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Lifelong Learning Statistics 2005

Lifelong Learning Statistics 2005

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Foreword

Life Through Learning; Learning Through Life, the Lifelong Learning Strategy for Scotland, was launched in February 2003 and set out our policies and strategies for the next five years. It is as important today as it was then, and evaluating the effectiveness of these policies is one of our fundamental concerns. This statistical compendium helps us to do that.

Lifelong Learning Statistics 2005 brings together comprehensive statistics on lifelong learning in Scotland, providing policy makers and stakeholders with the tools to make evidence-based policy decisions. It includes accessible and wide-ranging information on post-compulsory education and training, thus creating an overall picture of lifelong learning in Scotland.

The structure of this compendium allows the policy-making community easy access to key practical statistics, thus highlighting the breadth of information available and its potential application to the policy process. It also provides the user with a 'one-stop-shop' from which to look at lifelong learning in Scotland as a whole, in itself an important tool. For those interested in more detail links to statistical releases are provided.

I believe that this compendium will help provide us with the knowledge and information to improve the development of our policies and programmes. Beyond this, I hope it will also facilitate greater public understanding of both the evidence base underlying our policy programmes and the lifelong learning environment in Scotland.

Scotland is fortunate that it has a successful system of lifelong learning in further and higher education institutions, in communities and at work. I hope this volume will stimulate informed debate and that it will help us to preserve what we have and improve where necessary.

Mark Batho

Head of Lifelong Learning Group

Enterprise Transport and Lifelong Learning Department

Scottish Executive

November 2005

Overview

Participation in Education and Learning in Scotland

Summary

Each chapter in this volume presents information on a particular area of education or learning. This Overview estimates the total number of people engaged in learning activities and the associated spending. Overall, about 700,000 people over sixteen attended educational institutions in Scotland in the academic year 2003-04. A further 34,000 students from Scotland were taking courses at institutions outside Scotland. The Labour Force Survey (LFS) identified three quarters of a million people who received work-related training. Allowing for considerable overlap, these figures suggest that about 1.2 million people were engaged in some education or training in the course of the year. That is more than a third of the population of working age. Using a wider definition of learning, the LFS estimates that a further million had undertaken less formal learning activities.

Introduction

This volume of Scottish Lifelong Learning Statistics brings together information from a variety of sources to present a broad picture of education and learning in Scotland. It encompasses all post-compulsory education – with chapters devoted to schools, to further education (FE) and to higher education (HE) – plus training and wider learning activity. The report makes use of both management information and survey data to give a perspective of lifelong learning activity in Scotland that is as rounded as possible.

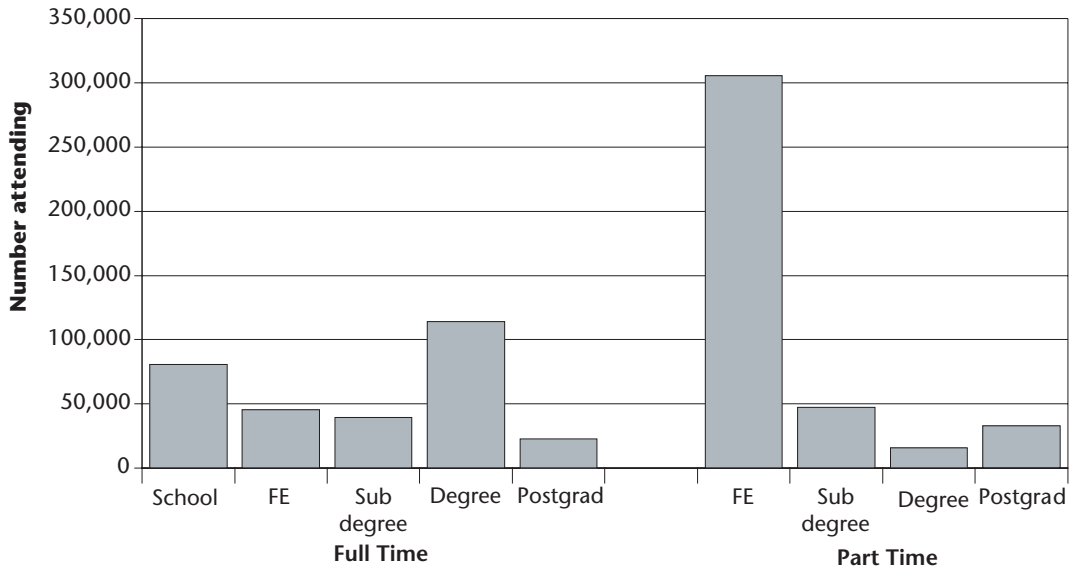
Number Engaged in Learning Activities

Using a wide definition of learning activity, the Labour Force Survey (LFS) estimates that 2.3 million people of working age (74 per cent) were involved in learning activities in the last year. This includes those in education, training and those undertaking much less formal activity such as self directed reading.

Number in Education

In the academic year 2003-04 about 700,000 people over 16 undertook educational courses in Scotland. These 700,000 students in Scottish institutions accounts for 22 per cent of the resident working age population. Chart O.A shows the numbers in school, FE and HE. It shows that the total numbers are dominated by part-time students in FE. Full-time students are concentrated in school and first degrees.

