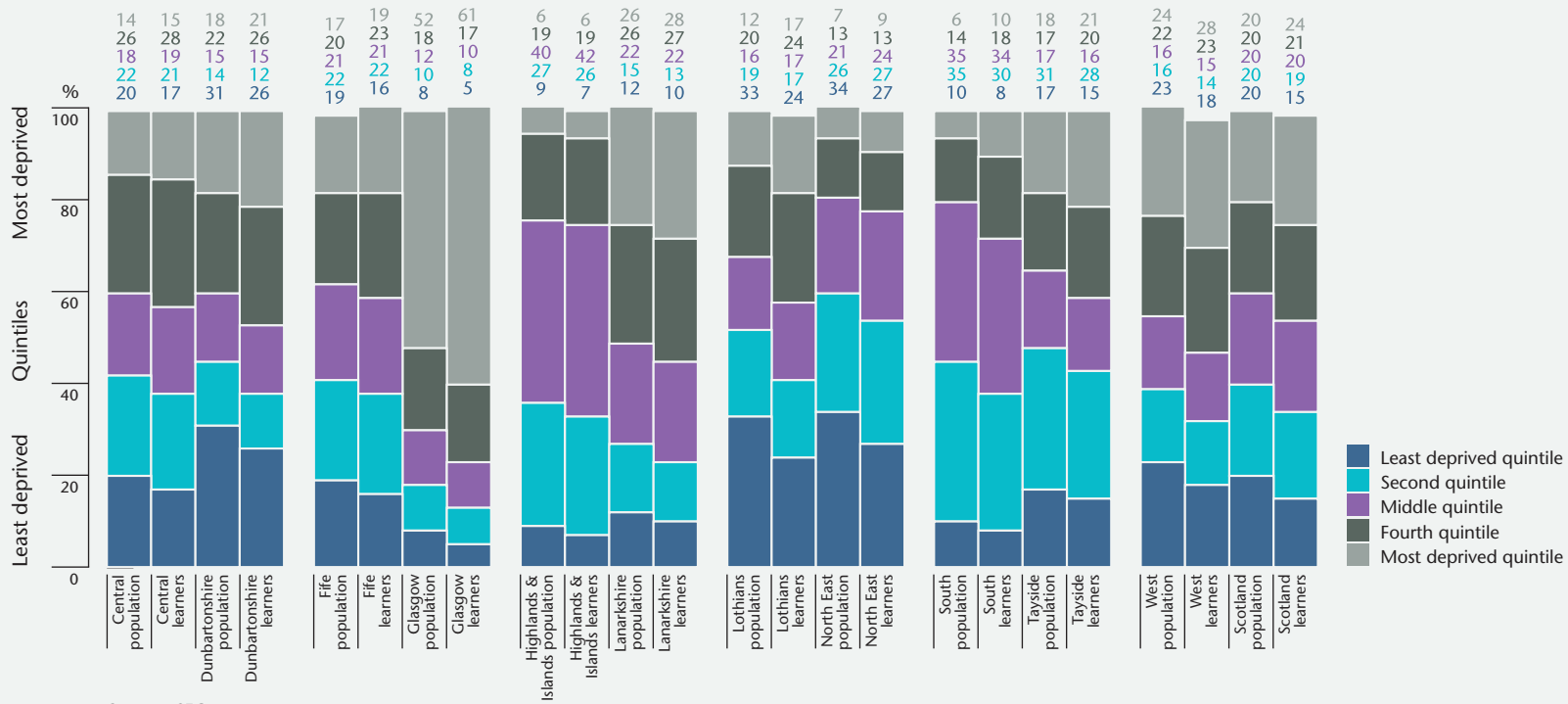
demand areas. The proportion of college students from the least deprived quintile is less than the proportion of the population. Figure 13c breaks the information down further and highlights these two patterns consistently in the majority of the 32 local authorities.

Figure 13a: Population and students in per cent by deprivation quintile in colleges, 2007-08



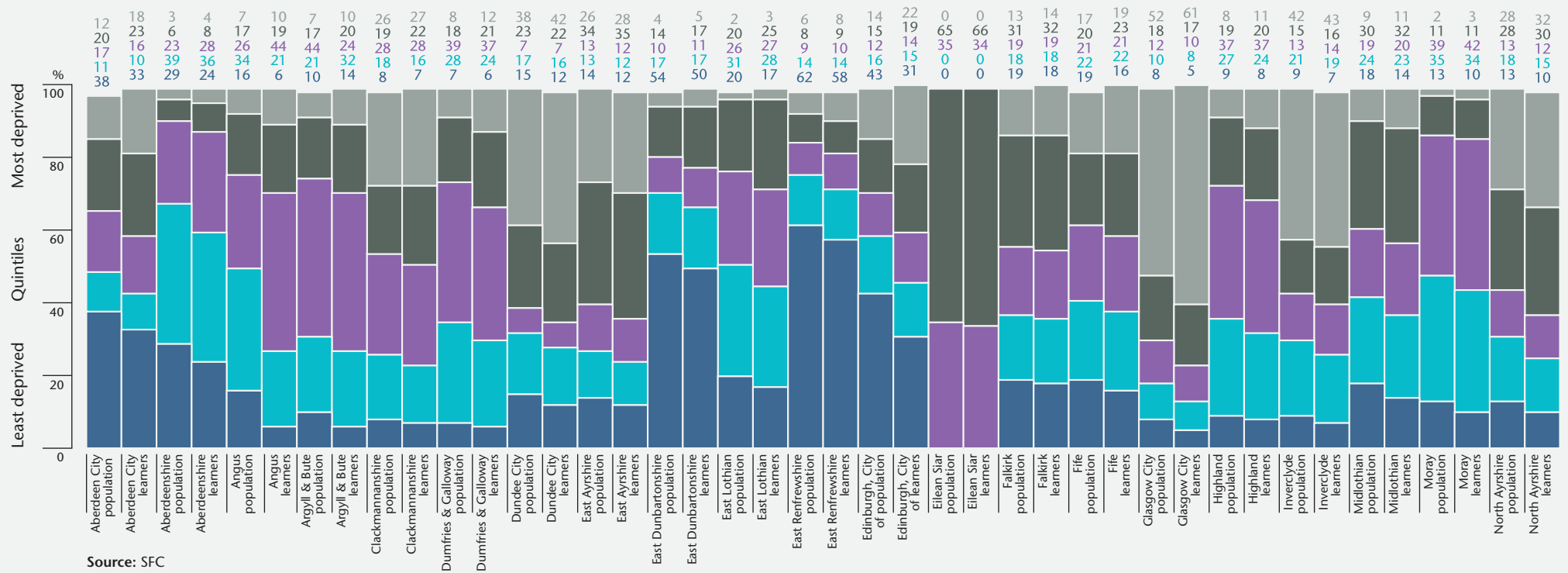
Source: SFC

Figure 13b: Population and students in per cent by deprivation quintile in colleges, 2008-09



Source: SFC

Figure 13c: Population and students in per cent by deprivation quintile in Local Authority areas, 2008-09



Source: SFC

Young and mature students from deprived areas
Mature students from the most deprived areas continue to be less likely to enter universities than mature students from less deprived areas. However, since

2000-01 the percentage of mature students from the most deprived and the second most deprived quintile studying at university has continued to increase.

