



Scottish Funding Council

Promoting further and higher education



Comhairle Maoineachaidh na h-Alba

A' brosnachadh foghlam adhartach agus àrd ìre

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# Introduction

This is the fifth 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 access would be monitored through a basket of measures. Combined with measures requested by the Scottish Government, to monitor access to and retention in higher education (HE), *Learning for All* enables us to monitor, learn from and adjust our widening access effort.

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.

Since the last update, the Committee has worked to respond to the challenges posed in *Learning for All*. In particular, the Committee has reviewed and refined specific policies relating to the schools programme, profound and complex needs, care leavers and articulation.

For this 2011 update we have included:

- statistical data over five-year periods, where possible, to identify trends;
- the representation of data by local authority area, in the form of complementary tables (Figures 5, 13 and 26). This will be the last update in which information is given by the supply and demand areas that SFC used to use for measuring participation and in future it will be displayed by local authority; and
- tables that provide an overview of participation within individual institutions by key equality and deprivation indicators and by university and college subject groupings (Annex A).

As information on independent schools is no longer collected centrally by the Scottish Government, this update only contains data up 2007-08 for independent school leavers.

This *Learning for All* update, combined with the annual practitioner event and the work of the Access and Inclusion Committee, represents SFC's continued commitment to both monitor and influence its collective response to the widening access challenge.

## Main points at a glance

- the participation rate in HE in Scotland for 2008-09, measured by the Age Participation Index (API) has increased in both the Scottish college and university sectors, whilst dropping for universities\* in the rest of the UK;
- despite a slight increase in 2006-07, the participation rate (by learner headcount) in colleges has fallen since 2002-03 and the total number of learners has decreased;
- in 2008-09, overall participation (based on all students aged 16 and over in further and higher education in all colleges and universities) across Scotland continued to fall, however, slight increases can be seen in Tayside and Highlands and Islands;
- women are still more likely than men to participate in further education (FE) and HE. However, in 2009-10 the percentage gap between young men and women again decreased in colleges at HE level as more men participated, while remaining the same at FE level in colleges and in 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 young and mature students from the most deprived quintile studying at university has increased;
- the proportion of students who disclosed a disability has increased slightly at both colleges and universities and the proportion of students where information is refused/unknown/undefined has reduced in both sectors;
- the proportion of Scottish-domiciled students from non-white ethnic groups continues to increase in Scotland's colleges and universities and the percentage of 'not known' has decreased;
- school attainment has increased for boys in publicly-funded schools, however, the attainment gap between boys and girls remains high, and girls continue to do better;
- in 2009-10 the percentage of school leavers going directly into HE increased. The percentage of leavers entering employment directly after school has increased slightly and the percentage of leavers who are unemployed has decreased slightly;
- the percentage of young people in the More Choices, More Chances group (MCMC) (ie not in education, employment or training) has increased for the first time since 2005. The percentage of young men in the MCMC group has increased three percentage points in one year;
- across Scotland school leaver percentages going into FE and HE for 2009-10 continue to be high with broadly the same percentages as in 2008-09;
- there continues to be a large gap between pupils from schools in the lowest quintile and the remainder of publicly funded schools for progression into HE;
- in 2009-10 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 across Scotland and in all regional forum areas with the exception of Fife and Tayside; and
- students from deprived areas, with lower prior attainment or mature entrants continue to be the most likely groups not to continue their studies.

\* We use the term "universities" to refer to Scotland's 16 universities and four 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 2008-09, measured by the Age Participation Index (API) has increased in both the Scottish college and university sectors, whilst dropping for universities in the rest of the UK.

The Scottish Government's main indicator of participation in HE is the API<sup>1</sup> 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 29 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 an increase between 2007-08 and 2008-09 of 0.8 percentage points; and
- HE participation measured by the API in Scottish universities increased by 0.7 percentage points, and participation in the Scottish college sector increased by 0.3 percentage points.

Figure 2 shows the API in HE by level of study irrespective of type of institution. The overall increase is reflected in respective increases at first degree level (0.9 per cent) and at sub-degree level (0.4 per cent) between 2007-08 and 2008-09.

<sup>1</sup> The Scottish 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.

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Figure 1: API in HE in Scotland by per cent, 1980-81 to 2008-09

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Figure 2: API for Scotland by level of study by per cent, 1995-96 to 2008-09

## 2 Participation in colleges

Despite a slight increase in 2006-07, the participation rate (by learner headcount) in colleges has fallen since 2002-03 and the total number of learners has decreased.

Figure 3 shows that in 2008-09, the participation rate in the college sector was 71.4 per thousand of population, a decrease of 2.3 per thousand population.

Whilst Figure 1 shows an increase in the numbers of students aged 21 and under participating at HE level in Scottish colleges and universities, Figure 3 looks at learners aged 16 and over in Scottish colleges only. Following an increase in 2006-07 the participation rate in colleges decreased marginally in 2007-08 and again in 2008-09. The decrease in the total number of learners in Scottish colleges overall is likely to have contributed to this as is in the increase in the resident population. This change in the number of learners will reflect an increasing student preference for larger courses meaning that students are tending to undertake their learning more on a full-time or more intensive basis, and so the amount of college provision (which has not declined) is spread among fewer people.