Chart O.A: Total numbers attending school, FE and HE, 2003-04

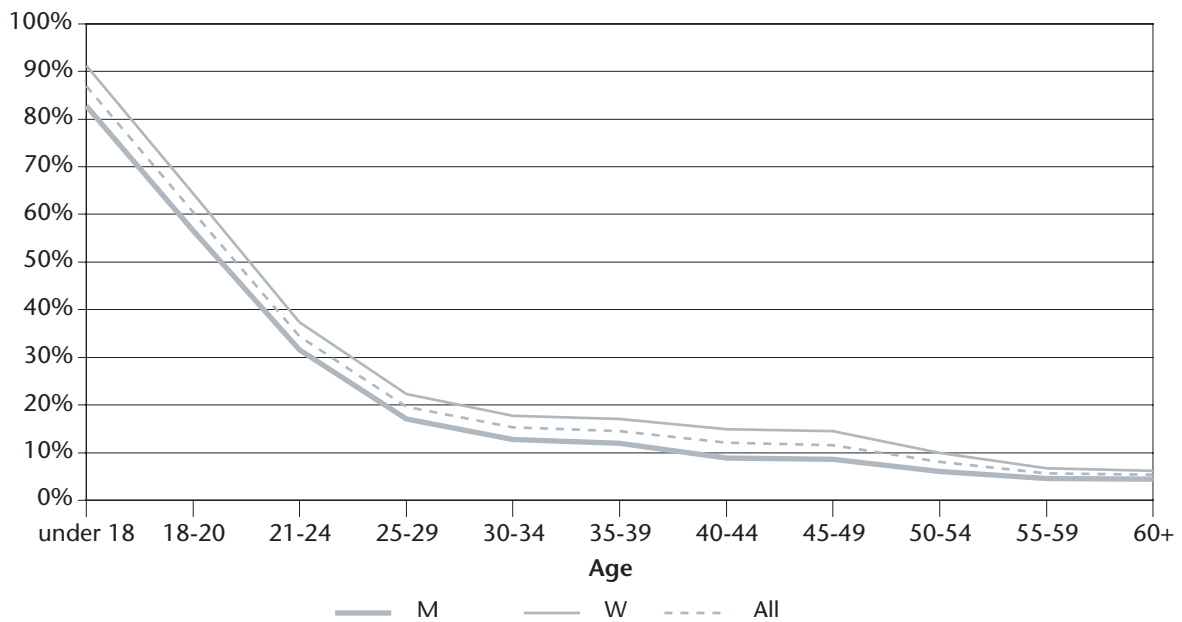


Sources: Scottish Executive, SFEFC, HESA

- 1 School: Includes private schools
- 2 FE: Number of people, not number of enrolments
- 3 HE: Includes HE at HEI & FEC

Chart O.B shows that participation rates drop off rapidly after the early twenties and continue falling for all ages. About half the students are aged under 25 – around 110,000 of these students are aged 16-17 and a similar number are aged 18-20. About 70,000 are over 50, including 20,000 who are over 60. Older students (over 24) are nearly all in FE and nearly all part time. At all ages the participation rate is higher for females than for males.

Chart O.B: Proportion of the Population Participating in Education, by Age and Sex, 2003-04



Sources: Scottish Executive, HESA, SFEFC

About 55,000 HE students were from outside Scotland. At the same time about 34,000 Scottish domiciled people were studying at institutions outside Scotland (including the Open University), which means that Scotland is a net importer of full-time students at all levels of HE. The number of distance learners enrolled at Scottish universities (15,000) is roughly balanced by the number of distance learners living in Scotland (mostly with the Open University).

Training Programmes and Work-Related Training

Information on the number of people in publicly funded training programmes is summarised in Table O.1. Nearly all Modern Apprentices and most of those on Skillseekers are employees. Many of these trainees attend courses delivered through further education colleges (FECs) especially those on Modern Apprenticeships (though this varies around the country) so a considerable proportion will be included in the further education numbers above.

Table O.1: Publicly Supported Training Programmes, Starts for Year to 30 March 2005

Programme	Starts
Skillseekers	8,000
Modern Apprenticeships ¹	21,000
Get Ready for Work	9,000
Training for Work	10,000
New Deal (Education Option) ²	2,000
Total	50,000

Source: Enterprise Networks

1 Modern Apprenticeships typically last considerably longer than a year. The number in training at the end of March 2005 was nearly 34,000.

2 The New Deal education option starts are for the 2004 calendar year.

This management information on specific schemes is backed by the LFS which reports about 16,000 unemployed (or inactive) people received work-related training.

The LFS indicates that, of those in work, a total of 695,000 people (30 per cent) received work-related training in the three months preceding the survey.¹ This figure has been fairly stable for several years (the findings from the LFS are described in more detail in Chapter 4). These findings are supported by surveys for Futureskills Scotland that indicate that employers provided training for 749,000 employees in the past year – about 105,000 of these going to FECs.

These sources together suggest that a total of 1.2 million people undertook education or vocational training – which is over a third of the working age population.

¹ This includes 104,000 part-time students and 51,000 full-time students.

Other Learning

In 2004 DTZ Pleda carried out a study for the Scottish Further Education Funding Council looking at supply and demand across the whole post-16 learning system (reported in an article in this volume). As part of this they estimated the numbers engaged in other learning, such as literacy and numeracy classes, or community education:

- 23,400 adult literacy and numeracy learners
- 85,000 adult community learners.

Spending on Lifelong Learning in Scotland

This learning activity is funded from several sources. Table O.2 below shows the spending on lifelong learning by the Enterprise, Transport and Lifelong Learning Department, which is approximately £1.7 billion in the financial year 2003-04.

Table O.2: Categories of Spending on Lifelong Learning by ETLTD (£,000s)

	2002-03 Budget	2003-04 Budget	2004-05 Budget	2005-06 Plans	2006-07 Plans	2007-08 Plans
Student Award Agency for Scotland (fees, awards and loans)	346,200	360,300	370,300	368,600	347,600	349,600
Scottish Higher Education Funding Council	699,300	737,500	787,400	853,000	958,000	1,028,000
Scottish Further Education Funding Council	419,300	428,400	474,300	534,700	602,200	619,200
Scottish Enterprise – skills & learning ¹	132,600	157,100	155,900	155,800	155,800	155,800
Highlands & Islands Enterprise – skills and learning ¹	19,000	19,600	20,100	20,100	16,100	16,100
Other ²	26,100	36,500	49,500	62,300	72,000	77,700
Total	1,642,500	1,739,400	1,857,500	1,994,500	2,151,700	2,246,400

Source: Scottish Executive Spending Plans 2002-08, Table 6.01

Notes:

Numbers may not sum to totals exactly due to rounding.

¹ The lines for Scottish Enterprise and Highland & Islands Enterprise do not show total spending by the agencies. The lines show only spending identified as being on skills and learning

² Mostly Education Maintenance Allowances (EMAs) and Individual Learning Accounts (ILAs)

The Scottish Executive is not the only source of funding. Funding also comes from:

- *Other government departments:* For example parents with dependent children in education are entitled to child benefit and working family tax credit, provided by the Department for Work and Pensions. Local authorities provide free school meals and transport. Career Development Loans are provided by the Department for Education and Skills. Some people in receipt of benefit such as Job Seekers Allowance are able to study on benefits. The various research councils also support postgraduate work.
- *Employers:* we estimate that total expenditure on training by employers in Scotland is around £1.5 billion. This figure is made up of £500 million in direct costs (£206 per employee) and around £1 billion in opportunity costs.²
- *Individuals and their families:* total spending by individuals is estimated³ to be around £293 million per year (£93 per adult).

Adding together the spending of the ETLLED (£1.7 billion), employers and individuals gives an estimated total of over £3.5 billion. Allowing for Executive expenditure on pupils in S5 and S6 plus payments through the tax and benefit system points to total spending of over £4 billion.