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

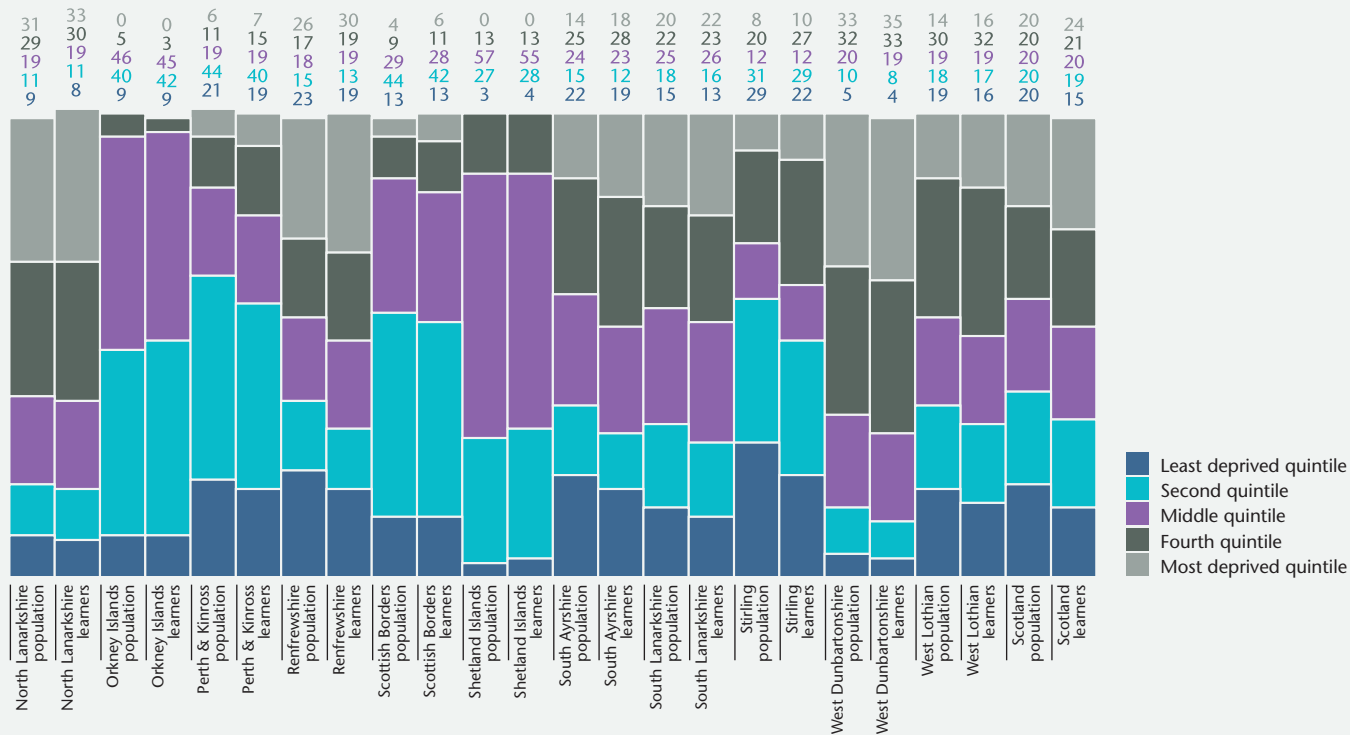


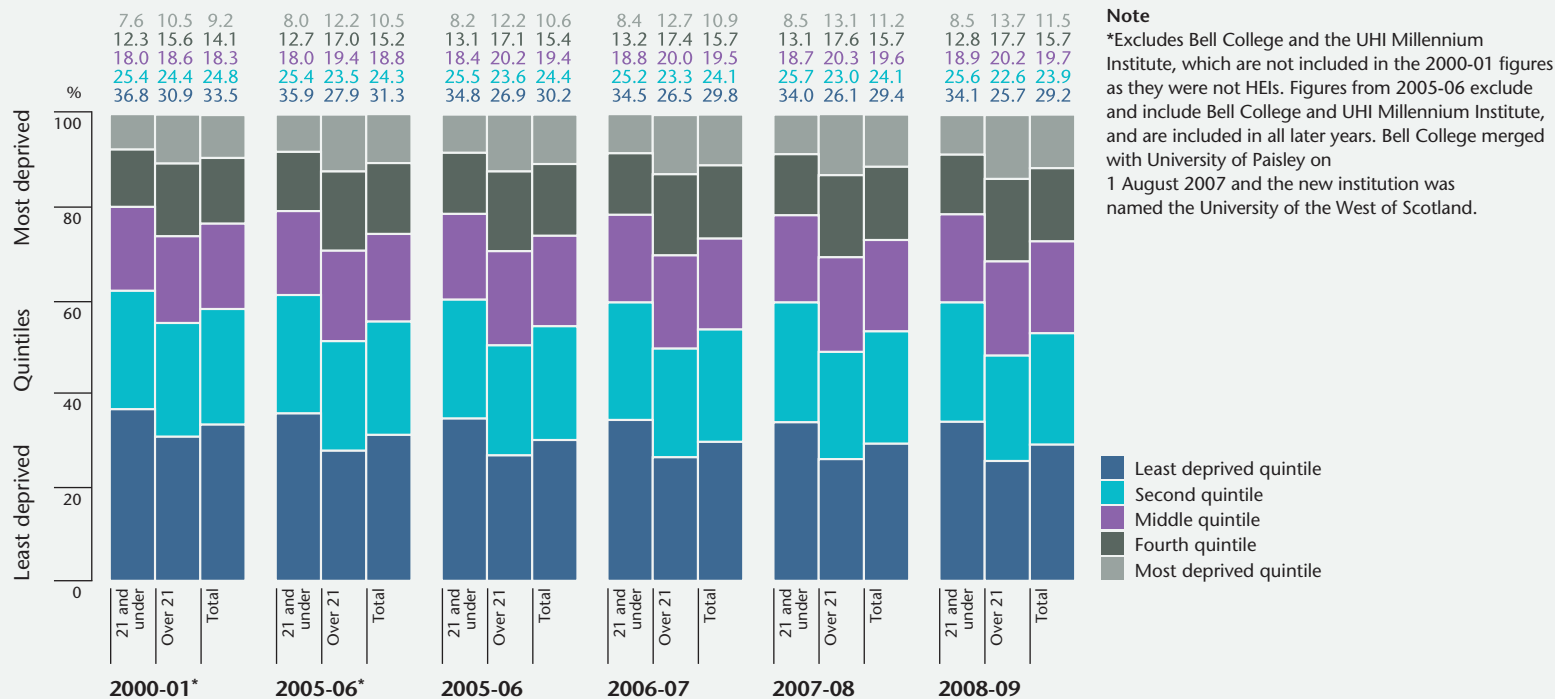
Figure 14 shows the proportions of students by deprivation quintile in universities by broad age group.

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

Figure 14 shows that:

- looking at all students, the proportion of students in universities from the least deprived and second quintile has decreased by 4.3 percentage points and 0.9 percentage points respectively between 2000-01 and 2008-09. In both cases the change occurs primarily in the over 21 age group; and
- the percentage of students aged over 21 from the most deprived and fourth quintiles combined has increased from 26.1 to 31.4 per cent between 2000-01 and 2008-09. The largest increase occurs in the most deprived quintile (3.2 per cent). For the same time period the percentage of the 21 and under group from the most deprived quintile increased by 0.9 per cent.

Figure 14: Scottish-domiciled students (headcount) at SFC-funded universities by SIMD quintile, 2000-01 and 2005-06 to 2008-09



Note
 *Excludes Bell College and the UHI Millennium Institute, which are not included in the 2000-01 figures as they were not HEIs. Figures from 2005-06 exclude and include Bell College and UHI Millennium Institute, and are included in all later years. Bell College merged with University of Paisley on 1 August 2007 and the new institution was named the University of the West of Scotland.

Disabled students

The proportion of students who disclosed a disability has increased slightly at both colleges and universities, however the proportion of students where information is refused/unknown/undefined continues to rise in universities.

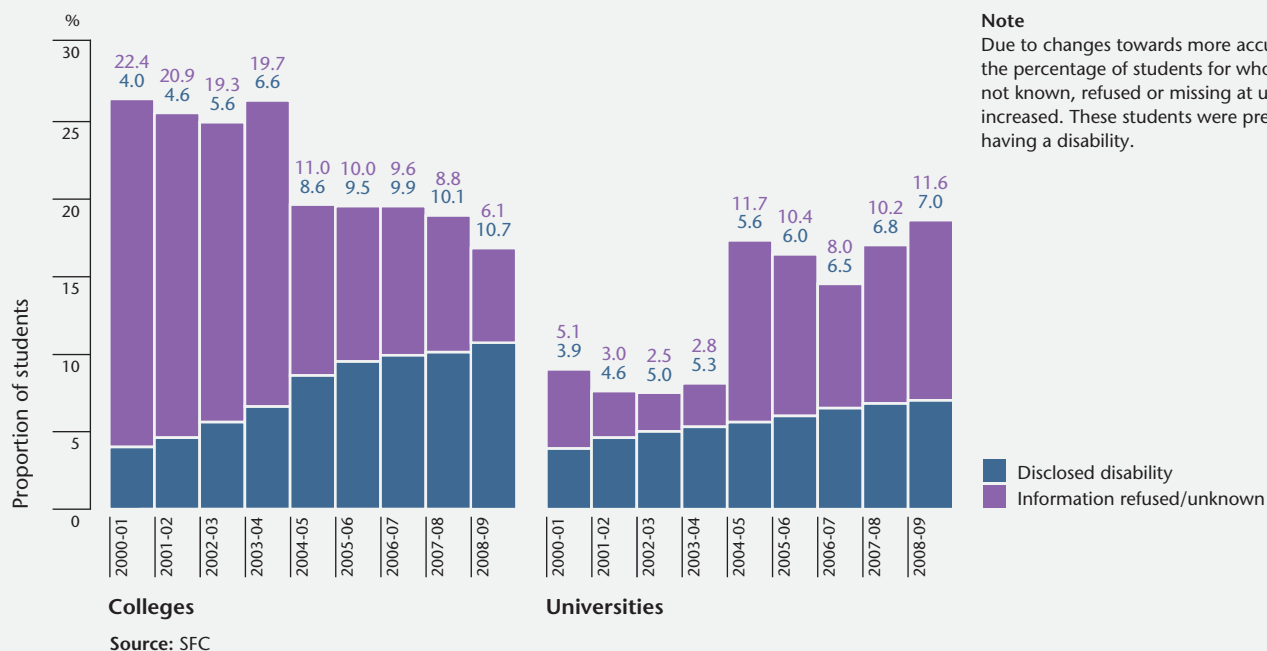
We know that the data on disability are still subject to under-reporting and disclosure issues, and SFC will work with institutions to improve data gathering based on the information in Annex A. The data presented in Figure 15 shows the percentage of students in colleges and universities who disclosed a disability between 2000-01 and 2008-09. We know that in 2008-09 at least 10.7 per cent of the

student population in colleges and seven per cent in universities have a disability. The figures for 2007-08 were 10.1 per cent in colleges and 6.8 per cent in universities.

Figure 15 shows that:

- in 2008-09 the proportion of students disclosing a disability increased in both colleges and universities; and

Figure 15: Proportion of students in colleges and universities who have disclosed a disability and where this information is refused, unknown or missing, 2000-01 to 2008-09



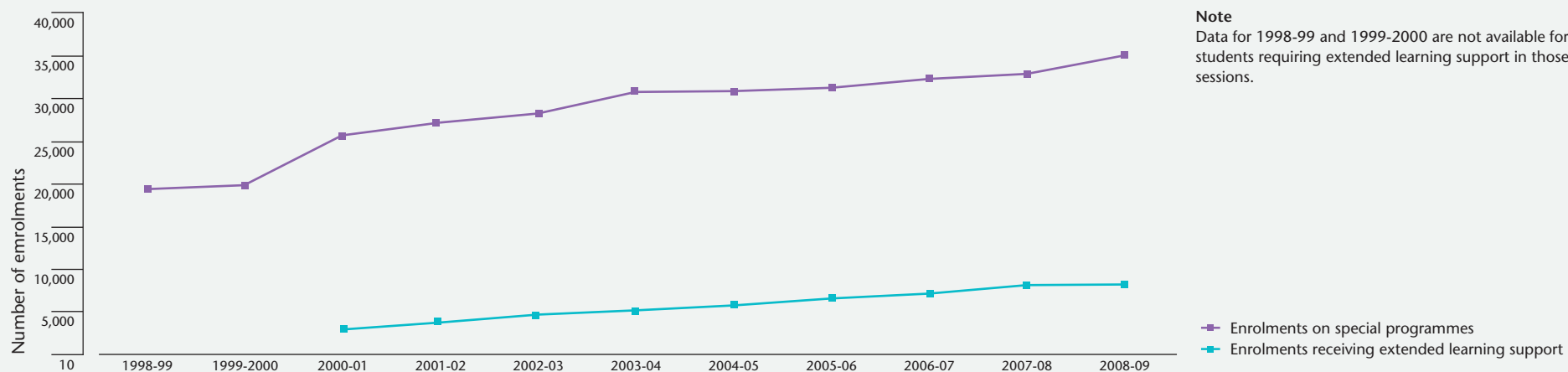
Note
Due to changes towards more accurate reporting in 2004-05, the percentage of students for whom this information is either not known, refused or missing at universities significantly increased. These students were previously recorded as not having a disability.

- there continued to be an improvement in disclosure and data gathering in colleges. In universities the percentage of students for whom this information is recorded as unknown, refused or undefined, is still large and increased by 1.4 per cent at universities (11.6 per cent).

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

Figure 16 shows the number of enrolments in these categories over the period 1998-99 to 2008-09. In 2008-09 there was a total of 483,186 enrolments, of which 35,150 were on special programmes (7.3 per cent) and 8,235 enrolments required extended learning support (ELS) (1.7 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 2008-09



Source: SFC

Ethnic groups

The proportion of Scottish-domiciled students from non-white ethnic groups continues to increase in Scotland's colleges and universities.

