



Scottish Funding Council

Promoting further and higher education

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Learning for All: third update report on measures of success

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

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.

Responding to the challenge posed by *Learning for All*, last year we established the Access and Inclusion Committee 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.

The data in this update is the most recent available. This means that – in some cases – it can be reporting on statistics in academic year 2005-06. We hope that this latest update provides the new committee and all relevant stakeholders with the necessary information to prompt discussion, debate and further engagement.

The challenge faced is a shared one and we look forward to working with you to achieve our collective widening participation ambitions.

- despite a slight increase in 2005-06, the participation rate in higher education (HE) in Scotland, measured by the Age Participation Index (API), remains broadly unchanged. This is also despite an overall increase in the college sector since 2004-05, particularly at sub-degree level;
- 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;
- although participation across Scotland continues to fall, some improvements can be seen in the Glasgow, Lanarkshire, and Highlands and Islands supply and demand areas. This is reinforced by similar improvements 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 2007-08 the gap in participation among young men and women has decreased slightly due to increased male API;
- people who live in deprived areas continue to be more likely to participate in colleges than those from more affluent areas who remain more likely to participate in the university sector, a fact that is unlikely to change quickly;
- 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 there has been a noticeable increase in the percentage of students from the most deprived 20 per cent and the second most deprived quintile;
- the proportion of students who disclosed a disability has increased at both colleges and universities;
- Scottish-domiciled students from non-white ethnic groups continue to be well-represented in Scotland's colleges and universities in relation to their proportion in the population;
- school attainment continues to be lower in publicly-funded schools than in independent schools and the attainment gap between boys and girls is still higher in independent schools;
- in 2007-08 there was an increase in the percentage of school leavers going directly into full-time FE or HE. The percentage of leavers entering employment directly after school has decreased and the percentage of leavers who are unemployed is unchanged;
- the gap between the percentage of young men and young women in the More Choices, More Chances (formerly NEET) group has disappeared;
- across Scotland progression rates into full-time HE and FE remained relatively high, with more than three-quarters in education or training;
- the gap between pupils from schools in the lowest quintile and the rest of the country continues to widen for progression into HE;
- overall retention remains high in colleges and universities; however, students from deprived areas and with lower prior attainment remain the most vulnerable group for non-continuation; and
- the number of students articulating from Higher National Certificates or Diplomas (HNC/Ds) into first degree in universities has varied over the past few years – in 2007-08 the total number of Scottish-domiciled students entering year two or three of a full-time first degree with advanced standing decreased.

* We use the term 'universities' to refer to Scotland's 20 universities and higher education institutions which together represent the university sector.

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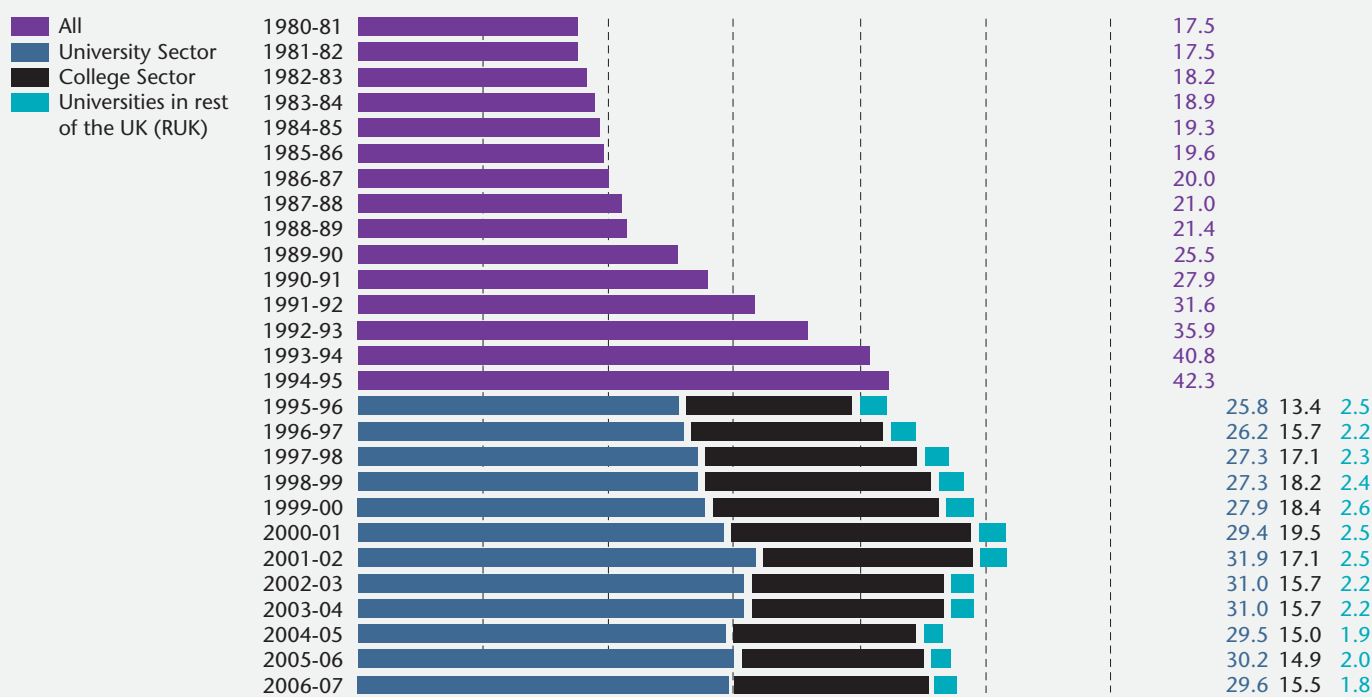
In *Learning for All* we said that if our actions are successful, and Scotland as a whole is taking effective action to address the core causes, then the patterns of participation would be more even across different groups in society. This chapter presents data that allows comparisons on how equal the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

Despite a slight increase in 2005-06, the participation rate in HE in Scotland, measured by the Age Participation Index (API), remains broadly unchanged. This is also despite an overall increase in the college sector since 2004-05, particularly at sub-degree level.

The Scottish Government's main indicator of participation in higher education (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 25 years, as measured by type of provider and Figure 2 shows the API by first degree and subdegree level.

Figure 1: API in HE in Scotland in per cent, 1980-81 to 2006-07



source: Scottish Government, June 2008

Note: 1) Estimates for the period prior to 1994-95 are based on surveys which were substantially revised in 1994-95. First degree and subdegree 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 higher education institutions. Their students were previously included in the Further Education Statistics (FES).

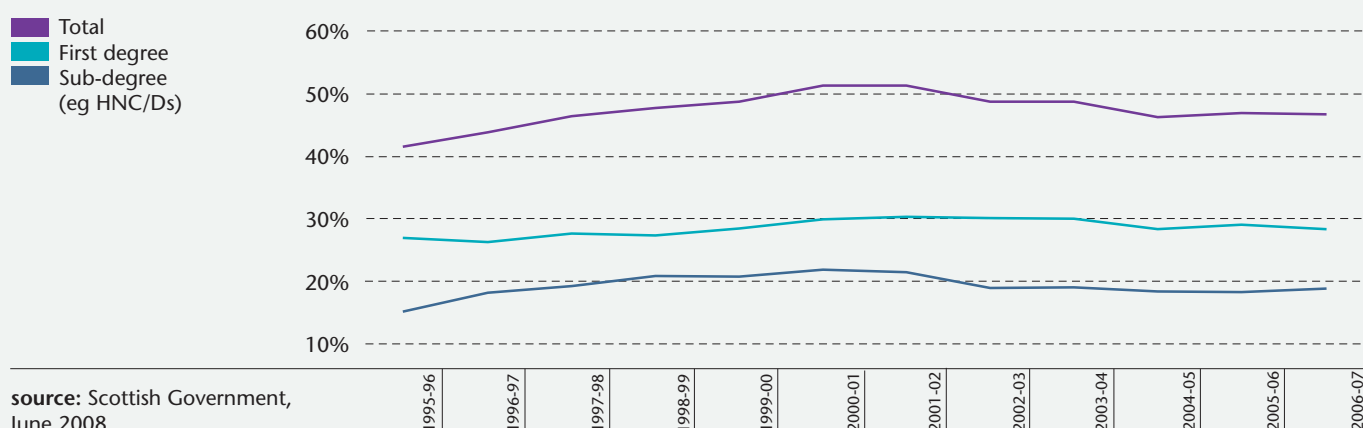
¹ The Scottish Age Participation Index (API) for a given year is defined as the number of young Scots aged under 21 who enter a full-time HE course for the first time in that year taken as a percentage of the population of 17 year olds at 31 December in the same year. It is an estimate of the share of 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 shows that:

- the overall API showed a slight decrease between 2005-06 and 2006-07; and
- HE participation measured by the API in universities decreased, by 0.6 per cent, but participation in the college sector has increased slightly also 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 remained almost unchanged between 2005-06 and 2006-07. This is reflected in a slight decline at first degree level (0.7 per cent) and an almost equal increase at sub degree level (0.6 per cent) between 2005-06 and 2006-07.

Figure 2: API for Scotland by level of study, 1995-96 to 2006-07



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.

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 2006-07, the participation rate in the college sector was 74.5 per thousand of population, an increase of 0.6 per cent, and the first period of growth since 2001-02.

Figure 3: Participation rate of Scottish domiciled students aged 16 or over in Scottish colleges, 2001-02 to 2006-07

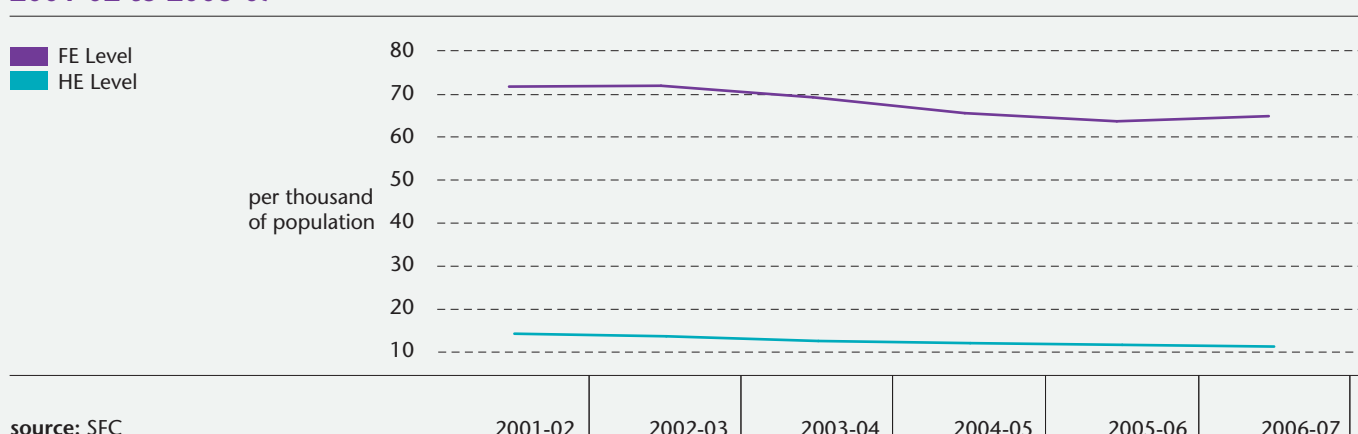
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Estimated resident population	4,093,600	4,099,000	4,114,700	4,142,800	4,166,200	4,197,000
Total learner headcount in Scotland's colleges	342,210	343,356	329,179	314,605	307,892	312,500
Participation rate in Scotland's colleges (per thousand population)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

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.

Following a decrease in 2005-06, the participation rate in colleges increased in 2006-07. The increase in the numbers of students studying at HE level in colleges (as indicated in Figure 1) is likely to have contributed to this upturn. Figure 4 shows that whilst participation rates fell by 7.5 per cent at non-advanced level from 2001-02 to 2005-06, there was a slight increase between 2005-06 and 2006-07, where the participation rate rose in the college sector by 1.2 per cent at non-advanced level.

Figure 4: Participation rates by level of study in Scotland's colleges per thousand of population, 2001-02 to 2006-07



source: SFC

3

Although participation across Scotland continues to fall, some improvements can be seen in the Glasgow, Lanarkshire, and Highlands and Islands supply and demand areas. This is reinforced by similar improvements in the West and North Wider Access Regional Forum areas.