The Lifelong Learning Strategy

In order to help bring more focus to the activities of the Scottish Executive in this area, and to help ensure that resources are directed towards priorities, ETLLED launched, in early 2003, the Lifelong Learning Strategy in the document *Life Through Learning: Learning Through Life*. This set out a vision:

“The best possible match between the learning opportunities open to people and the skills, knowledge, aptitudes and behaviour which will strengthen Scotland’s economy and society.”

There are five people-centred goals that will realise the vision:

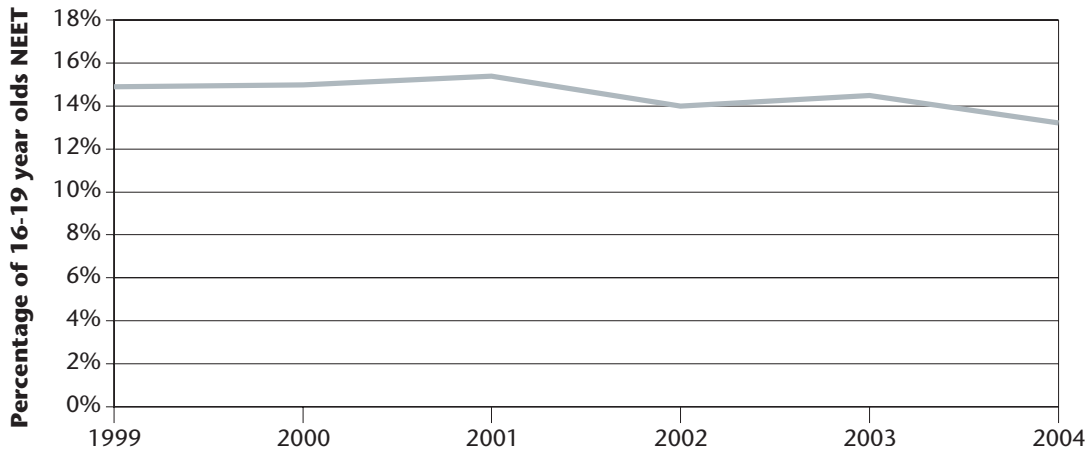
- A Scotland where people have the confidence, enterprise, knowledge, creativity and skills they need to participate in economic, social and civic life
- A Scotland where people demand and providers deliver a higher quality learning experience
- A Scotland where people’s knowledge and skills are recognised, used and developed to best effect in their workplace
- A Scotland where people are given the information, guidance and support they need to make effective learning decisions and transitions
- A Scotland where people have the chance to learn, irrespective of their background or current personal circumstances.

To assess progress towards these goals the document listed a set of six indicators, which are described below (see Annex A for details).

² This is based on findings from the National Employers Skills Survey 2003. The report included an estimate that employers spend, on average, £206 per employee per year. The survey was carried out in England but it is reasonable to extrapolate the findings to Scotland as most employees in Scotland work for UK-wide organisations.

³ Using the Expenditure and Food Survey, 2002-2003.

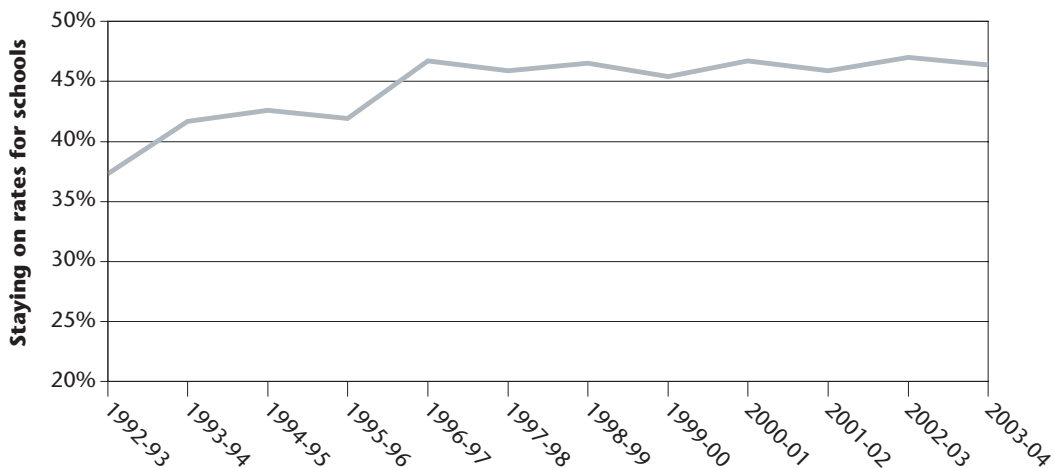
Indicator 1: Reduce the proportion of 16-19 year olds not in employment, education or training



Source: LFS, see Annex

The proportion of 16-19 year olds NEET (not in employment, education or training) has not changed significantly over the years 1999 to 2004. In 2004, 35,000 (13.2 per cent) 16-19 year olds were NEET. There are more men (19,000) in the NEET group than women (16,000). Further analyses show that the majority of the NEET group have low or no qualifications. Further information on this indicator can be found in Annex 1.

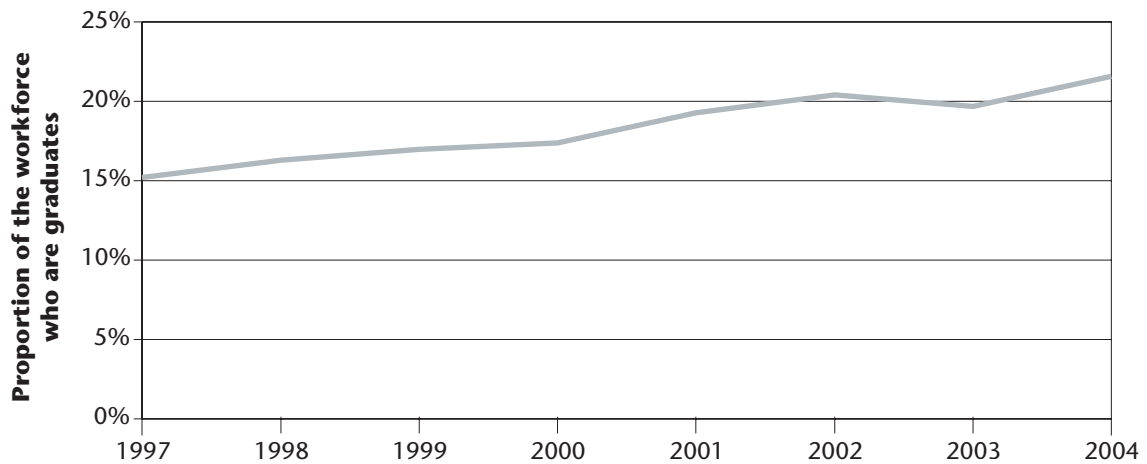
Indicator 2: Increase support to 16-19 year olds from low income families to stay on at school and/or FE college, thereby raising the participation and retention rates of this group



Note: Staying on rates are based upon the percentage of S6 pupils against S3 pupils 3 years prior.