Figure 17 shows the distribution by ethnic group in Scottish colleges in 2008-09, excluding those classified as 'white' and the 'information refused' and/or 'information unknown' groups.

In 2008-09, there was a total of 18,447 students (about 5.1 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 327,403 (91.3 per cent) of all students (358,224) and those from the 'information refused' and/or 'information unknown' group account for 12,374 (3.4 per cent). The percentage of students for whom this information is either refused or unknown dropped slightly from four per cent in 2007-08 to 3.5 per cent in 2008-09.

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, 2008-09

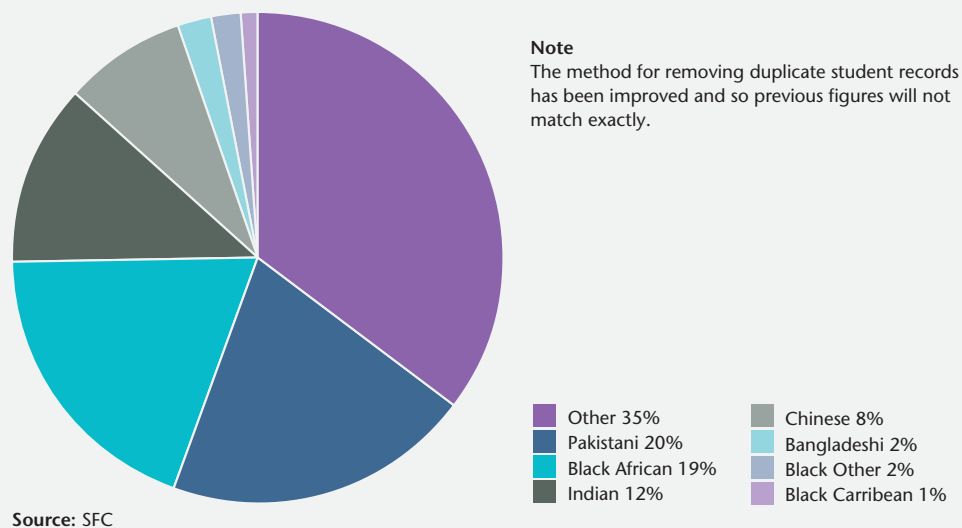


Figure 18: Percentage of all students by self-classified ethnic group in universities by domicile, 2008-09

	White	Black	Asian	Mixed	Other	Not known	Total
Scottish-domiciled	90.2	0.8	2.7	0.9	0.3	5.1	176,172
Other UK-domiciled	82.3	3.2	5.1	2.1	0.8	6.4	28,727
Other EU-domiciled	64.8	0.7	0.8	1.2	0.9	31.6	14,371
Other Overseas-domiciled	17.2	9.1	34.7	2.2	3.2	33.6	26,505
Total	79.9	2.0	6.3	1.2	0.7	9.9	245,775

Source: SFC

Figure 18 shows that in 2008-09 the percentage of Scottish-domiciled non-white students in universities was at least 4.7 per cent. This percentage has increased on an annual basis over the last four years and has risen by one per cent since 2004-05. The percentage of 'not known' continues to be higher than the percentage for Scottish-domiciled non-white.

Annex A shows that those universities with the most ethnically diverse student body in 2007-08 were Heriot-Watt University (22.3 per cent), Robert Gordon University (16.7 per cent) and Edinburgh Napier University (15.6 per cent).

University of Aberdeen (25.7 per cent), University of Stirling (24.2 per cent) and Heriot-Watt University (18 per cent) had the highest percentages of students for whom information on ethnicity was not known.

Annex A shows that the colleges with the most ethnically diverse student body in 2007-08 were Glasgow College of Nautical Studies (18.3 per cent), Central College (15.2 per cent), Anniesland College (15.1 per cent) and Langside College (14.6 per cent).

Stevenson College Edinburgh (28.4 per cent), Oatridge College (18.5 per cent), Adam Smith College (15.8 per cent) and Langside College (15.6 per cent) had the highest percentage of students for whom information on ethnicity was not known.

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. In *Learning for All*, we said we wanted:

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

School attainment continues to be lower in publicly-funded schools than in independent schools and the attainment gap between boys and girls remains lower in independent schools.

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Figures 19 and 20 both show that, in 2007-08 as in previous years, girls out-performed boys in school at all levels of study, in both publicly-funded and independent schools at the end of S6.

Figure 19 shows that:

- between 2006-07 and 2007-08, for those with 3+ awards at level 6, attainment in publicly-funded schools increased slightly for both boys and girls, however no consistent trend is evident. The same applies to those attaining 5+ awards at level 6, whereby attainment also increased slightly again 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 and, for two of the categories, it has increased slightly in the most recent year. In 2007-08, the attainment gap at 3+ awards at level 6 was 7.9 percentage points, at 5+ awards it was 6.4 percentage points and at 1+ awards at level 7 it was 2.9 percentage points. The respective figures for 2006-07 were 7.6, 5.4 and 2.7 percentage points.

Figure 19: Cumulative attainment in publicly-funded secondary schools at the end of S6 by gender and SCQF level, 1998-99 to 2007-08

		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%
1999-2000	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	31,065	25.9%	16.5%	10.6%
	Female	29,970	34.5%	22.5%	13.6%
2005-06	Male	30,698	26.5%	17.2%	11.4%
	Female	29,748	33.6%	22.3%	13.7%
2006-07	Male	29,863	25.7%	16.5%	10.9%
	Female	29,008	33.3%	21.9%	13.6%
2007-08	Male	31,112	26.1%	16.6%	11.1%
	Female	30,078	34.0%	23.0%	14.3%

Source: Scottish Government, 2009

Note

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

Figure 20: Cumulative attainment in independent schools at the end of S6 by gender and SCQF level, 1998-99 to 2007-08

		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%
1999-2000	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%	63.2%	45.1%
2005-06	Male	1,536	69.9%	56.8%	38.2%
	Female	1,478	78.1%	65.8%	47.1%
2006-07	Male	1,517	70.7%	57.5%	38.6%
	Female	1,480	78.0%	65.7%	47.0%
2007-08	Male	1,552	68.2%	55.5%	39.6%
	Female	1,496	77.1%	66.9%	51.8%

Source: Scottish Government, 2010

Note

the data from 2004-05 to 2007-08 has been updated with figures received from Scottish Government in January 2010

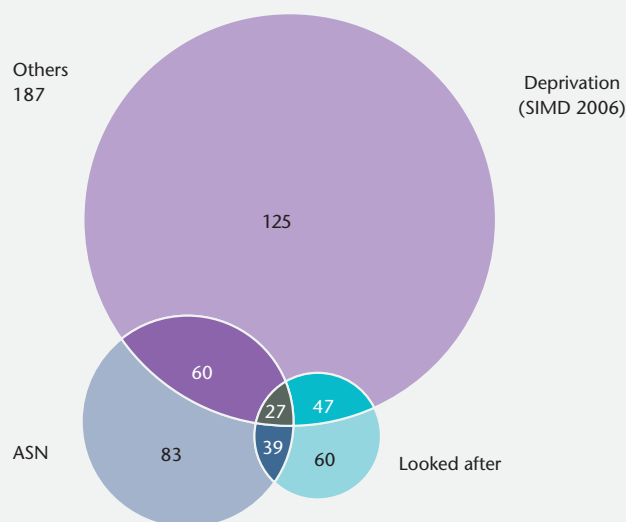
Figure 20 shows that:

- in 2007-08 school attainment in independent schools continued to be higher than in publicly-funded schools for both boys and girls;
- among those achieving three or more awards at level 6 there was a 8.9 percentage point gap in attainment in favour of girls, this has risen by 1.6 percentage points since 2006-07;
- in 2007-08 the percentage point gap in attainment in favour of girls had widened from 8.2 percentage points in 2006-07 to 11.4 percentage points among those achieving five or more awards at level 6 (Highers) – though in percentage terms, this is smaller than in publicly-funded schools;
- the most obvious difference in attainment between girls and boys at independent schools in 2007-08 was in those achieving one or more award at level 7. The gap was 12.2 percentage points, which is an increase of 3.8 percentage points from 2006-07; and
- it should be noted that because of the relatively small numbers of leavers from independent schools, the gaps tend to fluctuate between years.

6 Attainment and socio-economic factors

In previous publications, we have used data from the Scottish Government that showed pupils who had registered for free school meals as a key indicator of deprivation. However, the Scottish Government no longer uses free school meal registration and has replaced it with information on pupils in the 20 per cent most deprived areas

Figure 21: Three year average tariff score of 54 pupils by characteristic of pupil, 2005-06 to 2007-08



Source: Scottish Government, March 2009

Note

Learners included under the Deprivation (SIMD 2006) portion of the diagram were previously classified as being registered for free school meals.

using the SIMD 2006. This does not appear to have affected the overall figures and comparisons can still be made.

Figure 21 shows that, in 2007-08, the three-year average tariff score among pupils in the most deprived deciles was 125, whereas for those in less deprived areas it was 187.⁴ These totals have both increased from the three-year average in 2006-07.

The Scottish Government publication *SQA Attainment and School Leavers Qualifications in Scotland: 2007/08* also shows that other factors such as asylum or refugee status, additional support needs (ASN), a disability, being taken into care or receiving support from social workers have an adverse effect on school attainment.

Source: *SQA Attainment and School Leavers Qualifications in Scotland, 2007/08*, Scottish Government, March 2009. See also Kenway, P et al: *Monitoring Poverty and Social Exclusion in Scotland*. Joseph Rowntree Foundation, 2005.

In addition, other factors such as living in a large urban area can also affect attainment. When several of these factors are combined, as shown in Figure 21, pupils are statistically much less likely to attain good grades.

Figure 21 shows that:

- over a three year average, pupils that are not affected by factors such as deprivation, ASN, or are being looked after by social workers, score 187 tariff points, while those from deprived areas score on average 125 – which has risen by 14 tariff points based on the last year average (2004-05 to 2006-07);
- those pupils with only ASN status score 83 on average and those who are only looked after by social workers score on average 60. In both cases, the tariff scores have improved slightly since 2007, when pupils with ASN had an average tariff of 82 and looked after children an average tariff of 58;
- when these factors come together, the average tariff score is even lower. For example, if pupils are in a more deprived area, looked after by social workers and have ASN, their average tariff score is only 27 compared to 187 for those not affected by these characteristics. This represents a decrease from the score of 34 which was recorded for 2004-05 to 2006-07.

