

## Learning for All: sixth update report on measures of success 2012

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## Introduction

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

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.

### Main points at a glance

- the participation rate in higher education (HE) in Scotland for 2009-10, measured by the Age Participation Index (API), increased in the Scottish college sector and stayed broadly the same for both the Scottish university sectors and universities in the rest of the UK<sup>1</sup>;
- from 2010-11 learner headcount numbers will have been affected by the change of courses eligible for Student Units of Measurement (SUMs) funding;
- women are still more likely than men to participate in further education (FE) and HE. However, in 2010-11 the percentage gap between young men and women again decreased in colleges at FE level, while remaining the same at HE 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;
- the proportion of young and mature students from the most deprived areas entering universities continues to be less than the proportion of young and mature students from less deprived areas;
- the proportion of students who disclosed a disability has increased consistently over the last nine years at both colleges and universities;

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<sup>1</sup> We use the term 'universities' to refer to Scotland's 16 universities and three higher education institutions (HEIs), which together represent the university sector.

- the proportion of Scottish-domiciled students from non-white ethnic groups has remained steady over the last year in Scotland's colleges. In universities, the proportion of non-white ethnic groups has increased annually over the last six years. Data disclosure on ethnicity has improved in universities;
- school attainment has increased for boys in publicly-funded schools for the last three years, however, the attainment gap between boys and girls remains high with girls continuing to perform better at all levels;
- in 2010-11 the percentage of school leavers in positive destinations (HE, FE and employment) was broadly similar to the same figures as 2009-10. The percentage of leavers who are unemployed has decreased slightly;
- the overall percentage of young people in the More Choices, More Chances group (MCMC) (ie not in education, employment or training) did not change in the last year. The percentage of young men in the MCMC group decreased slightly;
- across Scotland school leaver progression rates into HE and FE for 2010-11 continue to be high with broadly the same percentages as in previous years;
- there is still no significant change to the size of the gap between pupils from schools in the lowest quintile and the remainder of publicly-funded schools for progression into HE. However, in the schools targeted in SFC's Schools for Higher Education Programme (SHEP), there are increases in progression to HE;
- in 2010-11 the total number of Scottish-domiciled students entering a full-time first degree course into the second or third year with advanced standing decreased across Scotland and in all regional areas with the exception of Fife and Tayside;
- students from deprived areas, with lower prior attainment or mature entrants remain the most likely groups not to continue their studies in university; and
- over a five-year period, the gap between non-continuation in universities in the least and most deprived quintiles has decreased from 10.6 per cent in 2004-05 to 7.2 per cent in 2008-09.

## **Change in FES Data 2010-11**

From 2010-11, short courses under 0.25 SUMS (10 hours) in length were no longer eligible for SUMS funding, with the exception of courses which are part of a school/college link or contribute to wider access or meet specific training needs of unemployed people. Therefore there has been a fall in the number of students for which colleges had to return data on the FES 2010-11. The number of students studying in college at advanced level has risen slightly in 2010-11 whilst the numbers studying at non-advanced levels has fallen sharply. Further details can be found on the SFC website at:

[http://www.sfc.ac.uk/web/FILES/Guidance/SFC2810\\_SUMs\\_Guidance.pdf](http://www.sfc.ac.uk/web/FILES/Guidance/SFC2810_SUMs_Guidance.pdf)

## 1 Participation in higher education

In *Learning for All* we said that if our actions are successful, and Scotland as a whole is taking effective action, then the patterns of participation would be more even across different groups in society. In July 2011, SFC published the *Age Participation Index for Scotland 2009-10*, which can be accessed here:

[www.sfc.ac.uk/web/FILES/ReportsandPublications/Age\\_Participation\\_Index\\_for\\_Scotland\\_2009-10.pdf](http://www.sfc.ac.uk/web/FILES/ReportsandPublications/Age_Participation_Index_for_Scotland_2009-10.pdf)

This chapter will present an overview of the data in the above publication and information on both college and university participation to enable comparisons on how equal the pattern of participation currently is.

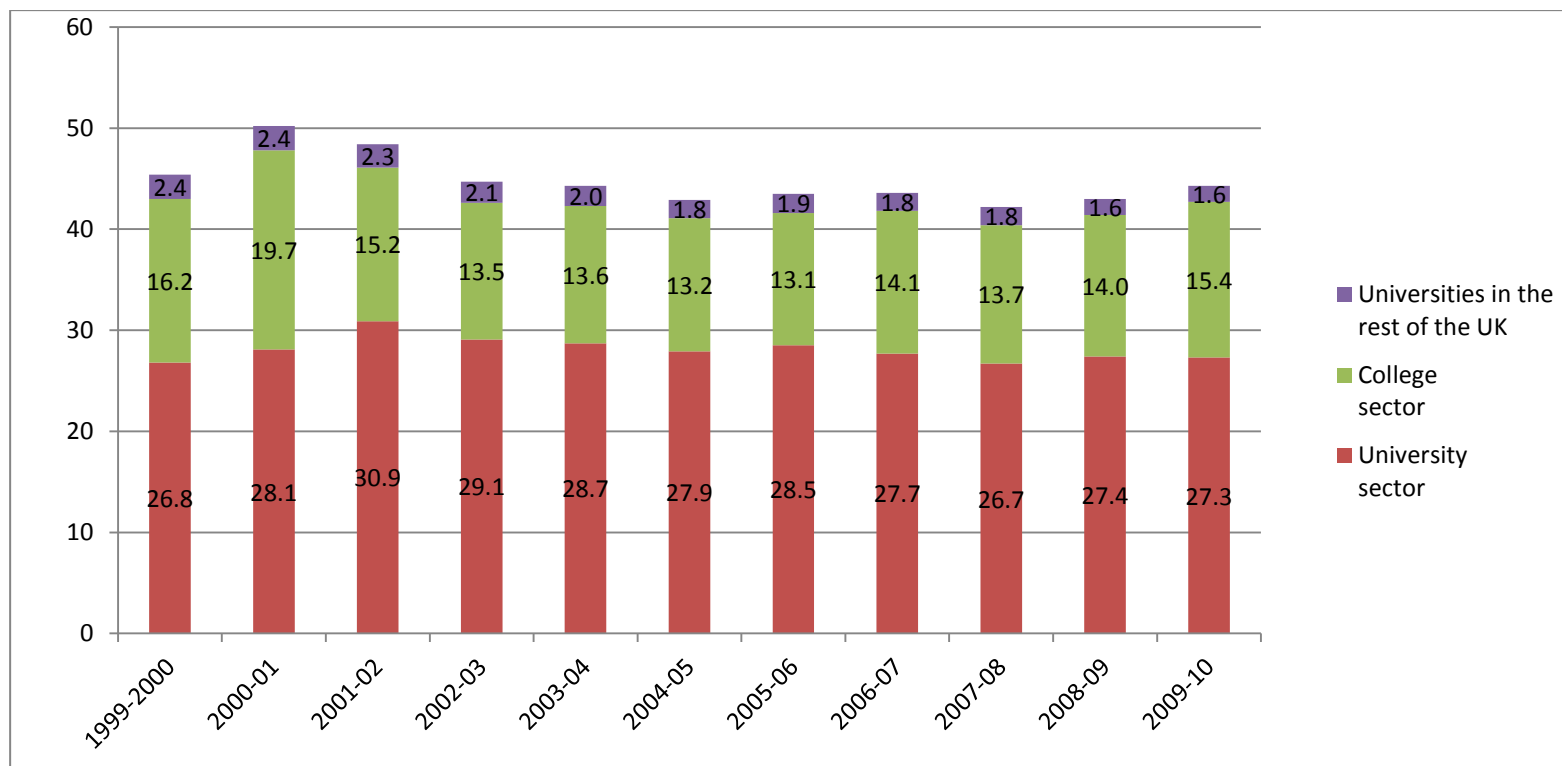
*The participation rate in higher education (HE) in Scotland for 2009-10, measured by the Age Participation Index (API), increased in the Scottish college sector and stayed broadly the same for both the Scottish university sectors and universities in the rest of the UK*

SFC's main indicator of participation in HE is the API<sup>2</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.

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<sup>2</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 21<sup>st</sup> birthday if current trends continue.

**Figure 1: API in HE in Scotland by per cent, 1999-2000 to 2009-10**



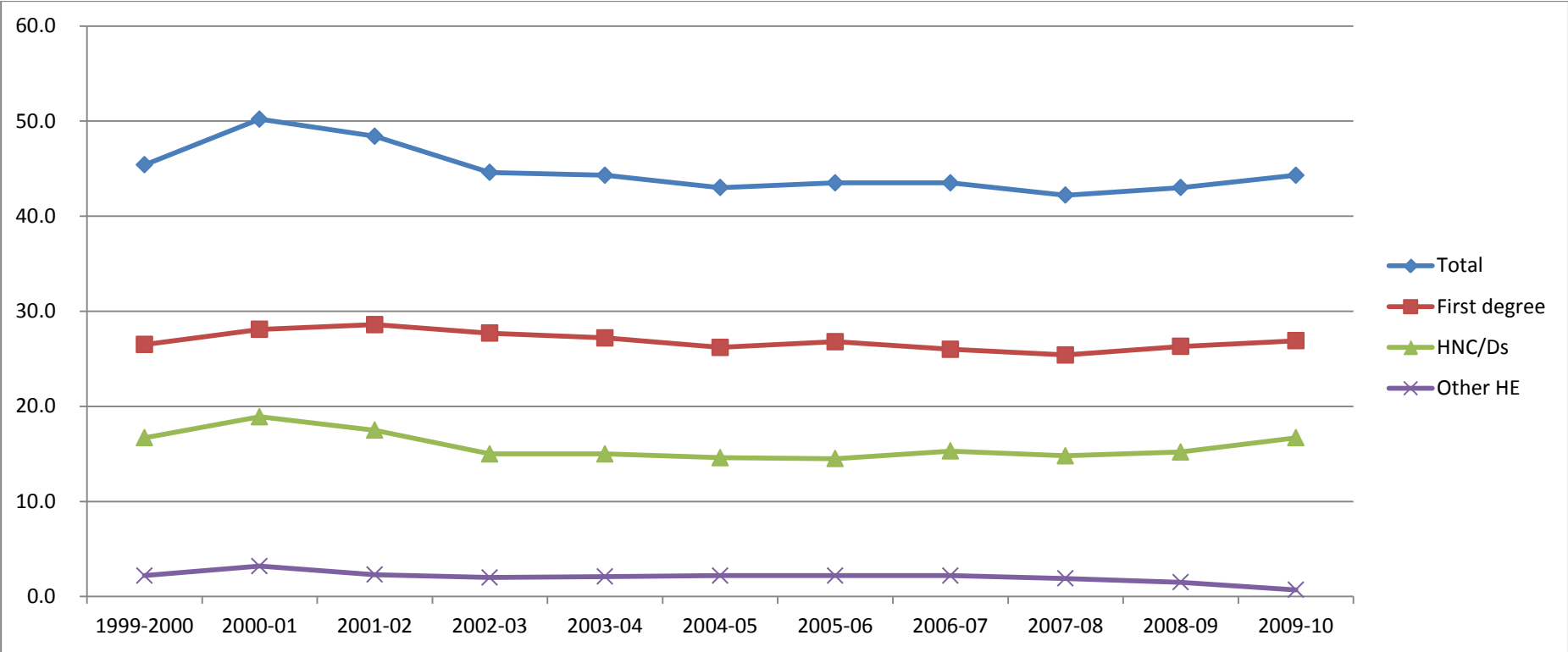
Source: SFC

Figure 1 shows overall, higher education participation at an institutional level (Scottish colleges, Scottish universities and universities in the rest of the UK) was broadly the same in 2009-10 as the previous year, with a slight increase in HE-level study at Scottish colleges.

When considering the API by level of study (Higher National Certificates/Diplomas, First Degree and other HE) as seen in Figure 2, there has been a continued rise in participation in Higher National Qualification (HNQs) and first degrees since 2007-08. Students studying qualifications other than HE have continued to decrease over the same timeframe.



**Figure 2: API for Scotland by level of study by per cent, 1999-2000 to 2009-10**



**Source:** SFC

**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.

## 2 Participation in colleges

*From 2010-11, learner headcount numbers will have been affected by the change of courses eligible for SUMs funding.*

Figure 3 shows in 2009-10 the participation rate in the college sector was 65.9 per thousand of population, a decrease of 5.5 per thousand of population. The participation rate (based on per thousand of population) of Scottish-domiciled students aged 16 and over has decreased on an annual basis since 2006-07, with the total learner headcount in this group falling by 29,052 (from 312,500 to 283,448).

**Figure 3: Participation rate of Scottish-domiciled students aged 16 or over in Scottish colleges, 2002-03 to 2009-10**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Estimated resident population aged 16+	4,099,000	4,114,700	4,142,800	4,166,200	4,197,000	4,247,151	4,273,501	4,299,815
Total learner headcount in Scotland's colleges aged 16+	343,356	329,179	314,605	307,892	312,500	313,165	305,101	283,448
Participation rate in Scotland's colleges (per thousand population)	83.8	80.0	75.9	73.9	74.5	73.7	71.4	65.9

**Source:** SFC, General Register Office for Scotland (GROS)

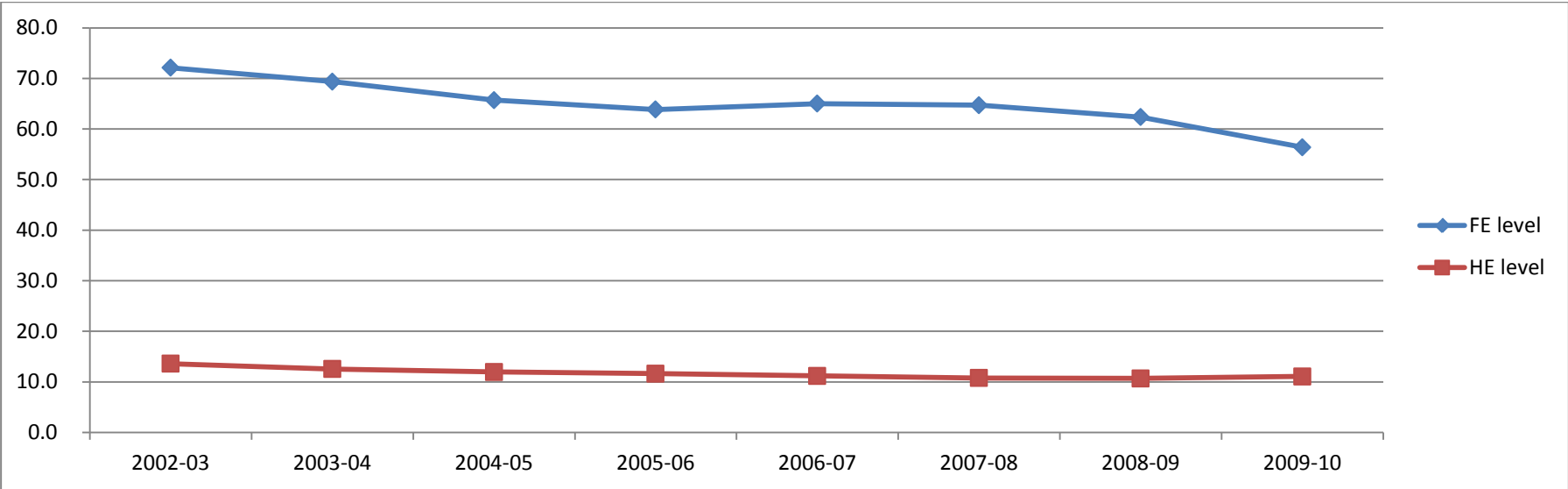
**Note:** The students included are Scottish domiciles aged 16 or over on 1 March within the academic year. The population figures used estimate the resident population aged 16 and over on 1 October by adjusting GROS mid-year figures for students being recorded at their term-time address and then ageing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

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 the slight increase in 2006-07, the participation rate in colleges has continued to decrease since 2002-03. The decrease in the total number of learners in Scottish colleges overall is likely to have contributed to this as has the increase in the resident population, making the learner group a smaller proportion

of the population. Over the same period the level of college provision (measured by SUMS) has remained fairly static, this suggests there is a shift in people studying more SUMS-intensive courses. Equally the fact that HE level study in colleges and participation by students aged 21 and over in HNQs has continued to increase could suggest that the drop in students aged between 16 and 21 may be due to more learners staying on at school for longer in recent years.

Figure 4 shows participation rates fell by 6 per thousand of population at FE level (ie non-advanced) between 2008-09 and 2009-10. This is the largest decrease since 2002-03. However, the participation rates increased slightly at HE level (10.7 per thousand of population in 2008-09, and 11.1 per thousand population in 2009-10), which echoes the findings at Figures 1 and 2.

**Figure 4: Participation rates per thousand of population by level of study in Scotland’s colleges, 2002-03 to 2009-10**



Source: SFC

### 3 Regional comparisons and trends in participation

For the regional comparisons in this section, we have used the 32 local authority areas for differences and comparisons across the country.

There are noticeable regional variations in the pattern of participation in colleges and universities. Figure 5 shows the participation by local authority area from 2007-08 to 2009-10 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 5 shows:

- in 2009-10, the overall participation in Scotland in colleges and universities was 123.4 per thousand of adult population. This has decreased each year over the course of *Learning for All* update publications;
- in 2009-10, overall participation in 18 of the 32 local authorities was below the Scottish average: the largest differences being in Midlothian (-23.7), the Scottish Borders (-20.8), East Lothian (-20.7), and Falkirk (-15.2) per thousand of population. Of the remaining 14 local authorities, those highest above the Scottish average were the Shetland Islands (135.7), Orkney Islands (+73.3), Angus (+25.6), and East Dunbartonshire (25.1);
- between 2008-09 and 2009-10, overall participation increased in only six local authority areas: Orkney Islands (192.2 to 196.7), Clackmannanshire (112.8 to 114.3), Dumfries and Galloway (114.2 to 115.1), City of Edinburgh (109.3 to 110.1), East Lothian (102.1 to 102.7) and Argyll and Bute (128.7 to 129.2) per thousand of population. It fell in all other areas, with the largest drops in the Shetland Islands (-42.1), Eilean Siar (-18.7), and the Scottish Borders (-13.8) per thousand of population;
- in the college sector FE level participation dropped overall by 5.8 per thousand of population. The only area to show an increase was the Orkney Islands (+6.2). The largest decreases in participation were in the Shetland Islands (-37.3), Angus (-14.1) and the Scottish Borders (-14.0). College sector HE level participation increased in the majority of areas with the largest increases being in Inverclyde (+1.8) and North Lanarkshire (+1.1). Of the eight areas where participation at college HE level decreased, the largest reductions were in the Shetland Islands (-1.4) and Eilean Siar (-0.6); and

- the overall level of participation at universities increased slightly again for the second consecutive time in six years from 43.1 to 43.2 per thousand of adult population. Of the 17 local authorities that showed an increase, the largest were in Midlothian (+2.8), Clackmannanshire (+2.8), and City of Edinburgh (+1.4).