As can be seen from the chart the staying on rates have remained fairly stable since 1996-97. However, the EMA scheme was launched in Scotland in August 2004 with the objective of increasing participation and retention through the provision of financial support. Once the scheme is established, its success in increasing participation and retention will be evaluated. Further information on the EMA scheme can be found in Annex 1.

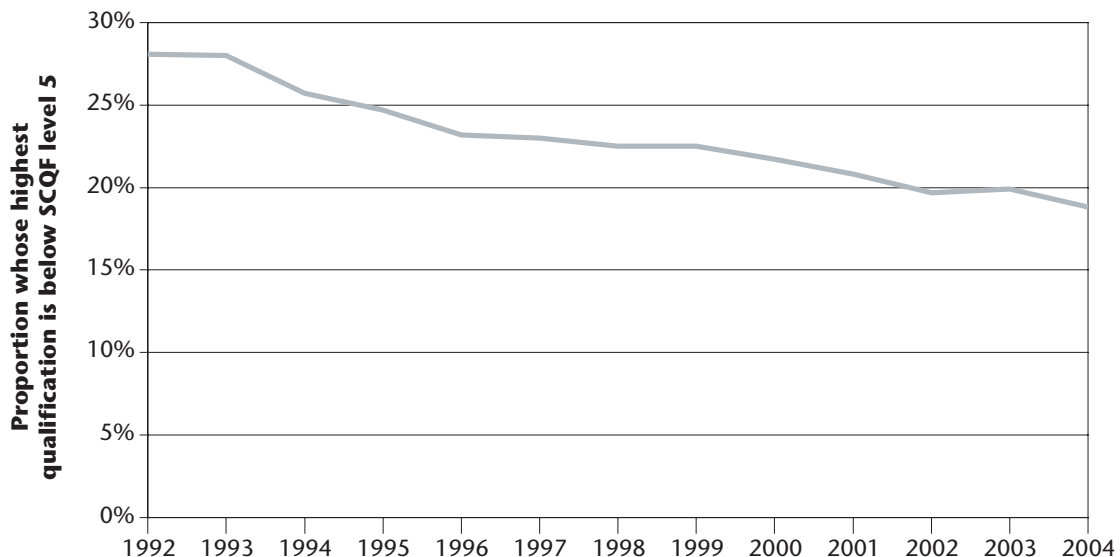
Indicator 3: Increase graduates as a proportion of the workforce



Source: LFS

The chart shows that the proportion of graduates in the workforce has increased from 15 per cent in 1997 to 22 per cent in 2004. In 2004, there were 421,000 graduates in the workforce, an increase of 138,000 on 1997.

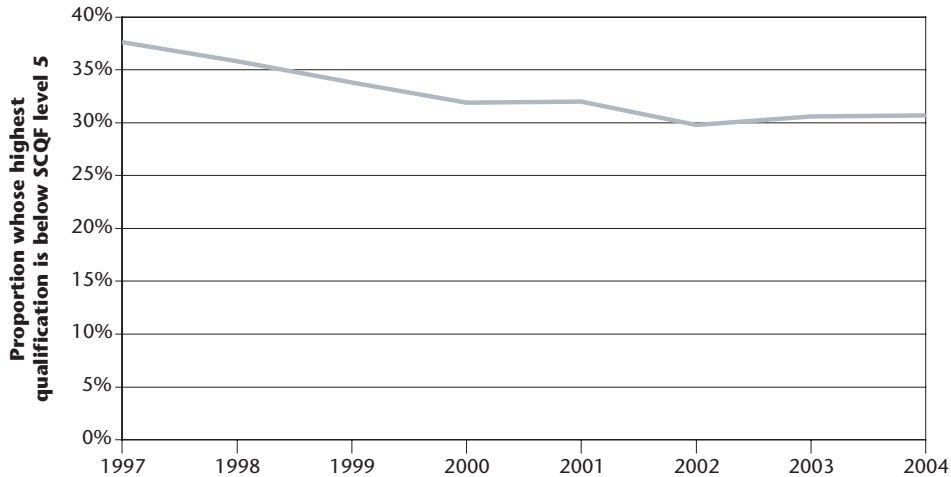
Indicator 4: Reduce the proportion of working age adults whose highest qualification is below SCQF level 5



Source: LFS

The proportion of working age adults who have qualifications below SCQF level 5 decreased from 28 per cent in 1992 to 19 per cent in 2004. In 2004, there were 585,000 working age adults who had qualifications below SCQF level 5, a decrease of 299,000 on 1992.

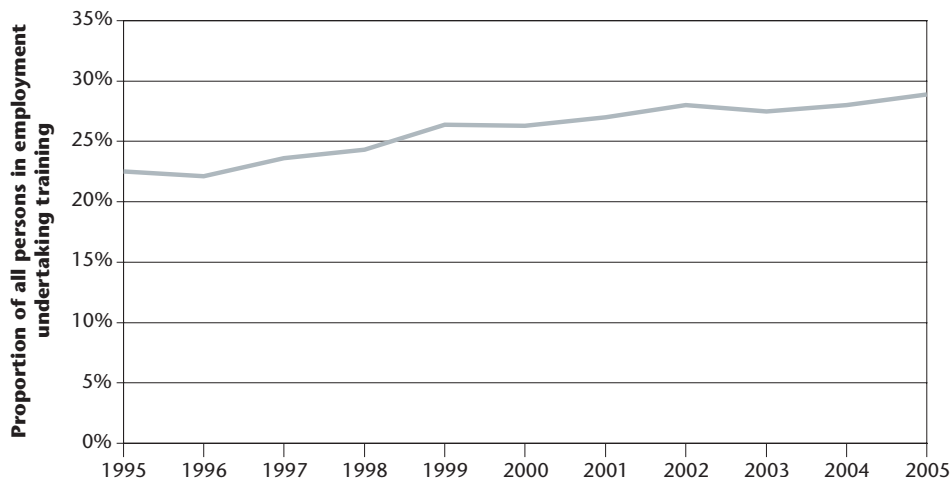
Indicator 5: Reduce the proportion of 18-29 year olds whose highest qualification is below SCQF level 6



Source: LFS

The proportion of 18-29 year olds who have qualifications below SCQF level 6 decreased from 38 per cent in 1997 to 31 per cent in 2004. In 2004, there were 225,000 18-29 year olds who had qualifications below SCQF level 6, a decrease of 81,000 on 1997.