⁴ The purpose of calculating an average tariff score is to enable different types of certification 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 16 points. Further information and a full list of *SQA National Qualifications and their associated tariff scores can be found at Scottish Government Statistics Publication Notice SQA Attainment and School Leaver Qualifications in Scotland: 2007/08* at: www.scotland.gov.uk/Publications/2009/03/09154229/0

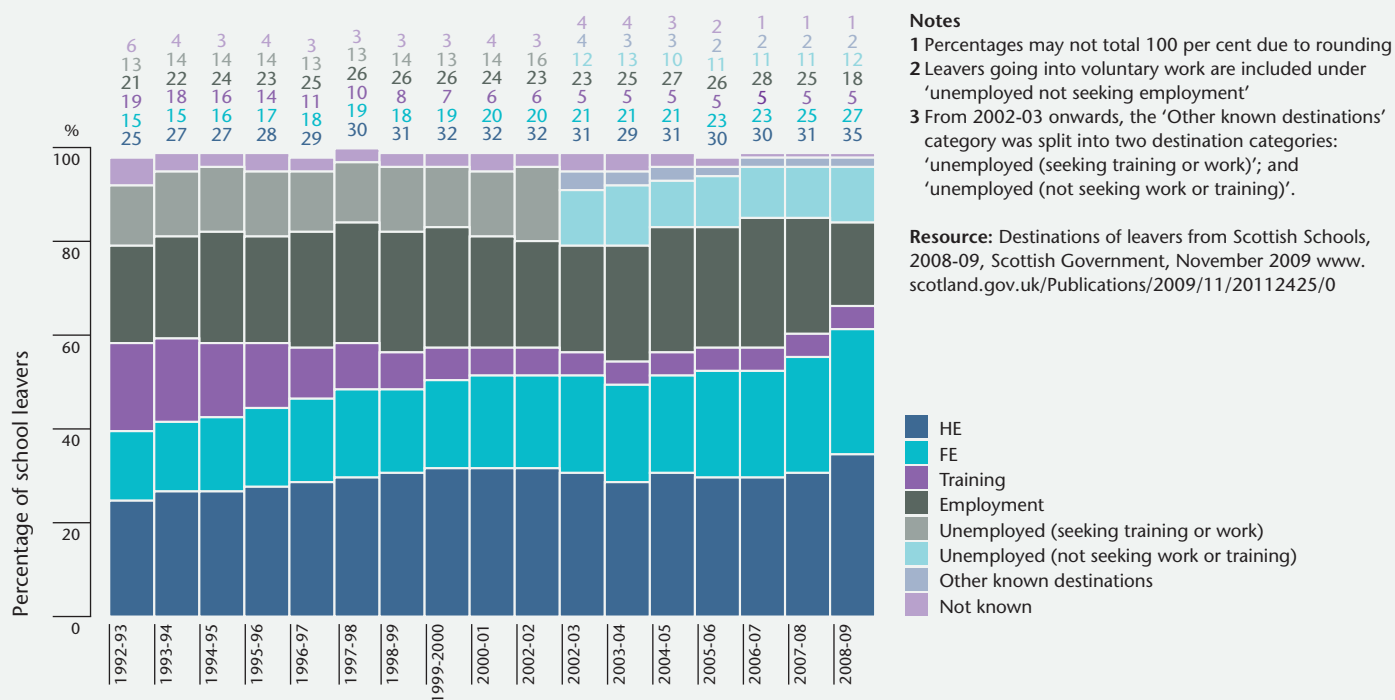
7 School leaver destinations

In 2008-09 the percentage of school leavers going directly into FE or HE increased. The percentage of leavers entering employment directly after school has decreased and the percentage of leavers who are unemployed has increased slightly.

Figure 22 shows that:

- the percentage of leavers entering FE or HE has increased by six per cent since 2007-08, twice the size of the increase from 2006-07. However, because of a significant drop in the number of school leavers, the numbers going into college and university have not changed much;
- there was a decrease of the number of leavers entering employment – 18 per cent in 2008-09 (compared to 25 per cent in 2007-08); and
- the percentage of leavers unemployed but seeking work or training increased by one per cent, the first change in four years. The percentage unemployed but not seeking work or training remains unchanged in the last two years.

Figure 22: Destination of leavers from publicly-funded schools in Scotland, 1992-93 to 2008-09⁵



Source: Scottish Government, November 2009

⁵ Figures 22, 23, 25 and 27 are all sourced from the Scottish Government publication *Destinations of leavers from Scottish Schools: 2008-09*. The descriptions of the categories do not include reference to full-time education or employment. Skills Development Scotland notes that destinations are based on how the school leaver describes their destination – hours spent in education are not used to define destinations; this has always been the case and does not affect comparisons across the years.

Figure 23 shows the destination rates for young men and women for the period 2002-03 to 2008-09 for school leavers entering FE or HE from publicly-funded and independent schools in Scotland.

Historically, a far higher percentage of leavers from independent schools have gone into HE, compared with leavers from publicly-funded schools. In 2008-09, 83.5 per cent of leavers from independent schools went into HE, seven

per cent went into FE and only three per cent directly went into employment. The respective figures for 2007-08 were 80 per cent, five per cent and three per cent.

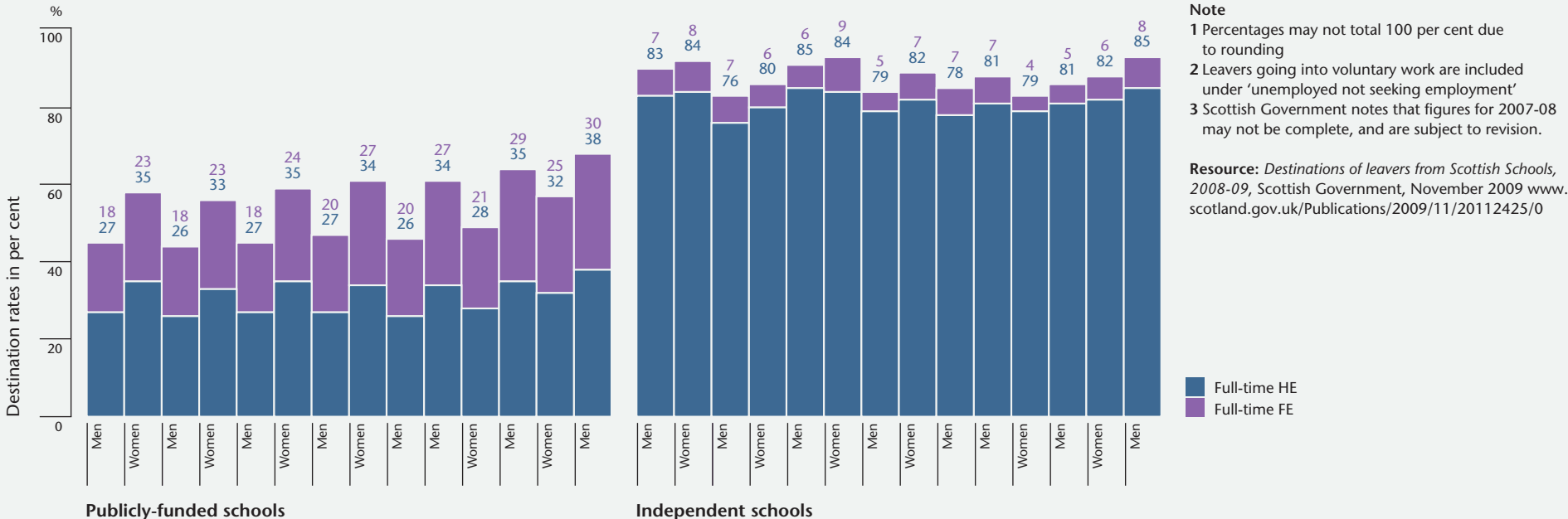
Figure 23 shows that:

- the gender gap in HE destination rates reduced slightly among leavers from publicly-funded schools where the gap in 2008-09 narrowed again to six percentage points. For 2008-09 the

gender gap decreased to five percentage points for FE. This is the first time since 2002-03 the gender gap for leavers from publicly-funded schools entering FE has decreased; and

- for leavers from independent schools the gender gap in HE and FE destination rates increased for the second year, with a difference of three percentage points at HE level and two percentage points at FE level.

Figure 23: Percentage of students entering HE and FE of leavers from publicly-funded and independent schools in Scotland by gender, 2002-03 to 2008-09



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 Scottish Government notes that figures for 2007-08 may not be complete, and are subject to revision.

Resource: *Destinations of leavers from Scottish Schools, 2008-09*, Scottish Government, November 2009 www.scotland.gov.uk/Publications/2009/11/20112425/0

Source: Scottish Government, November 2009

The percentage of young people in the More Choices, More Chances (MCMC) group (ie not in education, employment or training) has declined and is at its lowest level since it was recorded in 2003.

Scotland still has a substantial proportion of 16 to 19 year-olds who are in the MCMC group (formerly not in education, employment or training – NEET), although in 2008-09 the overall number has declined slightly as shown in Figure 24. This shows that since 2000, the percentage of people in this group has continually been greater among

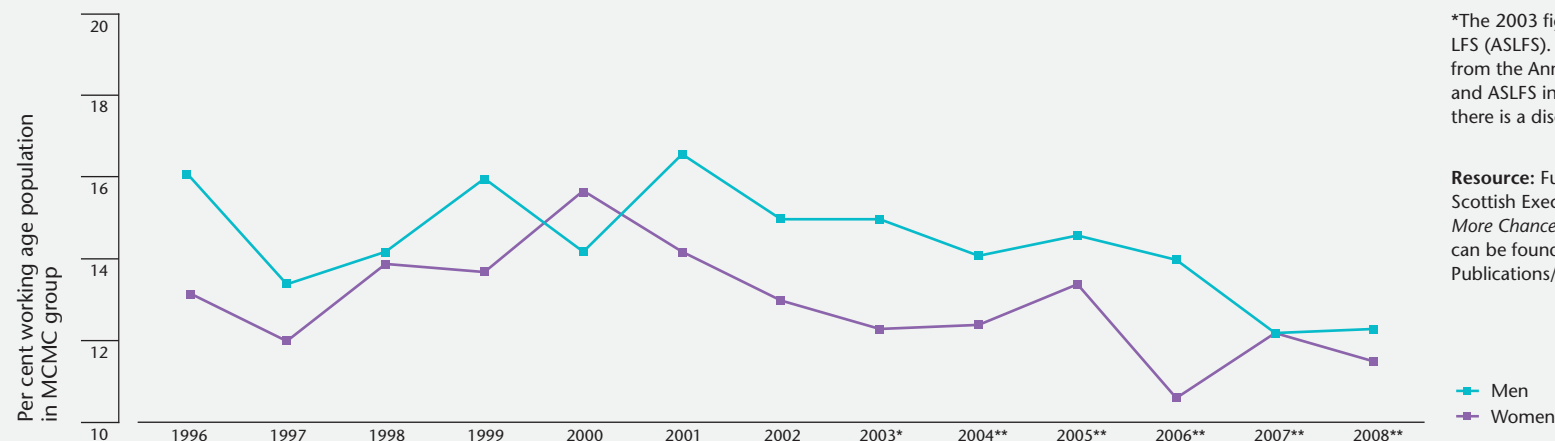
young men than among young women, but in 2007, the gap between young men and women disappeared for the first time. For 2008, the gap returned, whereby the percentage of young men in the MCMC group increased slightly from 12.2 per cent to 12.3 per cent with a corresponding decrease of 0.7 per cent in the percentage of young women, from 12.2 per cent to 11.5 per cent.