**Figure 5: Participation per thousand of adult population (16 and over) in Scottish colleges and universities by local authority area, 2007-08 to 2009-10**

Local Authority	Year	Colleges FE level	Colleges HE level	Universities	School pupils not studying at college	Total
Aberdeen City	2007	58.5	11.0	53.8	10.0	133.2
	2008	52.8	10.6	55.3	9.7	128.3
	2009	48.6	11.2	54.1	9.6	123.6
Aberdeenshire	2007	58.4	10.6	49.0	15.5	133.5
	2008	55.7	10.3	49.3	14.4	129.8
	2009	50.8	10.3	48.2	15.7	125.0
Angus	2007	85.9	13.0	39.4	13.3	151.6
	2008	92.5	13.7	39.5	12.4	158.1
	2009	78.4	14.5	40.4	15.7	149.0
Argyll and Bute	2007	61.1	7.4	40.8	16.7	126.0
	2008	64.2	6.9	41.4	16.2	128.7
	2009	63.6	7.2	42.3	16.0	129.2
Clackmannanshire	2007	58.6	9.8	36.6	16.6	121.5
	2008	50.9	10.3	35.3	16.2	112.8
	2009	48.7	10.5	38.1	17.0	114.3
Dumfries and Galloway	2007	65.0	6.4	35.6	14.0	120.9
	2008	59.5	7.0	35.5	12.2	114.2
	2009	57.0	7.3	36.6	14.1	115.1

Dundee City	2007	75.3	13.8	44.8	11.8	145.7
	2008	74.9	13.6	44.2	12.5	145.2
	2009	65.0	14.3	45.1	13.0	137.3
East Ayrshire	2007	61.2	12.8	34.6	14.5	123.1
	2008	54.3	13.2	34.8	12.6	114.8
	2009	45.4	14.0	33.8	15.7	109.0
East Dunbartonshire	2007	63.5	12.8	62.6	18.6	157.5
	2008	58.3	12.4	62.4	20.2	153.3
	2009	53.3	12.5	62.9	19.8	148.5
East Lothian	2007	42.0	8.4	37.5	17.7	105.7
	2008	40.1	7.5	38.3	16.1	102.1
	2009	37.6	8.4	39.2	17.5	102.7
East Renfrewshire	2007	57.7	11.0	67.1	16.8	152.6
	2008	53.3	11.4	67.0	17.5	149.3
	2009	45.4	11.3	66.4	20.4	143.4
Edinburgh, City of	2007	44.7	7.5	49.5	8.6	110.4
	2008	44.1	7.2	49.6	8.5	109.3
	2009	42.2	7.8	51.0	9.2	110.1
Eilean Siar	2007	79.3	4.0	60.8	18.2	162.3
	2008	72.7	4.5	58.3	18.1	153.6
	2009	59.4	3.9	52.8	18.8	134.9
Falkirk	2007	55.5	12.2	30.3	16.0	114.0
	2008	52.9	11.7	31.0	16.4	112.0
	2009	49.3	11.3	31.3	16.3	108.2
Fife	2007	67.8	15.9	34.6	11.9	130.1
	2008	61.2	15.3	34.4	12.2	123.2
	2009	57.2	15.6	34.5	13.0	120.3

Glasgow City	2007	83.2	14.2	42.2	10.7	150.2
	2008	81.0	14.9	43.9	10.0	149.9
	2009	73.6	15.1	43.9	10.2	142.9
Highland	2007	54.8	2.2	49.1	18.3	124.4
	2008	55.6	2.1	49.8	18.2	125.6
	2009	49.2	1.8	50.0	18.4	119.4
Inverclyde	2007	74.9	16.4	40.2	12.5	144.0
	2008	72.4	14.6	41.2	13.5	141.6
	2009	61.7	16.4	41.4	15.8	135.3
Midlothian	2007	45.8	9.0	32.2	18.0	105.0
	2008	43.5	8.4	31.8	17.1	100.8
	2009	43.4	8.6	34.6	13.1	99.7
Moray	2007	43.8	2.8	51.4	16.8	114.8
	2008	44.1	2.7	51.6	14.3	112.7
	2009	41.9	2.8	50.5	16.8	112.0
North Ayrshire	2007	69.5	15.6	33.0	14.4	132.4
	2008	63.7	15.1	33.6	14.3	126.7
	2009	53.1	15.1	34.1	16.3	118.7
North Lanarkshire	2007	65.3	12.0	35.8	14.3	127.5
	2008	61.2	12.5	35.6	14.2	123.6
	2009	56.4	13.6	34.4	15.3	119.8
Orkney Islands	2007	119.1	2.9	58.2	21.5	201.7
	2008	111.3	3.5	58.6	18.9	192.2
	2009	117.5	3.4	58.2	17.6	196.7
Perth and Kinross	2007	57.2	4.3	45.7	13.5	120.7
	2008	56.5	4.2	45.5	14.1	120.3
	2009	45.7	4.4	45.0	13.5	108.5

Renfrewshire	2007	67.6	14.0	46.1	15.7	143.4
	2008	67.7	14.0	46.1	15.2	143.0
	2009	60.9	15.0	45.0	15.8	136.7
Scottish Borders	2007	61.9	6.5	37.7	15.8	121.8
	2008	58.8	6.4	36.7	14.4	116.4
	2009	44.8	6.3	37.5	14.0	102.6
Shetland Islands	2007	200.3	3.0	63.5	20.3	287.1
	2008	213.5	4.5	63.2	20.1	301.2
	2009	176.2	3.1	59.0	20.8	259.1
South Ayrshire	2007	48.9	12.5	40.7	15.2	117.4
	2008	46.4	11.7	41.4	14.4	113.9
	2009	40.6	12.2	41.3	16.8	111.0
South Lanarkshire	2007	51.7	10.2	42.5	16.0	120.3
	2008	52.5	10.8	43.5	15.3	122.0
	2009	48.9	11.8	43.3	17.1	121.1
Stirling	2007	53.2	9.0	48.8	17.7	128.7
	2008	50.0	8.0	47.1	18.0	123.1
	2009	45.4	8.0	48.2	18.2	119.7
West Dunbartonshire	2007	82.4	14.7	34.6	7.1	138.8
	2008	78.6	14.7	34.8	8.3	136.3
	2009	70.5	14.3	34.4	8.1	127.2
West Lothian	2007	54.4	10.6	34.0	16.8	115.8
	2008	55.7	9.4	34.1	15.9	115.2
	2009	49.1	9.5	35.2	17.3	111.1
<b>Scotland</b>	2007	63.0	10.8	42.8	13.8	130.3
	2008	60.7	10.7	43.1	13.5	128.0
	2009	54.9	11.1	43.2	14.3	123.4

Source: SFC



Figure A illustrates the geographical variation in participation at FE level in 2009-10. 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>3</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, as reported previously, areas with higher participation in FE include much of Eilean Siar (Western Isles Council), Orkney, Shetland as well as parts of Glasgow and Angus. Lower participation is found mainly within Edinburgh, Central Scotland and the Highlands.

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

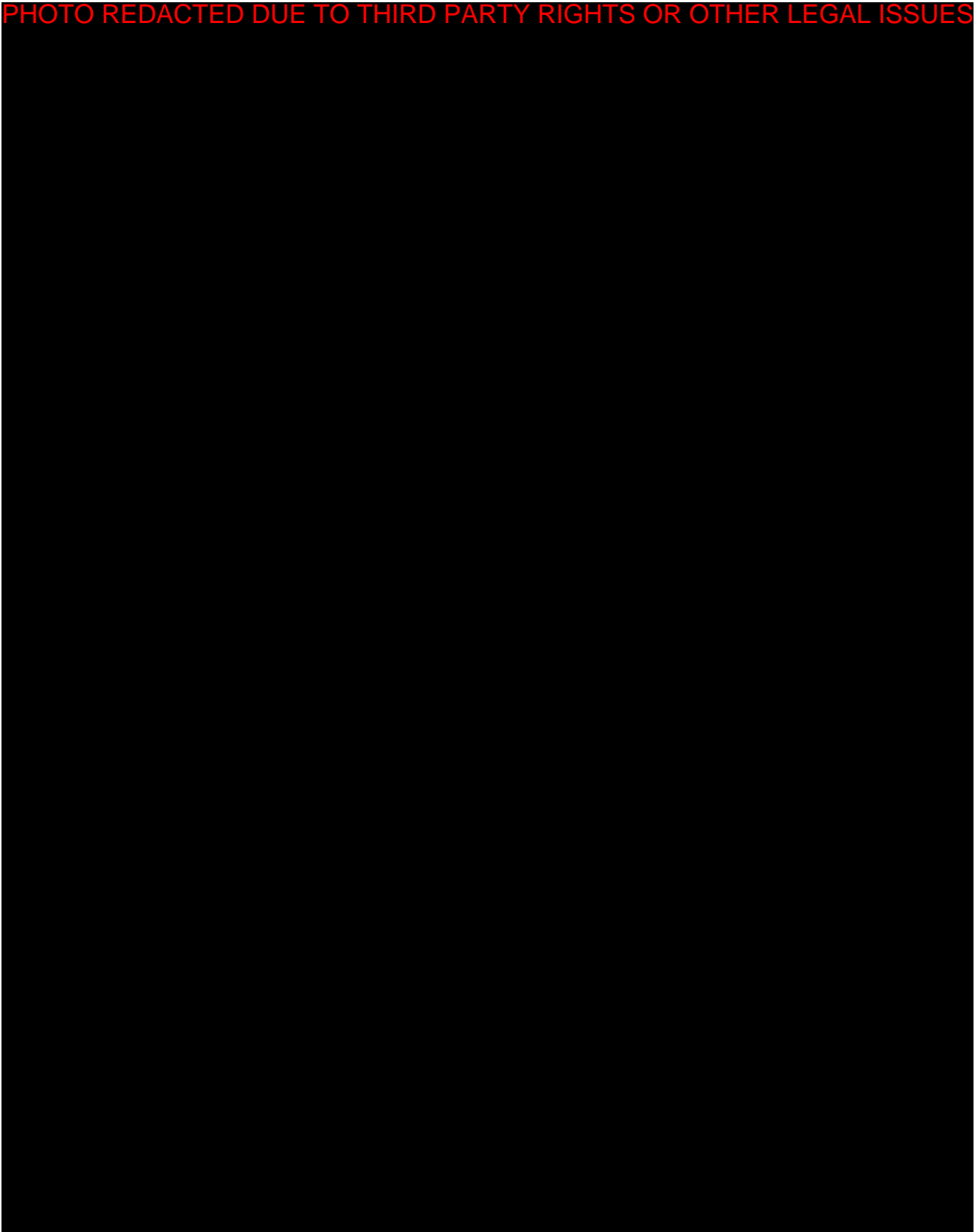
Figure C shows a similar pattern to Figure B, the highest levels of participation tends to be clustered around the major cities. Orkney, Shetland and the Western Isles also show relatively high levels of participation.

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 have not changed significantly on an annual basis.

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<sup>3</sup> 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.

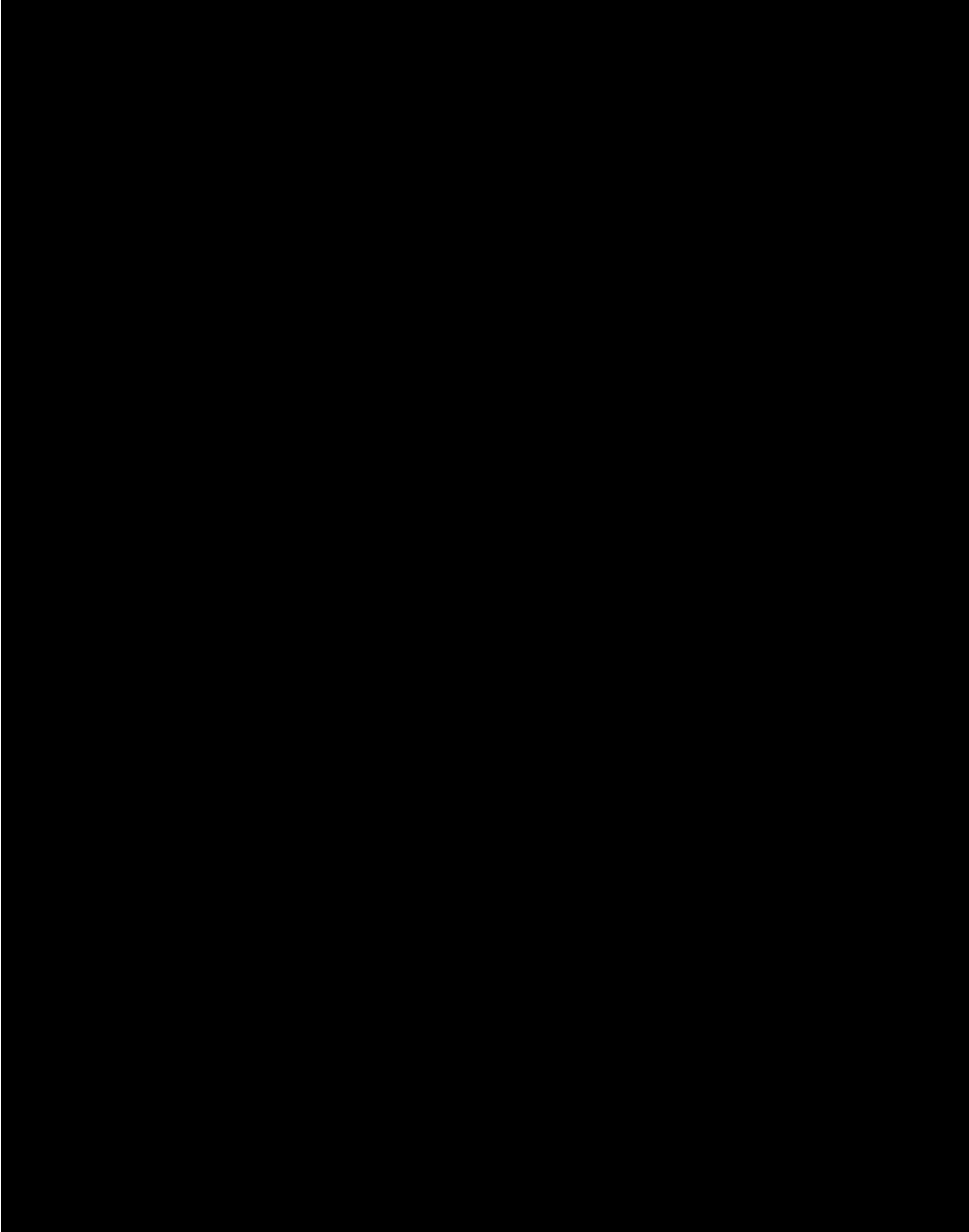
Figure A: Geographical variation in headcount participation in FE, 2009-10



Source: SFC

**Figure B: Geographical variation in headcount participation in HE, 2009-10**

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**Source:** SFC

Figure C: Geographical variation for combined school, college, and university, 2009-10

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Source: SFC

## 4 Participation among different student groups

### Gender

*Women are still more likely than men to participate in FE and HE. However, in 2010-11 the percentage gap between young men and women again decreased in colleges at FE level, while remaining the same at HE level in colleges and in universities.*

Figure 6 shows the gender ratios in colleges and universities in 2010-11. As in previous years, more women than men participate in post-compulsory education at either FE or HE level in both colleges and universities. This is illustrated in the university sector where women account for 57 per cent of the student body, a proportion that has been unchanged since 2008-09. However, since 2006-07, the gap at HE level in colleges reduced significantly from eight percentage points to two percentage points in 2009-10, and this did not change in 2010-11. The percentage of men studying FE level in colleges has increased by one percentage point since 2009-10, even though overall headcount for students decreased. Male participation at this level last showed an increase (by one percentage point) in 2008-09.

**Figure 6: Students by headcount and per cent in colleges and universities by level of education and gender in Scotland, 2010-11**

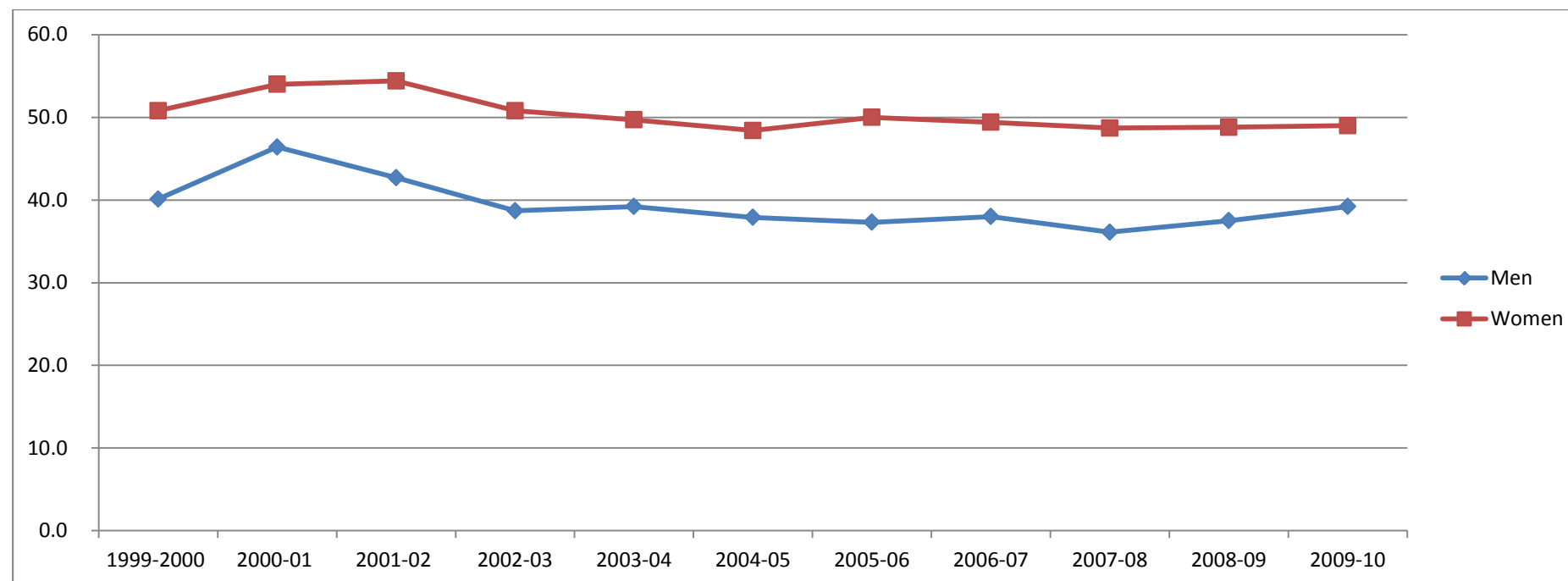
	Colleges				Universities	
	HE level		FE level		HE level	
<b>Men</b>	23,667	49%	121,408	46%	109,808	43%
<b>Women</b>	24,357	51%	143,051	54%	143,715	57%
<b>Total</b>	48,025	100%	264,459	100%	253,524	100%

**Source:** SFC

**Note:** International students have been included in the above figures. Non-UK students form approximately one per cent of the college student population and approximately 19 per cent of the university student population.

Between 2009-10 and 2010-11 the number of men at HE level in colleges rose by 814 (from 22,853) and the number of women rose by 600 (from 23,757). At FE level in colleges, the numbers both dropped – by 17,219 for men (from 138,627) and by 26,797 (from 169,848) for women. This is likely to be as a result in the change of courses eligible for SUMS funding. In universities, there were increases for both men and women. The number of men increased by 1,820 (from 107,988) and women by 374 (from 143,341). However these changes did not affect the percentage gaps at FE level or in universities.