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Figure 3: Participation rate of Scottish-domiciled students aged 16 or over in Scottish colleges, 2001-02 to 2008-09



Figure 4 shows that whilst participation rates fell by 2.3 per thousand population at FE level (ie non-advanced) between 2007-08 and 2008-09, they remained stable at HE level (10.8 per thousand population in 2007-08, and 10.7 per thousand population in 2008-09).

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Figure 4: Participation rates per thousand of population by level of study in Scotland's colleges, 2001-02 to 2008-09

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### 3 Regional comparisons and trends in participation

In 2008-09, overall participation (based on all students aged 16 and over in further and higher education in all colleges and universities) across Scotland continued to fall, however, slight increases can be seen in Tayside and Highlands and Islands.

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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).

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Figure 5a: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by supply and demand area, 2004-05 to 2008-09

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Figure 5b: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by local authority area, 2004-05 to 2008-09

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 2004-05 to 2008-09 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 2008-09, the overall participation in Scotland in colleges and universities was 128.0 per thousand of adult population. This has decreased each year for the last six years;
- in 2008-09, overall participation is below the Scottish average in Fife (-4.8), the South (-12.8), Central (-12.5), Lanarkshire (-5.2), and Edinburgh and Lothians (-19.2) per thousand of population. These are the same areas that were below the Scottish average in 2007-08;

- between 2007-08 and 2008-09, overall participation increased in Highlands and Islands (136.0 to 136.5) and Tayside (138.2 to 139.6) per thousand of population. It fell in all other areas, with the largest drops most noticeable in Fife (-6.9), the South (-6.1), North East (-4.3) and Central (-4.2) per thousand of population;
- in the college sector, FE level participation dropped overall by 2.3 per thousand of population. The areas showing the biggest increases were the Tayside (+1.4) and Highlands and Islands (+0.8). Fife and

Dunbartonshire showed the largest reductions (-6.6 and 4.6 respectively). College sector HE level participation increased in two areas only, Glasgow (+0.7) and the West (+0.5), with Fife and Edinburgh and Lothians both showing the largest reductions (-0.6); and

- the overall level of participation at universities has increased for the first time in five years from 42.8 to 43.1 per thousand of adult population with the largest increases in Glasgow (+1.7), North East (+0.8), Highlands and Islands and Lanarkshire (both +0.4).

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

Figures 5a, 5b and 6 show that the overall participation figures for Scotland have dropped slightly between 2007-08 and 2008-09, with the exception of participation at universities, which shows a slight increase.

Figure 6 shows that:

- for 2008-09, and for the previous five years, Fife and Tayside has 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 2007-08 and 2008-09, the West shows a slight increase in colleges at HE level. There was a slight decrease in FE level participation in colleges for all areas;
- the overall participation at college FE level across Scotland between 2003-04 and 2008-09 shows a decrease of 6.8 per thousand of adult population;
- the participation rate in the university sector between 2007-08 and 2008-09 increased slightly in the North and the West, both with increases of 0.6 per thousand of adult population; and
- despite an increase of 0.3 per thousand of adult population between 2007-08 and 2008-09, the overall participation at universities across Scotland between 2003-04 and 2008-09 shows a decrease of 1.7 per thousand of adult population.

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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 2008-09

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Figure A: Geographical variation in headcount participation in FE, 2008-09

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Figure A illustrates the geographical variation in participation at FE level in 2008-09. Figure B shows this for HE participation. Figure C gives the geographical variation for the combined school, college and university participation. These maps show the Standardised Participation Ratio by area<sup>2</sup> and the patterns of participation for FE and HE are very different. In the HE map, areas of high and low participation are often close together, indicating that proximity or distance from an university is not a key factor in the pattern of participation.

Figure A shows that, as in previous years, 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.



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Figure B: Geographical variation in headcount participation in HE, 2008-09

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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: Geographical variation for combined school, college and university, 2008-09

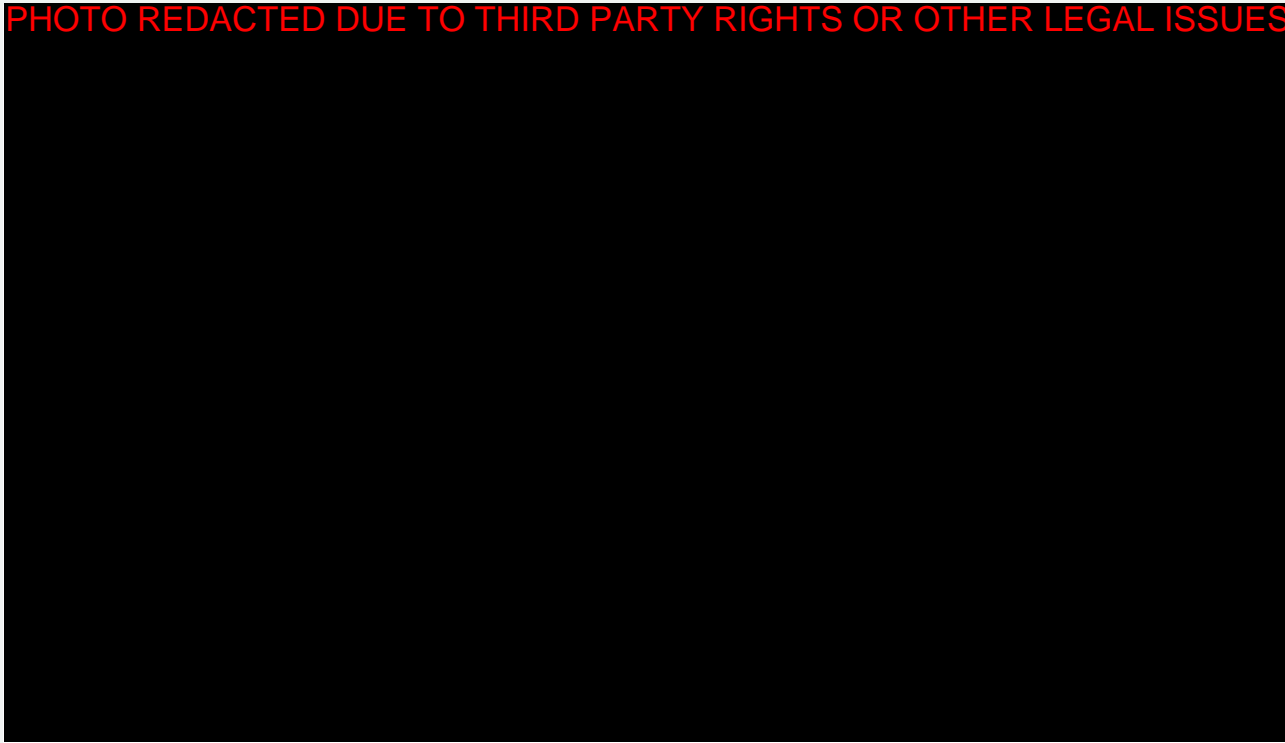
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Figure C shows that, similar to Figure B, the highest levels of participation tends to be clustered around the major cities with Orkney, Shetland and the Western Isles also showing high levels of participation.