Indicator 6: Increase the proportion of people in employment undertaking training



Source: LFS Spring Quarter (March to May)

The proportion of those in employment undertaking training increased from 23 per cent in 1995 to 29 per cent in 2005. In 2005, 641,000 working age people in employment (excluding full-time students) had undertaken training in the three months before the survey, an increase of 162,000 on 1995.

Annex 1

Further information on Lifelong Learning Indicators:

Indicator 1: Reduce the proportion of 16-19 year olds not in education, employment or training

Data for this indicator are sourced from the LFS carried out by the Office for National Statistics. These data have been revised as a result of re-weighting of the LFS to reflect the 2001 census. For years 1999 to 2003, annual average estimates have been calculated using the four quarters of the LFS dataset, so for example, the figure for 2003 is from the data for the period March 2003 to February 2004. The 2004 estimate is sourced from the Annual Population Survey (APS), which uses LFS data for the period January 2004 to December 2004 and includes the Scottish boost to the survey, which improves the coverage of the survey in Scotland.

This LFS measure of NEET is based on a sample which means that there is a degree of uncertainty around the estimates. For the 2004 proportion of 13.2 per cent, the true value is likely to lie between 11.9% and 14.6%, which is the confidence interval for this measure. For this reason, any changes in the NEET group may not be captured using the LFS as the measure is not sensitive enough to reflect small changes. The number of 16-19 year olds NEET has remained at 35,000 for the last few years.

To enable better monitoring and understanding of this group a more refined measure of NEET is being developed through the NEET workstream of the Employability Framework.

Indicator 2: Increase support to 16-19 year olds from low income families to stay on at school and/or FE college, thereby raising the participation and retention rates of this group

Education Maintenance Allowance⁴

The Education Maintenance Allowance (EMA) scheme was introduced across Scotland in August 2004 for 16 year olds (those whose birthday fell between 1st March 1988 and 28th February 1989). In the coming two years eligibility will extend to 17 and 18 year olds in accordance with the aims of indicator 2. Therefore, statistics relating to the EMA scheme are another indicator of the Executive's success against indicator 2.

EMAs are means tested payments of £10, £20 or £30 per week to young people from low-income families attending school or further education college on a full-time basis. Following satisfactory attendance and completion of a learning agreement, additional bonus payments of £150 are payable in January and June. Statistics for the first full year of the scheme are not available at the time of writing.⁵

⁴ For further information, visit the EMA Scotland website – <http://www.emascotland.com/>

⁵ At the time of writing, full year statistics on the EMA scheme were not available. These statistics are due to be published in November 2005 and will therefore be available when Lifelong Learning Statistics 2005 is published.

The scheme is primarily aimed at increasing both attainment and participation amongst young people in Scotland and research comparing EMA pilot areas with similar areas not introducing EMAs at that time have shown that this will be achieved. Initial figures showing the number of students supported through the EMA scheme up to an including January bonus payments are shown below. From these figures, it can be seen that the majority of students supported are from the lowest income families:

Table 1: Total number of students receiving an EMA payment, by level of entitlement, August 2004 to January 2005

Level	All Students	School	College	School %	College %
All	20,200	15,515	4,685	100	100
£10	2,370	1,940	430	13	9
£20	1,980	1,640	340	11	7
£30	15,850	11,935	3,915	77	8

Source: Scottish Executive EMA statistics database

Note: Numbers have been rounded to the nearest 5.

Table 2: Percentage of school students receiving a bonus

Level	All Students
All	77%
£10	82%
£20	79%
£30	75%

Source: Scottish Executive EMA statistics database

Base: All school students who have received at least 6 EMA payments

Note: Numbers have been rounded to the nearest 5

Article 1

Qualifications in the Labour Force

Marina Hughes and Paul Teasdale

Introduction

This article examines the impact and distribution of qualifications for those resident in Scotland. The Labour Force Survey (LFS) is used here to provide information on the characteristics of those with different levels of qualifications. The analyses include examining the labour market outcomes associated with qualifications, comparing the distribution of qualifications in Scotland with the rest of the UK, and over time.

Distribution of Qualifications in the Population

The Scottish Executive's Lifelong Learning Strategy, published early in 2003, included several indicators expressed in terms of qualifications. The source for monitoring these indicators is the LFS. The LFS collects details on a wide range of qualifications, which for analysis have been converted to Scottish Credit and Qualification Framework (SCQF) and Scottish/National Vocational Qualification (S/NVQ) equivalents as shown in Table A1.1.

Table A1.1: Qualification Level Equivalents¹

SCQF Level	S/NVQ	Academic Examples	Vocational Examples
4	1	Intermediate 1/General S Grade	RSA other
5	2	Intermediate 2/Credit S Grade	RSA diploma
6	3	Higher	RSA advanced diploma
8	4	HND/DIP HE	RSA higher diploma
9		Degree	
11	5	Masters	

Qualifications serve an important purpose in signalling ability and achievement. They enable people to progress from one stage of learning to the next. The development of frameworks that facilitate comparability and accreditation, such as the SVQ and more recently the SCQF, should serve to support more flexible routes through learning. Perhaps more importantly, qualifications have a significant role in the labour market as they allow people to signal to employers what skills they possess. Qualifications make it easier for employers to recruit the appropriate people, thus reducing recruitment costs. They encourage mobility so support a more flexible and efficient labour market where people are able to move to where they can be most productive and get a greater reward for selling their labour. This in turn encourages people to invest in training that leads to qualifications which should lead to the development of more skills, particularly transferable skills.