**Figure 7: API for Scotland by gender by per cent, 1999-2000 to 2009-10**



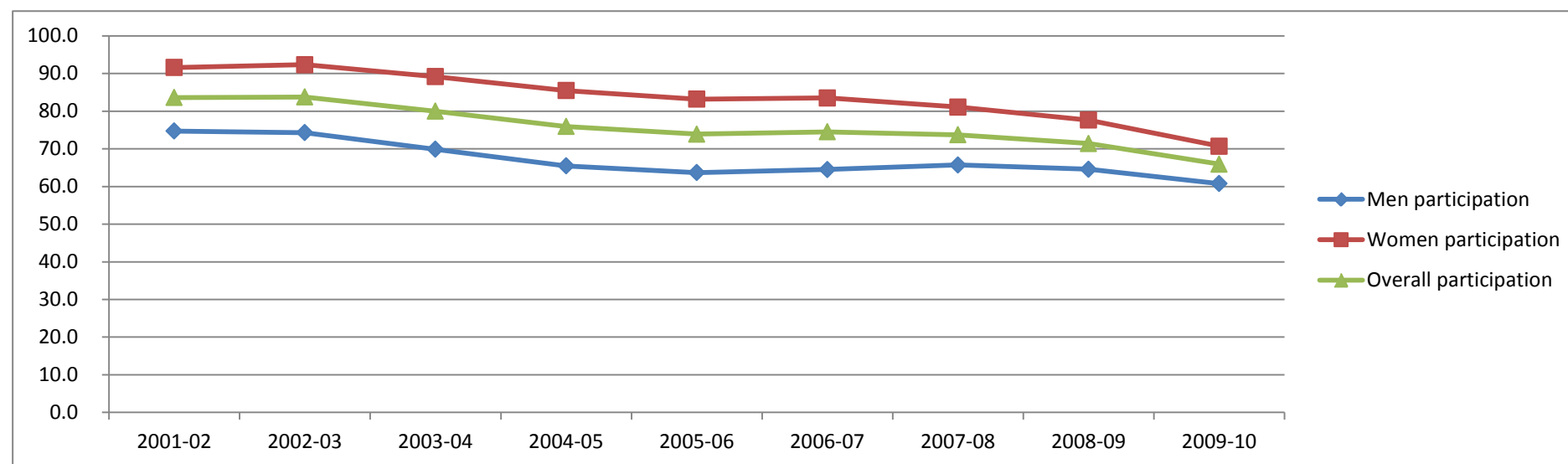
Source: SFC

Participation has increased for both men and women over the last two years. Figure 7 shows that, since 1999-2000, the API for women in full-time HE provision in both Scottish colleges and universities, has always been higher than that for men. In the most recent year of data, 2009-10, the API for women increased slightly from 48.8 per cent to 49.0 per cent while the figure for men has risen from 37.5

per cent to 39.2 per cent. This has resulted in the gap in participation in 2009-10 reducing to 9.8 percentage points. This is the lowest gap since 2000-01, when it was only 7.6 percentage points.

However, Figure 8 shows the participation rate (per thousand of population) in the college sector continues to be higher for women than for men; although participation by women has declined each year. In 2009-10 the decline for women was from 77.6 to 70.7 per thousand of population, a decrease of around nine per cent. There was also a decline in participation by men from 64.6 to 60.7 per thousand of population, representing a decrease of six per cent.

**Figure 8: Participation rates in the Scottish college sector by gender by per thousand of population, 2001-02 to 2009-10**



Source: SFC

Annex A shows the institutions with the highest proportion of female students in 2010-11 were Queen Margaret University Edinburgh (75 per cent), the University of Stirling (63 per cent), and the University of the West of Scotland (61 per cent). Within the college sector, the corresponding institutions were Coatbridge (72 per cent), Aberdeen College (63 per cent), and Langside College (62 per cent).

Universities with the highest proportion of male students in 2010-11 were Heriot-Watt University (64 per cent), Scottish Agricultural College (55 per cent) and University of Abertay Dundee (53 per cent). For the college sector, the corresponding institutions were Barony College (74 per cent), Newbattle Abbey College (63 per cent), and Stow College (62 per cent).

### **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 classify 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 quintile being the least deprived, it contains 20 per cent of the Scottish population in the least deprived data zones and the fifth quintile being the most deprived, it contains 20 per cent of the Scottish population in the most deprived data zones. 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)

Figure 9 shows the proportion of students by deprivation quintile (students are allocated to a quintile using recorded postcodes). For 2010-11, none of the three categories – college HE level; college FE level, or universities – shows a substantial shift from percentages in previous years.



**Figure 9: Scottish-domiciled students by headcount and by per cent in colleges and universities by level of study and deprivation quintile, 2010-11**

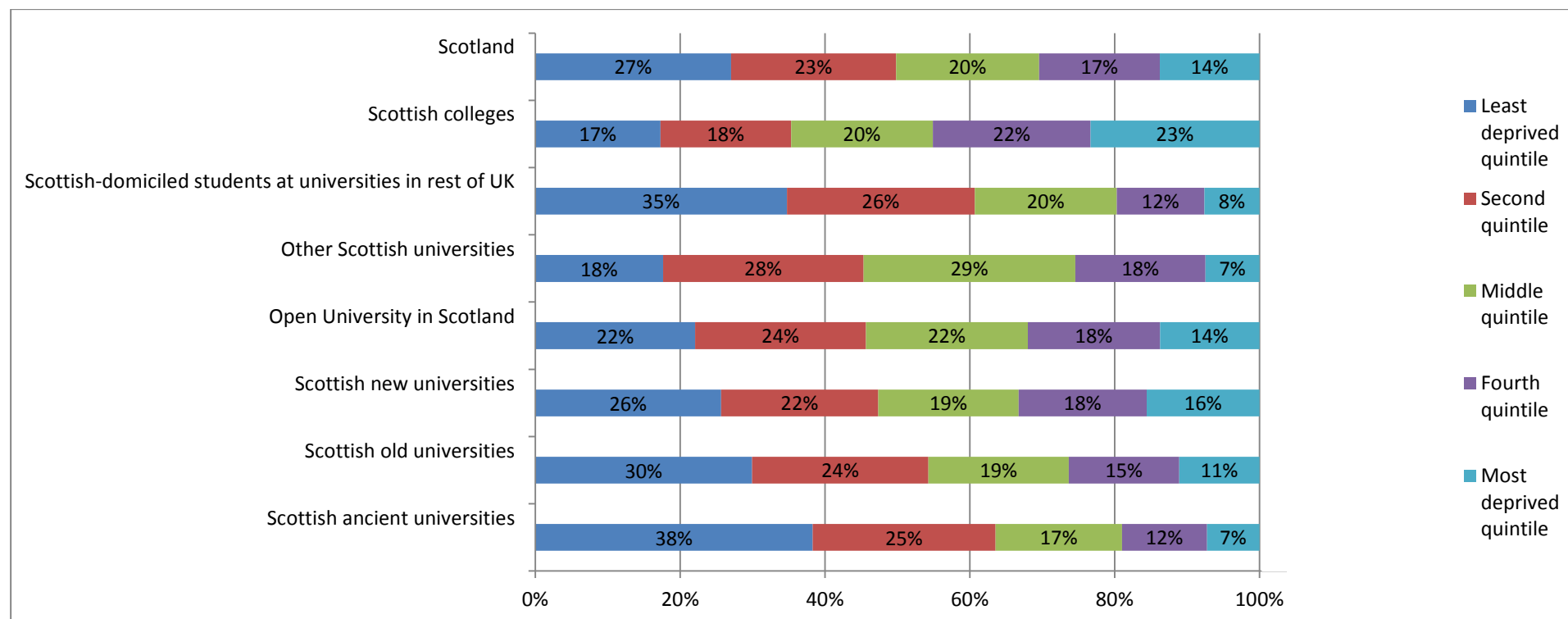
Deprivation quintile	Colleges				Universities	
	HE level		FE level		HE level	
Least deprived quintile	7,888	17%	33,821	14%	54,508	29%
Second quintile	8,251	18%	43,049	18%	44,410	24%
Middle quintile	8,941	20%	49,284	20%	36,668	20%
Fourth quintile	9,962	22%	52,924	22%	28,578	15%
Most deprived quintile	10,658	23%	64,329	26%	21,126	11%
<b>Total</b>	<b>45,700</b>	<b>100%</b>	<b>243,407</b>	<b>100%</b>	<b>185,290</b>	<b>100%</b>
<i>Not known</i>	298		5,170		2,774	

**Source:** SFC

**Note:** Figures may not total 100 per cent due to rounding. The total number of students for universities excludes 2,774 students where this data is 'unknown'. For colleges, the total excludes 5,468 students where this data is 'unknown' or missing (298 HE level and 5,170 FE level).

Different types of HE provider have different proportions of their students from each deprivation quintile as shown in Figure 10, which shows 2010-11 data.

**Figure 10: Scottish-domiciled HE students at UK universities and Scottish colleges by per cent by deprivation quintile, 2010-11**



**Source:** SFC

**Note:** Figures may not total 100 per cent due to rounding.

Figure 10 shows colleges have a higher proportion of students from the most deprived quintile with the ancients having the smallest proportion. These figures show that the breakdown of participation by deprivation quintile in institutions has changed very little over recent update publications (*figures shown are only for one year*).

Annex A shows the proportion of students at universities and colleges by deprivation quintile(s). Excluding the ‘Not Known’ students, the universities with the highest proportion of students from the most deprived areas include the University of the West of Scotland

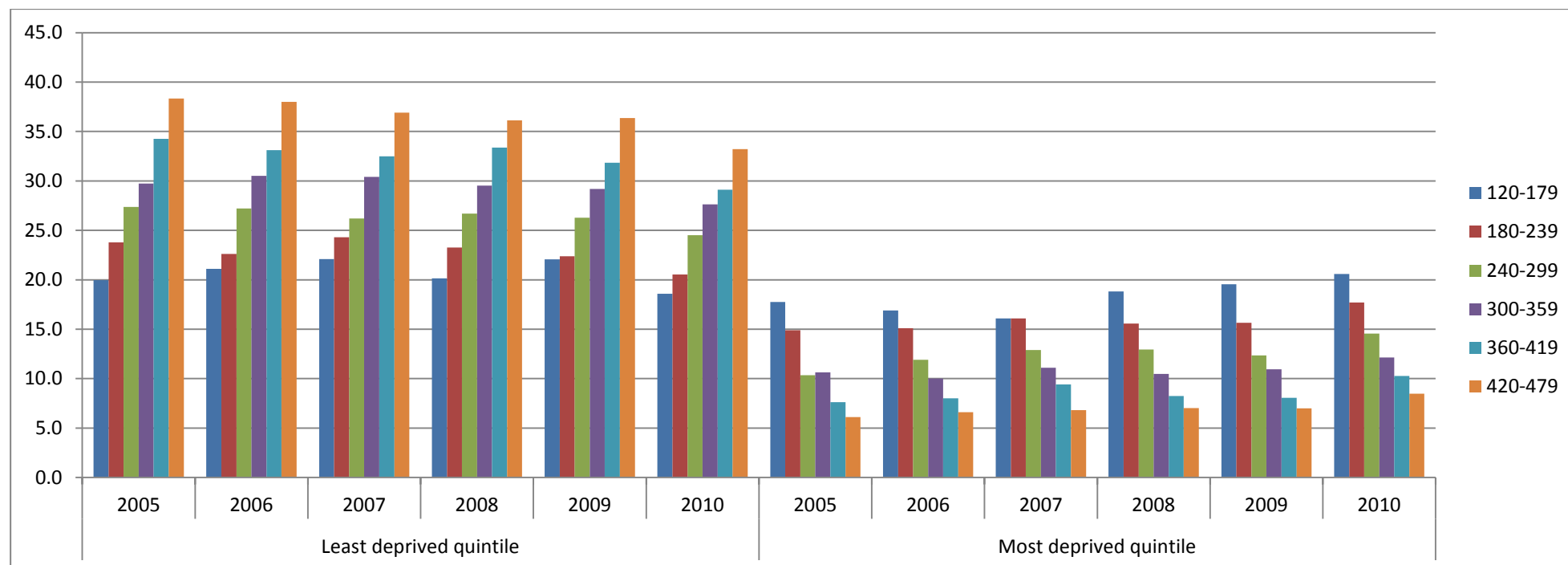
(23.2 per cent), Glasgow Caledonian University (19.5 per cent) and University of Abertay Dundee (16.3 per cent). The University of St Andrews (3.7 per cent), University of Edinburgh (4.6 per cent) and the University of Aberdeen (4.6 per cent) have the lowest proportion of students from the most deprived areas. In the college sector, John Wheatley College (78.4 per cent) had the largest proportion of students from the most deprived areas, followed by Anniesland College (47.6 per cent) and Coatbridge College (46.7 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, in terms of the number of points, to an Advanced Higher at grade D, whilst an Advanced Higher at grade B counts for 100 points and is comparable, in terms of the number of points, 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)

As shown in Figure 11, the percentage of applicants from the least deprived areas in the higher tariff bands is significantly more than the percentage of applicants from the most deprived areas. This has been the case for the last six years, however, the gap is narrowing.

**Figure 11: Scottish-domiciled applicants to universities by deprivation and tariff band (least and most deprived only) by per cent, 2005-10**



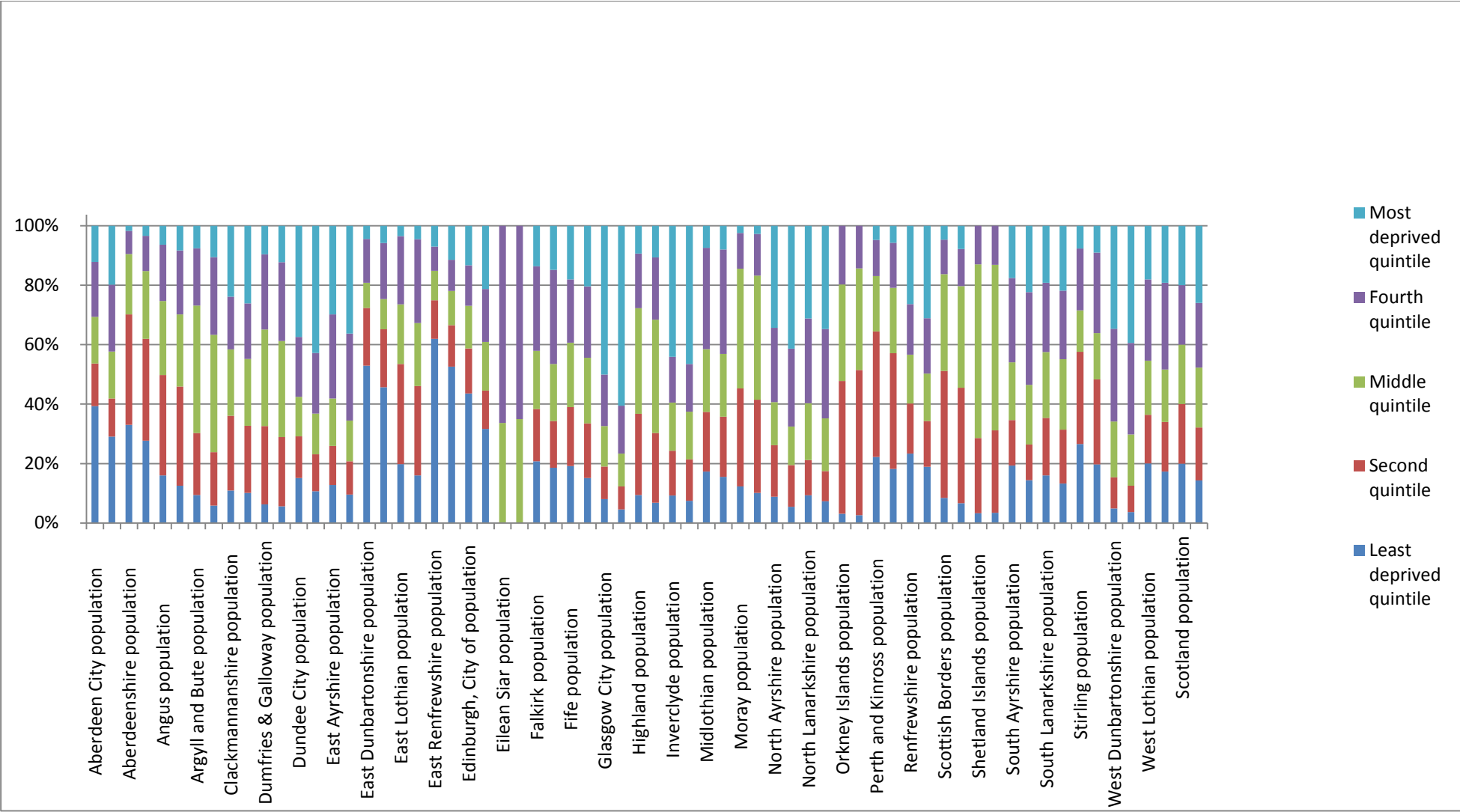
Source: UCAS, SFC

Figure 11 shows:

- for 2010, applicants from the most deprived areas still make up a much smaller proportion in each tariff band than applicants from the least deprived quintile areas, with the exception being those in the lowest band (120-179) where more than 20.6 per cent of students were from the most deprived quintile and 18.6 per cent from the least deprived;

- there is a 14.6 percentage point gap in the percentage of applicants from least deprived areas with the highest entry grades (33.2) and those with the lowest (18.6). For the most deprived areas, the gap is 12.1 per cent from the highest entry grades (8.5 per cent) and the lowest (20.6); and
- between 2005 and 2010 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; however in 2010, the gap decreased to 24.7 per cent, almost five percentage points.

Figure 12: Population and students by per cent by deprivation quintile in local authority areas, 2010-11



Source: SFC

Figure 12 above shows the pattern of participation in the college sector by deprivation quintile by local authority area in 2010-11. This shows that over the period for Scotland and for all local authority areas (excluding Eilean Siar, Orkney Islands and Shetland Islands which have nobody in the most deprived quintiles) the proportion of college students from the most deprived quintile exceeds the proportion of population in that area. This is most obvious in Aberdeen City, City of Edinburgh and Glasgow local authority areas.

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.