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. The levels of participation shown on these maps do not change significantly on a yearly basis.

## 4 Participation among different student groups

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### Gender

Women are still more likely than men to participate in FE and HE. However, in 2009-10 the percentage gap between young men and women again decreased in colleges at HE level as more men participated, while remaining the same at FE level in colleges and in universities.

Figure 7 shows the gender ratios in colleges and universities in 2009-10. As in previous years, women continue to be more likely than men to participate in post-compulsory education at any level. This is illustrated in the university sector where women account for 57 per cent of the student body, which is the same as in 2008-09. However, since 2006-07, the gap at HE level in colleges has now reduced significantly from eight percentage points to two percentage points in 2009-10.

Figure 7: Students by headcount and per cent in colleges and universities by level of education and gender in Scotland, 2009-10

Between 2008-09 and 2009-10 the number of men at HE level in colleges rose by 1,057 (from 21,796) and the number of women rose by 613 (from 23,144), resulting in the reduction to the percentage gap. At FE level in colleges, the numbers both dropped – by 12,377 for men (from 151,004) and by 17,134 (from 186,982). In universities, there were increases for both men and women. The number of men increased by 3,445 (from 104,543) and women by 2,293 (from 141,048). However, these changes did not affect the percentage gaps at FE level or in universities.

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 2008-09, the API for women was 48.8 per cent while the figure for men was 37.5 per cent. The gap in participation in 2008-09 has reduced to 11.3 percentage points.<sup>3</sup>

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Figure 8: API for Scotland by gender by per cent, 1983-84 to 2008-09

Figure 9 shows that the participation rate (per thousand population) in the college sector continues to be higher for women than for men; although participation by women has declined each year. In 2008-09 this was a 3.4 per cent decline from 81.1 per cent to 77.6 per cent. 2008-09 also saw a slight decline in participation by men by 1.1 per cent from 65.7 per cent to 64.6 per cent. The gap between men and women in colleges is now less than in universities at 13.1 per cent and 14 per cent respectively.

Annex A shows that the institutions with the highest proportion of female students in 2009-10 were Queen Margaret University Edinburgh (76 per cent), the University of the West of Scotland (63 per cent), University of Stirling (63 per cent) and Edinburgh College of Art (63 per cent). Within the college sector, the institutions were Coatbridge (70 per cent), Central College (66 per cent), Langside College (66 per cent) and Oatridge College (63 per cent).

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Figure 9: Participation rates in the Scottish college sector by gender by per cent, 2001-02 to 2008-09

## 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 Scottish Index of Multiple Deprivation (SIMD) can be found at [www.scotland.gov.uk/library5/society/siomd-00.asp](http://www.scotland.gov.uk/library5/society/siomd-00.asp)

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 10 shows the proportion of students by deprivation quintile (students are allocated a quintile using recorded postcodes). For 2009-10, Figure 10 shows a change from the previous years at college HE level with the proportion of students from the least deprived quintile reducing by one per cent and showing an equivalent rise in the proportion of those from the most deprived quintile.

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Figure 10: Scottish-domiciled students by headcount and per cent in colleges and universities by level of study and deprivation quintile, 2009-10

Universities and college FE level both remain the same as previous years 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 Figure 11, which shows 2009-10 data.

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. These figures show that the breakdown of participation by deprivation quintile in institutions has changed very little since 2007-08.

Annex A shows that the universities with the highest proportion of students from the most deprived areas include the University of the West of Scotland (22.6 per cent), Glasgow Caledonian University (19.4 per cent) and University of Abertay Dundee (17.7 per cent). The University of Edinburgh (4.5 per cent) and the University of St Andrews (3.7 per cent) have the lowest proportion of students from the most deprived areas.