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

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

There are noticeable regional variations in the pattern of participation in colleges and universities. Figure 5 (on page 10) shows the participation by SFC supply and demand area from 2002-03 to 2006-07 for colleges and universities as well as for school pupils staying on after the official minimum school leaving age of 16 years. The figures are for those not already counted as college students, so that the grand total is for all participation at college, university or school.

Figure 5 shows that:

- in 2006-07, overall participation is below the Scottish average (132.6 per thousand of adult population) in the South (-15.4), Central (-8.7), Lanarkshire (-4.4), and Edinburgh and Lothians (-20.0) per thousand of population;
- between 2005-06 and 2006-07, overall participation increased only in Glasgow (from 144.0 to 147.1), Highlands and Islands (132.4 to 134.0) and Lanarkshire (119.9 to 128.2) per thousand of population. It fell in all other areas, most noticeably in Tayside (down by 5.6), Central (down by 4.8) and the West (by 4.0) per thousand of population;
- in the college sector FE level participation showed an overall increase of one per thousand of population. The areas showing the biggest increases were Lanarkshire (up by 8.0) and the Highlands and Islands (up by 4.0). Central and the West showed the largest reductions (down by 4.8 and 3.3 respectively). College sector HE level participation increased in only one area, Lanarkshire (up by 0.1) with Tayside showing the largest reduction (down by 1.5);
- although the overall level of participation at universities has dropped (from 45.3 to 44.5 per thousand of adult population) there were slight increases in Glasgow (up by 1.6) and Lanarkshire (up by 1.0); and
- for Scotland as a whole, participation at FE level in colleges in 2006-07 has changed the most, having dropped from 70.2 to 63.3 per thousand of adult population since 2002-03 whilst participation levels for those studying HE in colleges, in universities and for students not studying at college remained relatively stable.

Figure 5: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by supply and demand area, 2002-03 to 2006-07

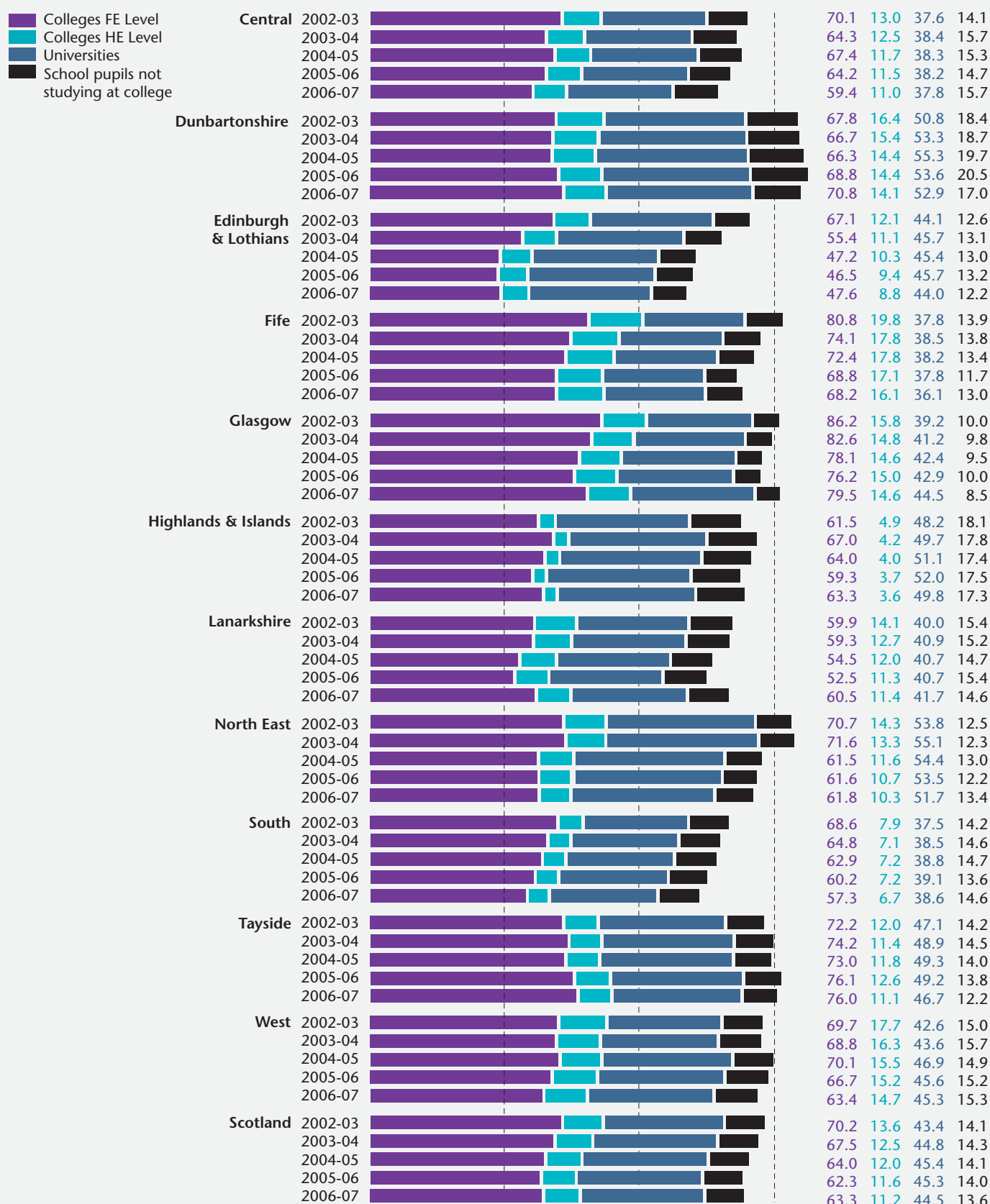
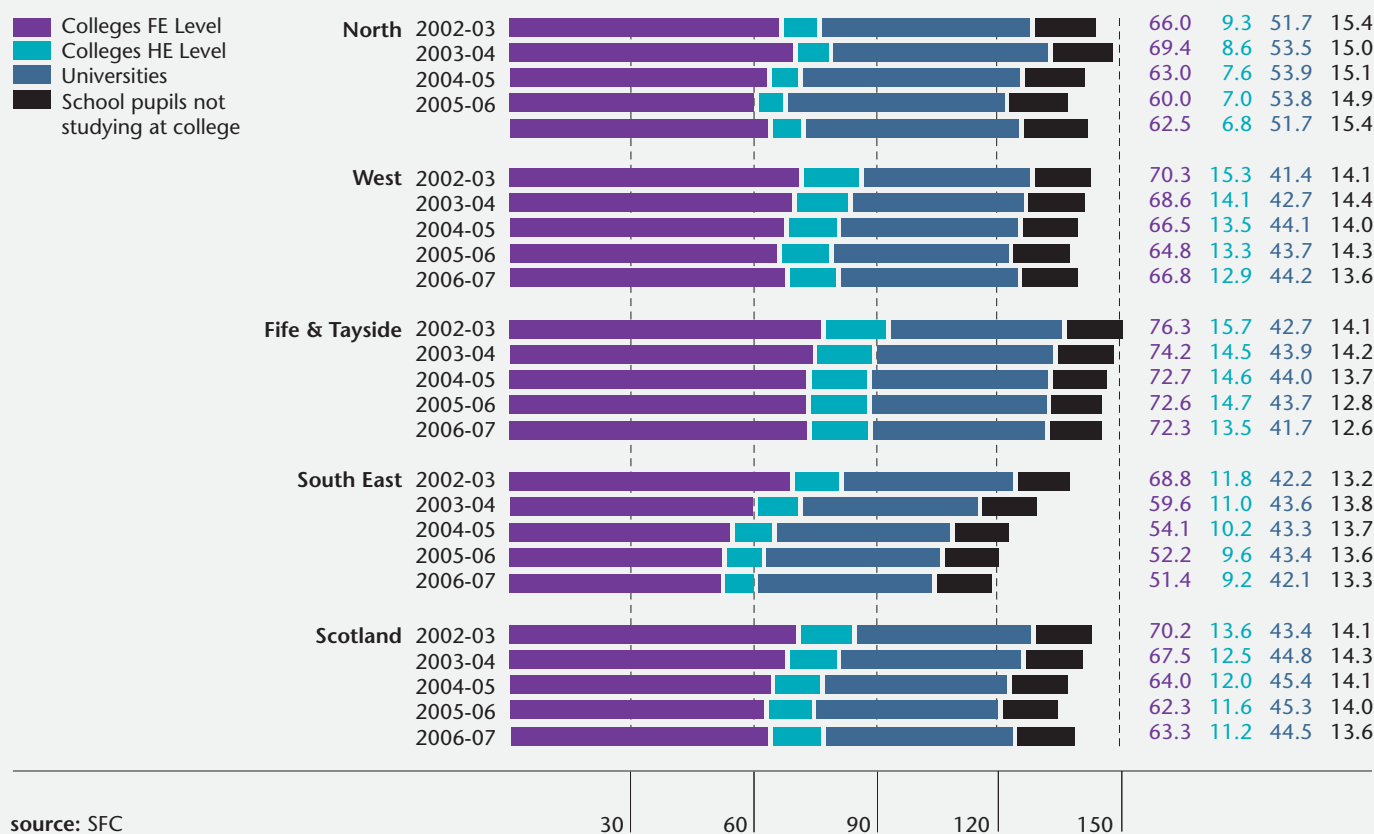


Figure 6 shows participation rates grouped into Wider Access Regional Forum areas. The figures appear to have remained relatively constant between 2005-06 and 2006-07 and show no significant changes.

Figure 6: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by Wider Access Regional Forum area, 2002-03 and 2006-07



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

Figure 6 shows that:

- for 2006-07 Fife and Tayside continues to show the highest levels of participation in colleges at both FE and HE levels, and the North area maintains the highest participation levels in the university sector;
- between 2005-06 and 2006-07, North and the West both show slight increases at FE level. There was a slight decrease in HE level participation in colleges for all areas; and
- the participation rate in the university sector between 2005-06 and 2006-07 fell slightly in all areas, except for the West where there was a small increase of 0.5 per thousand of population.

Figure A illustrates the geographical variation in non-advanced participation in 2006-07. Figure B shows this for HE participation.² 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.

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

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

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.

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.

Figure A: Geographical variation in headcount participation in FE, 2006-07

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Gender

Women are still more likely than men to participate at FE and HE level, however, in 2007-08 the gap in participation among young men and women has decreased slightly due to increased male API.

Figure 7 shows the gender ratios in colleges and universities in 2007-08. Women continue to be more likely than men to participate in post-compulsory education at any level, and this can be seen more obviously in universities and at FE level in colleges.

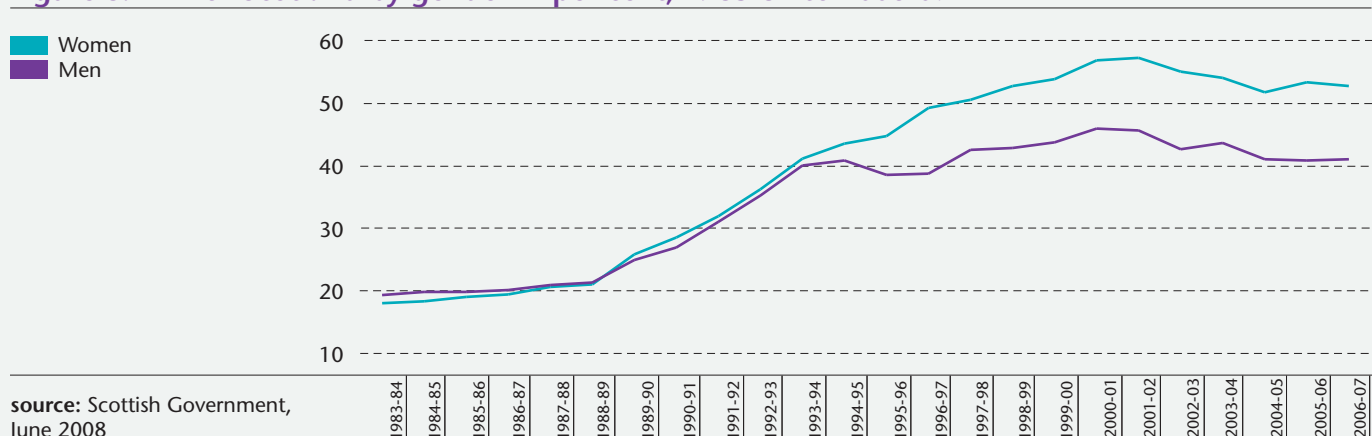
Figure 7: Students (headcount) in colleges and universities by level of education and gender in Scotland, 2007-08

	HE level		Colleges		Universities	
	HE level	FE level	FE level	HE level	HE level	FE level
Men	21,130	47%	151,661	44%	101,220	42%
Women	23,536	53%	191,482	56%	137,605	58%
Total	44,666	100%	343,143	100%	238,825	100%

source: SFC

Note: International students have been included in the above figures. Non-UK students form approximately one per cent of the FE student population and approximately 27 per cent of the HE student population.