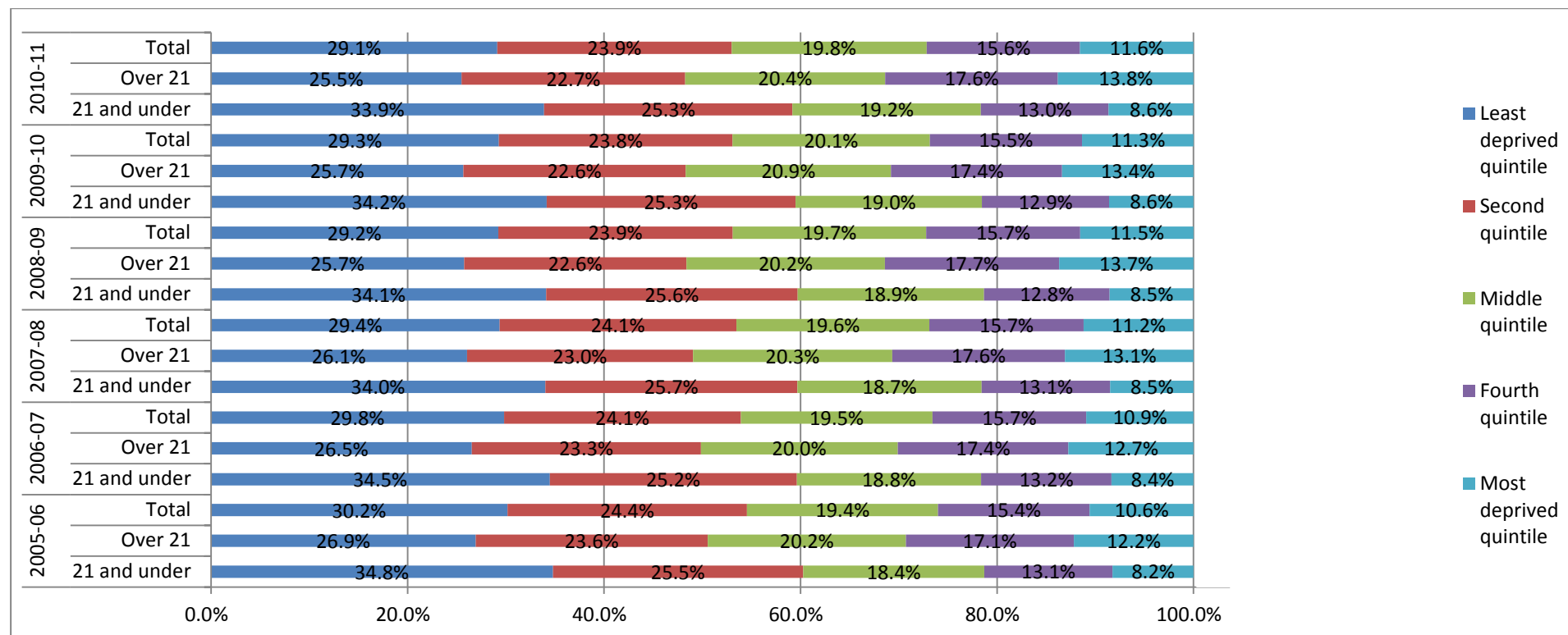
### **Young and mature students from deprived areas**

*The proportion of young and mature students from the most deprived areas entering universities continues to be less than the proportion of young and mature students from less deprived areas.*

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

Figure 13 shows the proportions of students by deprivation quintile in universities by broad age group.

Figure 13: Scottish-domiciled students by headcount at SFC-funded universities by SIMD quintile, 2005-06 to 2010-11



Source: SFC

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

Figure 13 shows that:

- looking at all students, the proportion of students in universities from the least deprived areas has decreased by 1.1 percentage points between 2005-06 and 2010-11, whilst in the most deprived quintile it has increased over the same time



frame by one percentage point. In the case of the most deprived quintile the change occurs primarily in the over 21 age group;

- the percentage of students aged over 21 from the most deprived and fourth quintiles combined was 31.4 per cent in 2010-11. This is a slight increase from the combined totals in 2009-10, and an increase of 2.1 percentage points since 2005-06; and
- between 2005-06 and 2009-10, the percentage of the 21 and under group from the most deprived quintile has increased by only 0.4 per cent.

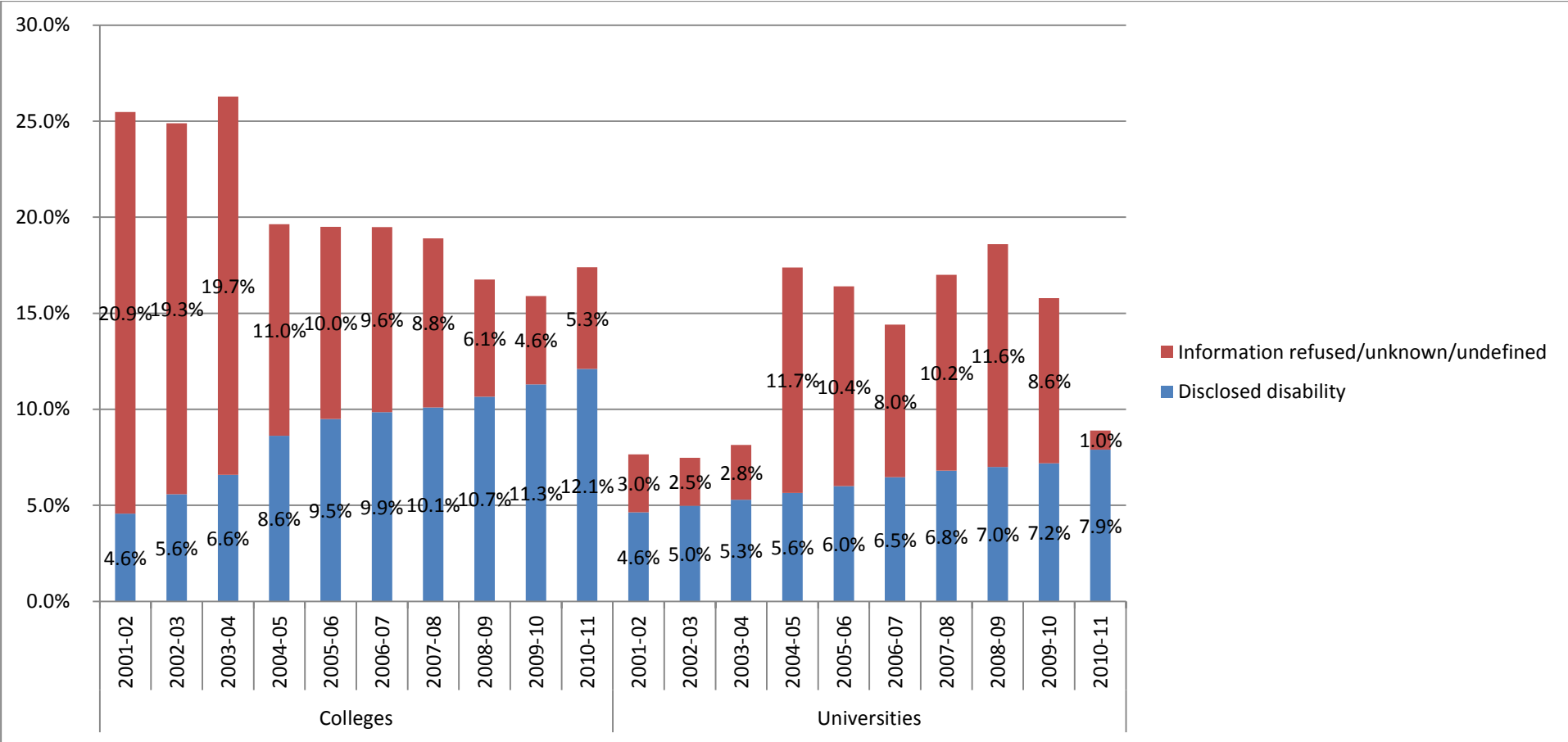
## **Disabled students**

*The proportion of students who disclosed a disability has increased consistently over the last nine years at both colleges and universities.*

The data presented in Figure 14 shows the percentage of students in colleges and universities who disclosed a disability between 2001-02 and 2010-11. We know that in 2010-11 at least 12.1 per cent of the student population in colleges and 7.9 per cent in universities have a disability. The figures for 2009-10 were 11.3 per cent in colleges and 7.2 per cent in universities.

The 2010-11 figures for universities show a decrease, from the previous year, in those recorded as 'Not Known' from 7.6 per cent to one per cent. This reflects a change in the classifications available to institutions. Institutions can no longer use the categories, which are grouped under 'Not Known' in Annex A, for new students. Although not required to do so, some institutions have also recorded the disability information for continuing students so that none of the 'Not Known' categories are used for any of their students. The figure of one per cent will relate to continuing students at the other institutions.

**Figure 14: Proportion of students in colleges and universities who have disclosed a disability and where this information is refused, unknown or missing by per cent, 2001-02 to 2010-11**



Source: SFC

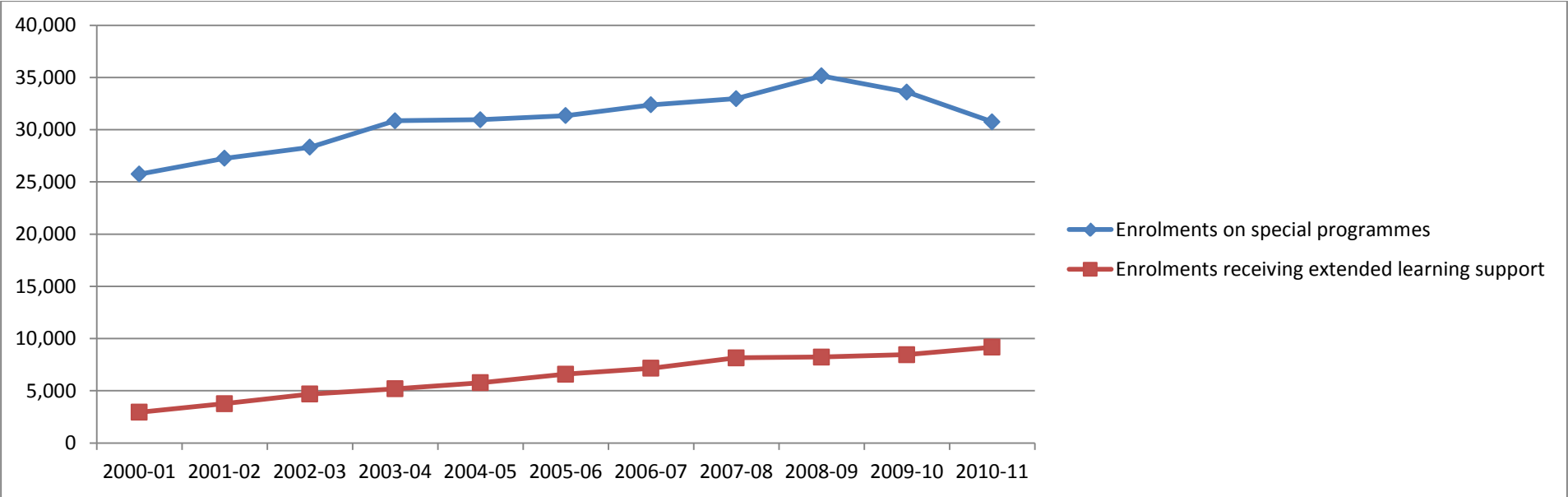
Figure 14 shows:

- in 2010-11 the proportion of students disclosing a disability increased again in both colleges and universities. This has been a consistent pattern since 2001-02; and
- in colleges, there has been an increase in the ‘information refused unknown/ undefined’ category following a six year period of continuous decrease. The percentage of students for whom this information is recorded as unknown, refused or undefined increased by 0.7 per cent (to 5.3 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 15 shows the number of enrolments in these categories over the period 2000-01 to 2010-11. In 2010-11 there was a total of 383,005 enrolments, of which 30,752 were on special programmes (eight per cent) and 9,178 enrolments required extended learning support (ELS) (2.4 per cent).

**Figure 15: Number of enrolments requiring additional support on special programmes (DPG 18) in Scotland’s colleges or are requiring additional learning support, 2000-01 to 2010-11**



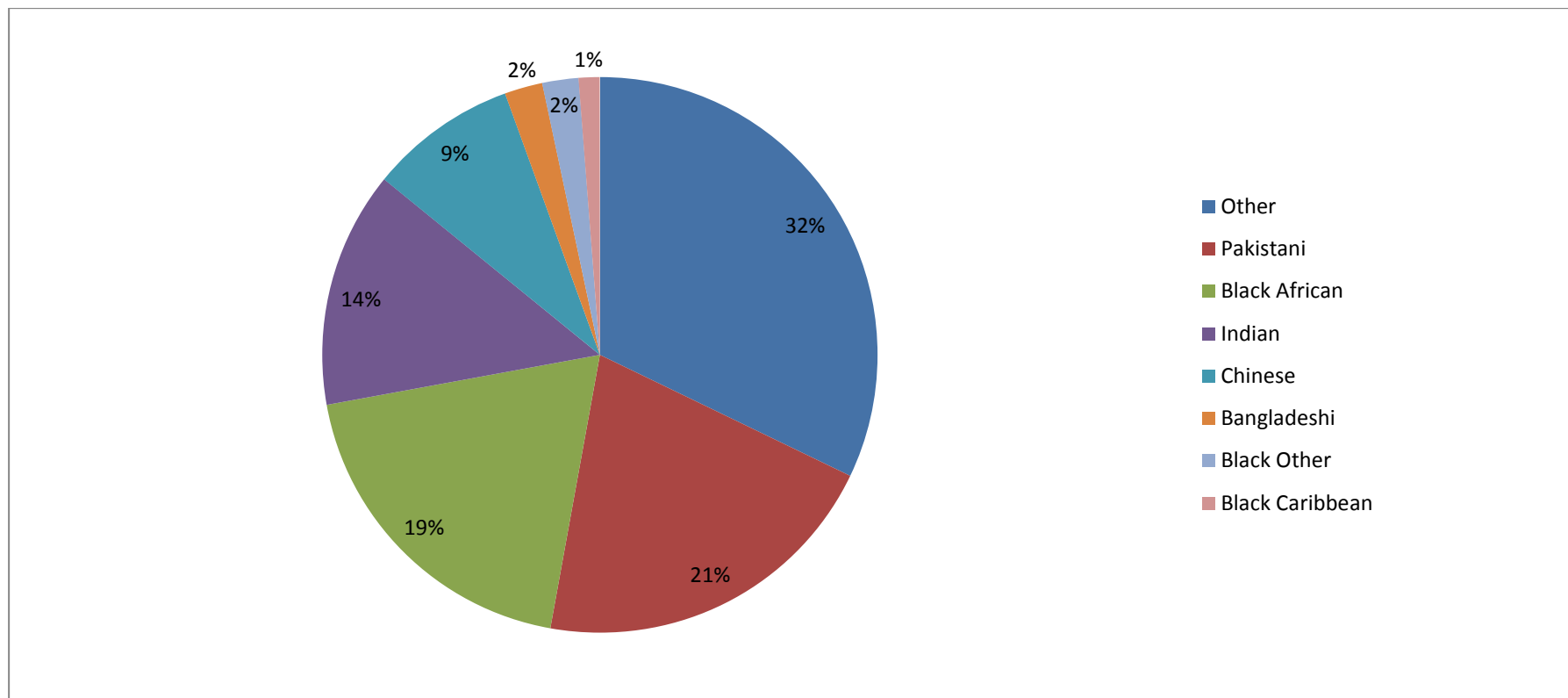
Source: SFC

**Ethnic groups**

*The proportion of Scottish-domiciled students from non-white ethnic groups has remained steady over the last year in Scotland’s colleges. In universities, the proportion of non-white ethnic groups has increased annually over the last six years. Data disclosure on ethnicity has improved in universities.*

Figure 16a shows the distribution by ethnic group in Scottish colleges in 2010-11, excluding those classified as ‘white’ and the ‘information refused’ and/or ‘information unknown’ groups.

**Figure 16a: Students by ethnic groups other than ‘white’ and ‘information refused’ and/or ‘information unknown’ by per cent in the college sector, 2010-11**



**Source:** SFC

**Note:** The method for removing duplicate student records has been improved in recent years, so previous figures will not match exactly.

In 2010-11, there was a total of 15,752 students (5.4 per cent of all students in that year) distributed across ethnic groups other than ‘white’. The number of students where the ‘information is refused/unknown’ totalled 9,573 (3.3 per cent). Students in the ‘white’ group account for 266,634 (91 per cent) of all students (291,959).

Figure 16b provides information on the self-declared ethnicity of students studying English for Speakers of Other Languages (ESOL).

**Figure 16b: Number of students participating on an ESOL course or undertaking an ESOL unit as part of their programme, 2010-11**

<b>Ethnicity</b>	<b>Number of ESOL students</b>	<b>Percentage of all ESOL students</b>
Information refused/not known	318	2.9
Bangladeshi	87	0.8
Black African	783	7.1
Black Caribbean	21	0.2
Black Other	61	0.6
Chinese	557	5.1
Indian	306	2.8
Other	1,645	14.9
Pakistani	745	6.8
White	6,500	59.0
<b>All</b>	<b>11,023</b>	<b>100</b>

**Source:** SFC

**Note:** Figures may not total 100 per cent due to rounding.

Figure 17 shows, in 2010-11, the percentage of Scottish-domiciled non-white students in universities was at least 5.4 per cent. This percentage has continued to increase on an annual basis over the last six years. The percentage of 'Not Known' has dropped to 2.7 per cent. This is the lowest percentage for this category since the *Learning for All* updates began, which demonstrates improved data disclosure by students in universities.

**Figure 17: Percentage of all students by self-classified ethnic group in universities by domicile, 2010-11**

	<b>White</b>	<b>Black</b>	<b>Asian</b>	<b>Mixed</b>	<b>Other</b>	<b>Not known</b>	<b>Total</b>
Scottish-domiciled	91.9%	0.9%	3.0%	1.1%	0.4%	2.7%	173,779
Other UK-domiciled	80.8%	3.5%	6.2%	2.5%	0.9%	6.1%	30,541
Other EU- domiciled	62.2%	0.5%	0.7%	1.2%	0.9%	34.5%	17,418
Other Overseas-domiciled	16.5%	9.0%	38.7%	2.1%	3.2%	30.4%	31,064
<b>Total</b>	<b>79.2%</b>	<b>2.2%</b>	<b>7.6%</b>	<b>1.4%</b>	<b>0.8%</b>	<b>8.7%</b>	<b>252,802</b>

Source: SFC

Annex A shows the proportion of students at the universities and colleges and their self-declared ethnicity. Excluding the ‘Not Known’ students the universities with the largest proportion of Black and ethnic minorities were Heriot-Watt University (36.4 per cent), Robert Gordon University (19.8 per cent) and University of St Andrew (19.6 per cent). The corresponding colleges were Langside College (18 per cent), Anniesland College (17.1 per cent) and Stow College (16 per cent).

## 5 School attainment

It is recognised that how well young people do in school has a major impact on what educational and occupational choices they have available to them 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 has increased for boys in publicly-funded schools for the last three years, however, the attainment gap between boys and girls remains high with girls continuing to perform better at all levels.*

Figure 18 shows, in 2009-10 as in previous years, girls out-performed boys in school at all levels of study, in publicly-funded schools at the end of S6. However, the percentage of both boys and girls achieving at each level has continued to increase.

In earlier *Learning for All* updates, figures have been provided on the cumulative attainment in independent schools at the end of S6 by gender and SCQF level. As data from independent schools are now no longer collected and collated centrally by the Scottish Government, it is not included in this update.



Figure 18: Cumulative attainment by headcount and per cent in publicly-funded secondary schools at the end of S6 by gender and SCQF level, 2000-01 to 2009-10

		Relevant S4 roll	Percentage achieving 3+ awards at level 6	Percentage achieving 5+ awards at level 6	Percentage achieving 1+ awards at level 7
2000-01	Male	29,863	27.1%	16.8%	9.2%
	Female	28,789	36.7%	23.4%	13.2%
2001-02	Male	29,703	26.6%	16.8%	10.0%
	Female	29,547	35.5%	23.0%	13.1%
2002-03	Male	30,559	26.7%	16.9%	10.4%
	Female	29,579	34.9%	22.9%	13.5%
2003-04	Male	30,600	26.5%	16.6%	10.7%
	Female	29,398	34.9%	22.8%	13.9%
2004-05	Male	31,065	25.9%	16.5%	10.6%
	Female	29,970	34.5%	22.5%	13.6%
2005-06	Male	30,698	26.5%	17.2%	11.4%
	Female	29,748	33.6%	22.3%	13.7%
2006-07	Male	29,863	25.7%	16.5%	10.9%
	Female	29,008	33.3%	21.9%	13.6%
2007-08	Male	31,112	26.1%	16.6%	11.1%
	Female	30,078	34.0%	23.0%	14.3%
2008-09	Male	31,392	27.3%	17.8%	12.0%
	Female	30,305	34.7%	23.4%	15.2%
2009-10	Male	30,675	29.2%	19.2%	13.0%
	Female	29,676	37.3%	25.5%	16.3%

Source: Scottish Government, 2011

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

Figure 18 shows:

- between 2007-08 and 2009-10, for those with 3+ awards at level 6, attainment in publicly-funded schools increased slightly, for the third 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, although attainment has increased for all, the gap in attainment between boys and girls still remains noticeable and, for all categories, it has increased in the most recent year. In 2009-10, the attainment gap at 3+ awards at level 6 was 8.1 percentage points, at 5+ awards it was 6.3 percentage points and at 1+ awards at level 7 it was 3.3 percentage points. The respective figures for 2007-08 were 7.4, 5.6 and 3.2 percentage points.