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Figure 11: Scottish-domiciled HE students at UK universities and Scottish colleges by per cent by deprivation quintile, 2009-10

In the college sector, John Wheatley College (72 per cent) had the largest proportion of students from the most deprived areas, followed by Anniesland College (45.8 per cent) and Coatbridge Glasgow College (43.3 per cent).

Changes in the entry tariff of university applicants by deprivation quintile are also an indication of whether the gap between the least and most deprived quintiles in educational attainment is changing. UCAS uses tariff scores and bands to

make it easier to map prior attainment from a large variety of qualifications onto a unified score. The tariff score for a pupil is calculated by adding together all tariff points from all the course levels and awards the pupil attains. For example, a Scottish Higher at grade A counts for 72 points, which is comparable 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: 2008/09* at: [www.scotland.gov.uk/Publications/2010/03/22111037/0](http://www.scotland.gov.uk/Publications/2010/03/22111037/0)

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Figure 12: Scottish-domiciled applicants to universities by deprivation and tariff band (including least and most deprived only) by per cent, 2004-09



As shown in Figure 12, the percentage of applicants from least deprived areas in the higher tariff bands continues to be significantly more than the percentage of applicants from the most deprived areas.

Figure 12 shows that:

- for 2009, applicants from most deprived areas still make up a much smaller proportion in each tariff band than applicants from the least deprived quintile areas, with the gap continuing to be smallest in the lowest band (120-179) at 2.5 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;
  - there is a 14.3 percentage point gap in the percentage of applicants from least deprived areas with the highest entry grades (36.4) and those with the lowest (22.1). For the most deprived areas, the gap is 12.5 per cent from the highest entry grades (7 per cent) and the lowest (19.5); and
  - between 2005 and 2009 the gap between applicants in the highest quintile and the lowest quintile in all the tariff bands had decreased. In 2005, the gap in the highest tariff band (420-479) was 32.2 per cent and in 2008 the gap was 29.1 per cent; however in 2009, the gap widened slightly to 29.4 per cent.
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Figure 13a shows the pattern of participation in the college sector by deprivation quintile for each supply and demand area for 2009-10. Figure 13b shows the pattern of participation in the college sector by deprivation quintile by local authority area in 2009-10.

Figure 13a shows that over the period for Scotland as a whole, and for every area except for the Highlands and Islands – where it is the same, 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, Dunbartonshire and West supply and demand areas. The proportion of college students from the least deprived quintile is less than the proportion of the population.

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Figure 13a: Population and students by per cent by deprivation quintile in colleges, 2009-10

Figure 13b below breaks the information down further and highlights these two patterns consistently in the majority of the 32 local authorities, with the exception of Shetland where the proportion of college students from the least deprived quintile is more than the proportion of the population by one per cent.

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Figure 13b: Population and students by per cent by deprivation quintile in local authority areas, 2009-10

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 young and mature

students from the most deprived quintile studying at university has increased.

One of the measures that the Scottish Government asked the 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 slightly more pronounced among younger students.

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Figure 14 shows that:

- looking at all students, the proportion of students in universities from the least deprived and second quintile has decreased by 4.2 percentage points and one percentage point respectively between 2000-01 and 2009-10. In both cases the change occurs primarily in the 21 and under age group; and
- the percentage of students aged over 21 from the most deprived and fourth quintiles combined has increased slightly from 26.1 to 26.8 per cent between 2000-01 and 2009-10. This is a drop of 4.6 per cent from the combined totals in 2008-09. The increase occurs in the most deprived quintile (0.8 per cent). As with Figures 28 and 29 later, data for 2008-09 for some institutions may have been affected by changes to student records; and
- for the same time period the percentage of the 21 and under group from the most deprived quintile increased by one per cent.

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Figure 14: Scottish-domiciled students by headcount at SFC-funded universities by SIMD quintile, 2000-01 and 2005-06 to 2009-10

## Disabled students

The proportion of students who disclosed a disability has increased slightly at both colleges and universities and the proportion of students where information is refused/unknown/undefined has reduced in both sectors.

The data presented in Figure 15 shows the percentage of students in colleges and universities who disclosed a disability between 2000-01 and 2009-10. We know that in 2009-10 at least 11.3 per cent of the student population in colleges and 7.2 per cent in universities have a disability. The figures for 2008-09 were 10.7 per cent in colleges and seven per cent in universities.

Figure 15 shows that:

- in 2009-10 the proportion of students disclosing a disability increased in both colleges and universities; and

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Figure 15: Proportion of students in colleges and universities who have disclosed a disability and where this information is refused, unknown or missing by per cent, 2000-01 to 2009-10

- there continued to be an improvement in disclosure and data gathering in colleges and a significant improvement in universities. In colleges the percentage of students for whom this information is recorded as unknown, refused or undefined decreased by 1.5 per cent (4.6 per cent) and in universities the figure decreased by three per cent (8.6 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 2009-10. In 2009-10 there was a total of 438,522 enrolments, of which 33,606 were on special programmes (7.7 per cent) and 8,460 enrolments required extended learning support (ELS) (1.9 per cent).

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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 2009-10

## Ethnic groups

The proportion of Scottish-domiciled students from non-white ethnic groups continues to increase in Scotland's colleges and universities and the percentage of "not known" has decreased.

Figure 17 shows the distribution by ethnic group in Scottish colleges in 2009-10, excluding those classified as "white" and the "information refused" and/or "information unknown" groups.