The highest percentage of young people in the MCMC group was recorded in 2001 at 15.4 per cent. In 2008, the percentage had dropped by 3.5 per cent to 11.9 per cent, the lowest percentage to date.

In 2006 the Scottish Government estimated there would be some 32,000 young people in Scotland in 2007 that were not in education, training or some form of recognised employment. While many will eventually move off benefits and into employment or training (some 44 per cent), the majority remain unemployed and economically inactive.

The most recent figure available from the Scottish Government for Scotland in 2008 is 31,000. Further information can be found on the Scottish Government website at: www.scotland.gov.uk/Publications/2009/07/28092044/19.

Figure 24: Percentage of 16 to 19 year olds in the MCMC group, 1996-2008



*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 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

Source: Labour Force Survey (LFS), Quarters combined for 1998-2002

8 Regional differences and trends in leaver destinations

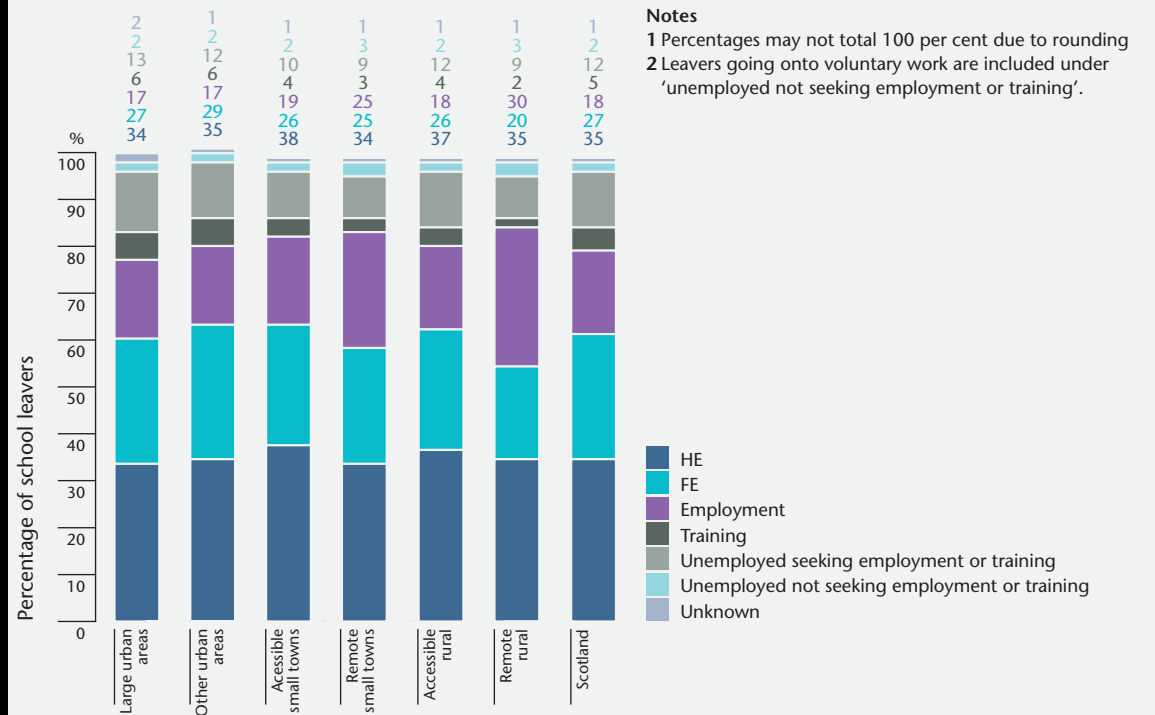
Across Scotland school leaver progression rates into HE and FE continue to be high.

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 shows that:

- comparing the destination rates for Scotland as a whole, remote rural areas have the largest proportion of school-leavers going into HE and employment, with remote small towns having the second largest proportion; and
- remote rural areas continue to have a far smaller proportion going into FE and unemployment.

Figure 25: Percentage of school leavers from publicly-funded secondary schools in Scotland by destination category and six-fold urban/rural classification, 2008-09



Source: Scottish Government, November 2009

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Figure 26 shows the destinations of school leavers from publicly-funded schools over the period 2003-04 to 2008-09 by supply and demand area, and Figure 27 shows the same information by Wider Access Regional Forum area. Figure 27a provides a breakdown of the information by local authority area.

Figure 26 shows that:

- the overall destination rate to HE for Scotland is at its the highest level since 2003-04. All but two supply and demand areas reflect this increase – only Highlands and Islands, and the North East show a decrease on last year's figures, with Fife and Glasgow maintaining their 2007-08 HE destination rate;
- the overall destination rate into FE has increased again by two percentage points to 27, the second change in two years. This increase

is despite a decrease in Dunbartonshire and Highlands and Islands areas. All other areas showed an increase with the largest occurring in Fife (34 to 38 percentage points) and, Edinburgh and Lothians (21 to 25); and

- since 2003-04 the highest overall increase occurs in Fife with 12 per cent more school leavers entering FE. Similarly for HE, the highest increase occurs in Dunbartonshire with nine per cent more learners over the six year period.

Figure 26: Percentage of leavers from publicly-funded schools in Scotland by Supply and Demand area entering FE and HE, 2003-04 to 2008-09

Supply and Demand area	Number of school leavers 2008-09	Full-time HE						Full-time FE					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Central	3,099	33	31	29	30	28	35	15	15	18	17	21	21
Dunbartonshire	2,079	34	35	34	34	37	43	21	22	23	22	23	19
Edinburgh and Lothians	7,209	28	29	29	28	29	34	19	17	20	21	21	25
Fife	3,888	30	31	28	28	30	30	26	30	32	34	34	38
Glasgow	5,135	18	21	22	22	24	24	22	26	26	26	27	30
Highlands and Islands	5,422	31	30	32	31	32	24	18	18	19	18	21	17
Lanarkshire	6,788	28	32	31	29	32	35	17	17	19	20	22	24
North East	4,458	35	39	37	34	37	36	22	22	22	22	22	25
South	2,857	31	31	31	30	31	33	28	24	27	25	27	30
Tayside	4,046	29	30	29	27	29	30	27	29	30	30	30	33
West	8,191	33	37	34	35	35	37	20	20	23	25	27	29
Scotland	53,532	29	31	30	30	31	33	21	21	23	23	25	27

Source: Scottish Government, SFC.

Note

Scotland total includes Jordanhill, Glasgow City total excludes Jordanhill. The averages for full-time FE and HE are based on data from individual schools.

Figure 27a shows the same data as Figure 26, but for Wider Access Regional Forum areas. It shows that in 2008-09, the numbers of school leavers from publicly-funded schools entering both FE and HE have increased across all four forum areas. The highest increase was in the South East with a six per cent increase to HE and a three per cent increase to FE.

Figure 27b breaks down the above information by local authority area from 2006-07 to 2008-09.

Figure 27a: Percentage of school leavers from publicly-funded schools in Scotland by Wider Access Regional Forum area entering FE and HE, 2003-04 to 2008-09

Wider Access Regional Forum area	Number of school leavers 2008-09	Full-time HE						Full-time FE					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Fife and Tayside	7,934	29	30	29	27	29	32	27	29	30	31	31	33
North	8,908	32	32	33	32	33	34	19	19	20	19	21	23
South East	11,507	29	29	29	29	29	35	19	19	21	20	21	24
West	25,097	31	34	33	32	34	38	21	21	23	23	25	27
Scotland	53,446	29	31	30	30	31	35	21	21	23	23	25	27

Source: Scottish Government, SFC. See Annex B for a list that matches Scotland's 32 local authorities against the Wider Access Regional Forum areas.

Note

Scotland and West total excludes Jordanhill. The averages for FE and HE are based on data from individual local authorities, not individual schools as in Figure 26. Due to rounding, the annual Scotland figures do not exactly average out according to the Wider Access Regional Forum areas.

Figure 27b: Percentage of school leavers from publicly-funded schools in Scotland by Local Authority area entering FE and HE, 2006-07 to 2008-09

Local Authority	Total number of school leavers				FE		
	2008-09	2006-07	HE 2007-08	2008-09	2006-07	2007-08	2008-09
Aberdeen City	1,730	34.7	35.6	37.1	21.6	18.9	24.3
Aberdeenshire	2,728	34.2	37.4	39.4	22.1	23.4	26.9
Angus	1,175	28.1	30.0	35.3	35.2	36.1	35.6
Argyll and Bute	972	33.7	32.1	38.6	13.3	20.1	20.4
Clackmannanshire	544	27.7	21.5	31.4	19.0	26.4	25.4
Dumfries and Galloway	1,658	29.8	31.6	33.6	23.5	24.9	31.0
Dundee City	1,550	22.8	23.9	26.6	32.3	33.1	34.3
East Ayrshire	1,318	26.0	26.2	30.9	28.2	31.0	33.4
East Dunbartonshire	1,379	45.8	47.3	56.6	18.4	19.8	18.3
East Lothian	941	32.1	31.2	38.3	18.6	19.1	22.6
East Renfrewshire	1,273	52.6	54.6	58.8	17.4	17.3	18.5
City of Edinburgh	3,443	29.4	30.1	35.1	22.1	22.7	25.2
Eilean Siar	307	37.0	36.2	36.2	16.9	18.2	22.5
Falkirk	1,577	25.5	28.1	31.1	16.2	19.3	21.8
Fife	3,888	27.6	29.7	31.9	33.6	34.2	37.0
Glasgow City	5,135	21.6	23.9	26.0	25.5	27.1	30.8
Highland	2,559	29.5	30.7	31.5	18.0	20.2	22.5
Inverclyde	861	30.3	33.8	37.3	28.4	29.6	33.3
Midlothian	947	25.5	27.5	31.7	22.0	20.4	22.6
Moray	1,036	24.8	25.3	30.4	24.3	26.3	26.3
North Ayrshire	1,520	27.0	29.0	34.2	29.6	32.0	31.9
North Lanarkshire	3,546	26.1	28.9	34.2	20.4	23.2	24.2
Orkney Islands	245	35.6	33.6	37.1	19.6	24.0	23.7
Perth and Kinross	1,321	29.5	31.6	32.9	22.7	22.0	26.9
Renfrewshire	1,993	31.1	34.9	36.6	21.6	24.9	26.4
Scottish Borders	1,199	31.1	29.0	36.8	27.1	29.4	31.8
Shetland Islands	303	29.7	33.2	29.0	11.0	16.8	16.8
South Ayrshire	1,226	34.9	32.8	36.9	24.3	28.4	28.9
South Lanarkshire	3,242	31.5	33.9	38.1	19.3	21.1	22.3
Stirling	978	37.3	34.0	42.0	16.8	19.3	18.2
West Dunbartonshire	974	22.8	26.5	29.9	25.0	26.3	27.6
West Lothian	1,878	26.5	29.1	34.2	21.7	22.5	25.4
Scotland	53,532	29.7	31.1	34.9	23.3	24.8	27.0

Source: Scottish Government, November 2009.