Figure 8: API for Scotland by gender in per cent, 1983-84 to 2006-07



source: Scottish Government, June 2008

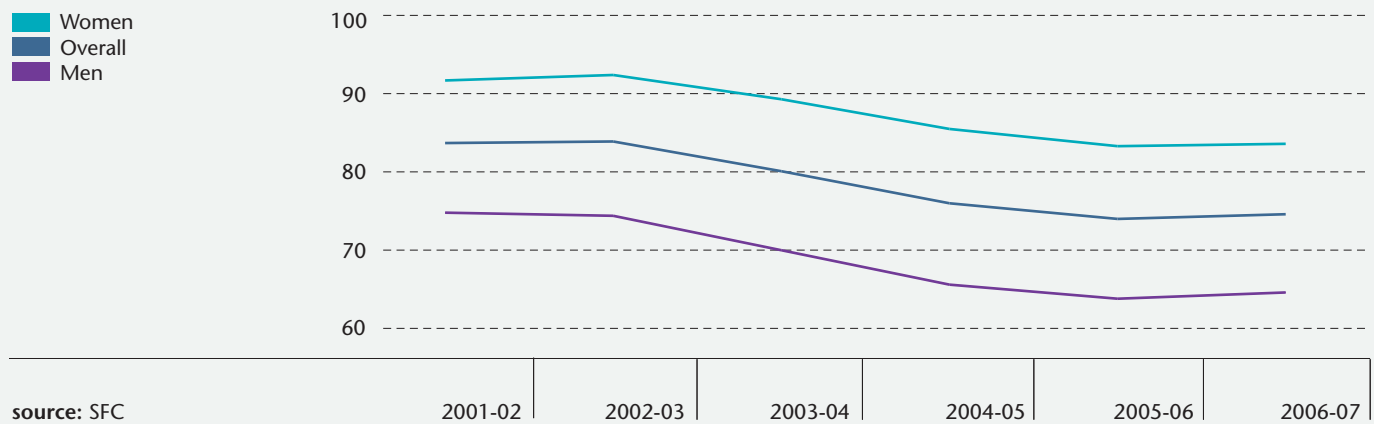
Note: Estimates for the period prior to 1994-95 are based on surveys, which were substantially revised in 1994-95.

Figure 8 shows that since the mid 1990s, the API for women has been higher than among men. In 2006-07, the API for women was 52.9 per cent while the figure for men was 41.2 per cent. The gap in participation in 2006-07 has narrowed again slightly to 11.7 percentage points from its highest gap at 12.5 percentage points in 2005-06.³

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, though the gap has not been widening as it has in universities.

Figure 9: Participation rates in the Scottish college sector by gender in per cent, 2001-02 to 2006-07



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 remain more likely to participate in the university sector, a fact that is unlikely to change quickly.

We use the Scottish Index of Multiple Deprivation (SIMD) to measure deprivation in this report. This divides Scotland into 6,505 data zones which are then ranked by deprivation. For the purposes of this, and other reports, we have grouped these data zones into quintiles, with the first being the least-deprived 20 per cent of all areas and the fifth being the most-deprived 20 per cent.

Further information of the Scottish Index of Multiple Deprivation (SIMD) can be found at 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 in 2006-07 (that is, it breaks down the student population by using postcodes and SIMD to allocate them to quintiles of the population in order of deprivation). Figure 10 shows that in colleges there is a more even distribution by deprivation quintile, particularly at HE level. In universities students from the most deprived quintile universities make up only 10 per cent of the student population – half of what it would be if the distribution across quintiles was even.

Figure 10: Scottish-domiciled students (headcount) in colleges and universities by level of study and deprivation quintile, 2006-07

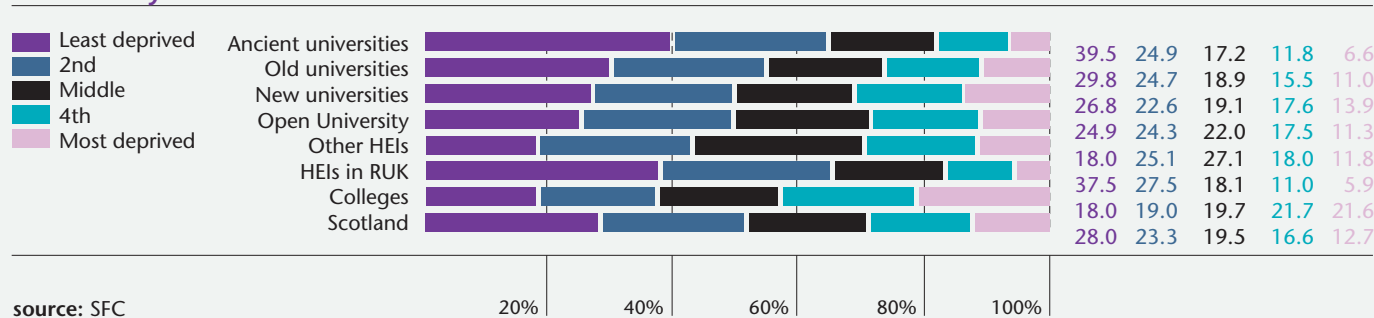
	Colleges		Universities			
	HE level	FE level	HE level			
Least deprived quintile	7,925	18%	51,283	16%	57,342	30%
2nd quintile	8,398	19%	62,572	20%	46,028	24%
Middle quintile	8,677	20%	64,368	20%	36,767	19%
4th quintile	9,571	22%	67,262	21%	29,042	15%
Most deprived quintile	9,532	22%	73,565	23%	19,992	10%
Total	44,219	100%	320,542	100%	191,629	100%
Not known	116		1,491		2,458	

source: SFC

Note: 1) Percentages may not total 100 per cent due to rounding. 2) The total number of students for universities excludes 2,458 students where this data is 'unknown'. For colleges, the total excludes 1,607 students where this data is 'unknown' or missing (116 HE level and 1,491 FE level).

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

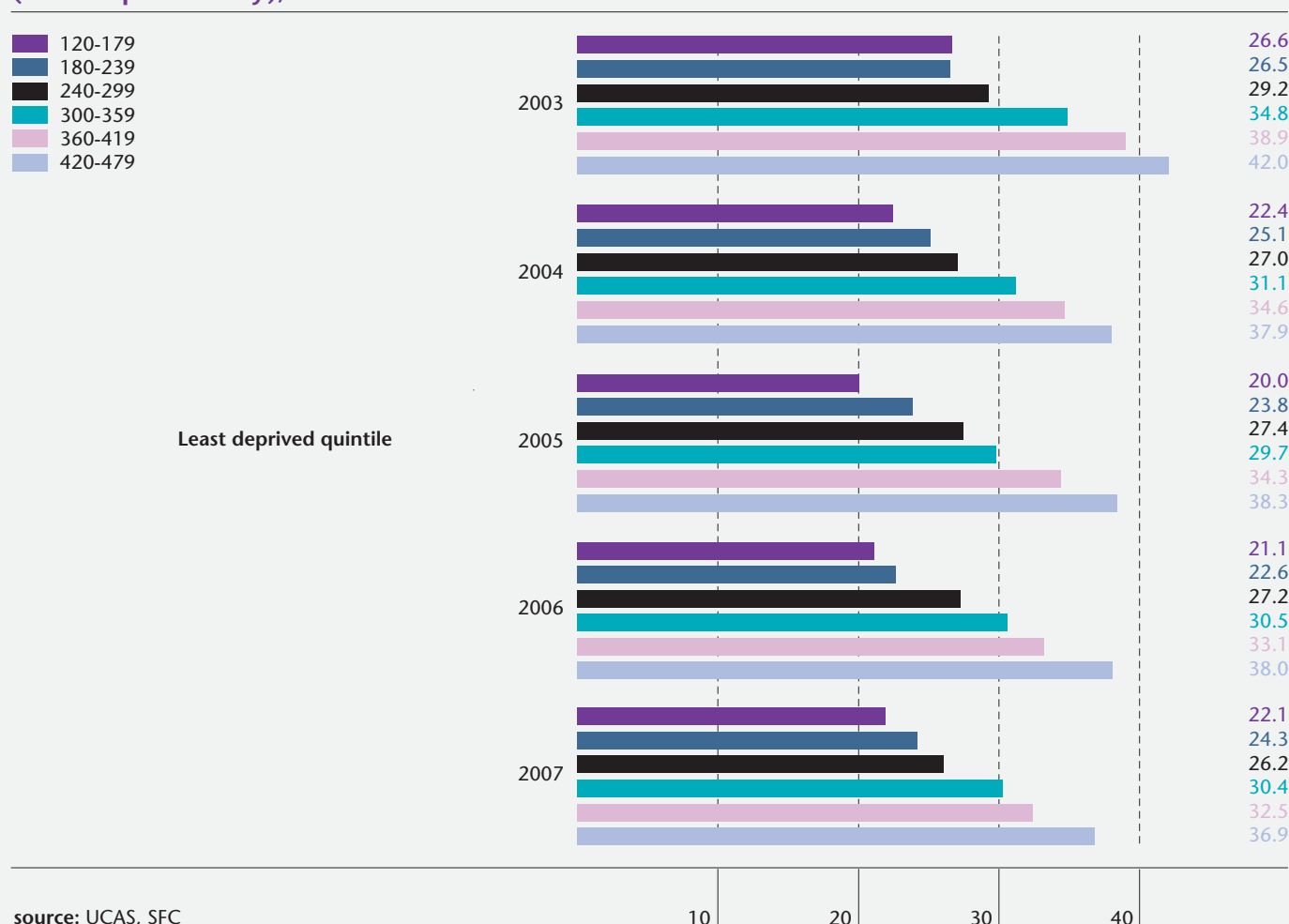
Figure 11: Scottish-domiciled HE students at UK universities and Scottish colleges in per cent, 2006-07 by SIMD



source: SFC

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

Figure 12a: Scottish-domiciled applicants to universities by deprivation and tariff band (least deprived only), 2003 to 2007



source: UCAS, SFC

Figure 12b: Scottish-domiciled applicants to universities by deprivation and tariff band (most deprived only), 2003 to 2007