In 2009-10, there was a total of 25,771 students (about 7.7 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 305,096 (92.2 per cent) of all students (330,867) and those from the "information refused" and/or "information unknown" group account for 8,937 (2.7 per cent). The percentage of students for whom this information is either refused or unknown dropped again from 3.5 per cent in 2008-09.

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Figure 17: Students by ethnic groups other than "white" and "information refused" and/or "information unknown" by per cent in the college sector, 2009-10

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Figure 18: Percentage of all students by self-classified ethnic group in universities by domicile, 2009-10



Figure 18 shows that in 2009-10 the percentage of Scottish-domiciled non-white students in universities was at least 5.1 per cent. This percentage has increased on an annual basis over the last five years. The percentage of 'not known' has dropped to 4.0 per cent and is less than the percentage for Scottish-domiciled non-white.

Annex A shows that those universities with the most ethnically diverse student body in 2009-10 were Heriot-Watt University (28.3 per cent), Robert Gordon University (17.9 per cent) and University of St Andrews (16.2 per cent).

University of Aberdeen (29.5 per cent), University of Strathclyde (19.7) and University of Stirling (17.4 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 2008-09 were Glasgow College of Nautical Studies (19.7 per cent), Central College (16.4 per cent), Langside College (15 per cent) and Anniesland College (14.6 per cent).

Adam Smith College (24.9 per cent), Newbattle Abbey College (7.3 per cent) and Clydebank College (7.1 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 FE and HE from schools in the lowest quintile of progression.

School attainment has increased for boys in publicly-funded schools, however, the attainment gap between boys and girls remains high, and girls continue to do better.

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Figure 19 shows that in 2008-09, as in previous years, girls out-performed boys in school at all levels of study, in publicly-funded schools at the end of S6. In previous *Learning for All* updates, figures have been provided on the cumulative attainment in independent schools at the end S6 by gender and SCQF level. As data from independent schools is now no longer collected and collated centrally by the Scottish Government, it cannot be included in this update.

Figure 19 shows that:

- between 2007-08 and 2009-10, for those with 3+ awards at level 6, attainment in publicly-funded schools increased slightly, for the second consecutive year, for both boys and girls. The same applies to those attaining 5+ awards at level 6 and those leaving with 1+ award at level 7; 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 2008-09, the attainment gap at 3+ awards at level 6 was 7.4 percentage points, at 5+ awards it was 5.6 percentage points and at 1+ awards at level 7 it was 3.2 percentage points. The respective figures for 2007-08 were 7.9, 6.4 and 3.2 percentage points.

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Figure 19: Cumulative attainment by headcount and per cent in publicly-funded secondary schools at the end of S6 by gender and SCQF level, 1998-99 to 2008-09

## 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 data as a key indicator of deprivation. 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 using the Scottish

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Figure 20: Three year average tariff score of S4 pupils by characteristic of pupil, 2006-07 to 2008-09

Index of Multiple Deprivation (SIMD 2006). This does not appear to have affected the overall figures and comparisons can still be made.

Figure 20 shows that, in 2008-09, the three-year average tariff score among pupils in the most deprived deciles was 126, whereas for those in less deprived areas it was 189.<sup>4</sup> These totals have both increased from the three-year average in 2007-08, when they were 125 and 187 respectively.

The Scottish Government publication *SQA Attainment and School Leavers Qualifications in Scotland: 2008/09* 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, 2008/09*, Scottish Government, March 2010. 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 20, 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 189 tariff points, while those from deprived areas score on average 126 – which has risen by another one tariff point based on the last year average (2005-06 to 2007-08);
- those pupils with only ASN status score 86 on average and those who are only looked after by social workers score on average 61. In both cases, the tariff scores have improved again since 2008, when pupils with ASN had an average tariff of 83 and looked after children an average tariff of 60;
- 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 29 compared to 189 for those not affected by these characteristics. This represents a increase from the score of 27 which was recorded for 2005-06 to 2007-08; and
- all the average tariff scores across the variables have risen since the 2005-06 to 2007-08.

## 7 School leaver destinations

In 2009-10 the percentage of school leavers going directly into HE increased. The percentage of leavers entering employment directly after school has increased slightly and the percentage of leavers who are unemployed has decreased slightly.

The actual numbers of school leavers over the period of 2008-09 and 2009-10 rose from 53,532 to 54,097, an increase of 565 leavers. Correspondingly the number of leavers moving into positive destinations also increased, with an increase of 739 leavers progressing to higher education (from 18,736 to 19,475), an increase of 152 leavers progressing to further education

(from 14,454 to 14,606) and an increase of 642 leavers securing employment (from 9,636 to 10,278). There was a drop in the number of leavers who were unemployed but seeking training or work, from 6,424 to 5,951 and a drop in those unemployed and not seeking, from 594 to 582.

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Figure 21: Destination of leavers by per cent from publicly-funded schools in Scotland, 1992-93 to 2009-10<sup>5</sup>

Whilst the number of leavers has increased over the last year, there is a possibility that some students are staying on to study at Sixth year in order to improve grades for entry to further and higher education or the job market.

Figure 21 shows that:

- the percentage of leavers entering FE or HE has increased by one per cent since 2008-09 (35 per cent);

- there was also an increase in the number of leavers entering employment – 19 per cent in 2009-10 (compared to 18 per cent in 2008-09); and
- the percentage of leavers unemployed but seeking work or training decreased by one per cent, reverting to the same percentage as 2007-08. The percentage unemployed but not seeking work or training remains unchanged in the last five years.