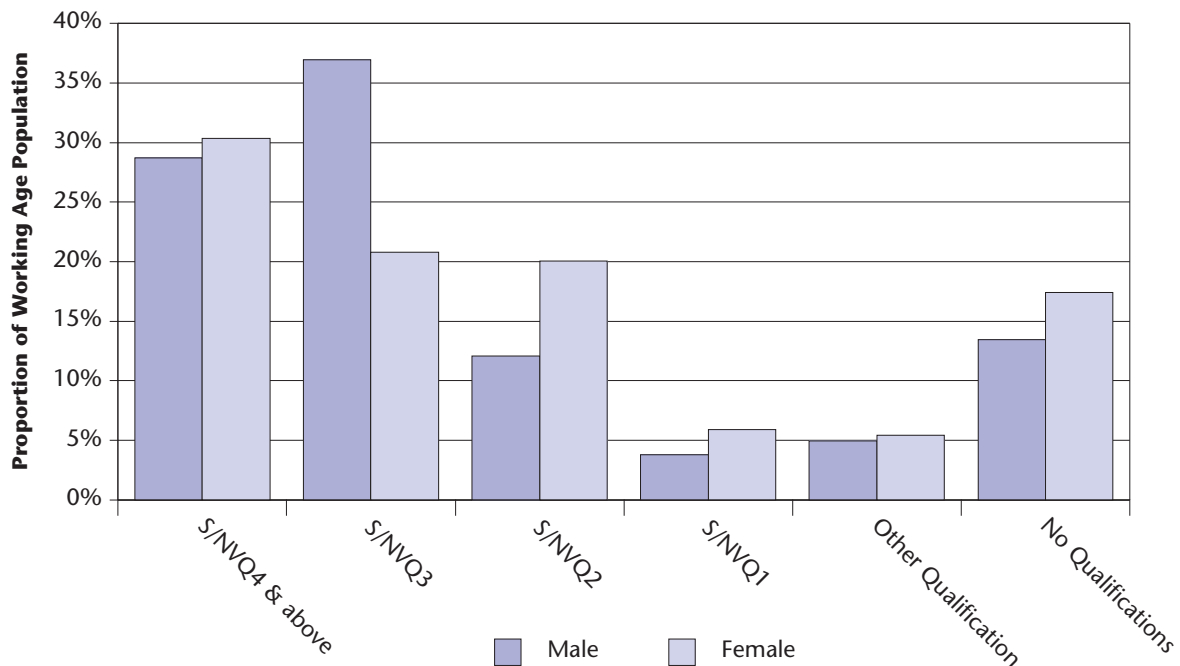
¹ The S/NVQ classification used here differs from that used by the National Qualifications Framework (NQF). In this analysis S/NVQ 3 is equivalent to one Higher, whereas under the NQF system NVQ 3 is equivalent to three Highers.

Labour Force Survey

The Labour Force Survey (LFS) is a survey of households living at private addresses in the UK. Its purpose is to provide information on the UK Labour Market, which can be used to develop, manage, evaluate and report on labour market policies. The survey is carried out by the Office for National Statistics. Information, on a quarterly basis, is available for spring 1992 onwards. The survey covers 60,000 households in the UK every quarter. Topics covered in the survey include: employment, full-time, part time, industry of employment, hours worked, occupation of employment, earnings, training and qualifications.

Chart A1.A shows the distribution of qualification levels across the working age population (aged 16-59 for females and aged 16-64 for males), distinguishing between men and women. While women are more likely than men to have a qualification at S/NVQ 4 and above or an S/NVQ 2 qualification, men are more likely than women to have an S/NVQ 3 qualification. Women are over represented among the least qualified.

Chart A1.A: Distribution of Qualifications in the Working Age Population, Scotland, 2004



Source: Labour Force Survey, Spring Quarter

Table A1.2 shows the distribution across age bands. It shows that people in the younger age groups (16-19, 20-24) are much more likely to have a qualification, especially at S/NVQ 2. This does not necessarily mean that the young are more skilled but that they are more likely to have had their skills accredited. This means that they are better able to signal their ability in the labour market. It should also be noted that large numbers in the two youngest cohorts have yet to reach their highest qualification.

Table A1.2: Distribution of Qualifications in the Working Age Population, Scotland, 2004

Age Band	S/NVQ 4 & above	S/NVQ 3	S/NVQ 2	S/NVQ 1 & No Qualifications	Other Qualification	All
16 to 19	*	43%	34%	20%	*	100%
20 to 24	29%	37%	20%	12%	*	100%
25 to 29	45%	23%	14%	13%	5%	100%
30 to 34	39%	23%	18%	15%	4%	100%
35 to 39	34%	25%	18%	18%	5%	100%
40 to 44	30%	25%	19%	19%	6%	100%
45 to 49	33%	29%	12%	22%	5%	100%
50 to 54	27%	29%	8%	29%	8%	100%
55 to retirement	23%	32%	7%	31%	8%	100%
All	30%	29%	16%	20%	5%	100%

Source: Labour Force Survey, Spring Quarter

Notes: Those with unknown qualifications were removed from the analysis.

* Figure is suppressed due to unreliability

While Table A1.2 showed a major change in the cohort born after 1970 (i.e. those aged under 35), Table A1.3 shows that the change has been particularly marked among women. For women born before 1950 (i.e. those aged over 55) nearly half have nothing more than the equivalent of S/NVQ 1. Although this difference between the sexes falls steadily for the post war cohorts, it is not until the cohort born in the 1970s that we see similar rates for men and women.

Table A1.3: Distribution of Qualifications in the Working Age Population, Scotland, 2004

Age Band	Male					Female				
	S/NVQ 4 & above	S/NVQ 3	S/NVQ 2 & Other	S/NVQ 1 & No Quals	All	S/NVQ 4 & above	S/NVQ 3	S/NVQ 2 & Other	S/NVQ 1 & No Quals	All
20 to 24	28%	38%	22%	12%	100%	30%	36%	23%	12%	100%
25 to 29	43%	28%	17%	12%	100%	47%	18%	20%	15%	100%
30 to 34	41%	27%	18%	15%	100%	38%	19%	27%	16%	100%
35 to 39	34%	33%	17%	16%	100%	34%	17%	29%	20%	100%
40 to 44	31%	37%	19%	14%	100%	30%	15%	31%	24%	100%
45 to 49	32%	42%	12%	15%	100%	34%	16%	23%	28%	100%
50 to 54	26%	42%	12%	21%	100%	27%	17%	20%	36%	100%
55 to retirement	22%	43%	11%	24%	100%	25%	12%	20%	43%	100%
All	29%	37%	17%	17%	100%	30%	21%	26%	23%	100%

Those with unknown qualifications were removed from the analysis.

Source: Labour Force Survey, Spring Quarter

Comparisons with the rest of the UK

Table A1.4 compares the distribution of qualifications in the working age population in Scotland with that for the rest of the UK in 2004. While the proportion with no qualifications is similar, the table shows that Scotland has a higher proportion of people who are qualified at S/NVQ 3 and 4. Scotland does, however, have a slightly smaller proportion with a degree.

Table A1.4: Distribution of Qualifications² in the Working Age Population, 2004

S/NVQ Level	Scotland	Rest of the UK
Degree and above	16%	17%
S/NVQ 4	14%	8%
S/NVQ 3	29%	23%
S/NVQ 2	16%	22%
S/NVQ 1	5%	6%
Other Qualification	5%	7%
No Qualifications	15%	15%
Don't Know/No Answer	0%	1%

Source: Labour Force Survey, Spring Quarter

Benefits of Qualifications

The LFS can also help illustrate some of the benefits associated with the possession of higher level qualifications, such as increased chances of employment and higher rewards in employment.