Note

Percentages may not total 100 per cent due to rounding. Scotland total includes Jordanhill, Glasgow City total excludes Jordanhill.

The gap between pupils from schools in the lowest quintile and the remainder of publicly funded schools continues to widen for progression into HE.

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

Figure 28 shows that in 2008-09:

- the gap between progression into HE for pupils in the schools in the bottom quintile and those from the total number of schools continues to widen. This has increased from 11 percentage points in 2003-04 (from 29 to 18) to 19 in 2008-09 (from 34 to 15) – the highest gap in the five year period.

Figure 28: Percentage of school leavers going into HE by Wider Access Regional Forum area from secondary schools in the lowest quintile for progression into HE, 2003-04 to 2008-09

Wider Access Regional Forum area	Total number of secondary schools 2008-09 and in lowest quintile for HE	Total number of school leavers and in lowest quintile schools for HE	Full-time HE					
			2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Fife and Tayside	47	7,934	29	30	28	26	27	30
	13	1,780	21	19	16	14	12	16
North	75	8,908	32	32	33	31	33	33
	10	948	17	14	17	13	17	14
South East	73	11,507	29	29	29	29	29	34
	9	994	19	16	18	15	16	16
West	160	24,909	31	34	31	29	31	35
	25	3,112	15	16	16	14	15	16
Scotland	355	53,258	29	31	31	29	31	34
	57	6,834	18	16	17	14	15	15

Source: Scottish Government, SFC

Note

1 In 2008-09 there were 355 secondary schools in Scotland. This is because 20 schools were excluded from the overall total because of insufficient data or where numbers are low or because they are junior high schools.

2 This table aggregates data from individual schools on an annual basis. All schools are those identified as being in the lowest quintile in a given year. These lowest quintile schools can change on a year by year basis, whereas the schools supported by the Wider Access Regional Forums remain the same as they are averaged over a three-year period.

9 Articulation – students with advanced standing

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In 2008-09 the total number of Scottish-domiciled students entering a full-time first degree course into the second or third year with advanced standing (ie articulating) increased in all areas with the exception of the West.

In 2005 the then Scottish Executive asked SFC to monitor, by regional Wider Access Regional Forum areas, the numbers of students who move from college to university in Scotland with advanced standing (that is, progress into year two or year three of a first degree course). Tracking students moving from college to university with advanced standing remains a difficult task. Partly in response to this, in March 2008 SFC allocated £3 million per annum, from 2008-09 to five regional articulation hubs and the Open University in Scotland. This funding is to enable better and deeper collaboration, and improved data sharing and reporting.

With regard to the data presented here, since students can obtain an HNC/D from a college and a university, the analysis in this section shows articulating numbers from HNC/D courses to first degree courses, but not necessarily college to university progression.

Figure 29: All entrants, with a HNC/D, to either second or third year of a full-time first degree course (based on location of institution), 2001-02 to 2008-09

Wider Access Regional Forum area	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
North	167	227	298	258	303	425	333	485
Fife and Tayside	176	312	196	419	273	327	280	342
West	1,529	1,754	1,503	1,403	1,235	1,841	1,661	1,035
South East	457	620	826	758	697	784	708	802
Total	2,329	2,913	2,823	2,838	2,508	3,377	2,982	2,644

Source: SFC

In 2008-09 there were 17,507 students (headcount) studying for an HND in Scotland and about 93 per cent (16,194) were at a college. For HNCs there were 21,575 and 84 per cent of them (18,113) were at a college.

Considering this in relation to the Wider Access Regional Forum areas, Figure 29 shows the number of students who are articulating in the areas where the institution is situated and Figure 30⁶ shows the same information according to the domicile of the student.

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

Figures 29 and 30 show that between 2007-08 and 2008-09 there was an overall decrease in the numbers of students (with a HNC/D) articulating into second or third year of a full-time first degree caused by the drop in numbers in the West. For example, when looking at figures on both an institutional basis and in relation to Scottish domiciled entrants, all areas show an increase except the West.

Figure 30: Scottish-domiciled entrants, with a HNC/D, to either second or third year of a full-time first degree course (based on domicile of the student), 2001-02 to 2008-09

Wider Access Regional Forum area	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
North	192	261	310	286	303	412	350	442
Fife and Tayside	207	282	253	404	303	390	332	375
West	1,454	1,736	1,531	1,427	1,240	1,768	1,619	1,163
South East	281	328	466	405	437	517	416	505
Total	2,134	2,607	2,560	2,522	2,283	3,087	2,717	2,485

Source: SFC

Note: Total excludes student with a domicile outside the Forum area.

⁶ The domicile measure shows only Scottish-domiciled students, whilst the institution measure will also capture some non-Scots domiciled students who have a qualification which is equivalent to an HNC/D.

10 Retention and achievement in colleges and universities

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

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

Figure 31 shows PI data for the college sector. It shows that in 2007-08, the college sector as a whole retained 83 per cent of enrolments – down one per cent from 2006-07 and down three per cent from 2005-06, though rates vary between colleges. Completion/progression rates have decreased slightly from 83 per cent to 82 per cent alongside a one percentage point increase in the non-completion rates from 15 per cent to 16 per cent.

It should be noted that further education involves a wide range of courses from literacy and numeracy, for example, to provision for students with profound and complex needs, therefore this should be taken into account when considering completion data and the complexity behind it. Additional information on this data can be found in the Further Education Statistics (FES) Performance Indicators produced by SFC's Knowledge Management group and available on SFC's website.

Figure 31: Percentage of actual learning outcomes of enrolments on courses with a national qualification aim in Scotland's colleges, 2001-02 to 2007-08

	Learners completing their course	Learners completing their course successfully or progressed to the 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
2006-07	84	83	15	2
2007-08	83	82	16	2

Source: SFC, www.sfc.ac.uk/statistics/further_education_statistics/FE_performance_indicators/FE_student_staff_PIs.aspx

Figure 32 shows student retention data for HE and FE activity in the college sector up to 2007-08. Overall, the figures have not changed noticeably in the years shown.

Figure 32: Percentage of student retention for students undertaking HE and FE activity in the college sector in Scotland, 2001-02 to 2007-08

	Full-time HE activity in the college sector	Part-time HE activity in the college sector	Total HE activity in the college sector	Full-time FE activity in the college sector	Part-time FE activity in the college sector	Total FE activity in the college sector
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
2006-07	83	93	85	79	93	85
2007-08	82	93	84	77	92	85

Source: SFC
www.sfc.ac.uk/statistics/further_education_statistics/FE_performance_indicators/FE_student_staff_PIs.aspx

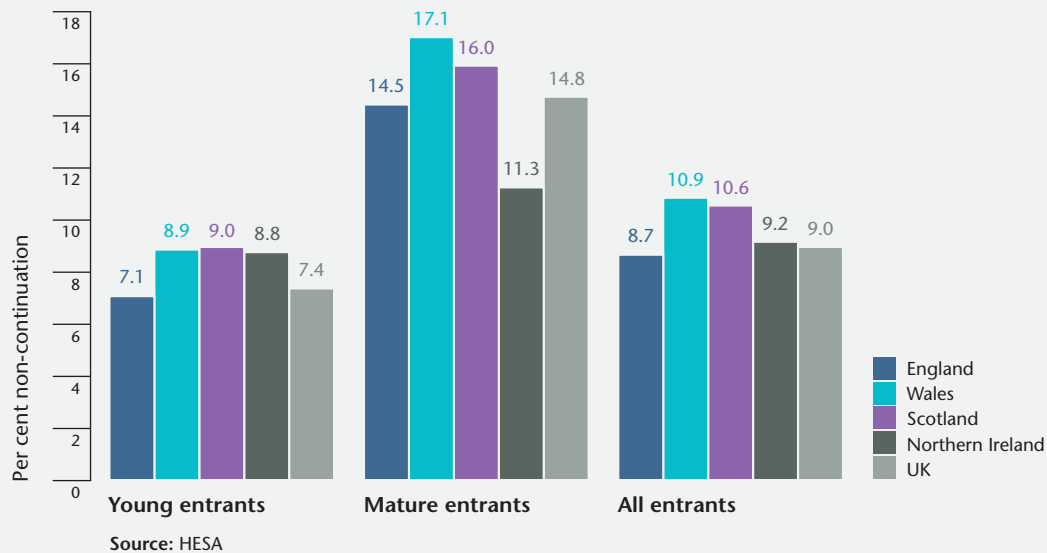
Note: The data reported here exclude enrolments spanning into the next academic session, programmes funded by bodies other than SFC or New Deal, and enrolments not meeting the funding qualifying date – overall, 96 per cent of student enrolments in the FE sector in 2007-08 progressed past the first quarter of their programme of study.

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/statistics/further_education_statistics/FE_performance_indicators/FE_student_staff_PIs.aspx

Figure 33 shows Scotland's non-continuation rates after the first year of a first degree in 2006-07 in universities. This uses data published by HESA in relation to non-continuation among first degree and young and mature students. From Figure 33 in Scotland, non-continuation among full-time

first degree entrants was highest for mature students, as was the case in the previous two years. Across the UK, Scotland had the highest non-continuation rates in 2006-07 for young entrants and the second highest for mature entrants and all entrants.