Figure 22 shows the destination rates for young men and women for the period 2002-03 to 2009-10 for school leavers entering FE or HE from publicly-funded and independent schools in Scotland. Again, it should be noted that, due to lack of centrally held data for independent schools, this table contains 2009-10 data for publicly-funded schools only.

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Figure 22: Percentage of leavers from publicly-funded and independent schools in Scotland entering FE and HE by gender, 2002-03 to 2009-10

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. These figures have remained at broadly the same levels for the time period shown and therefore, whilst we cannot provide the data, it is reasonable to assume similar percentages for 2009-10.

Figure 22 shows that:

- in 2009-10, the gender gap in HE destination rates increased slightly among leavers from publicly-funded schools to seven percentage points, which is the first increase in three years; and
- for FE the gender gap decreased to four percentage points for the second consecutive year, and is now the lowest it has been since before 2002-03.

The percentage of young people in the More Choices, More Chances group (MCMC) (ie not in education, employment or training) has increased for the first time since 2005. The percentage of young men in the MCMC group has increased three percentage points in one year.

In 2006 the Scottish Government estimated there would be some 32,000 young people in Scotland in 2007 that were in need of More Choices and More Chances (MCMC) because they were not in education, training or some form of recognised employment. At that point, it was suggested that while many of these young people would eventually move off benefits and into employment or training (some 44 per cent) the majority would remain unemployed and economically inactive.

The most recent figure available from the Scottish Government for Scotland in 2010 is that there are 36,000 young people in the MCMC group. Further information can be found on the Scottish Government website at: [www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market/MCMC-E1](http://www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market/MCMC-E1).

In 2009, the overall proportion of 16 to 19 year olds that are MCMC is now 13.8 per cent, an increase of two percentage points from 2008 and the first percentage point increase since 2005, when it was 14.2 per cent. Although there has been an increase, the 2009 figure is still lower than the highest percentage recorded of 15.4 per cent in 2001.

Further data received from the Scottish Government suggests that, of the 13.8 per cent, 9.4 per cent were disabled and 14.7 per cent had health problems (this includes health problems lasting more than 12 months and learning difficulties). Lone parents are also likely to be included within the MCMC grouping, however, due to the lack of reliable data it is not possible to give a percentage for this category. It should be noted that due to the small sample sizes associated with the 16-19 cohort there will be some variability associated with the data and so changes over time may not be significant.

Figure 23 shows that Scotland still has a substantial proportion of 16 to 19 year-olds who are in the More Choices, More Chances (MCMC) group and in 2009 the overall number has increased. Since 2000, the percentage of people in the MCMC group has continually been greater among young men than among young women, with the exception of 2007, when the gap between young men and women disappeared for the first time. In 2009 the percentage of young men in the MCMC group increased three percentage points from 12.3 per cent to 15.3 per cent, which is the first time there has been a percentage increase in

this group since 2001. There was also an increase, albeit slightly less, in the percentage of young women, from 11.5 per cent to 12.2 per cent, which is the first increase since 2005.

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Figure 23: Percentage of 16 to 19 year olds in the MCMC group, 1996-2009



## 8 Regional differences and trends in leaver destinations

Across Scotland school leaver progression rates into FE and HE for 2009-10 continue to be high with broadly the same percentages as in 2008-09.

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.

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Figure 24: Percentage of leavers from publicly-funded secondary schools in Scotland by destination category and six-fold urban/rural classification, 2009-10

Figure 24 shows that:

- comparing the destination rates for Scotland as a whole, accessible rural areas have the largest proportion of school-leavers going into HE, and accessible small towns have the second largest proportion;
- looking at total percentages for each type of area, it is the remote rural areas and remote small towns that have the highest positive destinations (HE, FE and employment) overall; and
- remote rural areas and remote small towns also continue to have smaller proportions of leavers going into FE and unemployment.

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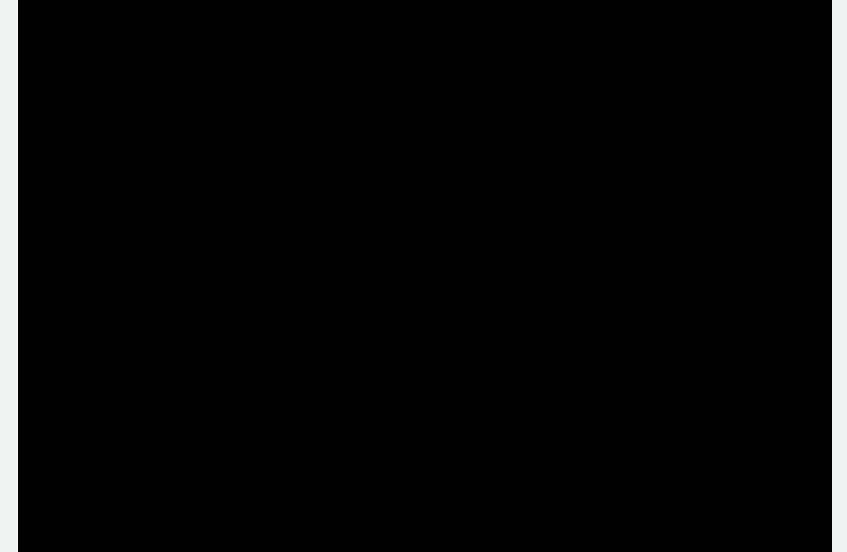


Figure 25 shows the destinations of school leavers from publicly-funded schools over the period 2004-05 to 2009-10 by supply and demand area, and Figure 26 shows the same information by Wider Access Regional Forum area. Figure 26a provides a breakdown of the information by local authority area.