## 6 Attainment and socio-economic factors

In previous publications, we have used data from the Scottish Government that showed the three-year average tariff for pupils who had single and combined factors that could potentially impact on their attainment in school. These factors included deprivation, additional support needs (ASN) and looked after status. For AY2009-10, the information on looked after status is now gathered through the Children Looked After Survey, which means the data does not extend to three years. This means we can no longer report on the combined characteristics of: deprivation and ASN; deprivation and looked after status; and deprivation, looked after status and ASN.

As an alternative, the *School Leaver Attainment and SQA Attainment 2009-10* (Scottish Government, June 2011) provides the average tariff score of S4 pupils by characteristic on a yearly basis and this has been provided below in Figure 19.

**Figure 19: Average tariff scores of S4 pupils, by characteristic of pupil, 2007-08 to 2009-10**

Characteristic of pupil	2007-08 average	2008-09 average	2009-10 average
Most deprived	121	124	132
Least deprived	227	230	231
No ASN	179	184	187
With ASN	85	88	100
Not known to be looked after	176	181	183
Looked after without ASN	69	70	70
Looked after with ASN	37	46	50

**Source:** Scottish Government

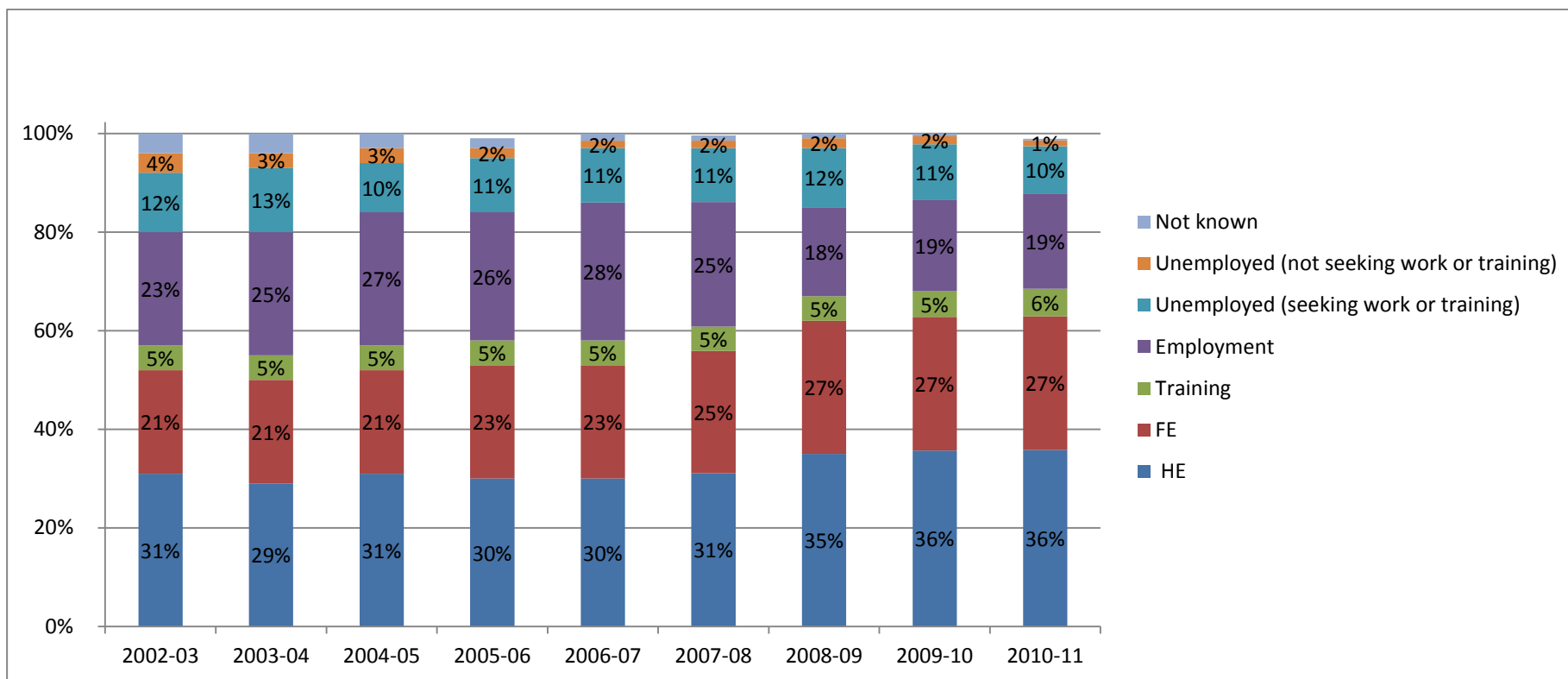
As the AY2009-10 data on looked after children is collected through a different source, it cannot be used as a comparable figure with previous years. However, data relating to the other categories of deprivation and ASN are still gathered through the same source and

can be considered comparable. For these two categories, Figure 19 shows that over the last three years, the average tariff score among pupils in the most deprived decile has increased by nine per cent, whereas for those in less deprived decile, the increase was by two per cent. S4 pupils without ASN have seen their average tariff scores increase as well, by four per cent, and those with ASN have an average tariff score that has increased by nearly 18 per cent.

## 7 School leaver destinations

*In 2010-11 the percentage of school leavers in positive destinations (HE, FE and employment) was broadly similar to the same figures as 2009-10. The percentage of leavers who are unemployed has decreased slightly.*

**Figure 20: Destination of leavers by per cent from publicly-funded schools in Scotland, 2002-03 to 2010-11**



**Source:** Scottish Government, December 2011

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

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

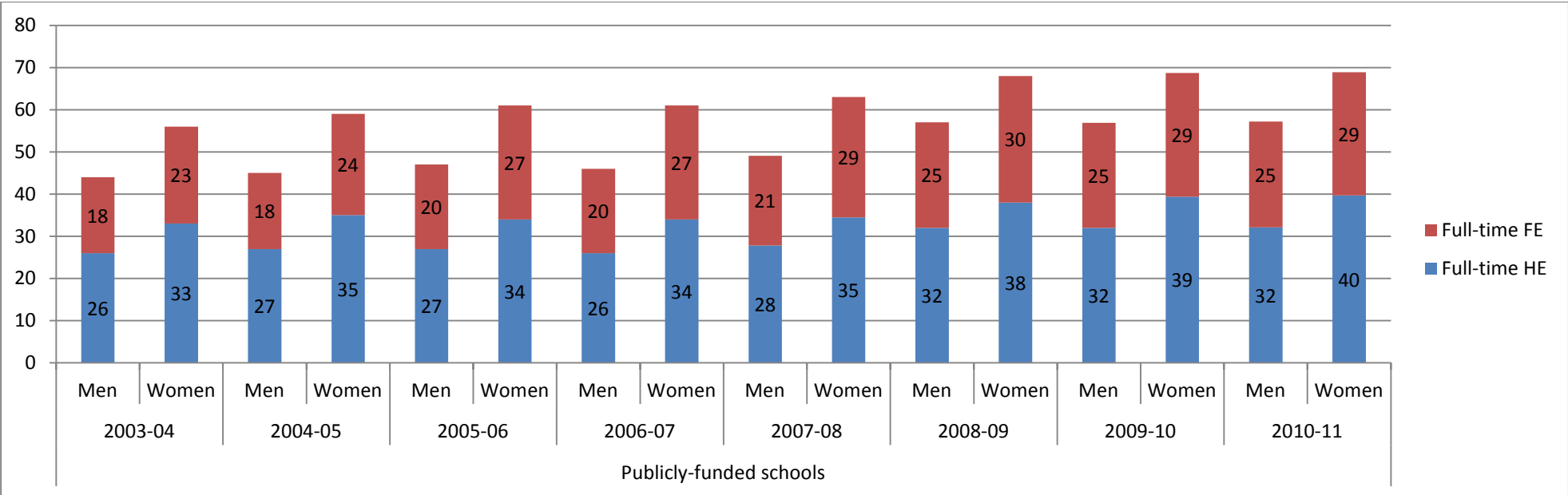
The statistics used in Figures 20 and 21 are from the *Summary Statistics for Schools in Scotland* (Scottish Government, December 2011, <http://scotland.gov.uk/Publications/2011/12/06114834/0>). These statistics are updated annually and used in *Learning for All* to provide initial information on school leaver destinations.

Figure 20 shows:

- the percentage of leavers entering FE or HE has remained broadly similar in the three-year period between 2008-09 and 2010-11;
- however, from 1993-94 to 2010-11, the percentage entering HE has increased by nine percentage points, whilst those entering FE have increased by 12 percentage points over the same timeframe;
- in 2010-11, the number of leavers entering employment was 19 per cent, which was the same as in 2009-10. This is compared to the highest percentage of 28 per cent in 2006-07; and
- the percentage of leavers unemployed but seeking work or training decreased by one per cent, to 10 per cent, which is the lowest since 2004-05. The percentage for unemployed (not seeking work or training) dropped to one per cent – the lowest on the *Learning for All* trend data.

Figure 21 shows the destination rates for young men and women for the period 2003-04 to 2010-11 for school leavers entering FE or HE from publicly-funded and independent schools in Scotland. As of 2009-10, data for independent schools is no longer held centrally by the Scottish Government therefore this table only includes updated data (2010-11) for publicly-funded schools. Information on school leavers from independent schools up to 2008-09 can be found in earlier *Learning for All* update publications.

**Figure 21: Percentage of leavers from publicly-funded schools in Scotland entering HE and FE by gender, 2003-04 to 2010-11**



Source: Scottish Government, 2011

Figure 21 shows:

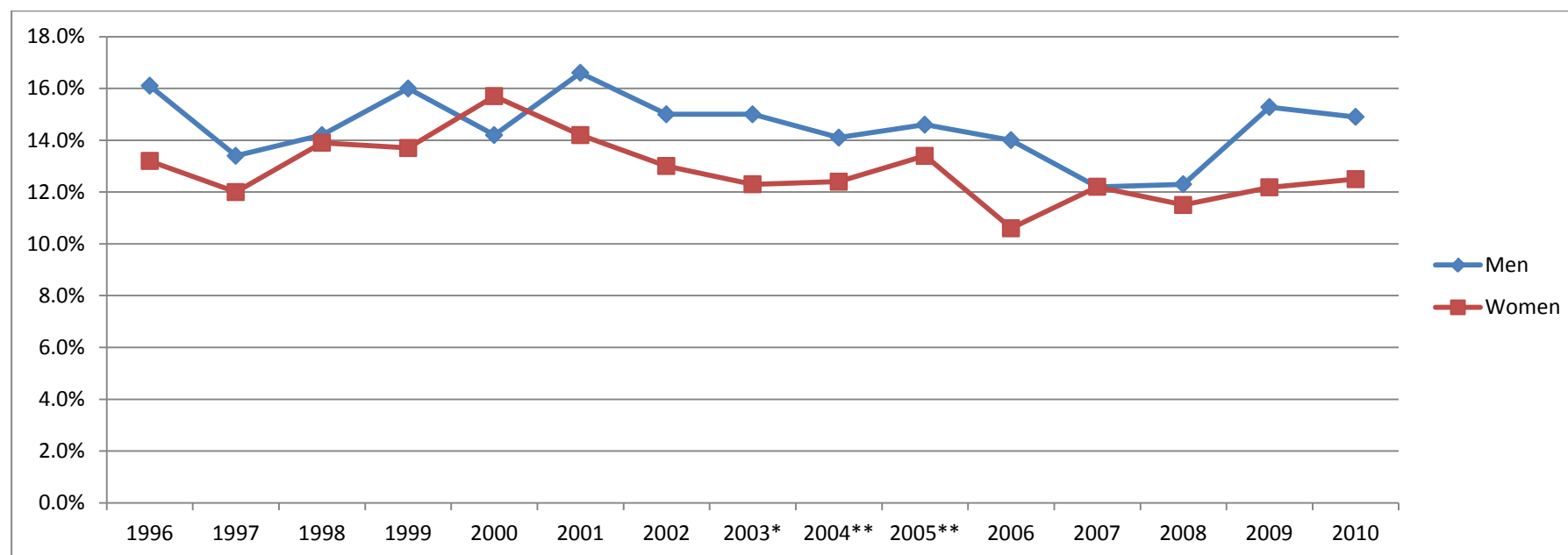
- in 2010-11, the gender gap in HE destination rates increased slightly among leavers from publicly-funded schools by one percentage point; and
- for FE the gender gap was at four percentage points for the second year, which is still the lowest it has been since before 2003-04.

## More Choices, More Chances

*The overall percentage of young people in the More Choices, More Chances group (MCMC) (ie not in education, employment or training) did not change in the last year. The percentage of young men in the MCMC group decreased slightly.*

In 2009 the Scottish Government estimated there was approximately 36,000 young people in Scotland in MCMC group because they were not in education, training or some form of recognised employment. This estimate of 36,000 has not changed in the last two years. [www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market/MCMC-E1](http://www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market/MCMC-E1).

**Figure 22: Percentage of 16 to 19 year olds in the MCMC group by gender, 1996-2010**



**Source:** Labour Force Survey (LFS), Quarters combined for 1998-2002. \*The 2003 figures are taken from the Annual Scottish LFS (ASLFS). \*\*The 2004 and 2005 figures are taken from the Annual Population Survey (APS). The APS and ASLFS include boosts to the main LFS. This means there is a discontinuity in the series. Data comes



from the January-December APS datasets (there are four different APS datasets through the year and they will give slightly different results due to seasonal variations).  
Scottish Government – November 2011

**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](http://www.scotland.gov.uk/Publications/2006/06/13100205/0)

In 2010, the overall proportion of 16 to 19 year olds that are MCMC is 13.7 per cent, the same as it was in 2009 (based on revised data) which was an increase of two percentage points from 2008 and the first percentage point increase since 2005, when it was 14.2 per cent. It should be noted this is still lower than the highest percentage recorded of 15.4 per cent in 2001.

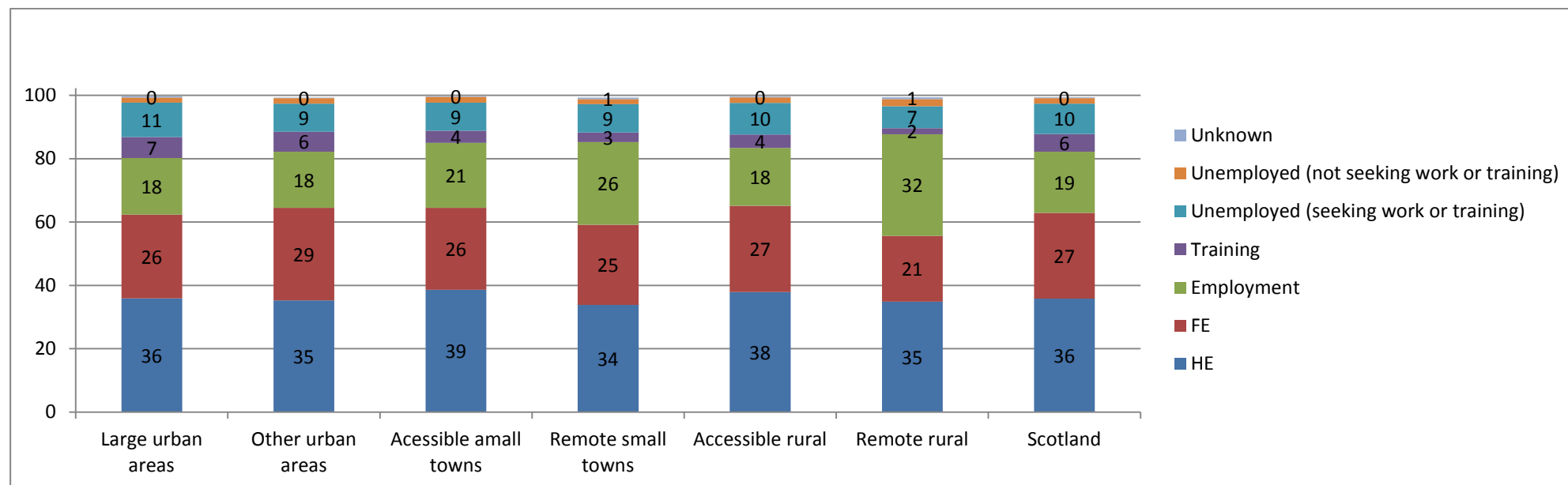
Figure 22 shows Scotland still has a substantial proportion of 16 to 19 year-olds who are in the MCMC group and, although the percentage did not change between 2009 and 2010 the overall number has increased. Since 2000, the percentage of people in the MCMC group has continually been greater among young men than among young women, with the exception of 2007, when the gap between young men and women disappeared for the first time. In 2010 the percentage of young men in the MCMC group decreased by less than half a percentage point. There was an equivalent increase in the percentage of young women, the second in two years.

## 8 Regional differences and trends in leaver destinations

*Across Scotland school leaver progression rates into HE and FE for 2010-11 continue to be high with broadly the same percentages as in previous years.*

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 23: Percentage of school leavers from publicly-funded secondary schools in Scotland by destination category and six-fold urban/rural classification, 2010-11**



**Source:** Scottish Government, 2011

**Notes:** 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 23 shows:

- looking at the destination rates for Scotland as a whole, accessible small towns have the largest proportion of school-leavers going into HE, and accessible rural areas have the second largest proportion;
- looking at total percentages for each type of area, there is no change in that remote rural areas and remote small towns have the highest positive destinations (HE, FE and employment) overall; and
- in terms of going on to FE, the highest percentages are in other urban areas and accessible rural areas; and
- the percentages for those who are unemployed but seeking work or training have dropped in most areas.

Figure 24 shows the destinations of school leavers from publicly-funded schools over the period 2005-06 to 2010-11 by the SFC-funded Schools for Higher Education Programme (SHEP) area. Figure 25 provides a breakdown of the information by local authority area. Figures 24, 25 and 26a and 26b are all sourced from the Scottish Government publication *Destinations of leavers from Scottish Schools: 2010-11*. The descriptions of the categories do not include reference to full-time education or employment. Skills Development Scotland notes that destinations are based on how the school leaver describes their destination – hours spent in education are not used to define destinations; this has always been the case and does not affect comparisons across the years.