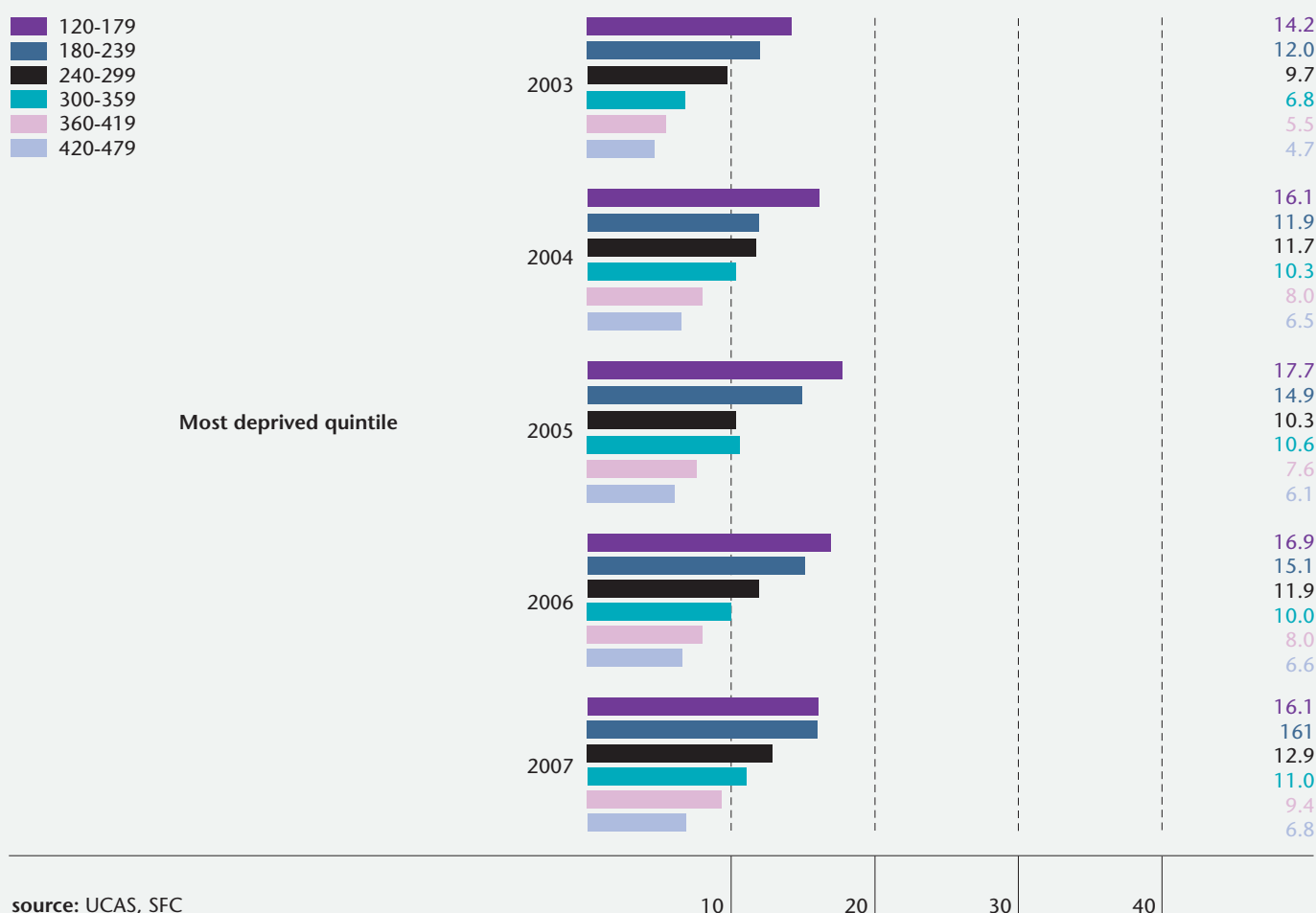


Figure 11 shows that colleges have the most even spread in terms of participation by deprivation, with the least even spread found at ancient and old universities and at universities in the rest of the UK. These levels of distribution have changed little between 2005-06 and 2006-07.

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. As shown in Figures 12a and b, 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.

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

Figures 12a and b show that:

- applicants from most deprived areas still make up a far smaller proportion than applicants from the least deprived quintile areas in each tariff band, with the gap being smallest in the lowest band (120-179);
- applicants from the most deprived quintile are more likely to have lower entry grades, while the reverse is true for applicants from the least deprived areas;
- between 2006 and 2007 the percentage of applicants from the most deprived quintile increased in all but the lowest tariff band; and
- there appears to be a slight divergence between the patterns for the applicants in least and most deprived quintiles.

Figure 13: Population and students by deprivation quintile in colleges, 2006-07

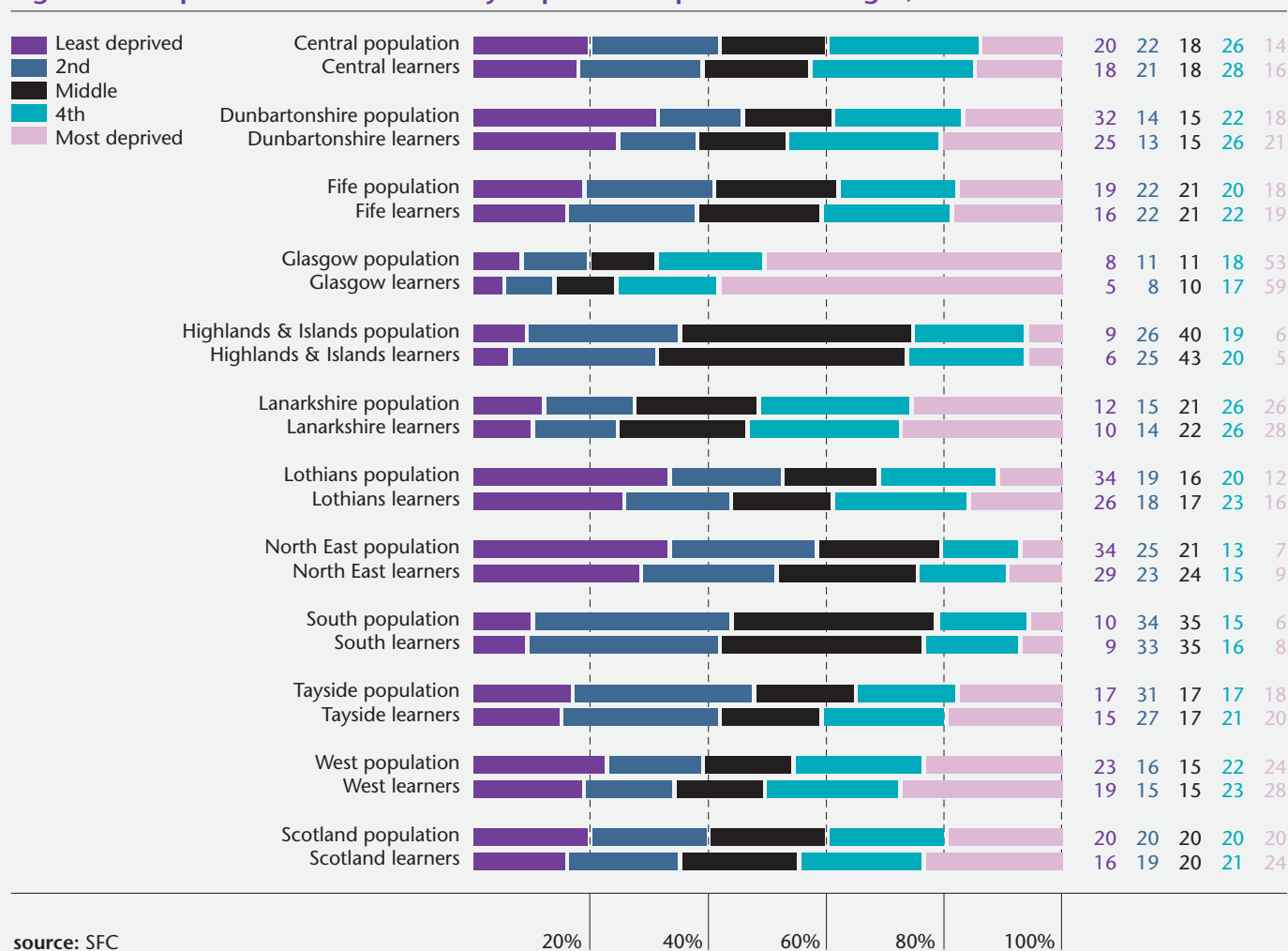


Figure 13 shows the pattern of participation in the college sector by deprivation quintile for each supply and demand area. It shows that for Scotland as a whole, and for every area except for the Highlands and Islands, the proportion of college students from the most deprived quintile exceeds the proportion in the population.

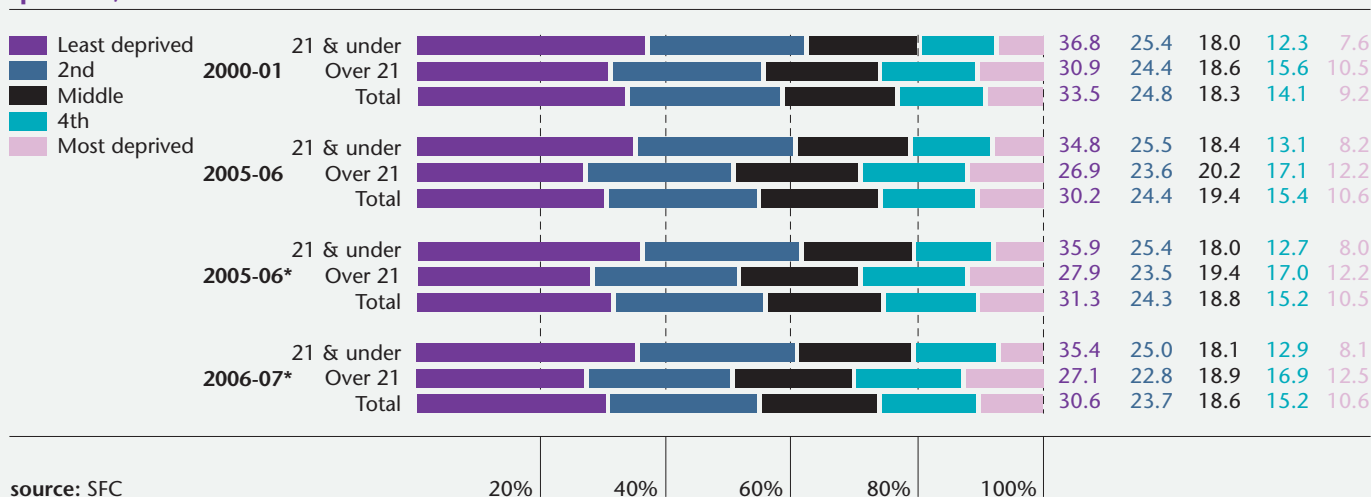
Young and mature students from deprived areas

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 there has been a noticeable increase in the percentage of students from the most deprived 20 per cent and the second most deprived quintile.

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

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

Figure 14: Scottish-domiciled students (headcount) at the SFC-funded universities by SIMD quintile, 2000-01 and 2006-07



Note: * Excludes Bell College and the UHI Millennium Institute, which are also not included in the 2000-01 figures as they were not designated as higher education institutions then.

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

Figure 14 shows that:

- looking at all students, the proportion of students in universities from the least deprived and second quintiles has decreased by 2.9 and 1.1 percentage points respectively between 2000-01 and 2006-07. In both cases the reduction occurs primarily in the 21 and under age group.
- the headcount of students aged over 21 from the most deprived and fourth quintiles combined has increased from 26.1 to 29.4 percentage points between 2000-01 and 2006-07. The largest increase – two per cent – occurs in the most deprived quintile. For the same time period the headcount of the 21 and under group from the most deprived quintile increased by 0.5 of a percentage point.

Disabled students

The proportion of students who disclosed a disability has increased at both colleges and universities.

We know that the data on disability are still subject to under-reporting and disclosure issues, but the data presented in Figure 15 provides an indication of the percentage of students in colleges and universities who disclosed a disability between 2000-01 and 2007-08. We know that in 2007-08 at least 10.1 per cent of the student population in colleges and 6.8 per cent in universities have a disability. The figures for 2006-07 were 9.9 per cent in colleges and 6.5 per cent in universities.

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 2007-08



source: SFC

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.

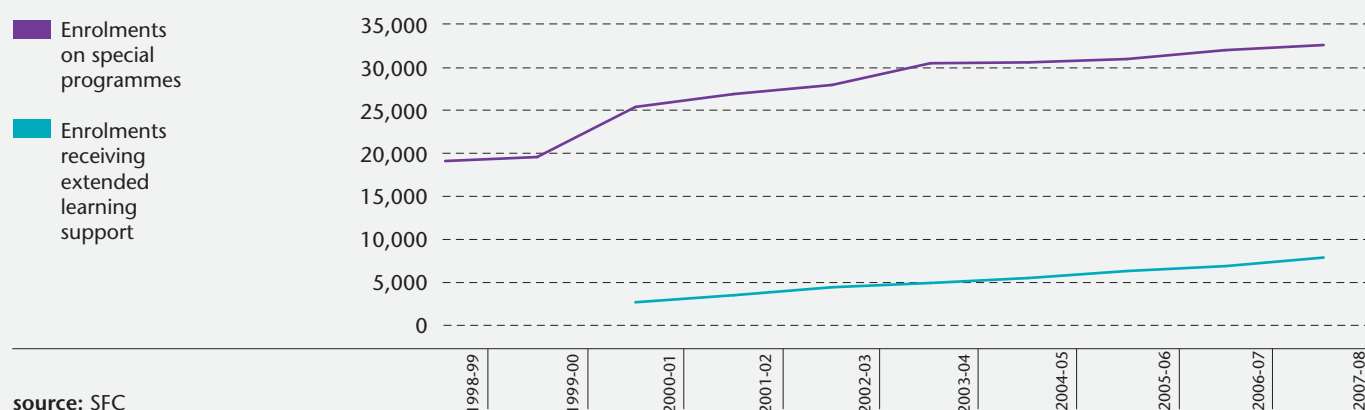
Figure 15 shows that:

- the proportion of students disclosing a disability increased in colleges and universities; and
- there continued to be an improvement in disclosure and gathering data of this information in colleges, but the percentage of students for whom this information is recorded as unknown, refused or missing, is still large (8.8 per cent in colleges and 10.2 per cent in universities).