Figure 25 shows that:

- the overall destination rate to HE for Scotland is at its the highest level since 2006-07. All but three supply and demand areas reflect this increase – Edinburgh and Lothians, and Lanarkshire show a decrease on last year's figures, with Fife remaining at its 2008-09 HE destination rate;
- the overall destination rate into FE has remained at 27 per cent – the highest since 2004-05. This

is despite decreases in Glasgow and the South areas. Three areas showed an increase with the largest occurring in Dunbartonshire (19 to 22 percentage points); and

- since 2004-05 the highest overall increase occurs in the West with 10 per cent more school leavers entering FE. Similarly for HE, the highest increase occurs in Dunbartonshire with 12 per cent more learners over the six year period.

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Figure 25: Percentage of leavers from publicly-funded schools in Scotland by Supply and Demand area entering FE and HE, 2004-05 to 2009-10

Figure 26a shows the same data as Figure 26, but for Wider Access Regional Forum areas. It shows that in 2009-10, the numbers of school leavers from publicly-funded schools entering HE has increased across three of the four forum areas. The highest increase was in the North area with a two percentage point increase to HE. School leavers entering FE increased in two forum areas, with the North and West remaining at the same level as 2008-09.

Figure 26b breaks down the above information by local authority area from 2006-07 to 2009-10.

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Figure 26a: Percentage of leavers from publicly-funded schools in Scotland by Wider Access Regional Forum area entering FE and HE, 2004-05 to 2009-10

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Figure 26b: Percentage of leavers from publicly-funded schools in Scotland by local authority area entering FE and HE, 2006-07 to 2009-10

There continues to be a large gap between pupils from schools in the lowest quintile and the remainder of publicly funded schools for progression into HE.

Figure 27 shows the gap in the proportion of school leavers entering HE from schools with the lowest progression into HE.

Figure 27 shows that in 2009-10:

- 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 be significant. This has increased from 15 percentage points in 2004-05 (from 31 to 16) to 18 in 2009-10 (from 34 to 16).

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Figure 27: Percentage of leavers going into HE by Wider Access Regional Forum area from secondary schools in the lowest quintile for progression into HE, 2004-05 to 2009-10

## 9 Articulation – students with advanced standing

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In 2009-10 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 across Scotland and in all regional forum areas with the exception of Fife and Tayside.

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 with a Higher National Certificate (HNC) or year three with a Higher National Diploma (HND) of a degree course). Tracking students moving from college to university with advanced standing has always been a difficult task and for the data supplied at Figures 28 and 29, we have used the proxy indicator of highest qualification on entry to degree courses in order to gauge activity. A caveat to this would be that the SFC definition of articulation states it should be from college to university, the data here shows articulating numbers from HNC/D courses to first degree courses, but not necessarily college to university progression.

Figure 28: All entrants by headcount, with an HNC/D, to either second or third year of a full-time first degree course (based on location of institution), 2001-02 to 2009-10

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

In 2009-10 there were 18,603 students (headcount) studying for an HND in Scotland and about 93 per cent (17,282) were at a college. For HNCs there were 21,963 and 85 per cent of them (18,685) were at a college.

Considering this in relation to the Wider Access Regional Forum areas, Figure 28 shows the number of students who are articulating in the areas where the institution is situated and Figure 29<sup>6</sup> shows the same information according to the domicile of the student. It should be noted that these are not the same regional areas for the articulation hubs and are, therefore, not directly comparable.

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 28 and 29 show that between 2008-09 and 2009-10 there was an overall increase in the numbers of students (with an HNC/D) articulating into second or third year of a full-time first degree, despite a drop in numbers in Fife and Tayside. This increase is significant and could be partly explained by the fact that in 2008-09, individual institutional figures for Glasgow Caledonian University were lower than usual due to a change in student records. This resulted in an overall drop in the figures for the West in 2008-09.

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Figure 29: Scottish-domiciled entrants by headcount, with an HNC/D, to either second or third year of a full-time first degree course (based on domicile of the student), 2001-02 to 2009-10

## 10 Retention and achievement in colleges and universities

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Students from deprived areas, with lower prior attainment or mature entrants continue to be 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.

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Figure 30: Percentage of actual learning outcomes of weighted enrolments on courses with a national qualification aim in Scotland's colleges, 2001-02 to 2008-09

Figure 30 shows PI data for the college sector based on student record outcomes. For 2008-09 the coding for student record outcomes was changed and the table headings have been updated to more accurately reflect the information displayed.

Figure 30 shows that in 2008-09, the college sector as a whole retained 84 per cent of enrolments, up one per cent from 2007-08, though rates vary between colleges. In measuring “completion and progression” rates, for 2008-09, we have removed students who did not complete 70 per cent or more of their credits and added these to the “partial success” column of Figure 30. This is intended to give a more accurate picture of achievement and, on reflection, does not appear to have altered the figures. There is a slight increase from 82 per cent to 83 per cent, which is matched by a one percentage point increase in the “partial success” rates from 16 per cent to 17 per cent. In previous reports the SFC measured all those students whose outcome was not assessed, including where the course was not designed to be assessed. The new coding has separated these students out to only show where the course is not designed to be assessed. This means the 2008-09 data is not comparable with previous years and has not been included.