**Figure 24: Percentage of leavers from publicly-funded schools in Scotland by Schools for Higher Education Programme area entering FE and HE, 2005-06 to 2010-11**

Schools for Higher Education programme areas	Number of school leavers	HE						FE					
	2010-11	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Fife and Tayside	7,840	29	27	29	32	33	32	30	31	31	33	35	35
North	8,943	33	32	33	34	36	34	20	19	21	23	23	23
South East	11,869	29	29	29	35	34	33	21	20	21	24	25	26
West	24,973	33	32	34	38	39	35	23	23	25	27	27	27
<b>Scotland</b>	<b>53,625</b>	<b>30</b>	<b>30</b>	<b>31</b>	<b>35</b>	<b>36</b>	<b>34</b>	<b>23</b>	<b>23</b>	<b>25</b>	<b>27</b>	<b>28</b>	<b>28</b>

**Source:** Scottish Government, 2011.

**Note:** Scotland total includes Jordanhill, West total excludes Jordanhill.

### Schools for Higher Education Programme

Figure 24 shows in 2010-11, the numbers of school leavers from publicly-funded schools entering HE decreased across all of the four Schools for Higher Education Programme (SHEP) areas. The largest decrease was in the West area with a drop of four percentage points. For school leavers entering FE, the percentages remained static for all SHEP areas for the third year running with the exception of the South-East, which saw an increase of one percentage point. Figure 25 breaks down the above information by local authority area from 2008-09 to 2010-11.

**Figure 25: Percentage of leavers from publicly-funded schools in Scotland by local authority area entering FE and HE, 2008-09 to 2010-11**

Local authority	Total number of school leavers	HE			FE		
		2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Aberdeen City	1,774	37.1	38.3	35.6	24.3	25.6	25.9
Aberdeenshire	2,727	39.4	39.6	39.7	26.9	24.9	25.4
Angus	1,217	35.3	35.4	31.8	35.6	33.9	36.6
Argyll and Bute	985	38.6	35.1	35.9	20.4	19.4	22.6
Clackmannanshire	561	31.4	30.6	26.7	25.4	26.4	28.2
Dumfries and Galloway	1,739	33.6	35.2	34.2	31.0	26.6	28.9
Dundee City	1,314	26.6	27.2	31.2	34.3	39.5	35.4
East Ayrshire	1,324	30.9	33.7	34.1	33.4	31.6	35.3
East Dunbartonshire	1,379	56.6	54.9	53.7	18.3	18.0	20.6
East Lothian	1,087	38.3	37.0	35.8	22.6	23.5	23.0
East Renfrewshire	1,376	58.8	60.8	60.9	18.5	16.1	15.7
City of Edinburgh	3,423	35.1	36.8	36.7	25.2	25.2	25.7
Eilean Siar	311	36.2	38.0	34.4	22.5	26.2	26.7
Falkirk	1,575	31.1	33.1	31.8	21.8	19.0	21.6
Fife	3,923	31.9	32.8	34.7	37.0	37.1	36.1
Glasgow City	4,750	26.0	27.3	28.3	30.8	29.0	28.5
Highland	2,575	31.5	33.6	33.2	22.5	21.8	22.3
Inverclyde	847	37.3	34.6	36.4	33.3	34.7	27.4
Midlothian	943	31.7	30.5	29.8	22.6	24.5	26.1

Moray	1,021	30.4	31.5	31.6	26.3	29.0	26.2
North Ayrshire	1,513	34.2	32.2	36.0	31.9	35.2	32.7
North Lanarkshire	3,678	34.2	35.0	34.7	24.2	25.4	24.9
Orkney Islands	272	37.1	39.0	30.5	23.7	20.8	20.6
Perth and Kinross	1,386	32.9	35.4	37.0	26.9	27.5	26.0
Renfrewshire	1,901	36.6	39.9	39.9	26.4	29.1	27.2
Scottish Borders	1,266	36.8	35.8	34.7	31.8	32.0	33.8
Shetland Islands	286	29.0	31.9	29.0	16.8	15.8	21.3
South Ayrshire	1,217	36.9	39.2	41.3	28.9	29.7	28.7
South Lanarkshire	3,559	38.1	38.0	37.0	22.3	22.7	24.0
Stirling	996	42.0	40.3	38.6	18.2	20.6	20.4
West Dunbartonshire	1,031	29.9	35.3	31.7	27.6	28.4	29.4
West Lothian	2,018	34.2	31.1	34.9	25.4	26.5	28.4
Scotland	53,974	34.9	35.7	35.8	27.0	27.1	27.1

**Source:** Scottish Government, 2011.

**Note:** The table does not include grant-maintained schools.

*There is still no significant change to the size of the gap between pupils from schools in the lowest quintile and the remainder of publicly funded schools for progression into HE. However, in the schools targeted in SFC's SHEP, there are increases in progression to HE.*

Figure 26a shows the gap in the proportion of school leavers entering HE from schools with the lowest progression into HE.

**Figure 26a: Percentage of leavers going into HE by SHEP area from secondary schools in the lowest quintile for progression into HE, 2005-06 to 2010-11**

Schools for Higher Education Programme areas	Total number of secondary schools 2010-11 and in lowest quintile for HE	Total number of school leavers 2010-11 and in lowest quintile schools for HE	HE					
			2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Fife and Tayside	46 7	7,840 654	28 16	26 14	27 12	30 16	31 14	32 16
North	74 12	8,934 1,307	33 17	31 13	33 17	33 14	37 17	34 15
South East	73 12	11,869 1,530	29 18	29 15	29 16	34 16	34 16	33 16
West	158 25	25,072 2,966	31 16	29 14	31 15	35 16	36 16	35 18
<b>Scotland</b>	351 56	53,715 6,457	31 17	29 14	31 15	34 16	34 16	34 16

**Source:** Scottish Government, SFC

**Notes:** 1) In 2010-11 there were 351 secondary schools in Scotland. 19 schools were excluded from the overall total because of insufficient data or where numbers are low or because they are junior high schools.

2) This table aggregates data from individual schools on an annual basis. All schools are those identified as being in the lowest quintile in a given year. These lowest quintile schools can change on a year by year basis, whereas the schools supported by the Schools for Higher Education Programme have been determined by a five-year average into HE progression.

Figure 26a shows in 2010-11:

- there is still a large gap between pupils in the schools in the bottom quintile and those from the total number of schools progressing into HE. This has increased from 14 percentage points in 2005-06 (31 versus 17) to 18 in 2010-11 (34 versus 16), which is the same as it was in 2009-10 and 2008-09.

**Figure 26b: Number of leavers and percentage going into HE in 2010-11 by lowest quintile and SFC SHEP target schools**

Schools for Higher Education Programme area	School leavers in 2010-11 lowest quintile into HE		Number of schools	Schools leavers in 2010-11 SHEP target schools into HE		Number of schools
	number	%		number	%	
Fife and Tayside	654	16	7	1,836	22	13
North	1,307	15	12	1,166	18	10
South East	1,530	16	12	2,559	20	19
West	2,966	18	25	4,112	21	30
<b>Total</b>	<b>6,457</b>	<b>16</b>	<b>56</b>	<b>9,673</b>	<b>20</b>	<b>72</b>

Source: Scottish Government, SFC

**Note:** 1) This table aggregates data from individual schools on an annual basis. All schools are those identified as being in the lowest quintile in a given year. These lowest quintile schools can change on a year by year basis, whereas the schools supported by SHEP have been determined based on their five-year average rate of progression to HE.

Figure 26b shows the progression rate to HE achieved in 2010-11 by the schools supported by SFC's SHEP, which is designed to meet the Scottish Government's entitlements of the Senior Phase of Curriculum for Excellence. SHEP specifically impacts on the Scottish Government's National Outcome 4 and, through targeted engagement of a cohort of school pupils from S3 to S6, actively and practically support progression to higher education.



In 2010-11, on average, the target schools achieved an increase on their baseline in progression to HE and did so against a backdrop of falling progression rates to HE both nationally and in their specific regions.

## 9 Articulation – students with advanced standing

*In 2010-11, the total number of Scottish-domiciled students entering a full-time first degree course into the second or third year with advanced standing decreased across Scotland and in all regional areas with the exception of Fife and Tayside.*

In 2005 the then Scottish Executive asked SFC to monitor, by regional 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 27 and 28, we have used the proxy indicator of highest qualification on entry to degree courses in order to gauge activity. SFC defines articulation as progression from college to university, and from HNC into second year or HND into third year. The data below shows articulating numbers from HNC/D courses to first degree courses, but not necessarily college to university progression, and covers all students who entered a university degree programme with an HNC or HND into second or third. SFC is working to establish a fully validated programme of data that can be used to accurately represent articulation in *Learning for All*, until this is available we will continue to use the proxy measure for reporting consistency.

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 2010-11 there were 19,252 students (headcount) studying for an HND in Scotland and about 93 per cent (17,968) were at a college. For HNCs there were 22,051 and 87 per cent of them (19,191) at a college.

Considering these numbers in broad regional areas, Figure 27 shows the number of students who are articulating in the areas where the institution is situated and Figure 28<sup>4</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 with articulation activity for them.

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<sup>4</sup> The domicile measure shows only Scottish-domiciled students, whilst the institution measure will also capture some non-Scots domiciled students who have a qualification which is equivalent to an HNC/D.

**Figure 27: All entrants, by headcount, with a HNC/D, to either second or third year of a full-time first degree course (based on regional location of institution), 2002-03 to 2010-11**

Regional area	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11 <sup>(3)</sup>
North	227	298	258	303	425	333	485	573	539
Fife and Tayside	312	196	419	273	327	280	342	185	448
West <sup>(1)</sup>	1,754	1,503	1,403	1,235	1,841	1,661	1,035	1,828	1,222
South East	620	826	758	697	784	708	802	1,057	538
<b>Total <sup>(2)</sup></b>	<b>2,913</b>	<b>2,823</b>	<b>2,838</b>	<b>2,508</b>	<b>3,377</b>	<b>2,982</b>	<b>2,644</b>	<b>3,643</b>	<b>2,747</b>

**Source:** SFC

**Note:** 1) The decrease between 2007-08 and 2008-09 in the number of students at institutions in the West and from the West is due to one institution, because of problems with a new records system, not being able to provide qualifications held on entry information for students who started in 2008-09. This institution accounted for 790 and 799 of the total students in 2007-08 and 2009-10 respectively.

2) Figures exclude the Scottish Agricultural College.

3) The classifications used to record the students' highest qualification on entry were changed for students starting in 2010-11. The classifications the institutions have used might account for some of the changes in student numbers between 2009-10 and 2010-11.

**Figure 28: Scottish-domiciled entrants, by headcount, with a HNC/D, to either second or third year of a full-time first degree course (based on domicile of the student), 2002-03 to 2010-11**

Regional area	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11 <sup>(4)</sup>
North	261	310	286	303	412	350	442	486	428
Fife and Tayside	282	253	404	303	390	332	375	324	486
West <sup>(1)</sup>	1,736	1,531	1,427	1,240	1,768	1,619	1,163	1,907	1,291
South East	328	466	405	437	517	416	505	643	385
<b>Total <sup>(2, 3)</sup></b>	<b>2,607</b>	<b>2,560</b>	<b>2,522</b>	<b>2,283</b>	<b>3,087</b>	<b>2,717</b>	<b>2,485</b>	<b>3,366</b>	<b>2,599</b>

**Source:** SFC

**Note:** 1) The decrease between 2007-08 and 2008-09 in the number of students at institutions in the West and from the West is due to one institution, because of problems with a new records system, not being able to provide qualifications held on entry information for students who started in 2008-09. This institution accounted for 790 and 799 of the total students in 2007-08 and 2009-10 respectively.

2) Figures exclude the Scottish Agricultural College.

3) The classifications used to record the students' highest qualification on entry were changed for students starting in 2010-11. The classifications the institutions have used might account for some of the changes in student numbers between 2009-10 and 2010-11.

4) Excludes students with a domicile outside the regional areas.

In figure 27, the West region consistently shows a high number of entrants, and it should be noted that this area also has the largest number of institutions.

Figures 27 and 28 show, between 2009-10 and 2010-11, there was an overall decrease in the numbers of students (with a HNC/D) entering second or third year of a full-time first degree, despite an increase in numbers in Fife and Tayside. This decrease of nearly 800 students partly reflects increased pressure on university places in 2010-11 and, very clearly, demonstrates the lack of coherent planning of articulation places by universities. From 2011-12, SFC expects all lead hub universities to have in place systems that plan articulation numbers in partnership with key college partners and that guarantees places as part of efficient learner journeys.

## 10 Retention and achievement in colleges and universities

*Students from deprived areas, with lower prior attainment or mature entrants remain the most likely groups not to continue their studies in college or university.*

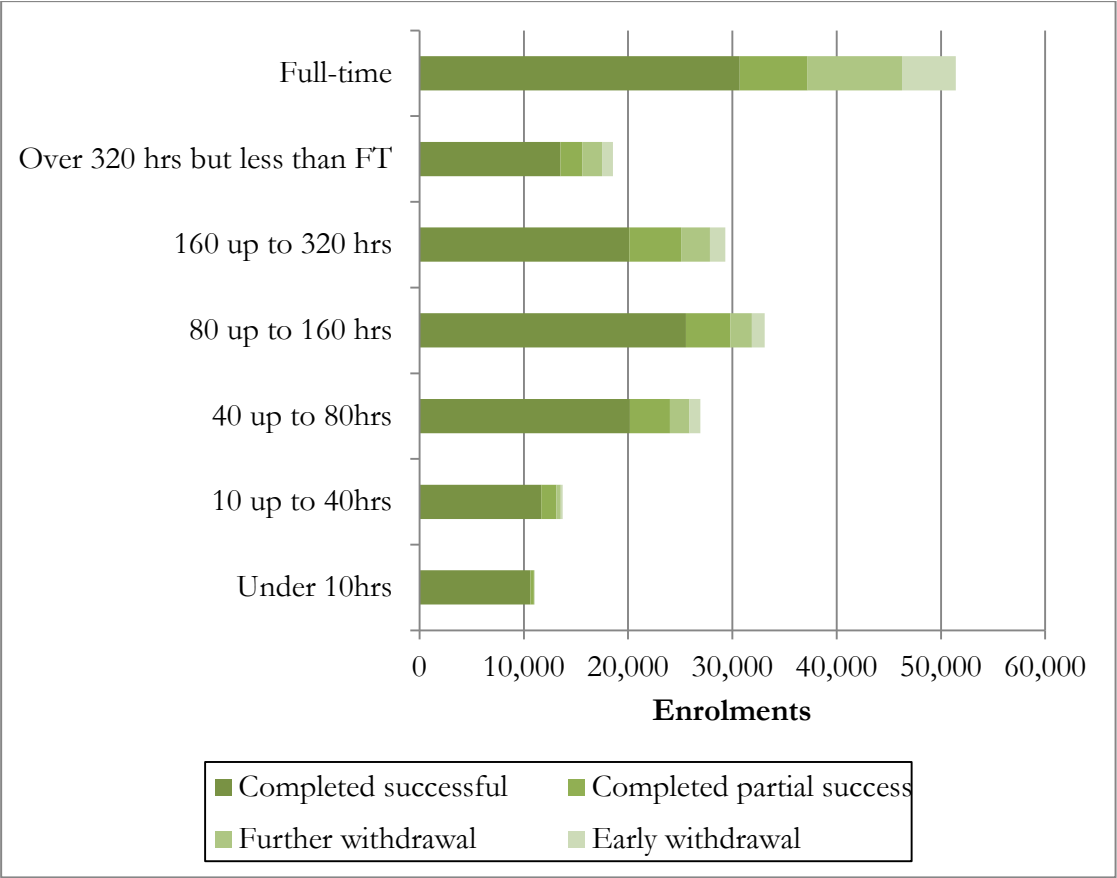
### Colleges

SFC and the Higher Education Statistics Agency (HESA) publish annually a set of performance indicators (PIs) for colleges and universities respectively, which are intended to help individual institutions to benchmark performance.

The manner of presentation of the college PIs by SFC has changed substantially. The indicators are now more student-based and as a result will further help inform students' decisions when evaluating their learning options. The change in presentation is a result of consultation with stakeholders, in particular the Statistical Advisory Group for Further Education comprising members from the college sector, the performance indicators advisory group. The PIs in this publication are presented in the new format.

Figures 29a and 29b show PI data for the college sector. These show the student outcomes for enrolments on FE and HE recognised qualifications.

**Fig 29a: Outcomes for FE student enrolments in colleges on recognised qualifications, 2009-10**

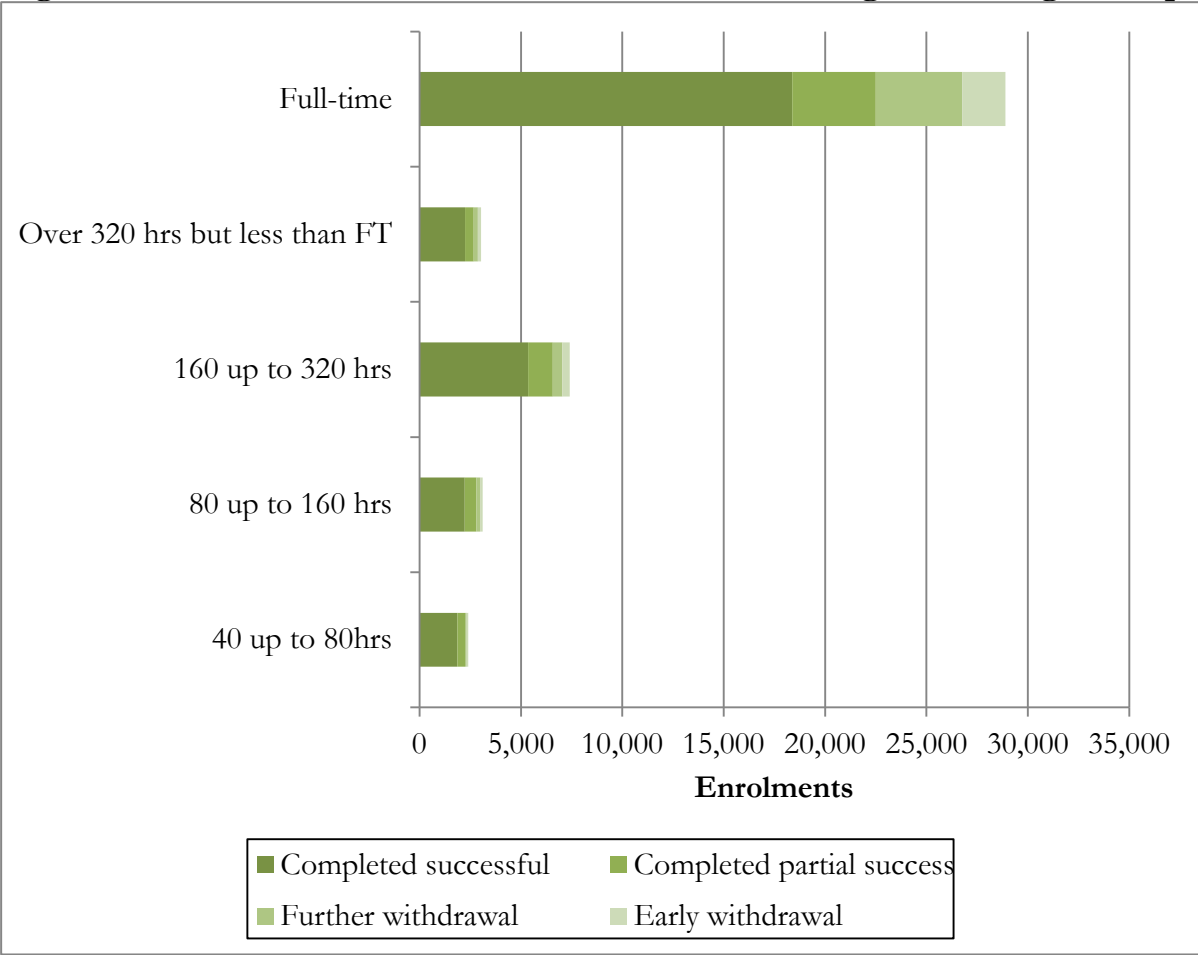


Source: SFC

Figure 29a shows in 2009-10, the majority of students (60 per cent) enrolled on a full-time FE (non-advanced) course at college successfully completed the course. The chart shows the shorter the length of the course the higher the percentage of enrolments completed successfully. Students on courses under 10 hours had a successful completion rate of 96 per cent.