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 2007-08. In 2007-08 there was a total of 491,732 enrolments, of these 32,976 were on special programmes (6.7 per cent) and 8,162 enrolments required extended learning support (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 2007-08



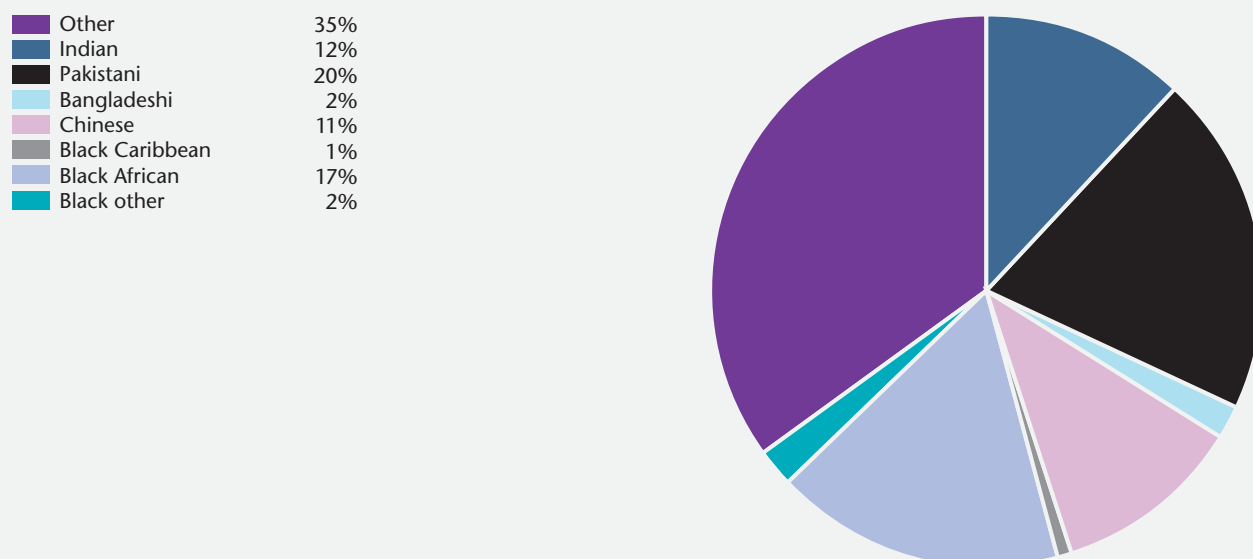
Note: Data for 1998-99 and 1999-2000 are not available for students requiring extended learning support in those sessions.

Ethnic groups

Scottish-domiciled students from non-white ethnic groups continue to be well-represented in Scotland's colleges and universities in relation to their proportion in the population.

Figure 17 (on page 24) shows the distribution by ethnic group in Scottish colleges in 2007-08, excluding those from the 'white' group and the 'information refused' and/or 'information unknown' groups.

Figure 17: Students by ethnic groups other than 'white' and 'information refused' and/or 'information unknown' in per cent and by headcount in the college sector, 2007-08



source: SFC

Figure 17 shows that in 2007-08, there was a total of 18,170 students (about 4.9 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 331,668 (91 per cent) of all students (364,495 student headcounts) and those from the 'information refused' and/or 'information unknown' group account for 14,657 (four per cent). From 2006-07, the proportion of students declaring their ethnic origins showed a substantial increase. The percentage of students for whom this information is either refused or unknown rose slightly from 3.4 per cent in 2006-07 to four per cent in 2007-08.

Figure 18 shows that the percentage of Scottish-domiciled non-white students in universities was, in 2007-08, at least 4.4 per cent (compared to three per cent of the population in Scotland in general – based on the Census in 2001).

Figure 18: Percentage of all students by self-classified ethnic group in universities by domicile, 2007-08

	White	Black	Asian	Mixed	Other	Not known	Total
Scottish-domiciled	91.1%	0.7%	2.6%	0.8%	0.3%	4.4%	174,222
Other UK-domiciled	84.3%	2.8%	4.7%	1.9%	0.7%	5.5%	27,900
Other EU-domiciled	63.6%	0.6%	0.7%	1.0%	1.6%	32.4%	13,152
Other Overseas-domiciled	17.3%	8.0%	36.5%	1.8%	2.9%	33.5%	23,568
Total	81.5%	1.7%	6.1%	1.1%	0.7%	9.0%	238,842

source: SFC

5

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 is still higher in independent schools.

Figures 19 and 20 both show that, in 2006-07, girls continued to out-perform boys in school at all levels of study, in both publicly-funded and independent schools at the end of S6.

Figure 19: Cumulative attainment in publicly-funded secondary schools at the end of S6 by gender and SCQF level, 1998-99 to 2006-07

		Relevant S4 roll	Percentage achieving 3+ awards at level 6	Percentage achieving 5+ awards at level 6	Percentage achieving 1+ awards at level 7
1998-99	Male	31,196	24.7%	14.5%	8.0%
	Female	30,463	33.9%	20.2%	11.8%
1999-00	Male	29,955	26.2%	16.3%	8.3%
	Female	29,116	34.4%	21.6%	12.0%
2000-01	Male	29,863	27.1%	16.8%	9.2%
	Female	28,789	36.7%	23.4%	13.2%
2001-02	Male	29,703	26.6%	16.8%	10.0%
	Female	29,547	35.5%	23.0%	13.1%
2002-03	Male	30,559	26.7%	16.9%	10.4%
	Female	29,579	34.9%	22.9%	13.5%
2003-04	Male	30,600	26.5%	16.6%	10.7%
	Female	29,398	34.9%	22.8%	13.9%
2004-05	Male	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%

source: Scottish Government, 2008

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

Figure 19 shows that:

- between 2005-06 and 2006-07, for those with 3+ awards at level 6, attainment in publicly-funded schools fell slightly for both boys and girls – though there remains no consistent trend. The same applies to those attaining 5+ awards at level 6, whereby attainment fell 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 has increased slightly in the most recent year. In 2006-07, the attainment gap at 3+ awards at level 6 was 7.6 percentage points, at 5+ awards it was 5.4 percentage points and at 1+ awards at level 7 it was 2.7 percentage points. The respective figures for 2001-02 were 8.6, 6.3 and 3.1 percentage points.

Figure 20: Cumulative attainment in independent schools at the end of S6 by gender and SCQF level, 1998-99 to 2006-07

		Relevant S4 roll	Percentage achieving 3+ awards at level 6	Percentage achieving 5+ awards at level 6	Percentage achieving 1+ awards at level 7
1998-99	Male	1,645	67.3%	50.3%	24.1%
	Female	1,531	77.3%	60.1%	31.2%
1999-00	Male	1,669	67.0%	52.7%	24.0%
	Female	1,507	76.4%	63.8%	33.4%
2000-01	Male	1,648	68.9%	54.6%	29.3%
	Female	1,428	75.8%	60.6%	35.1%
2001-02	Male	1,538	71.0%	55.5%	32.4%
	Female	1,523	77.2%	64.0%	38.1%
2002-03	Male	1,560	68.4%	54.2%	33.9%
	Female	1,467	79.4%	64.9%	43.3%
2003-04	Male	1,556	67.4%	53.1%	34.4%
	Female	1,458	75.9%	62.1%	43.6%
2004-05	Male	1,574	70.9%	57.1%	37.7%
	Female	1,354	76.7%	61.3%	45.1%
2005-06	Male	1,599	63.3%	51.9%	36.3%
	Female	1,511	75.2%	63.5%	46.5%
2006-07	Male	1,501	70.5%	57.0%	40.8%
	Female	1,609	71.7%	61.6%	47.8%

source: Scottish Government, 2008

Figure 20 shows that:

- school attainment in independent schools continued to be higher than in publicly-funded schools for both boys and girls;
- in 2006-07 the percentage point gap in attainment in favour of girls had reduced from 11.6 percentage points in 2005-06 to 4.6 percentage points among those achieving five or more awards at level 6 (Highers);
- among those achieving three or more awards at level 6 there was a 1.2 percentage point gap in attainment in favour of girls, this has also reduced significantly from 11.9 percentage points in 2005-06; and
- it should be noted that given the relatively small numbers of leavers from independent schools, the gap tends to vary between years.

6

Learning for All:
third update report on
measures of success

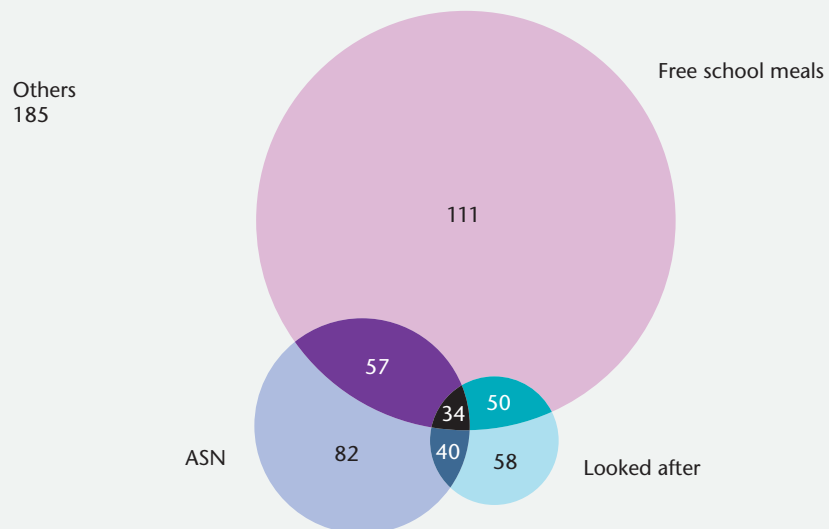
A key indicator of deprivation among pupils is the data for registration for free school meals – about 13.5 per cent of all S4 pupils in 2006-07 came into this category. As shown in Figure 21, in 2006-07, the three-year average tariff score among those registered for free school meals was 111, whereas for those not registered for free school meals was 185.⁴ These totals are the same as those for 2005-06.

The then Scottish Executive publication *SQA Attainment and School Leavers Qualifications in Scotland, 2005-06*, also shows that other factors such as asylum or refugee status, or having additional educational needs, having a disability, being taken into care or receiving support from social workers increase adverse effects on school attainment.

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

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

Figure 21: Three year average tariff score of S4 pupils, by characteristic of pupil, 2004-05 to 2006-07



source: Scottish Government, March 2008

Note: Learners with Additional Support Needs (ASN) were previously classified as having a Record of Needs (RoN) or Individualised Educational Programme (IEP) status.

⁴ The purpose of calculating an average tariff score is to enable certification of different types to be considered together. This makes it easier to compare average attainment for different subgroups within the population. The tariff score of a pupil is calculated by allocating a score to each level of qualification and award, using the Unified Points Score scale. For example, a Standard Grade at level 1 counts as 38 points and at level 4 counts as 14 points. Further information and a full list of SQA National Qualifications and their associated tariff scores can be found at www.scotland.gov.uk/Publications/2006/03/09080409/26 in Annex A.