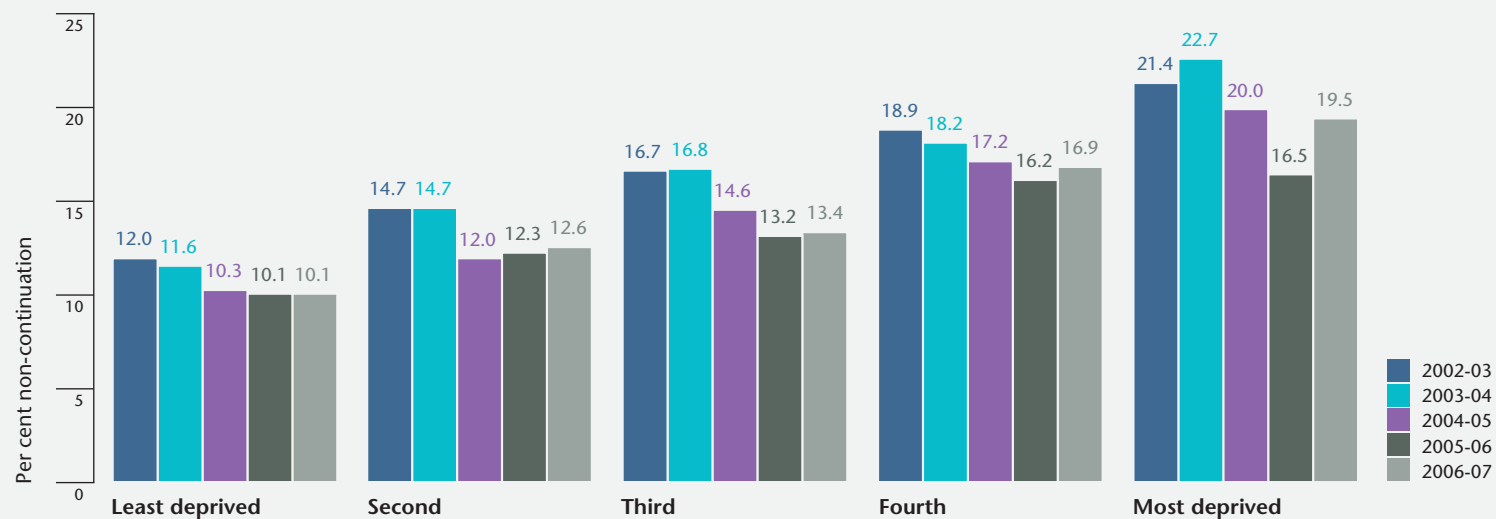
Figure 33: Non-continuation among full-time first degree entrants to universities, 2006-07



For the university sector, SFC investigated the main factors that affect retention as seen in Figures 34 to 35 below. This analysis suggested 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 34 shows there is a noticeable relationship between deprivation and non-continuation. It also shows there has been an overall decrease in non-continuation rates since 2002-03, with a drop of 1.9 per cent from 21.4 per cent to 19.5 per cent in the most deprived quintile.

Figure 34: Non-continuation by deprivation quintile at SFC-funded universities, 2002-03 to 2006-07



Source: SFC

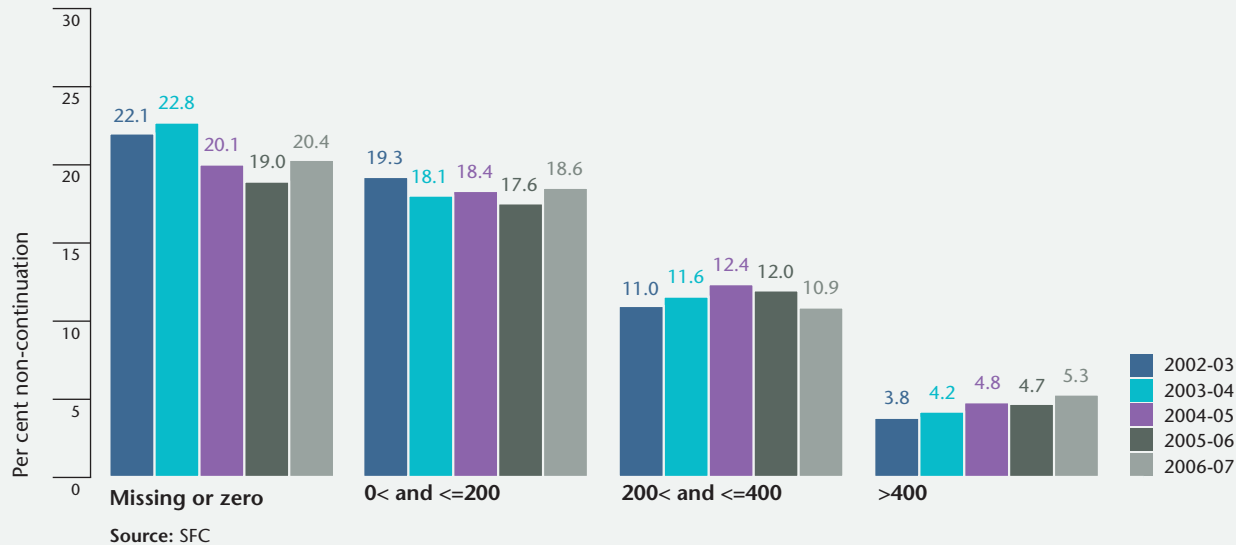
Figure 35 below provides evidence of the correlation between tariff score and non-continuation. There is still a high proportion of non-continuing students who have UCAS tariff score missing or zero and this figure increased slightly for 2006-07, which is true for most of the UCAS tariff bands in 2006-07.

Figures 34 and 35 show:

- there has been an overall decrease in non-continuation across all deprivation quintiles since 2002-03, however between 2005-06 and 2006-07 there was an increase in all but the least deprived quintile;

- since 2002-03, there has also been an overall decrease in non-continuation across all UCAS tariff score bands, with the exception of the highest band, where there has been an increase of 1.5 per cent in non-continuing students over the five year period; and
- there continues to be a marked correlation between deprivation and non-continuation.

Figure 35: Non-continuation by UCAS tariff score at SFC-funded universities, 2002-03 to 2006-07



Conclusion

It is nearly five years on from the publication of *Learning for All* and for the first time we are able to comment on emerging trends. Some trends are positive:

- the increase in the percentage of mature students from the most deprived areas studying at university;
- the average tariff scores of pupils from deprived areas has risen but the gap between the average attainment levels of those pupils affected by multi-deprivation (deprived areas, being looked after and with additional support needs) when compared with those not affected by these factors remains very significant; and
- in terms of equality and diversity in Scotland's colleges and universities, the proportion of students disclosing a disability continues to increase, the percentage of non-white Scottish domiciled students has risen since 2004-05, and the gap in participation between men and women in colleges has narrowed.

This report also highlights areas where the news is less positive. These include:

- the proportion of school leavers going into HE from schools in the lowest quintile has declined and the gap between this and the total number continues to widen and is now at its widest point in five years;
- Scotland has the second highest non-continuation rate for full-time first degree entrants in the UK, and students from the most deprived areas remain the most likely to drop-out; and
- young men continue to account for a greater percentage of 16 to 19 year olds in the MCMC group.

In response to these challenges, SFC is committed to working with the Scottish Government, local authorities, schools, colleges and universities to help make *Learning for All* a reality.

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

Student population by key access and inclusion factors by university, 2007-08

Institution	Gender		Ethnicity			Age		Disability			Students from 40% most deprived areas ¹	Students from 20% most deprived areas ¹	Young FT Entrants from 40% most deprived areas ¹	Young FT Entrants from 20% most deprived areas ¹
	Male	Female	White	Black and Ethnic Minorities	Not known	under 21	21 and over	Disabled	No known disability	Not known				
Aberdeen, University of	45.8%	54.2%	69.2%	5.1%	25.7%	48.3%	51.7%	7.9%	83.5%	8.6%	15.5%	5.1%	11.8%	2.9%
Abertay Dundee, University of	50.0%	50.0%	77.8%	13.1%	9.2%	55.6%	44.4%	6.6%	93.4%	0.1%	33.2%	16.1%	26.0%	11.9%
Dundee, University of	40.3%	59.7%	80.3%	11.1%	8.6%	36.0%	64.0%	6.3%	93.1%	0.6%	26.9%	11.6%	19.6%	7.9%
Edinburgh College of Art	37.7%	62.3%	88.8%	10.1%	1.1%	52.7%	46.8%	16.7%	82.7%	0.6%	16.6%	4.2%	16.0%	5.6%
Edinburgh Napier University	45.7%	54.3%	82.6%	15.6%	1.8%	37.4%	62.5%	7.5%	92.4%	0.1%	26.1%	8.6%	23.0%	7.0%
Edinburgh, University of	44.1%	55.9%	80.8%	13.1%	6.2%	53.0%	47.0%	7.0%	92.9%	0.1%	14.6%	4.2%	10.4%	3.5%
Glasgow Caledonian University	38.9%	61.1%	87.1%	11.9%	1.0%	45.2%	54.8%	4.0%	95.5%	0.6%	36.8%	17.9%	33.7%	16.1%
Glasgow School of Art	37.5%	62.5%	85.7%	12.5%	1.8%	55.4%	44.6%	20.5%	79.2%	0.3%	24.7%	9.3%	19.2%	7.5%
Glasgow, University of	41.8%	58.2%	89.2%	10.1%	0.8%	52.1%	47.8%	6.4%	92.9%	0.6%	23.7%	10.1%	22.6%	8.7%
Heriot-Watt University	64.1%	35.9%	59.7%	22.3%	18.0%	42.1%	57.8%	4.7%	76.1%	19.2%	19.5%	6.7%	15.8%	6.8%
Open University in Scotland	40.9%	59.1%	89.2%	2.5%	8.3%	3.3%	96.7%	7.2%	9.3%	83.4%	29.8%	12.4%	–	–
Queen Margaret University, Edinburgh	22.4%	77.6%	85.3%	10.1%	4.6%	40.4%	59.3%	8.9%	87.1%	4.0%	25.1%	9.1%	19.8%	5.9%
Robert Gordon University	39.2%	60.8%	82.0%	16.7%	1.3%	39.8%	60.2%	6.4%	93.5%	0.1%	17.0%	5.0%	13.0%	3.2%
Royal Scottish Academy of Music and Drama	44.8%	55.2%	90.1%	9.3%	0.6%	61.1%	38.9%	13.7%	86.2%	0.1%	25.4%	10.5%	16.8%	12.1%
Scottish Agricultural College	52.7%	47.1%	93.1%	2.3%	4.6%	44.2%	55.8%	7.9%	85.9%	6.2%	19.3%	5.5%	14.1%	4.5%
St Andrews, University of	44.1%	55.9%	78.0%	12.8%	9.3%	66.3%	32.9%	8.9%	90.1%	1.0%	11.3%	4.1%	8.8%	2.6%
Stirling, University of	37.2%	62.8%	73.2%	2.5%	24.2%	47.6%	52.4%	6.9%	85.0%	8.1%	26.3%	8.8%	22.8%	7.8%
Strathclyde, University of	44.7%	55.3%	77.8%	4.2%	18.0%	43.6%	56.4%	3.2%	96.1%	0.8%	27.0%	12.0%	23.7%	10.4%
UHI Millennium Institute	43.1%	56.9%	95.6%	2.9%	1.5%	30.5%	68.2%	10.9%	87.8%	1.3%	24.5%	6.2%	22.9%	6.6%
West of Scotland, University of the	36.2%	63.8%	84.1%	6.4%	9.5%	30.9%	69.1%	7.8%	87.0%	5.1%	45.2%	23.0%	43.3%	21.7%
Total	42.4%	57.6%	81.6%	9.5%	9.0%	41.0%	58.9%	6.8%	83.1%	10.2%	26.9%	11.2%	22.6%	9.2%