Table A1.2 showed that many in the youngest age groups have not yet reached their highest qualification. Many have not yet left education or are undertaking initial training. The younger people may not yet have achieved the qualification that will most influence their situation in the labour market. Students may not be in employment or may be working in part time jobs that do not require their qualifications – so their inclusion would distort an estimate of the wages associated with an intermediate qualification. The picture for younger people is further complicated by the fact that Scotland is a net importer of higher education students (i.e. more people study in Scotland compared to Scots who study outside Scotland). Thus there are many people in this age group moving to Scotland with an intermediate qualification but leaving with a higher level. Therefore, in the subsequent analysis we will frequently examine just those aged 25 and over.

Employment

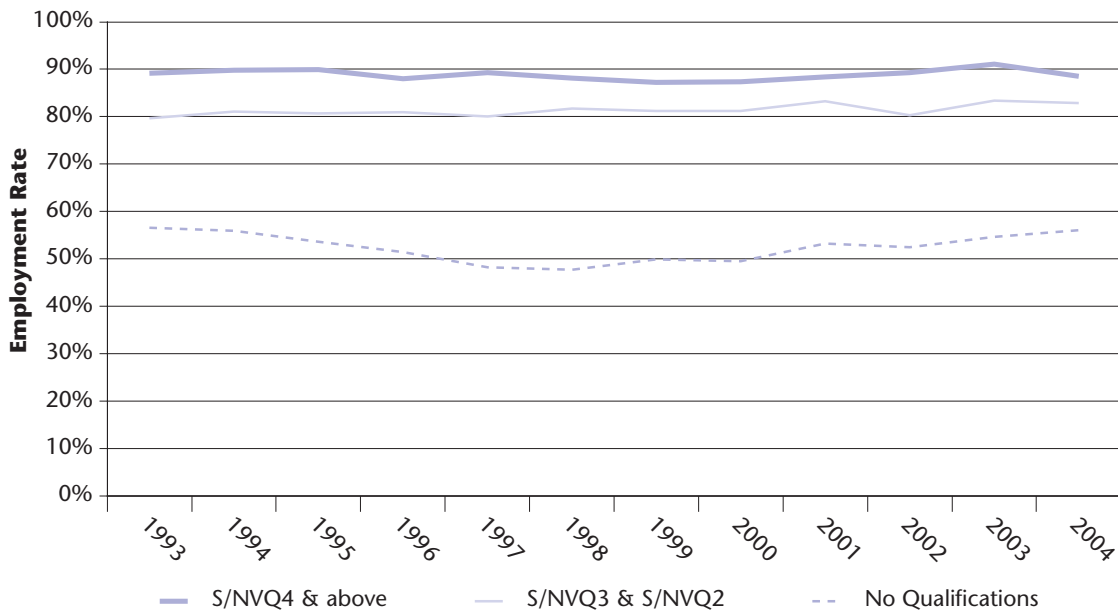
The higher the level of qualification held by an individual, the more likely that individual is to be employed. Chart A1.B and Chart A1.C show the employment rates for those aged 25 to 59/64 at various qualification levels from 1993³ to 2004, for males and females respectively. The employment rate for those with qualifications at S/NVQ 4 and above is about 90 per cent. In contrast the employment rate for those without qualifications is approximately 50 per cent. The

² See footnote 1.

³ The first year that the LFS qualification data are available on a comparable basis.

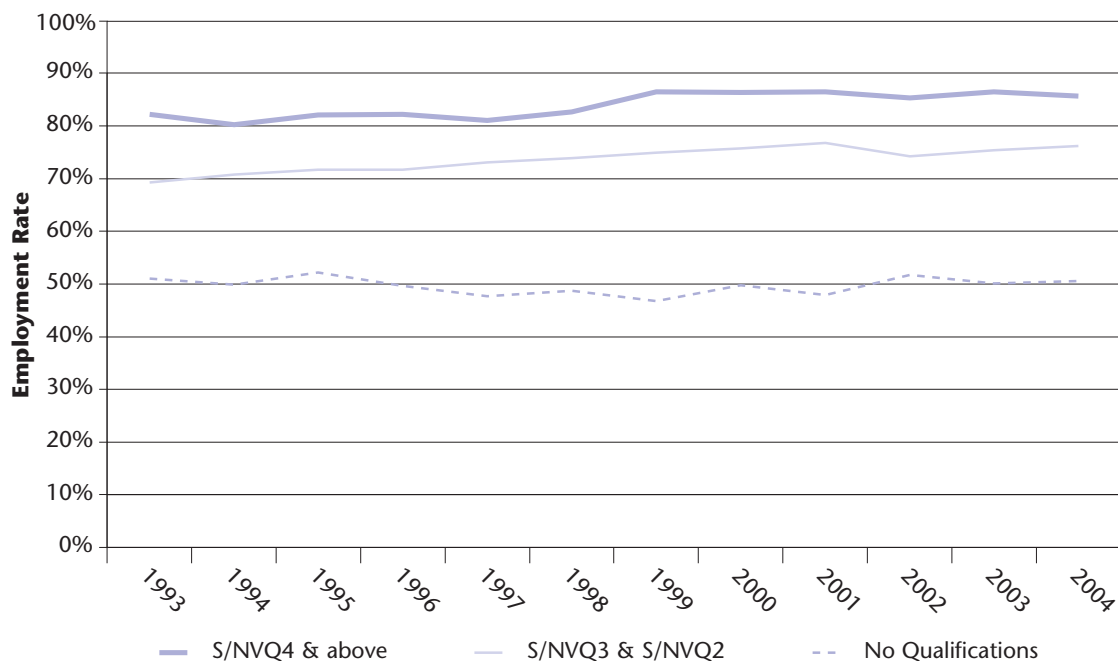
period saw a rise in the overall employment rate, but the charts show that this has had only a small affect on those with the highest qualifications (as their rate was already high) and those with no qualifications. The greatest gain has been for those with qualifications at S/NVQ 3 and S/NVQ 2 (especially for women).