Figure 29b shows a similar pattern to that in 29a, namely the shorter the course the higher the percentage of enrolments completed successfully. For students on full-time, HE enrolments 64 per cent were completed successfully. Of enrolments on courses under 10 hours, 98 per cent were completed successfully.

**Fig 29b: Outcomes for HE student enrolments in colleges on recognised qualifications, 2009-10**

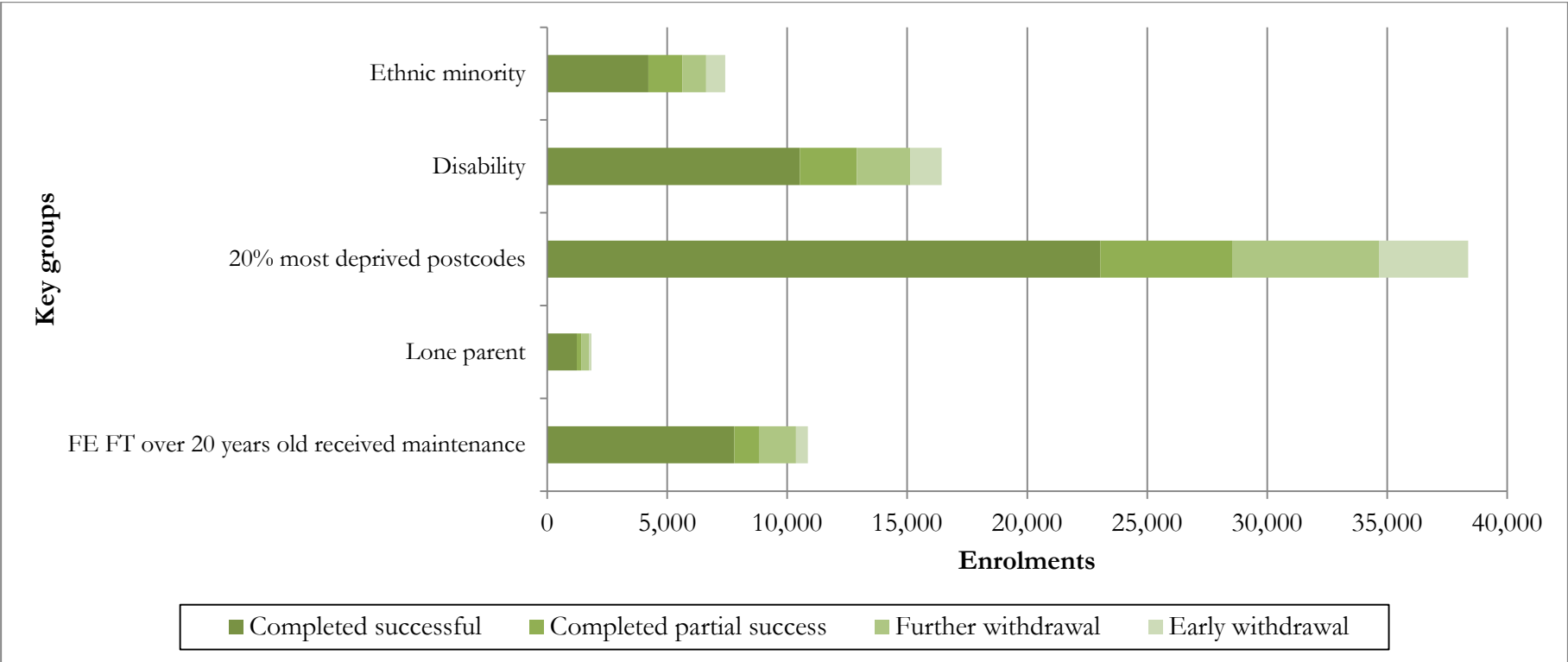


Source: SFC

Figure 30 highlights enrolments and outcomes for key groups of interest to various stakeholders. The data shown can go some way towards identifying factors that may affect the success rates for an individual college. For example, students from deprived areas are likely to do less well than students from less deprived areas and therefore a college with a high number of enrolments from those areas may achieve lower pass rates.

Further details on the new PIs and PIs for individual colleges are available from the SFC website:  
[www.sfc.ac.uk/statistics/further\\_education\\_statistics/FE\\_performance\\_indicators/FE\\_student\\_staff\\_PIs.aspx](http://www.sfc.ac.uk/statistics/further_education_statistics/FE_performance_indicators/FE_student_staff_PIs.aspx)

**Fig 30: Enrolments and outcomes by key groups for courses lasting 160 hours or more, 2009-10**



Source: SFC

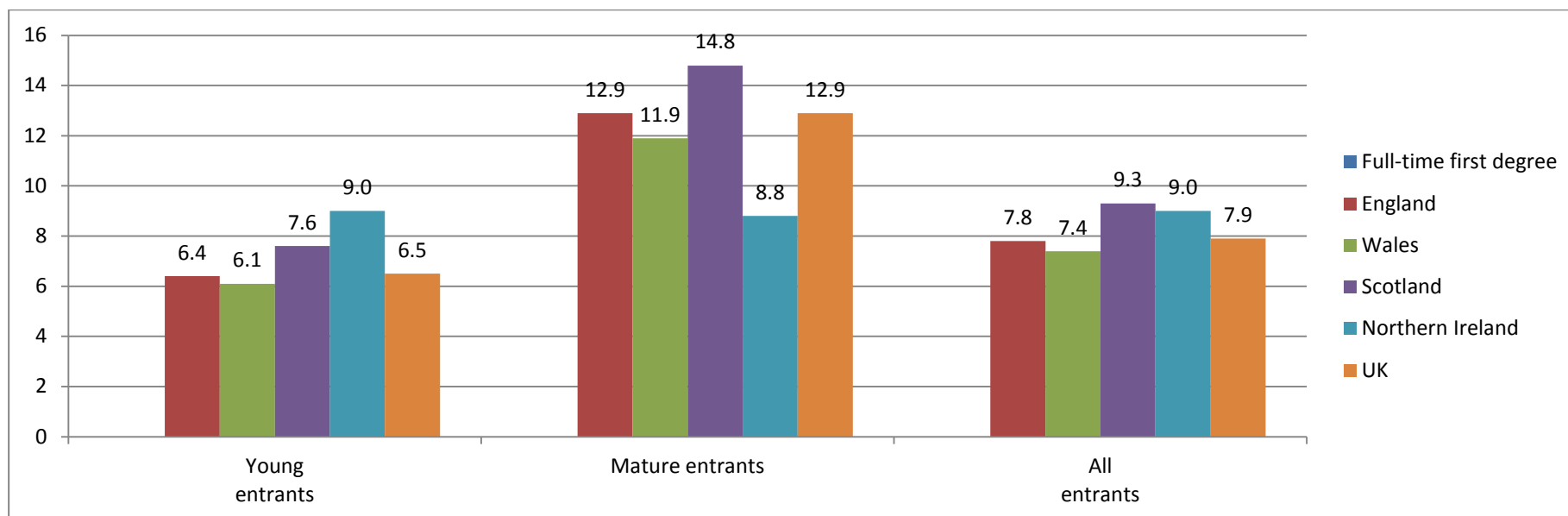


## Universities

Figure 31 shows Scotland's non-continuation rates for the year after entry for full-time first degree entrants to universities in 2008-09. 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 15 per cent in 2007-08 to 14.8 per cent in 2008-09.

Across the UK, Scotland's non-continuation rates in 2008-09 for young entrants were still the second highest (after Northern Ireland) but had dropped from 8.3 per cent to 7.6 per cent. When considering all entrants, Scotland has the highest rate for non-continuation, although this has also dropped from 9.9 per cent in 2007-08 to 9.3 in 2008-09.

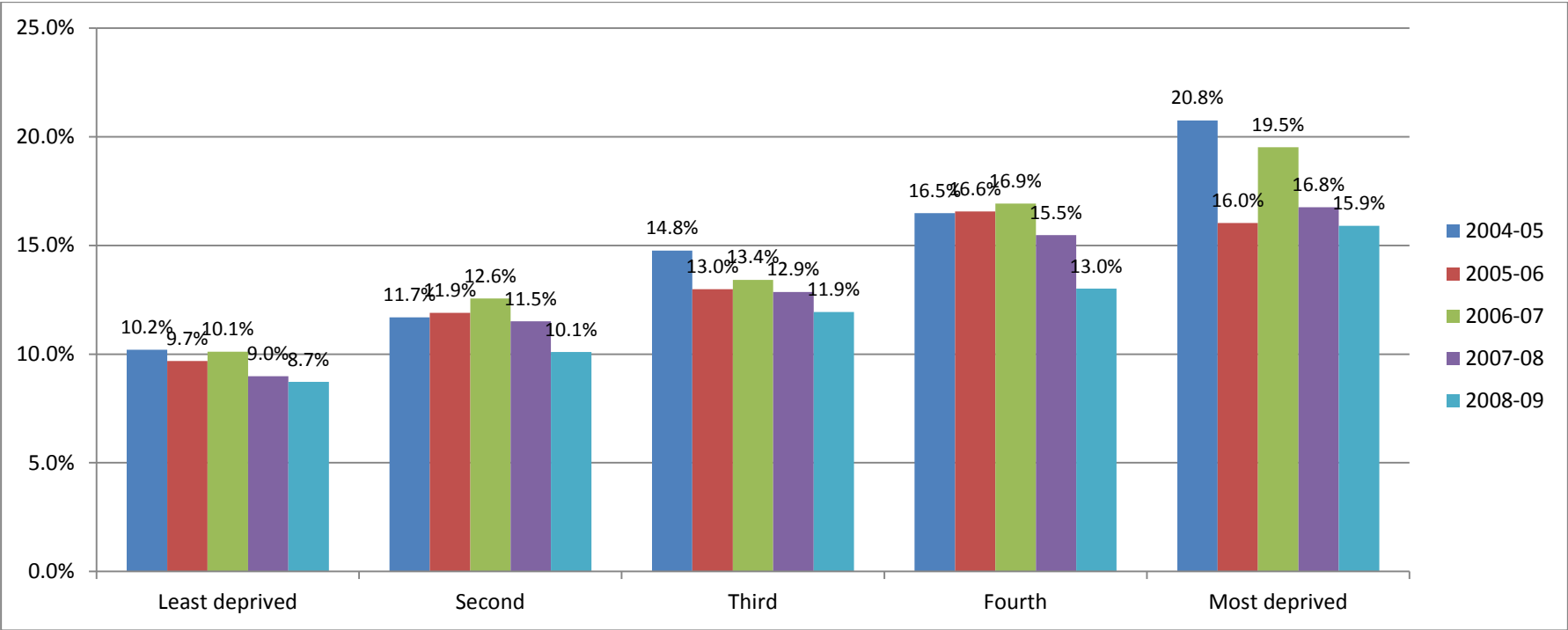
**Figure 31: Non-continuation among full-time first degree entrants to universities by per cent, 2008-09**



Source: HESA

For the university sector, SFC investigated the main factors that affect retention as seen in Figures 32 and 33 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 32: Non-continuation by deprivation quintile at SFC-funded universities by per cent, 2004-05 to 2008-09**



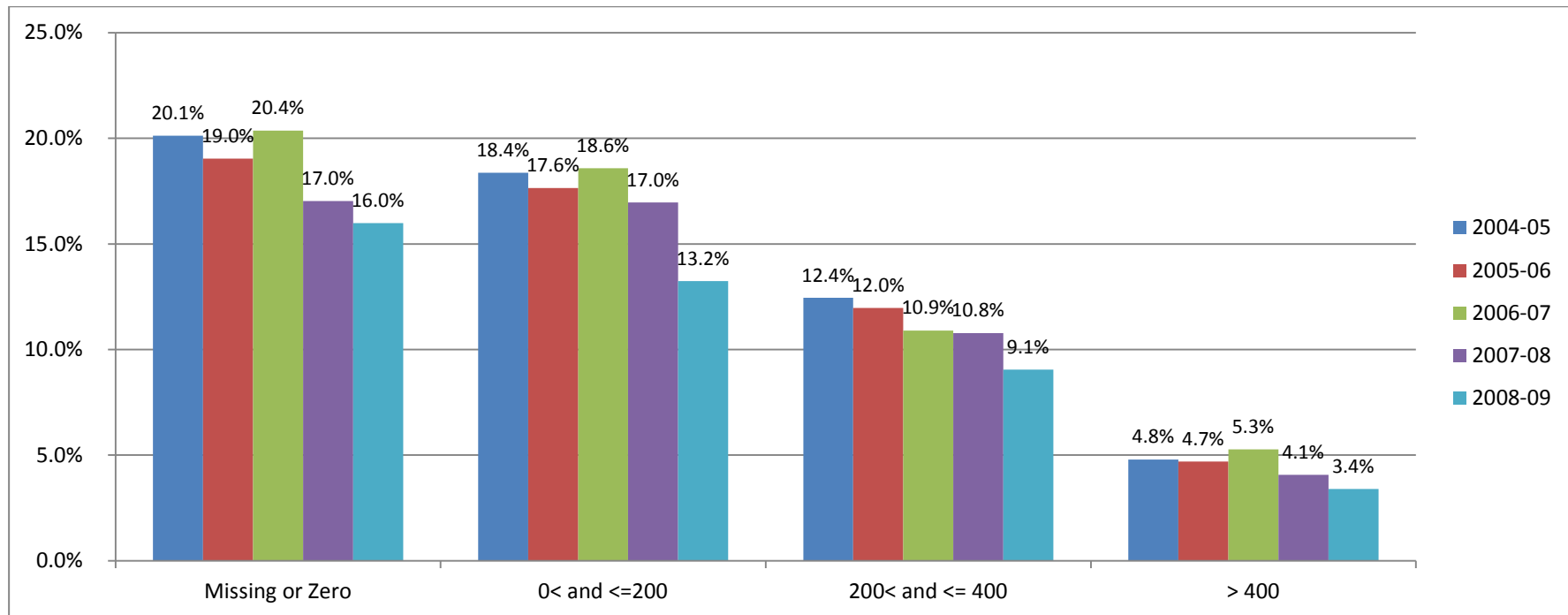
Source: SFC

Figure 32 shows there continues to be a relationship between deprivation levels and non-continuation. However, there has been an overall decrease in non-continuation rates since 2004-05, across all quintiles, with the most deprived quintile falling from 20.8 per cent to 15.9 per cent.

*Over a five-year period, the gap between non-continuation in universities in the least and most deprived quintiles has decreased from 10.6 per cent in 2004-05 to 7.2 per cent in 2008-09.*

Figure 33 below provides evidence of the correlation between tariff score and non-continuation. For 2008-09 entrants, there is a continued decrease in non-continuation by tariff score with non-continuation falling from 13.2 per cent for the 0< and <=200 category to 3.4 per cent for the >400 category.

**Figure 33: Non-continuation by UCAS tariff score at SFC-funded universities by per cent, 2004-05 to 2008-09**



Source: SFC

Figures 32 and 33 show:

- non-continuation continues to decrease across all deprivation quintiles: a pattern that has been occurring since before 2004-05;
- between 2007-08 and 2008-09, percentages of non-continuation by tariff band have all dropped to their lowest levels for the five-years shown; and
- there does, however, continue to be a correlation between deprivation and non-continuation for students studying at universities.

## 11 Conclusion

The last few 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 continued to put pressure on our collective widening access effort.

2012 marks seven years since the publication of *Learning for All* enabling us to see clearly if and where change is happening. Some of the change that is highlighted is positive:

- overall participation at HE level in both colleges and universities has increased and this is matched by a sustained level of entry into positive destinations by school leavers (college, university and employment);
- the percentage of students from the most deprived areas participating at HE level in colleges and universities has increased again;
- the percentage of mature students from the most deprived areas studying at university has increased over the period;
- the percentage of non-continuation rates at universities has dropped for the last four years and the gap between students from deprived areas and others has narrowed;
- the gender gap between male and female school leavers going into FE is at its lowest point since 2003-04 for a second consecutive year;
- the UCAS tariff score gap between entrants from the most deprived areas and the least deprived areas in all tariff bands is narrowing; and
- SFC's SHEP has increased on regional baseline, against a backdrop of falling progression rates to HE.

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

- patterns of participation in Scottish universities by deprivation quintile have not changed and are unlikely to do so over the short term;
- a large gap remains in progression to HE between pupils in schools in the lowest quintile and the rest of Scotland's publicly-funded schools;
- Scotland continues to have the second highest non-continuation rate for full-time first degree entrants in the UK. Students from the most deprived areas remain the most likely to drop-out, though this figure has also dropped;
- there has been a decrease in students articulating with HNC/Ds to degrees indicating that when there is pressure on places, universities were not organised to support this group; and
- young men continue to be more likely to account for a greater percentage of 16 to 19 year olds in the MCMC group.

For the future, the Scottish Government's pre-legislative paper '*Putting Learners at the Centre*' provides a new context for carrying this work forward and in this context, the Scottish Funding Council will continue to support progress and to address the areas where there has been less progress.