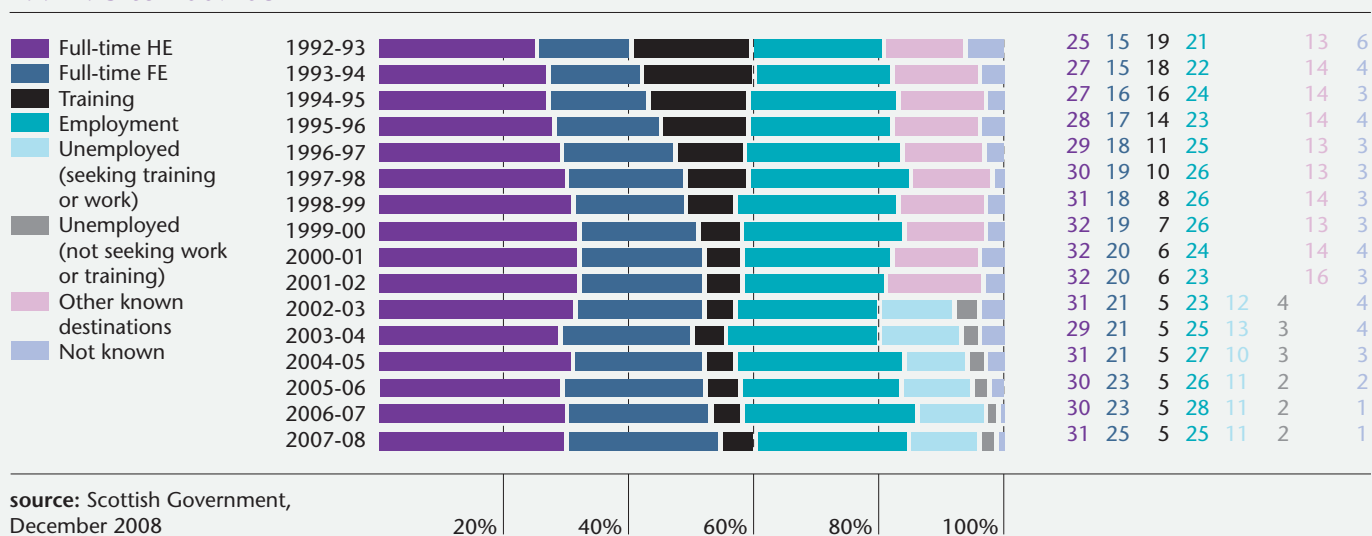
Figure 21 shows that:

- over a three year average, pupils that are not affected by factors such as free school meals or having ASN, or are looked after by social workers, score 185 tariff points, while those on free school meals score an average of 111;
- those pupils with ASN status score 82 on average and those looked after by social workers score an average of 58;
- when these factors come together, the average tariff score is even lower. For example, if pupils are registered for free school meals, looked after by social workers and have ASN, their average tariff score is 34 compared to 185 for those not affected by these characteristics; and
- the average tariff scores for pupils who are affected by only one of the characteristics have dropped since 2006, when the pupils with ASN were expected to have an average tariff of 91 and those who were looked after were expected to have an average tariff of 68. It is worth noting that pupils affected by all three factors of free school meals, looked after and ASN now have an improved average tariff score of 34, versus 26 for 2003-04 to 2005-06.

In 2007-08 there was an increase in the percentage of school leavers going directly into full-time FE or HE. The percentage of leavers entering employment directly after school has decreased and the percentage of leavers who are unemployed is unchanged.

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

Figure 22: Destination of leavers from publicly-funded schools in Scotland in per cent, 1992-93 to 2007-08



source: Scottish Government, December 2008

Note: 1) Percentages may not total 100 per cent due to rounding. 2) Leavers going into voluntary work are included under 'unemployed not seeking employment'. 3) From 2002-03 onwards, the 'unemployed' category used until 2001-02 was split into two destination categories: 'unemployed (seeking training or work)'; and 'unemployed (not seeking work or training)'.

Resource: *Destinations of leavers from Scottish Schools, 2007-08*, Scottish Government, December 2008

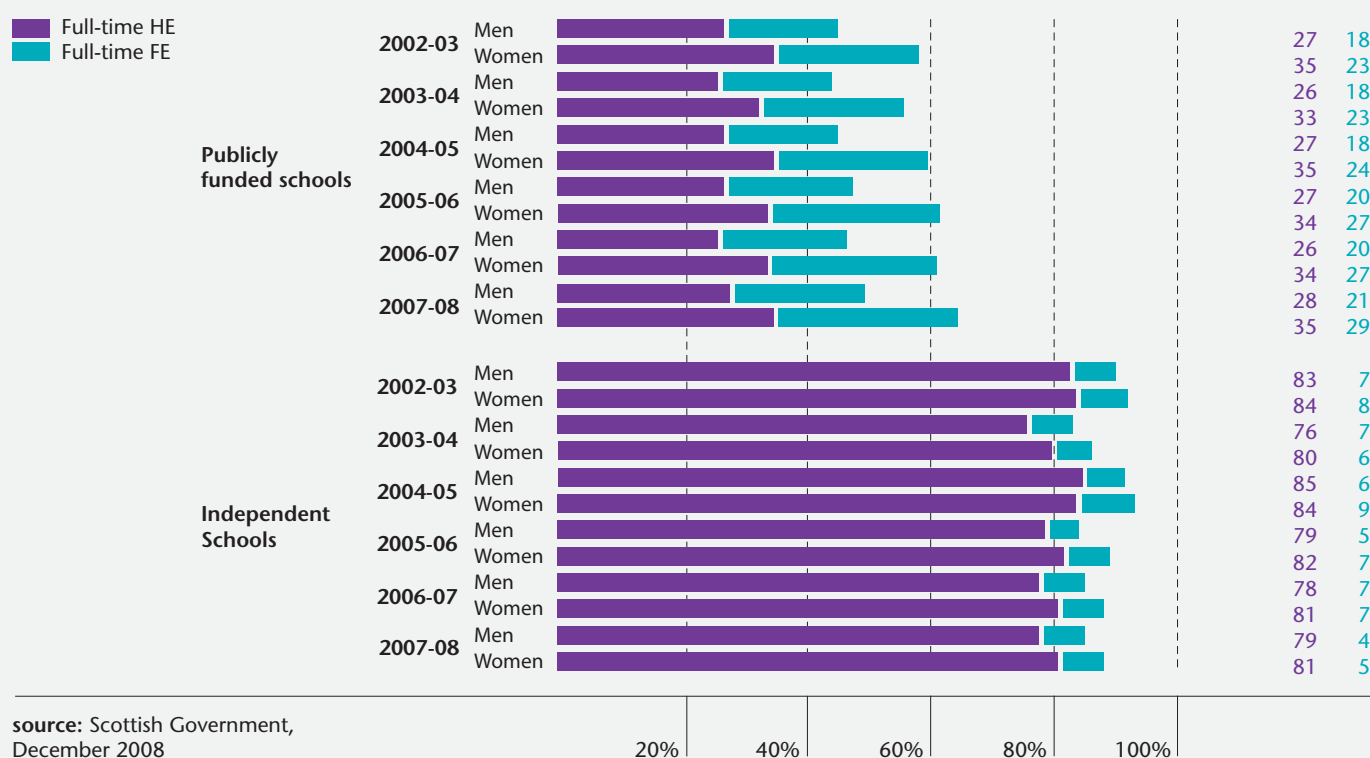
www.scotland.gov.uk/Publications/2008/12/08090751/0

Figure 22 shows that:

- the percentage of leavers entering full-time FE or HE has increased by three per cent since 2006-07;
- there was a decrease of leavers entering employment with 25 per cent in 2007-08 (compared to 28 per cent in 2006-07); and
- the percentage of leavers unemployed but seeking work or training remained unchanged compared to the previous two years. The percentage unemployed but not seeking work or training has also remained unchanged in the last two years but has shown a consistent decline over the longer term. Historically, a far higher percentage of leavers from independent schools have gone into full-time HE, compared to leavers from publicly-funded schools. In 2007-08, 80 per cent of leavers from independent schools went into full-time HE, only five per cent went into FE and only three per cent directly went into employment. The respective figures for 2006-07 were 79 per cent, seven per cent and three per cent.

Figure 23 shows the destination rates for young men and women for the period 2002-03 to 2007-08 for school leavers from publicly-funded and independent schools in Scotland.

Figure 23: Percentage of students entering full-time HE and FE of leavers from publicly-funded and independent schools in Scotland by gender, 2002-03 to 2007-08



source: Scottish Government, December 2008

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, 2007-08*, Scottish Government, December 2008

www.scotland.gov.uk/Publications/2008/12/08090751/0

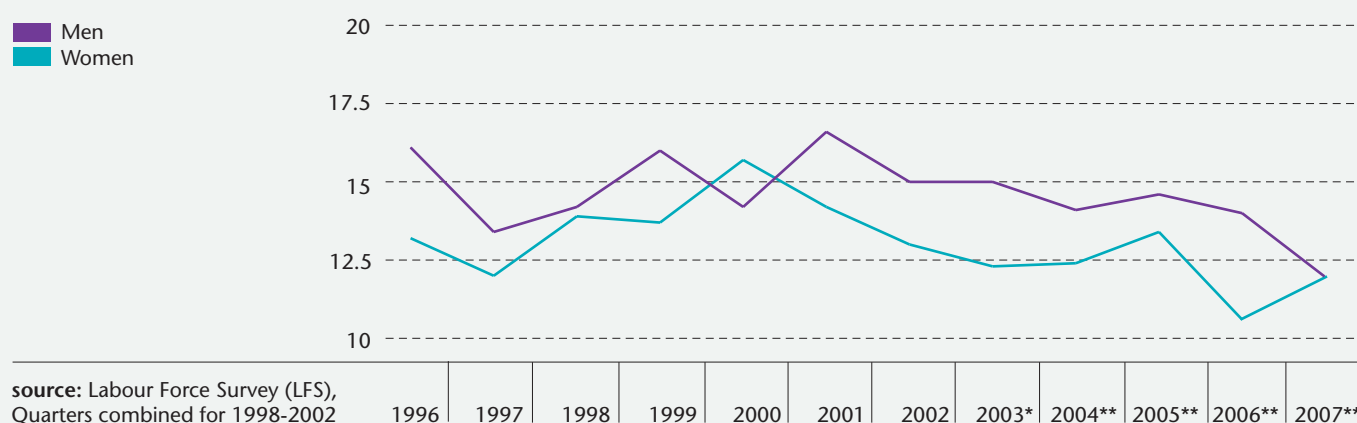
Figure 23 shows that:

- the gender gap in HE destination rates reduced slightly among leavers from publicly-funded schools where the gap in 2007-08 narrowed to seven percentage points. During the same timescale the gender gap increased by one to eight percentage points for full-time FE. This percentage point gap has not changed substantially over the period in HE, but is continuing to show slight increases in FE which previously had not been the case.

Scotland still has a substantial proportion of 16 to 19 year-olds who are in the More Choices, More Chances group (formerly not in education, employment or training – NEET), as shown in Figure 24. It shows that since 2000, the percentage of people in this group has been greater among young men than among young women, but in the last year there was a noticeable drop in the percentage of young men, from 14.1 per cent in 2006 to 12.2 per cent in 2007, and a corresponding increase in the percentage of young women, from 10.7 per cent also to 12.2 per cent, making the percentage figure the same for men and women.

The gap between the percentage of young men and young women in the More Choices, More Chances group has disappeared.