It should be noted that further education involves a wide range of courses from literacy and numeracy, for example, to provision for students with 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 the SFC website.

Figure 31 shows student retention data for FE and HE activity in the college sector up to 2008-09. Between 2001-02 and 2008-09, retention has either not changed noticeably or moved within two percentage points.

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Figure 31: Retention of students undertaking FE and HE activity in the college sector in Scotland by per cent, 2001-02 to 2008-09

Figure 32 shows Scotland's non-continuation rates after the first year of a first degree in 2007-08 in universities. This uses data published by HESA in relation to non-continuation among first degree and young and mature students. From Figure 32 in Scotland, non-continuation among full-time first degree entrants continued to be highest for mature students, and this has been the case for the last three years. However, the percentage has decreased from 16 per cent in 2006-07 to 15 per cent.

Across the UK, Scotland's non-continuation rates in 2007-08 for young entrants were the second highest (after Northern Ireland) but had dropped from nine per cent to 8.3 per cent. This is a similar picture when considering all entrants with Scotland second highest for non-continuation, although this has also dropped from 10.6 per cent in 2006-07 to 9.9 per cent in 2007-08.

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Figure 32: Non-continuation among full-time first degree entrants to universities by per cent, 2007-08

For the university sector, SFC investigated the main factors that affect retention as seen in Figures 33 to 34 below. This analysis suggested that, after adjusting for a range of control factors, the two strongest predictors of non-continuation are deprivation (measured using SIMD) and prior attainment (measured by UCAS tariff scores).

Figure 33 shows that there continues to be a noticeable relationship between deprivation and non-continuation. However, there has been an overall decrease in non-continuation rates since 2003-04, with a drop of 6.2 per cent from 23 per cent to 16.8 per cent in the most deprived quintile. This pattern is repeated across all the quintiles.

Over the five-year period, the gap between non-continuation in the least and most deprived quintiles has decreased from 11.5 per cent in 2003-04 to 7.8 per cent in 2007-08, with the biggest reduction in those students in the most deprived quintile.

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Figure 33: Non-continuation by deprivation quintile at SFC-funded universities by per cent, 2003-04 to 2007-08

Figure 34 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, although this figure dropped to its lowest level in 2007-08 to 17 per cent, which is the same percentage as that of non-continuing students who have 200 or less as their tariff score.

Figures 33 and 34 show:

- there has been a continued decrease in non-continuation across all deprivation quintiles since 2003-04, and between 2006-07 and 2007-08, all have dropped to their lowest levels for the five-years shown except the most deprived quintile;
- since 2003-04, there has also been an overall decrease in non-continuation across all UCAS tariff score bands, with all bands showing a decrease in non-continuing students over the five year period; and
- there continues to be a correlation between deprivation and non-continuation.

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Figure 34: Non-continuation by UCAS tariff score at SFC-funded universities by per cent, 2003-04 to 2007-08

# Conclusion

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

Reflecting on our progress, 2011 will mark six years since the publication of *Learning for All* and it is now possible to see clear trends on what has happened since it was published. Many of the trends are positive:

- participation at HE level in colleges and universities has increased and this is matched by an increase in positive destinations for school leavers (college, university and employment);
- the percentage of students from the most deprived areas participating at HE level in colleges and universities has continued to increase;
- the percentage of mature students from the most deprived areas studying at university has increased;
- the average tariff scores of pupils affected by multi-deprivation (deprived areas, being looked after and with additional support needs) has increased;
- school attainment for boys has improved annually for the last three years; and
- in terms of equality and diversity in Scotland's colleges and universities: the proportion of students disclosing a disability has increased and the proportion where the information is not known has decreased in both colleges and universities; the percentage of non-white Scottish-domiciled students has increased; and the gap in participation between men and women in HE level at colleges has narrowed for the third year.
- young men continue to account for a greater percentage of 16 to 19 year olds in the More Choices, More Chances (MCMC) group.

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

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

- overall participation in FE and HE together across Scotland has dropped for the last six years;
- patterns of participation in Scottish universities by deprivation quintile have not changed;
- whilst the proportion of school leavers going into HE from schools in the lowest quintile for participation has increased slightly, the gap between this and the total number has only reduced by one percentage point;
- Scotland continues to have the second highest non-continuation rate for full-time first degree entrants in the UK – although this percentage has dropped in the last three years, and students from the most deprived areas remain the most likely to drop-out; and

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

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Student population by key access and inclusion factors by university, 2009-10

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Summary of key access and inclusion factors by university subject group, 2009-10

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Student population by key access and inclusion factors by college, 2009-10



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Student population by key access and inclusion factors by college, 2009-10 continued

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Summary of key access and inclusion factors by college dominant programme group, 2009-10

# 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 Figure 19);
- the participation rates in FE and HE from the schools which currently have the lowest participation (see Figures 25, 26 and 27);
- the proportions of students in FE and HE 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 More Choices, More Chances group (see Figure 23);
- 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 21 and 22).

#### 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 30, 31, 32, 33 and 34); and
- the proportion of students entering universities via FE colleges, particularly with advanced standing (see Figures 28 and 29).

### 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 21 and 22);
- increasing articulation from colleges to universities for those students with advanced standing (see Figures 28 and 29);
- increasing the proportion of mature students from deprived backgrounds (see Figure 14); and
- national improvement in retention levels at universities (see Figures 32, 33 and 34).

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