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

### Student population by key access and inclusion factors by university (excluding 'Not Known'), 2010-11

Institution	Gender		Ethnicity		Age		Disability		Students from 40% most deprived areas <sup>(1)</sup>	Students from 20% most deprived areas <sup>(1)</sup>	Young full-time entrants from 40% most deprived areas <sup>(1)</sup>	Young full-time entrant from 20% most deprived areas <sup>(1)</sup>
	Male	Female	White	Black and ethnic minorities	21 and under	Over 21	Disabled	No known disability				
Aberdeen, University of	45.6%	54.4%	91.6%	8.4%	48.8%	51.2%	9.9%	90.1%	15.4%	4.6%	9.2%	2.4%
Abertay Dundee, University of	52.6%	47.4%	89.8%	10.2%	61.5%	38.5%	8.1%	91.9%	35.0%	16.3%	29.3%	12.3%
Dundee, University of	41.1%	58.9%	87.1%	12.9%	39.2%	60.8%	6.5%	93.5%	25.4%	10.8%	19.8%	7.6%
Edinburgh College of Art	36.4%	63.6%	86.2%	13.8%	49.6%	50.4%	16.1%	83.9%	17.8%	6.2%	14.1%	2.2%
Edinburgh Napier University	44.4%	55.6%	84.6%	15.4%	37.7%	62.3%	8.7%	91.3%	25.5%	9.4%	22.5%	8.2%
Edinburgh, University of	44.2%	55.8%	83.3%	16.7%	51.6%	48.4%	7.6%	92.4%	15.4%	4.6%	12.6%	3.1%
Glasgow Caledonian University	41.5%	58.5%	82.4%	17.6%	43.7%	56.3%	7.2%	92.8%	38.1%	19.5%	31.3%	14.9%
Glasgow School of Art	38.9%	61.1%	82.1%	17.9%	53.4%	46.6%	22.3%	77.7%	25.5%	8.9%	19.4%	5.0%
Glasgow, University of	42.2%	57.8%	86.4%	13.6%	49.7%	50.3%	6.7%	93.3%	24.1%	10.7%	19.7%	8.0%
Heriot-Watt University	63.6%	36.4%	63.6%	36.4%	40.3%	59.7%	5.2%	94.8%	20.3%	7.9%	19.0%	7.7%
Highlands and Islands, University of the	41.9%	58.1%	95.5%	4.5%	34.3%	65.7%	10.8%	89.2%	27.1%	7.3%	24.3%	4.9%
Open University in Scotland	41.1%	58.9%	96.6%	3.4%	6.3%	93.7%	10.5%	89.5%	31.8%	13.6%		
Queen Margaret University, Edinburgh	25.3%	74.7%	86.5%	13.5%	35.7%	64.3%	9.1%	90.9%	24.9%	9.6%	19.3%	7.3%
Robert Gordon University	41.7%	58.3%	80.2%	19.8%	39.6%	60.4%	7.6%	92.4%	16.3%	4.9%	13.5%	4.0%
Royal Conservatoire of Scotland	45.6%	54.4%	92.4%	7.6%	66.2%	33.8%	20.9%	79.1%	20.5%	7.9%	23.4%	5.3%
Scottish Agricultural College	54.9%	45.1%	98.3%	1.7%	55.9%	44.1%	16.0%	84.0%	20.1%	7.3%	18.5%	6.1%
St Andrews, University of	43.3%	56.7%	80.4%	19.6%	60.8%	39.2%	10.6%	89.4%	10.8%	3.7%	10.3%	2.9%
Stirling, University of	36.7%	63.3%	93.6%	6.4%	46.8%	53.2%	8.2%	91.8%	27.0%	9.2%	23.7%	7.8%
Strathclyde, University of	47.1%	52.9%	93.7%	6.3%	46.4%	53.6%	4.7%	95.3%	27.9%	12.8%	25.1%	10.7%
West of Scotland, University of the	38.9%	61.1%	91.5%	8.5%	40.2%	59.8%	7.7%	92.3%	44.9%	23.2%	40.3%	20.3%
<b>Total</b>	<b>43.3%</b>	<b>56.7%</b>	<b>86.9%</b>	<b>13.1%</b>	<b>42.3%</b>	<b>57.7%</b>	<b>8.1%</b>	<b>91.9%</b>	<b>27.2%</b>	<b>11.6%</b>	<b>22.7%</b>	<b>9.1%</b>

(1) For Scottish-domiciled students only

## Summary of key access and inclusion factors by university subject group (excluding 'Not Known'), 2010-11

Subject group	Gender		Ethnicity		Age		Disability		Students from the 40% most deprived areas <sup>(1)</sup>	Students from the 20% most deprived areas <sup>(1)</sup>	Young full-time entrants from the 40% most deprived areas <sup>(1)</sup>	Young full-time entrants from the 20% most deprived areas <sup>(1)</sup>
	Male	Female	White	Black and ethnic minorities	21 and under	Over 21	Disabled	No known disability				
Medicine and Dentistry	40.5%	59.5%	80.8%	19.2%	50.5%	49.5%	5.5%	94.5%	15.2%	5.2%	9.8%	4.3%
Subjects allied to Medicine	19.8%	80.2%	90.3%	9.7%	29.4%	70.6%	7.4%	92.6%	32.8%	14.4%	26.9%	11.7%
Biological Sciences	34.8%	65.2%	91.2%	8.8%	58.4%	41.6%	9.7%	90.3%	28.0%	12.2%	25.1%	10.7%
Veterinary Sciences, Agriculture and related subjects	37.2%	62.8%	89.9%	10.1%	39.1%	60.9%	10.5%	89.5%	15.6%	4.4%	14.8%	3.8%
Physical Sciences	57.3%	42.7%	92.2%	7.8%	57.2%	42.8%	9.5%	90.5%	23.5%	9.4%	22.2%	8.6%
Mathematical and Computer Sciences	74.2%	25.8%	82.1%	17.9%	50.4%	49.6%	9.2%	90.8%	31.5%	14.2%	29.0%	13.0%
Engineering	85.5%	14.5%	78.5%	21.5%	48.3%	51.7%	5.5%	94.5%	23.0%	9.4%	19.0%	6.9%
Technologies	70.7%	29.3%	87.5%	12.5%	47.3%	52.7%	6.3%	93.7%	30.1%	13.7%	21.4%	7.3%
Architecture, Building and Planning	65.8%	34.2%	84.5%	15.5%	43.4%	56.6%	8.9%	91.1%	23.3%	9.3%	17.1%	6.1%
Social studies	36.4%	63.6%	89.4%	10.6%	44.3%	55.7%	9.7%	90.3%	31.7%	14.1%	26.8%	11.0%
Law	43.6%	56.4%	83.9%	16.1%	48.2%	51.8%	6.3%	93.7%	22.0%	9.2%	19.1%	6.9%
Business and Administrative studies	48.5%	51.5%	71.5%	28.5%	40.2%	59.8%	4.9%	95.1%	26.2%	11.4%	22.8%	9.0%
Mass Communications and Documentation	39.4%	60.6%	93.5%	6.5%	50.8%	49.2%	8.0%	92.0%	25.7%	11.2%	23.3%	9.8%
Linguistics, Classics and related subjects	32.1%	67.9%	87.5%	12.5%	55.6%	44.4%	8.9%	91.1%	25.8%	9.6%	22.2%	7.6%
European Languages, Literature and related subjects	30.3%	69.7%	93.6%	6.4%	44.7%	55.3%	7.9%	92.1%	22.3%	10.0%	17.9%	6.8%
Languages	38.4%	61.6%	81.0%	19.0%	50.9%	49.1%	6.5%	93.5%	17.3%	4.4%	18.4%	0.0%
Historical and Philosophical studies	44.6%	55.4%	95.1%	4.9%	43.4%	56.6%	12.0%	88.0%	23.0%	9.6%	18.2%	6.8%
Creative Arts and Design	35.5%	64.5%	92.3%	7.7%	60.1%	39.9%	15.3%	84.7%	21.9%	8.3%	19.9%	7.2%
Education	24.3%	75.7%	94.3%	5.7%	25.9%	74.1%	5.9%	94.1%	25.3%	9.4%	23.5%	7.4%
Combined	39.9%	60.1%	96.5%	3.5%	14.2%	85.8%	9.2%	90.8%	32.4%	14.9%	16.7%	0.0%
<b>Total</b>	<b>43.3%</b>	<b>56.7%</b>	<b>86.9%</b>	<b>13.1%</b>	<b>42.3%</b>	<b>57.7%</b>	<b>8.1%</b>	<b>91.9%</b>	<b>27.2%</b>	<b>11.6%</b>	<b>22.7%</b>	<b>9.1%</b>

(1) For Scottish-domiciled students only



### Student population by key access and inclusion factors by college (excluding 'Not Known'), 2010-11

College	Gender		Disability		Ethnicity		Age				Deprived
	Male	Female	Disabled	No known disability	White	Black and ethnic minorities	Under 16	16-19	20-64	65 and over	20% Most Deprived
Aberdeen College	37.3%	62.7%	7.1%	92.9%	95.1%	4.9%	8.1%	26.3%	60.6%	4.9%	16.2%
Adam Smith College	49.3%	50.7%	19.5%	80.5%	97.1%	2.9%	51.6%	18.6%	28.4%	1.4%	21.1%
Angus College	45.8%	54.2%	18.4%	81.6%	98.9%	1.1%	20.8%	22.0%	49.8%	7.4%	11.1%
Anniesland College	52.1%	47.9%	11.6%	88.4%	82.9%	17.1%	11.2%	32.6%	54.3%	1.9%	47.6%
Ayr College	49.2%	50.8%	24.2%	75.8%	95.9%	4.1%	10.0%	38.1%	49.1%	2.8%	30.4%
Banff and Buchan College	53.8%	46.2%	14.8%	85.2%	98.0%	2.0%	36.1%	21.2%	41.4%	1.3%	6.5%
Barony College	74.1%	25.9%	6.3%	93.7%	99.7%	0.3%	18.9%	25.2%	54.6%	1.3%	8.2%
Borders College	40.5%	59.5%	23.8%	76.2%	98.6%	1.4%	11.8%	24.2%	60.0%	3.9%	10.9%
Cardonald College	42.7%	57.3%	8.2%	91.8%	90.4%	9.6%	9.2%	27.6%	61.1%	2.1%	39.7%
Carnegie College	50.2%	49.8%	12.9%	87.1%	98.4%	1.6%	9.4%	25.4%	60.3%	4.9%	20.9%
City of Glasgow College	48.4%	51.6%	6.9%	93.1%	85.4%	14.6%	11.7%	26.8%	60.3%	1.2%	38.3%
Clydebank College	40.2%	59.8%	13.9%	86.1%	94.8%	5.2%	11.3%	25.0%	58.9%	4.8%	37.2%
Coatbridge College	27.9%	72.1%	18.6%	81.4%	98.6%	1.4%	32.1%	26.7%	40.1%	1.0%	46.7%
Cumbernauld College	40.5%	59.5%	14.7%	85.3%	98.4%	1.6%	18.2%	28.5%	46.9%	6.4%	20.9%
Dumfries and Galloway College	44.0%	56.0%	14.0%	86.0%	97.6%	2.4%	14.7%	24.0%	55.5%	5.8%	13.3%
Dundee College	47.8%	52.2%	6.5%	93.5%	96.0%	4.0%	35.7%	19.5%	43.8%	1.0%	29.5%
Edinburgh's Telford College	53.1%	46.9%	13.7%	86.3%	91.5%	8.5%	10.5%	30.4%	58.5%	0.6%	18.9%
Elmwood College	48.3%	51.7%	16.6%	83.4%	97.6%	2.4%	20.4%	30.6%	45.5%	3.5%	12.1%
Forth Valley College	50.5%	49.5%	7.6%	92.4%	97.2%	2.8%	7.6%	30.5%	58.4%	3.6%	16.7%
Inverness College	54.2%	45.8%	15.8%	84.2%	98.4%	1.6%	10.6%	32.7%	55.0%	1.7%	12.7%
James Watt College	39.1%	60.9%	13.0%	87.0%	98.5%	1.5%	10.8%	28.8%	58.0%	2.4%	38.4%
Jewel and Esk College	49.9%	50.1%	15.0%	85.0%	95.8%	4.2%	16.1%	34.4%	47.9%	1.5%	13.8%
John Wheatley College	49.4%	50.6%	19.0%	81.0%	95.0%	5.0%	35.5%	16.0%	45.7%	2.9%	78.4%
Kilmarnock College	47.4%	52.6%	16.2%	83.8%	99.0%	1.0%	16.3%	31.3%	51.0%	1.4%	37.6%
Langside College	37.5%	62.5%	12.6%	87.4%	82.0%	18.0%	8.4%	29.2%	60.5%	1.9%	36.5%
Lews Castle College	58.4%	41.6%	11.3%	88.7%	98.1%	1.9%	10.8%	19.1%	68.3%	1.7%	0.7%
Moray College	43.4%	56.6%	17.2%	82.8%	98.0%	2.0%	9.4%	23.7%	62.6%	4.2%	3.4%

College	Gender		Disability		Ethnicity		Age				Deprived
	Male	Female	Disabled	No known disability	White	Black and ethnic minorities	Under 16	16-19	20-64	65 and over	20% Most Deprived
Motherwell College	49.9%	50.1%	15.6%	84.4%	96.8%	3.2%	10.9%	27.2%	59.9%	2.1%	35.5%
Newbattle Abbey College	63.2%	36.8%	23.8%	76.2%	94.7%	5.3%	0.0%	0.0%	99.4%	0.6%	17.3%
North Glasgow College	54.1%	45.9%	6.3%	93.7%	91.4%	8.6%	11.7%	32.6%	54.7%	1.0%	40.6%
Oatridge College	59.6%	40.4%	11.5%	88.5%	97.7%	2.3%	25.3%	31.5%	42.6%	0.6%	11.2%
Orkney College	45.0%	55.0%	12.9%	87.1%	99.0%	1.0%	10.3%	11.3%	76.7%	1.8%	0.0%
Perth College	41.8%	58.2%	16.9%	83.1%	97.9%	2.1%	12.9%	22.1%	56.5%	8.5%	7.7%
Reid Kerr College	41.4%	58.6%	13.6%	86.4%	95.9%	4.1%	13.3%	23.5%	60.2%	3.0%	33.8%
Sabhal Mòr Ostaig	39.3%	60.7%	7.8%	92.2%	98.4%	1.6%	11.0%	7.1%	69.6%	12.3%	4.2%
Shetland College	43.8%	56.2%	11.3%	88.7%	98.3%	1.7%	4.9%	8.5%	81.9%	4.6%	0.0%
South Lanarkshire College	54.7%	45.3%	11.6%	88.4%	95.1%	4.9%	13.1%	33.6%	51.9%	1.3%	22.5%
Stevenson College Edinburgh	43.4%	56.6%	14.0%	86.0%	89.8%	10.2%	11.1%	23.5%	64.2%	1.1%	18.0%
Stow College	61.6%	38.4%	16.1%	83.9%	84.0%	16.0%	4.6%	26.7%	68.2%	0.4%	36.8%
The North Highland College	37.7%	62.3%	17.3%	82.7%	98.6%	1.4%	22.4%	18.1%	53.4%	6.1%	9.4%
West Lothian College	38.1%	61.9%	5.9%	94.1%	96.7%	3.3%	9.6%	25.1%	64.2%	1.0%	22.3%
<b>Total</b>	<b>46.3%</b>	<b>53.7%</b>	<b>12.7%</b>	<b>87.3%</b>	<b>94.4%</b>	<b>5.6%</b>	<b>17.4%</b>	<b>25.3%</b>	<b>54.6%</b>	<b>2.7%</b>	<b>26.2%</b>

Summary of key access and inclusion factors by college dominant programme group (excluding 'Not Known'), 2010-11

Dominant programme group	Gender		Disability		Ethnicity		Age				Deprived
	Male	Female	Disabled	No known disability	White	Black and ethnic minorities	Under 16	16-19	20-64	65 and over	20% Most Deprived
Agriculture and Horticulture	60.8%	39.2%	13.3%	86.7%	99.0%	1.0%	20.5%	29.3%	49.5%	0.8%	13.3%
Art and Design	42.0%	58.0%	11.5%	88.5%	97.4%	2.6%	42.3%	21.9%	31.7%	4.1%	18.7%
Business and Management	42.3%	57.7%	7.1%	92.9%	91.9%	8.1%	3.5%	25.5%	70.7%	0.2%	23.5%
Computing	47.4%	52.6%	15.1%	84.9%	94.7%	5.3%	14.0%	15.8%	59.3%	10.9%	30.3%
Construction	91.7%	8.3%	9.9%	90.1%	98.2%	1.8%	27.0%	36.8%	35.9%	0.3%	27.8%
Engineering	83.2%	16.8%	8.0%	92.0%	95.5%	4.5%	29.3%	32.2%	38.2%	0.3%	16.8%
Food Technology and Catering	39.1%	60.9%	7.9%	92.1%	93.2%	6.8%	17.2%	20.3%	61.3%	1.3%	28.5%
Health	25.1%	74.9%	7.9%	92.1%	96.3%	3.7%	11.3%	25.0%	63.0%	0.6%	26.3%
Minerals and Materials	37.1%	62.9%	9.1%	90.9%	95.5%	4.5%	3.0%	29.2%	64.1%	3.7%	22.3%
Office and Secretarial	22.0%	78.0%	12.8%	87.2%	94.4%	5.6%	2.9%	32.9%	62.4%	1.8%	28.4%
Personal Development	41.9%	58.1%	12.8%	87.2%	92.2%	7.8%	18.9%	17.2%	61.8%	2.1%	27.2%
Printing	40.8%	59.2%	10.6%	89.4%	94.7%	5.3%	0.6%	21.1%	68.1%	10.3%	23.3%
Science and Maths	42.0%	58.0%	10.0%	90.0%	93.0%	7.0%	13.8%	38.5%	47.3%	0.4%	21.8%
Social Studies	33.0%	67.0%	8.3%	91.7%	87.2%	12.8%	6.3%	25.7%	65.6%	2.4%	26.7%
Social Work	15.3%	84.7%	10.0%	90.0%	96.8%	3.2%	10.1%	16.3%	73.3%	0.3%	26.7%
Special Programmes	50.9%	49.1%	50.9%	49.1%	93.3%	6.7%	18.8%	27.6%	50.2%	3.4%	43.1%
Sport and Recreation	63.3%	36.7%	8.8%	91.2%	96.5%	3.5%	20.0%	42.9%	36.4%	0.7%	25.2%
Transport	92.9%	7.1%	9.0%	91.0%	89.4%	10.6%	19.4%	34.2%	45.9%	0.4%	24.6%
Not provided	49.3%	50.7%	13.4%	86.6%	94.4%	5.6%	0.0%	14.7%	75.8%	9.4%	38.9%
<b>Total</b>	<b>46.3%</b>	<b>53.7%</b>	<b>12.8%</b>	<b>87.2%</b>	<b>94.3%</b>	<b>5.7%</b>	<b>17.5%</b>	<b>25.2%</b>	<b>54.6%</b>	<b>2.7%</b>	<b>26.2%</b>

## **Annex B: Measures of success**

### **How will we know if we have been successful?**

1 Measures listed in *Learning for All*

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

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

We would measure this by looking at:

- school attainment for pupils from different socio-economic backgrounds and by gender (see Figures 18 and 19);
- the participation rates in HE and FE from the schools which currently have the lowest participation (see Figures 24, 26a and 26b);
- the proportions of students in HE and FE from each quintile of the population by deprivation (see Figures 9 and 10);
- the proportions of mature students from the most deprived areas in FE and HE (see Figure 13);
- the differences in participation in FE and HE by geographical areas (see Figures 5, A, B and C); and
- differences in participation in FE and HE by gender, ethnicity and disability (see Figures 6, 7, 8, 14, 15, 16a, 16b and 17).

## **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 22);
- the patterns of applications for places in universities by deprivation zone (see Figure 11); 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 20 and 21).

## **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 29a, 29b, 30, 31, 32 and 33); and
- the proportion of students entering universities via FE colleges, particularly with advanced standing (see Figures 27 and 28).

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 20 and 21);
- increasing articulation from colleges to universities for those students with advanced standing (see Figures 27 and 28);

- increasing the proportion of mature students from deprived backgrounds (see Figure 13); and
- national improvement in retention levels at universities (see Figures 31, 32 and 33).

## Annex C: List of Local Authority areas and Schools for Higher Education Programme areas

Local Authority area	Schools for Higher Education Programme area
Fife	Fife and Tayside
Angus	Fife and Tayside
Dundee City	Fife and Tayside
Perth and Kinross	Fife and Tayside
Argyll and Bute	West
Eilean Siar	North
Highland	North
Moray	North
Orkney Islands	North
Shetland Islands	North
Aberdeen City	North
Aberdeenshire	North
Clackmannanshire	South East
Falkirk	South East
Stirling	South East
City of Edinburgh	South East
East Lothian	South East
Midlothian	South East
West Lothian	South East
Scottish Borders	South East
Dumfries and Galloway	West
East Dunbartonshire	West
West Dunbartonshire	West
Glasgow City	West
North Lanarkshire	West
South Lanarkshire	West
East Ayrshire	West
East Renfrewshire	West
Inverclyde	West
North Ayrshire	West
Renfrewshire	West
South Ayrshire	West

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