Figure 24: Percentage of 16 to 19 year olds in More Choices, More Chances group, 1996 to 2007



*The 2003 figures are taken from the Annual Scottish LFS (ASLFS). **The 2004-07 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

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 of them 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 2007 remains at 32,000. Scotland has the lowest percentage of 15 to 19 year-olds in education or training in the OECD, with only about 63 per cent (based on data for 2003), compared to an OECD average of 83 per cent.⁵

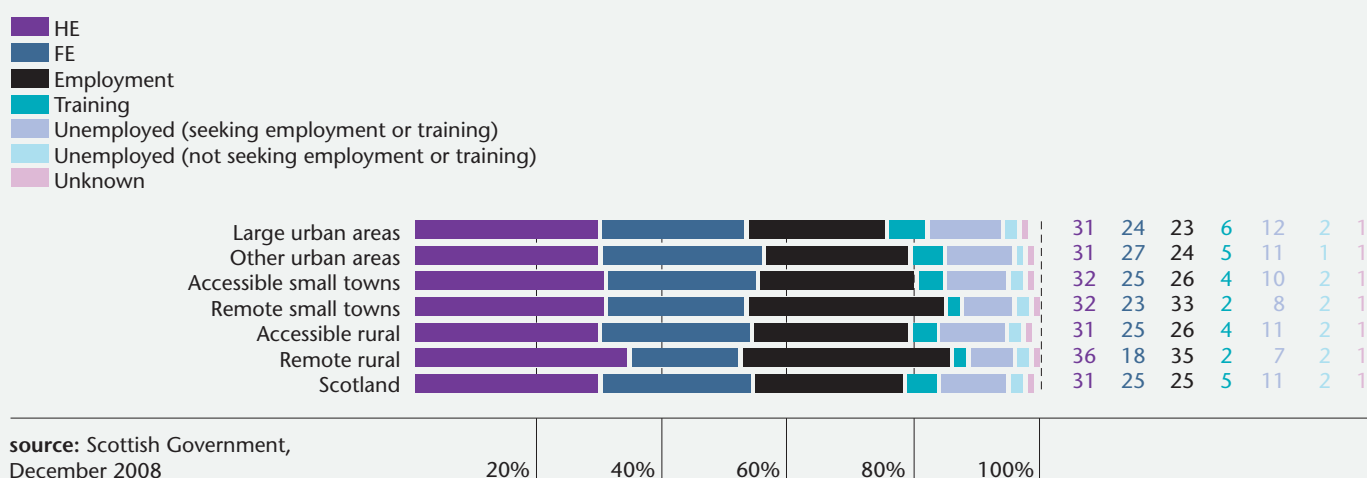
⁵ Reviews of National Policies for Education – Quality and Equity of Schooling in Scotland, OECD, December 2007



Across Scotland progression rates into full-time HE and FE remained relatively high, with more than three-quarters of school leavers in education or training.

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

Figure 25: Percentage of school leavers from publicly funded secondary schools in Scotland by destination category and urban/rural classification, 2007-08



source: Scottish Government, December 2008

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

Figure 25 shows that:

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

Figure 26 shows the destinations of school leavers from publicly-funded schools over the period 2002-03 to 2007-08 by supply and demand area, and Figure 27 shows the same information by Wider Access Regional Forum area.

Figure 26: Percentage of school leavers entering full-time FE and HE from publicly-funded schools in Scotland by supply and demand area, 2002-03 to 2007-08

	No of leavers 2007-08	Full-time HE						Full-time FE					
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Central	3,413	33	33	31	29	30	28	14	15	15	18	17	21
Dunbartonshire	2,644	34	34	35	34	34	37	25	21	22	23	22	23
Edinburgh & Lothians	7,982	26	28	29	29	28	29	18	19	17	20	21	21
Fife	4,120	32	30	31	28	28	30	24	26	30	32	34	34
Glasgow	5,318	20	18	21	22	22	24	25	22	26	26	26	27
Highlands & Islands	5,983	33	31	30	32	31	32	17	18	18	19	18	21
Lanarkshire	7,597	30	28	32	31	29	32	18	17	17	19	20	22
North East	4,967	39	35	39	37	34	37	21	22	22	22	22	22
South	3,248	37	31	31	31	30	31	23	28	24	27	25	27
Tayside	4,474	31	29	30	29	27	29	24	27	29	30	30	30
West	8,944	35	33	37	34	35	35	21	20	20	23	25	27
Scotland	58,690	31	29	31	30	30	31	21	21	21	23	23	25

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

Figure 26 shows that:

- the overall destination rate to full-time HE is currently at the same level as 2002-03. Regardless of this, Dunbartonshire, Lanarkshire and the North East have all shown an increase of three percentage points on last year's figures;
- the overall destination rate into full-time FE has increased by two percentage points to 25, the first change since 2005-06. All areas showed an increase with the largest occurring in Central (17 to 21 percentage points);
- two areas, Edinburgh and Lothians, and Lanarkshire have shown the most consistent long-term improvement with both showing overall increases in the percentage of learners entering both FE and HE since 2002-03; and
- since 2002-03 the highest overall increase occurs in Fife with 10 per cent more learners entering full-time FE. Similarly for HE, the highest increase occurs in Glasgow with four per cent.

Figure 27 shows the same data as Figure 26, but for Wider Access Regional Forum areas. It shows that in both the North and the West the numbers of school leavers from publicly-funded schools entering both full-time FE and HE have increased. In Fife and Tayside and the South East increases are evident in the numbers entering full-time HE and FE respectively.

Figure 27: Percentage of school leavers from publicly-funded schools in Scotland by Wider Access Regional Forum area entering full-time FE and HE, 2002-03 to 2007-08

	No of leavers 2007-08	Full-time HE						Full-time FE					
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Fife and Tayside	8,594	32	29	30	29	27	29	24	27	29	30	31	31
North	9,972	35	32	32	33	32	33	18	19	19	20	19	21
South East	12,783	29	29	29	29	29	29	19	19	19	21	20	21
West	27,341	32	31	34	33	32	34	21	21	21	23	23	25
Scotland	58,690	31	29	31	30	30	31	21	21	21	23	23	25

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

Note: The averages for full-time FE and HE are based on data from the individual local authorities, not from the individual schools as in Figure 26. Due to rounding errors, the annual Scotland figures do not exactly average out according to the Wider Access Regional Forum areas.

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

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

Figure 28: Percentage of school leavers going into full-time HE by Wider Access Regional Forum area from secondary schools in the lowest quintile for progression into full-time HE, 2002-03 to 2007-08

Wider Access Forum Area	Total No. of publicly funded Secondary Schools 2007-08 and in lowest quintile for HE	Total No. of school leavers and in lowest quintile for HE	Full-time HE					
			2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Fife & Tayside	46	8,365	32	29	30	28	26	27
	12	1,656	20	21	19	16	14	12
North	75	9,954	35	32	32	33	31	33
	12	1,456	18	17	14	17	13	17
South East	73	12,783	29	29	29	29	29	29
	19	2,933	19	19	16	18	15	16
West	162	27,442	32	31	34	31	29	31
	31	4,302	17	15	16	16	14	15
Scotland	356	58,544	31	29	31	31	29	31
	74	10,347	19	18	16	17	14	15

source: Scottish Government, SFC

Note: In 2007-08 there were 356 secondary schools in Scotland. Twenty one schools were excluded from the overall total because of insufficient data or where numbers are low or because they are junior high schools.

Figure 28 shows that in 2007-08:

- the gap between progression into HE for pupils in the schools in the bottom quintile versus the total number continues to become more pronounced. This has increased from 12 percentage points in 2002-03 (from 31 to 19) to 16 in 2007-08 (from 31 to 15);
- the regional variations follow a consistent pattern: both the North and the West continue to be higher than the national average while Fife and Tayside and the South East are lower; and
- there appears to be a continued decrease in the Fife and Tayside area in percentage of school leavers from the lowest quintile progressing into HE.



Overall retention remains high in colleges and universities; however, students from deprived areas and with lower prior attainment remain the most vulnerable group for non-continuation.

SFC and the Higher Education Statistics Agency (HESA) annually publish a set of performance indicators (PIs) for college and universities respectively, which are intended to help individual institutions to benchmark themselves against others. This section shows some of the data from the PIs, but also adds new statistics. Figure 29 shows some of the PI data for the college sector. It shows that in 2006-07, the college sector as a whole retained 84 per cent of enrolments – down two per cent from 2005-06, though rates vary between colleges. Completion rates have increased from 79 per cent to 83 per cent alongside a five percentage point decrease in the non-continuation rates from 20 per cent to 15 per cent, the lowest rate since 2001-02.

Figure 29: Percentage of actual learning outcomes of enrolments on courses with a national qualification aim in Scotland's colleges, 2001-02 to 2006-07

	Learners completing their course	Learners completing their course successfully or progressed to next year of study	Learners completing their course and not gaining award but may have achieved partial success	Learners who completed programme with the outcome not assessed
2001-02	86%	81%	17%	2%
2002-03	84%	83%	16%	1%
2003-04	84%	80%	17%	3%
2004-05	86%	81%	18%	1%
2005-06	86%	79%	20%	0%
2006-07	84%	83%	15%	2%

source: SFC

Figure 30: Student retention for students undertaking HE activity in the college sector in Scotland, 2001-02 to 2006-07

	Full-time HE activity	Part-time HE activity	Total HE activity	Full-time FE activity	Part-time FE activity	Total FE activity
2001-02	83%	94%	86%	78%	94%	84%
2002-03	82%	92%	85%	78%	93%	84%
2003-04	81%	93%	84%	79%	92%	84%
2004-05	84%	93%	86%	81%	92%	85%
2005-06	84%	94%	86%	79%	93%	86%
2006-07	83%	93%	85%	79%	93%	85%

source: SFC

Note: The data reported here excludes enrolments not meeting the funding qualifying date, enrolments spanning into next academic session and programmes funded by bodies other than SFC or New Deal.

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

Figure 30 (on the previous page) shows student retention data for HE activity in the college sector up to 2006-07. Overall, the figures have not changed significantly in the last few years.

For the HE sector, SFC investigated the main factors that affect retention as seen in Figures 31-33. 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 31: Non-continuation by deprivation quintile at SFC-funded universities, 2002-03 to 2005-06

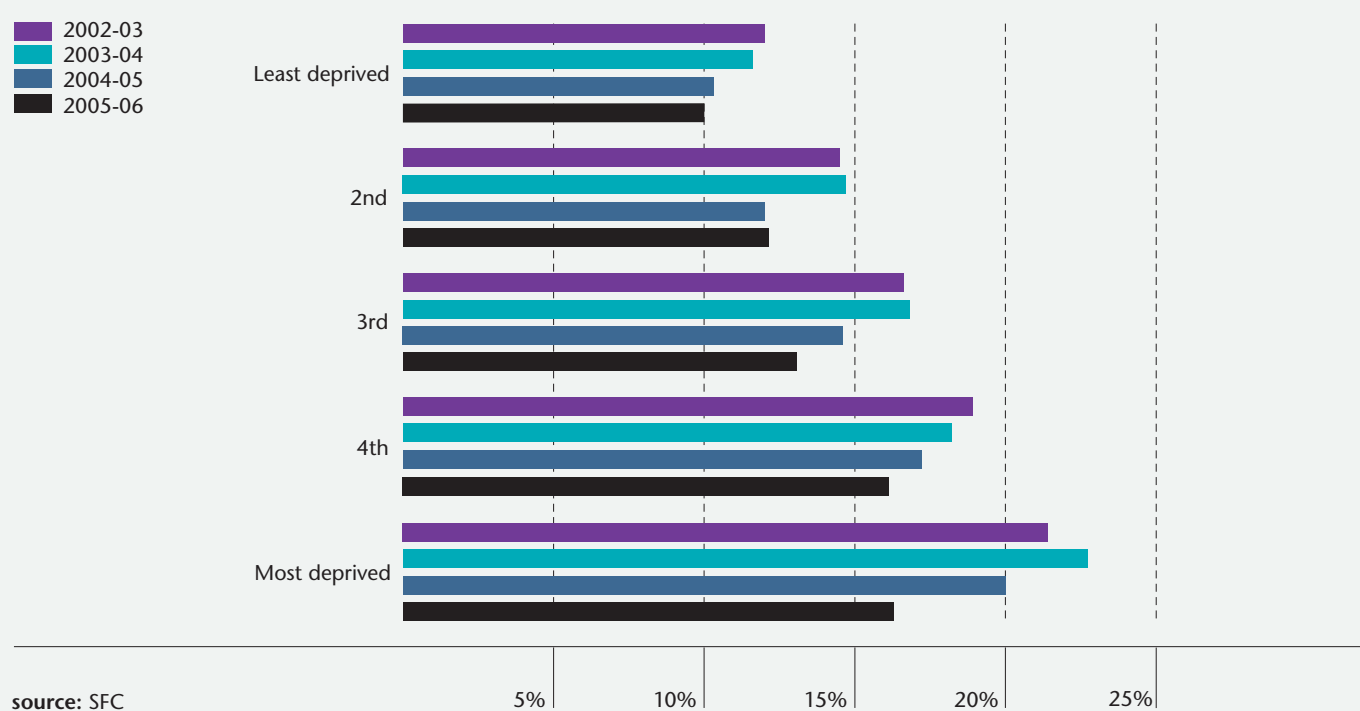
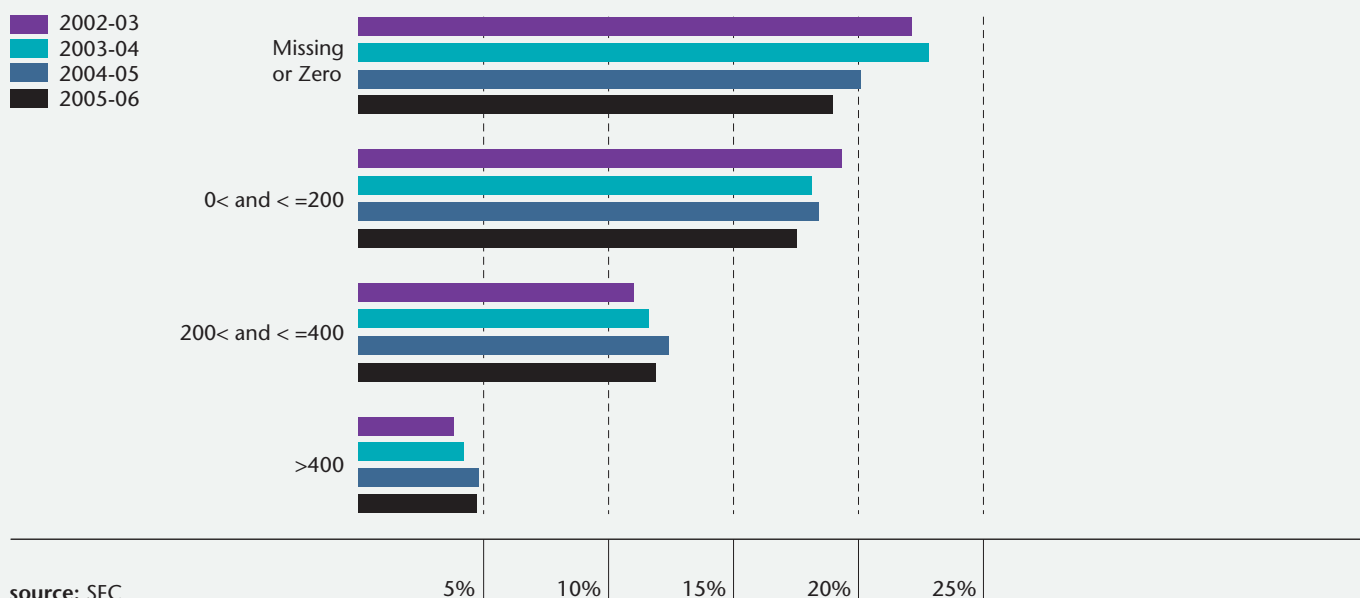