¹ For Scottish domiciled students only

Student population by key access and inclusion factors by college, 2007-08

College	Gender		Disability			Ethnicity Black and Ethnic Minorities			Age				Deprived
	Male	Female	Disabled	No known disability	Not Known	White	Black and Ethnic Minorities	Not Known	Under 16	16-19	20-64	65 and over	20% Most Deprived
Aberdeen College	40.0%	60.0%	7.1%	91.8%	1.1%	95.3%	4.7%	0.0%	10.3%	22.8%	63.5%	3.5%	14.1%
Adam Smith College	51.6%	48.4%	10.4%	55.5%	34.1%	81.2%	2.9%	15.8%	46.9%	13.8%	37.6%	1.8%	23.7%
Angus College	45.0%	55.0%	17.4%	73.1%	9.4%	95.5%	1.5%	3.0%	22.5%	19.6%	52.1%	5.8%	11.9%
Anniesland College	46.1%	53.9%	10.1%	86.6%	3.3%	84.6%	15.1%	0.3%	10.3%	23.1%	62.5%	4.2%	45.7%
Ayr College	50.1%	49.9%	22.4%	74.6%	3.0%	98.0%	2.0%	0.0%	7.4%	31.0%	56.4%	5.2%	23.6%
Banff and Buchan College	51.4%	48.6%	6.3%	86.1%	6.7%	92.7%	1.2%	6.1%	64.7%	9.7%	24.3%	1.3%	5.8%
Barony College	65.3%	34.7%	3.4%	96.3%	0.2%	99.8%	0.2%	0.0%	28.8%	14.1%	55.5%	1.6%	6.6%
Borders College	37.4%	62.6%	18.1%	81.6%	0.3%	98.3%	1.7%	0.0%	10.1%	18.7%	67.4%	3.8%	6.9%
Cardonald College	39.7%	60.3%	9.3%	83.4%	7.3%	88.5%	10.7%	0.8%	9.9%	29.4%	57.9%	2.7%	39.1%
Carnegie College	50.0%	50.0%	9.4%	90.5%	0.1%	98.6%	1.3%	0.0%	16.1%	23.3%	56.8%	3.7%	18.7%
Central College Glasgow	31.6%	68.4%	6.5%	93.2%	0.3%	84.6%	15.2%	0.1%	12.5%	29.0%	58.1%	0.5%	41.4%
Clydebank College	42.0%	58.0%	11.6%	72.2%	16.2%	81.2%	4.3%	14.5%	18.1%	23.2%	53.1%	5.5%	32.6%
Coatbridge College	29.1%	70.9%	14.5%	84.5%	1.0%	98.5%	1.5%	0.0%	23.1%	22.6%	52.2%	2.1%	41.9%
Cumbernauld College	36.5%	63.5%	13.7%	85.7%	0.6%	97.6%	2.4%	0.0%	17.3%	19.5%	53.9%	9.4%	19.9%
Dumfries and Galloway College	43.2%	56.8%	12.1%	87.9%	0.0%	98.3%	1.7%	0.0%	24.9%	17.1%	54.1%	3.9%	10.1%
Dundee College	42.9%	57.1%	6.6%	93.3%	0.1%	91.0%	4.0%	4.9%	14.1%	22.2%	61.2%	2.5%	28.7%
Edinburgh's Telford College	45.9%	54.1%	14.5%	82.6%	3.0%	92.0%	7.7%	0.3%	11.2%	29.2%	58.6%	1.0%	17.2%
Elmwood College	44.4%	55.6%	15.3%	84.7%	0.1%	97.7%	2.1%	0.2%	21.4%	19.0%	52.5%	7.1%	9.0%
Forth Valley College	45.5%	54.5%	6.7%	85.4%	7.9%	97.7%	2.3%	0.0%	9.1%	24.5%	61.9%	4.5%	16.8%
Glasgow College of Nautical Studies	55.4%	44.6%	10.0%	86.0%	4.0%	77.8%	18.3%	3.9%	3.0%	21.2%	75.2%	0.5%	33.2%
Glasgow Metropolitan	50.7%	49.3%	6.4%	93.2%	0.3%	87.7%	12.3%	0.0%	14.6%	24.2%	59.5%	1.8%	37.6%
Inverness College	56.6%	43.4%	13.1%	83.9%	3.0%	98.9%	1.1%	0.0%	17.2%	26.5%	55.0%	1.4%	11.3%
James Watt College	35.2%	64.8%	11.0%	88.9%	0.1%	98.6%	1.4%	0.0%	10.3%	22.2%	65.1%	2.4%	28.4%
Jewel and Esk College	47.3%	52.7%	16.2%	80.4%	3.3%	97.0%	3.0%	0.0%	15.3%	28.6%	54.9%	1.3%	15.2%
John Wheatley College	43.8%	56.2%	18.2%	71.2%	10.5%	95.7%	4.3%	0.0%	27.7%	15.4%	52.4%	4.5%	74.7%
Kilmarnock College	43.7%	56.3%	14.2%	85.6%	0.1%	99.2%	0.8%	0.0%	13.1%	22.4%	60.8%	3.7%	27.1%
Langside College	30.2%	69.8%	9.0%	81.0%	10.0%	69.8%	14.6%	15.6%	3.8%	19.7%	73.0%	3.6%	30.0%
Lewis Castle College	44.1%	55.9%	9.7%	89.7%	0.6%	98.3%	1.6%	0.1%	12.7%	16.8%	64.8%	5.7%	0.4%
Moray College	45.3%	54.7%	16.1%	83.5%	0.5%	98.8%	1.1%	0.1%	22.2%	22.9%	50.8%	4.1%	3.7%

Student population by key access and inclusion factors by college, 2007-08 continued

College	Gender		Disability			Ethnicity Black and Ethnic Minorities			Age				Deprived
	Male	Female	Disabled	No known disability	Not Known	White	Black and Ethnic Minorities	Not Known	Under 16	16-19	20-64	65 and over	20% Most Deprived
Motherwell College	44.7%	55.3%	14.2%	85.7%	0.0%	96.6%	3.4%	0.0%	11.6%	23.9%	61.4%	3.1%	33.7%
Newbattle Abbey College	51.8%	48.2%	33.3%	0.0%	66.7%	87.5%	5.0%	7.5%	0.0%	3.3%	94.6%	2.2%	4.8%
North Glasgow College	46.5%	53.5%	4.5%	94.0%	1.5%	94.4%	5.5%	0.0%	15.3%	25.3%	56.9%	2.6%	37.8%
Oatridge College	55.8%	44.2%	7.1%	78.8%	14.1%	80.4%	1.1%	18.5%	21.6%	24.2%	49.3%	4.9%	7.6%
Orkney College	47.0%	53.0%	12.2%	86.3%	1.5%	98.4%	1.0%	0.5%	19.1%	9.6%	68.7%	2.7%	0.2%
Perth College	41.1%	58.9%	15.7%	82.9%	1.4%	98.7%	1.3%	0.0%	7.2%	19.2%	64.7%	8.9%	7.9%
Reid Kerr College	40.6%	59.4%	12.5%	86.9%	0.7%	96.1%	3.5%	0.5%	8.7%	22.8%	62.6%	5.9%	33.2%
Sabhal Mòr Ostaig	36.9%	63.1%	9.6%	89.8%	0.5%	96.8%	2.1%	1.1%	11.6%	7.6%	70.9%	9.9%	2.5%
Shetland College of Further Education	44.5%	55.5%	10.4%	83.1%	6.5%	98.3%	1.6%	0.1%	5.8%	7.6%	82.0%	4.6%	0.0%
South Lanarkshire College	49.4%	50.6%	9.4%	87.5%	3.2%	97.3%	2.7%	0.0%	13.2%	31.9%	49.7%	5.2%	23.8%
Stevenson College Edinburgh	41.2%	58.8%	4.4%	86.1%	9.5%	63.2%	8.4%	28.4%	18.0%	19.8%	61.1%	1.0%	16.8%
Stow College	50.5%	49.5%	7.2%	92.6%	0.2%	86.1%	13.9%	0.0%	8.3%	11.9%	78.9%	0.9%	28.8%
The North Highland College	35.8%	64.2%	14.8%	81.2%	4.0%	97.7%	1.6%	0.7%	11.8%	16.4%	63.1%	8.7%	9.0%
West Lothian College	36.2%	63.8%	5.8%	94.2%	0.0%	93.6%	6.4%	0.0%	12.7%	22.4%	63.2%	1.7%	16.2%
Total	44.3%	55.7%	10.6%	83.4%	6.0%	91.1%	5.0%	3.9%	18.4%	21.0%	57.4%	3.2%	23.4%

Annex B: Measures of success

How will we know if we have been successful?

1 Measures listed in *Learning for All*

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

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

We would measure this by looking at:

- school attainment for pupils from different socio-economic backgrounds and by gender (see Figures 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, B and C); 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 MCMC group (see Figure 24);
- the patterns of applications for places in universities by deprivation zone (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 31, 32, 33, 34 and 35);
- the proportion of students entering universities via FE colleges, particularly with advanced standing (see Figures 29 and 30); 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/statistics/longitudinal_survey_students.aspx

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 universities for those students with advanced standing (see Figures 29 and 30);
- increasing the proportion of mature students from deprived backgrounds (see Figure 14); and
- national improvement in retention levels at universities (see Figures 33, 34 and 35).

Annex C: 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 and Tayside
Angus	Tayside	Fife and Tayside
Dundee City	Tayside	Fife and Tayside
Perth and Kinross	Tayside	Fife and Tayside
Argyll and Bute	Highlands and Islands	West
Eilean Siar	Highlands and Islands	North
Highland	Highlands and Islands	North
Moray	Highlands and Islands	North
Orkney Islands	Highlands and Islands	North
Shetland Islands	Highlands and 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 and Lothians	South East
East Lothian	Edinburgh and Lothians	South East
Midlothian	Edinburgh and Lothians	South East
West Lothian	Edinburgh and Lothians	South East
Scottish Borders	South	South East
Dumfries and 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
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