Figure 32 shows that there is a strong relationship between tariff score and non-continuation, but there are still large numbers of students who for technical reasons have UCAS tariff score missing or zero.

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

Figure 32: Non-continuation by UCAS tariff score at SFC-funded universities, 2002-03 to 2005-06

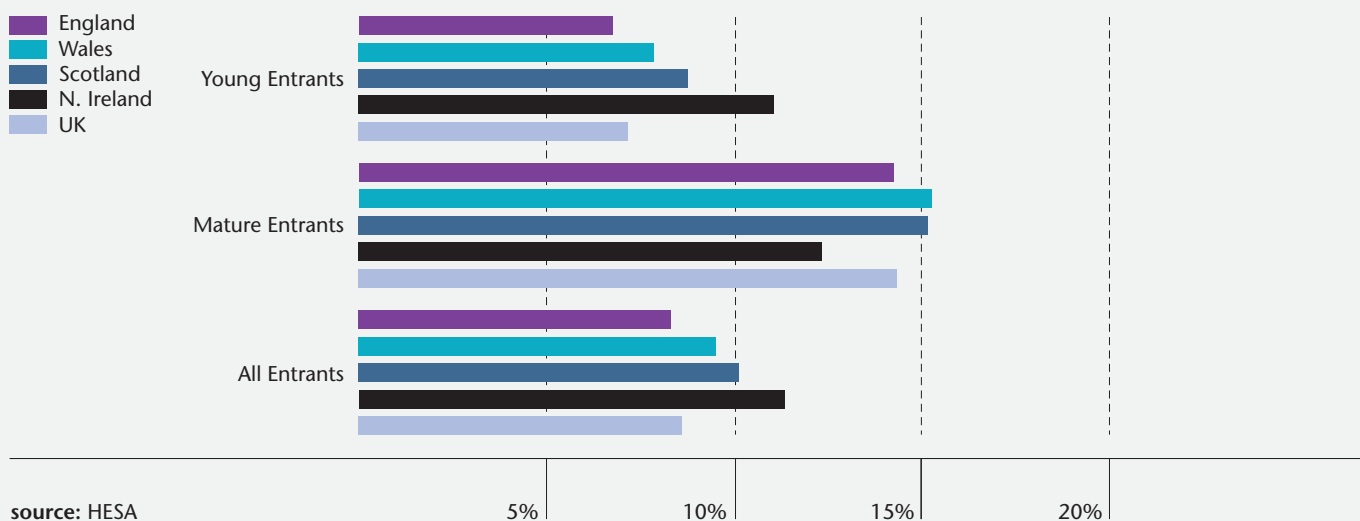


Figures 31 and 32 show:

- non-continuation is most pronounced among students from areas in the two most deprived quintiles. With the exception of the second least deprived, it decreased in all quintiles overall between 2004-05 and 2005-06; and
- taking the difficulties in relation to missing or zero tariff score into account, there is still a strong and continuing correlation between deprivation and non-continuation.

HESA also publishes data annually on non-continuation in its PIs on full-time first degree and young and mature students. Figure 33 shows that as with 2004-05, non-continuation among full-time first degree entrants was higher among mature students. However, Scotland's non-continuation rate in 2005-06 was no longer highest in the UK for all entrants. This was primarily due to a reduction in the non-continuation rate for mature students (down from 17 per cent in 2004-05 to 15.1 per cent in 2005-06).

Figure 33: Non-continuation among full-time first degree entrants to universities, 2005-06



source: HESA

The number of students articulating from HNC/Ds into first degree in universities has varied over the past few years – in 2007-08 the total number of Scottish-domiciled students entering year two or three of a full-time first degree with advanced standing decreased.

The then Scottish Executive asked SFC to monitor, by Wider Access Regional Forum areas, the numbers of students who move from college to universities in Scotland with advanced standing (that is into year two or year three of a first degree course). The data in this area is not very reliable because there is, at present, no mechanism for tracking students from colleges to universities.

Students can obtain an HNC/D from a college or a university. Therefore, the analysis in this section shows articulation rates from HNC/D courses to first degree courses, but not necessarily college to university progression.

In 2007-08 there were 17,387 students (headcount) studying for an HND in Scotland and about 91 per cent (15,855) were at a college. For HNCs there were 21,460 and 83 per cent of them (17,813) were at a college.

For the Wider Access Regional Forum areas, Figure 34 shows the number of students who are articulating in the areas where the institution is situated and Figure 35⁶ shows the same information according to the domicile of the student.

Figure 34: All entrants, 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 2007-08

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

source: SFC

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

Figure 35: Scottish-domiciled entrants, 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 2007-08

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

source: SFC

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

Figures 34 and 35 show that between 2006-07 to 2007-08 there was a significant decrease in the numbers of students (with an HNC/D) articulating into second or third year of a full-time first degree, in part due to the significant increase witnessed in 2006-07 which was due to one university returning data for 500 more students. However, it should be noted that the increase in 2006-07 was an anomaly and for all but the South East in Figure 35, the number of entrants has increased as compared to those for 2005-06.

In March 2008, SFC published a circular, *Improving Articulation from HN to degree courses: funding for 2008-09* (SFC/11/2008). The circular announced that following consultation, the Council had 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 by supporting clusters of institutions to work together to develop improved articulation in their region. It was envisaged that this would include:

- increasing the contribution articulation makes to meeting skills needs;
- creating more coherent university and college collaboration; and
- seeking both volume increase and improvements in the quality of links and outcomes for the students.

Now four years on from the first report, while too soon to determine our overall success, we can begin to see the emergence of early trends to help focus our effort:

- colleges continue to perform well in encouraging participation from people from the most deprived areas, particularly at HE level;
- there has been an increase in the percentage of mature students from the most deprived areas studying at university;
- retention and completion rates in colleges remain high. Scotland's non-continuation rate at university is no longer the highest in the UK, in part because of better retention of mature students;
- the average attainment levels of those pupils affected by multi-deprivation, as defined by free school meals, being looked after and with additional support needs, has increased, although the gap 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 has increased, non-white Scottish domiciled students are well represented and the gap in participation between men and women in colleges has narrowed.

This report also highlights potential areas for continued and further engagement with all stakeholders such as:

- the proportion of school leavers going into HE from schools in the lowest quintile has declined despite school leaver progression rates to HE being high overall and the gap between this and the total number continues to widen;

- the gap between male and female participation within universities remains high;
- for the More Choices, More Chances (formerly NEET: not in education, employment or training) group, while the numbers of young men in this group has declined there has been an almost equivalent increase in the numbers of young women; and
- non-continuation rates for students at universities from the most deprived areas have declined over the period of *Learning for All*, however, such students remain the most likely to drop-out.

With the establishment of the new Access and Inclusion Committee, SFC remains committed to the challenge of realising *Learning for All*. Together with schools, colleges and universities, wider access forums, the Scottish Government and community organisations, we need to continue to challenge ourselves and our practice.

As we enter a period of economic downturn we also need to consider the impact this will have on widening participation. It presents both opportunities and challenges, and is likely to make our measures of success more complicated.

In taking forward our policies at this time, we need to ask: What more can SFC do to address the issues affecting further and higher education in Scotland? And what more can you do to help make *Learning for All* a reality?

Measures of success

How will we know if we have been successful?

1 Measures listed in *Learning for All*

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

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

We would measure this by looking at:

- school attainment for pupils from different socio-economic backgrounds and by gender (see Figures 19, 20 and 21);
- the participation rates in HE and FE from the schools which currently have the lowest participation (see Figures 26, 27 and 28);
- the proportions of students in HE and FE from each quintile of the population by deprivation (see Figures 10, 11 and 13);
- the proportions of mature students from the most deprived areas in FE and HE (see Figure 14);
- the differences in participation in FE and HE by geographical areas (see Figures 5, 6, A and B); and
- differences in participation in FE and HE by gender, ethnicity and disability (see Figures 7, 8, 9, 15, 16, 17 and 18).

There would be more even demand for learning across all groups in society

We would measure this by looking at:

- the proportion of young people in the More Choices, More Chances group (see Figure 24);
- the patterns of applications for places in universities by socio-economic background, deprivation zone, gender and disability (see Figures 12a and b); and
- the patterns of school-leavers (as monitored in the Scottish School Leavers Survey) who aspire to go to university by socio-economic background and gender (see Figures 22 and 23).

All learners would achieve and have a good learning experience that enhances their life chances

We would measure this by looking at:

- retention and achievement rates in FE and HE for students from different backgrounds (see Figures 29, 30, 31, 32 and 33);
- the proportion of students entering universities via FE colleges, particularly with advanced standing (see Figures 34 and 35); and
- through our longitudinal survey of students, the proportion of students from different backgrounds that recognised the value of their learning experience. This separate publication can be accessed at www.sfc.ac.uk/information/information_learning/longitudinal_survey_students.htm

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 34 and 35);
- increasing the proportion of mature students from deprived backgrounds (see Figure 14); and
- national improvement in retention levels at universities (see Figures 30, 31, 32 and 33).

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

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

- Figure 1: API in HE in Scotland in per cent, 1980-81 to 2006-07
- Figure 2: API for Scotland by level of study, 1995-96 to 2006-07
- Figure 3: Participation rate of Scottish domiciled students aged 16 or over in Scottish colleges, 2001-02 to 2006-07
- Figure 4: Participation rates by level of study in Scotland's colleges per thousand of population, 2001-02 to 2006-07
- Figure 5: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by supply and demand area, 2002-03 and 2006-07
- Figure 6: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by Wider Access Regional Forum area, 2002-03 and 2006-07
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