Chart A1.B: Male Employment Rates by Highest Qualification Level Attained, Scotland, 1993-2004



Source: Labour Force Survey, Spring Quarter

Chart A1.C: Female Employment Rates by Highest Qualification Level Attained, Scotland, 1993-2004

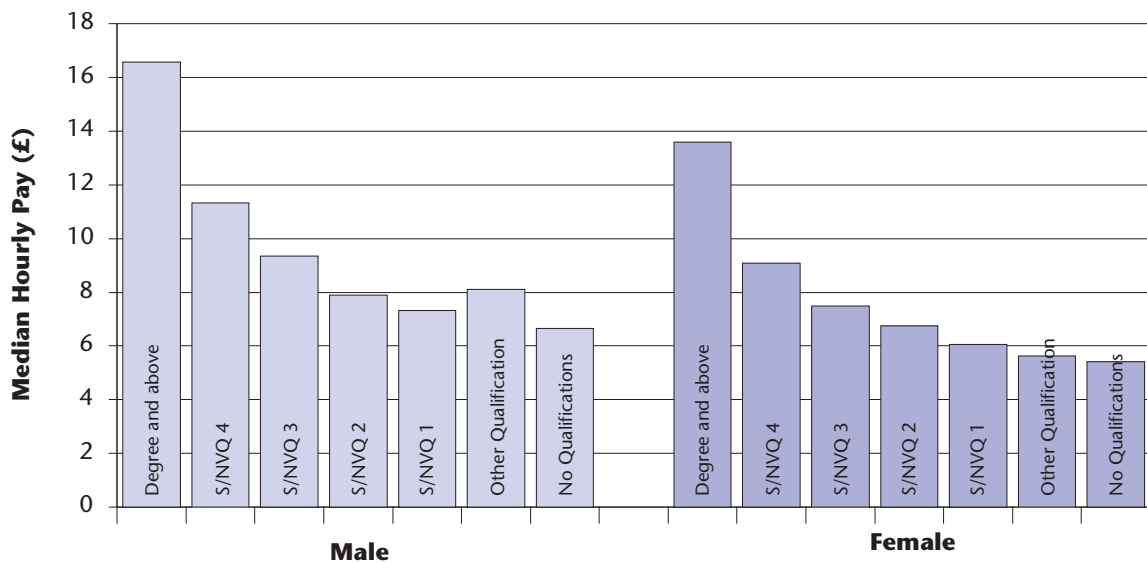


Source: Labour Force Survey, Spring Quarter

Earnings

Chart A1.D shows the average hourly pay for employees aged 25 to 59/64. The chart shows that wages rise with highest qualification but the pay premium (difference in pay) is only substantial for those with S/NVQ 4 or above. The difference between men and women appears to widen at higher qualifications: in 2004 women with degree level qualifications earned just under £14 per hour, while men with similar qualifications earned approximately £16 per hour.

Chart A1.D: Median Hourly Pay for Employees aged 25 to 59/64, Scotland, 2004



Source: Labour Force Survey, Spring Quarter

Table A1.5 shows that women, aged 25 to 59, with higher qualifications (and therefore higher pay) are less likely, than those with lower/no qualifications, to work part time. For men, aged 25 to 64, there is no such relationship. For them part time work appears to be associated more with age than with earnings potential: the majority of men working part time are over 50.

Table A1.5: Proportion of Workers aged 25 to 59/64 in Part-Time Employment by Qualification, Scotland, 2004

S/NVQ Level	Proportion of workers in part-time employment		
	Male	Female	All
Degree and above	7%	27%	16%
S/NVQ 4	7%	35%	23%
S/NVQ 3	5%	36%	14%
S/NVQ 2 and Other	8%	47%	31%
S/NVQ 1 and No Qualifications	*	52%	33%

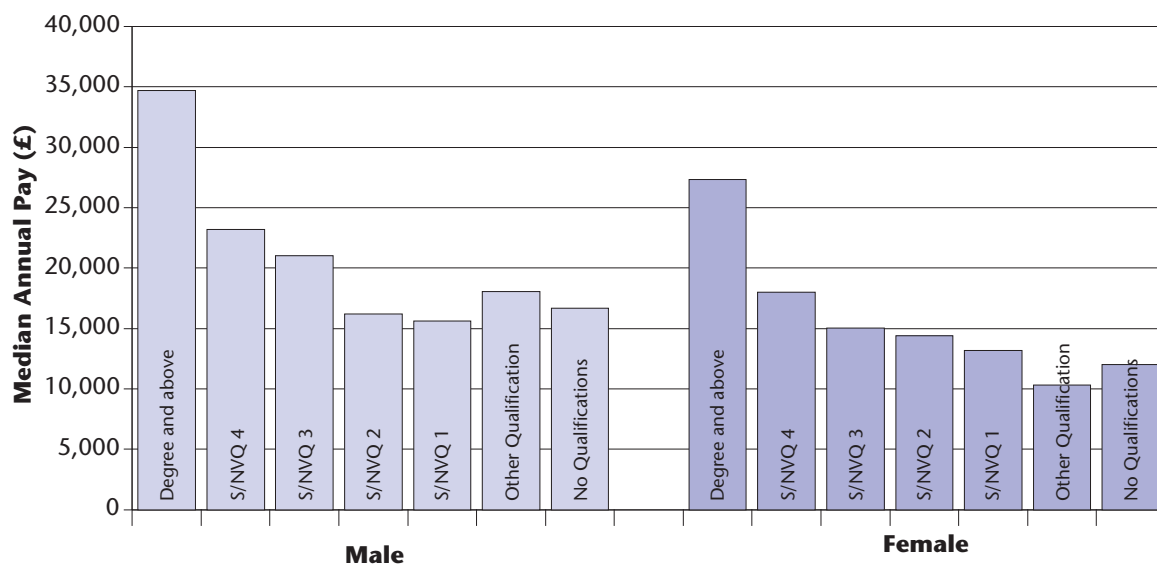
* Figure is suppressed due to unreliability.

Source: Labour Force Survey, Spring Quarter

Looking just at full-time employees aged 25 to 59/64, Chart A1.E shows the median *annual* pay by highest qualification obtained. The chart shows that there is a significant pay premium for people with higher level qualifications but not for those with lower or intermediate level qualifications. The chart shows that for men there is no pay premium associated with S/NVQ 1 and S/NVQ 2 over those with no qualifications. There is a pay premium for women with intermediate qualifications but it is small.

For men there is a significantly higher level of pay associated with an S/NVQ 3 qualification; less so for women. For both sexes there is a substantial pay premium for having a degree or above. The median annual pay of a man with a degree in 2004 was £35,000 per year – more than twice the median earnings of men with S/NVQ 2 qualifications. For women the ratio was smaller. For women the premium associated with higher qualifications is less when looking at full-time annual pay compared to hourly pay. The median hourly rate for women with degree level qualifications was twice that of those with S/NVQ 2 qualifications. However, among full-time female employees the annual premium is less than this. This is because those on low pay are much more likely to work part time.

Chart A1.E: Median Annual Pay for Full-Time Employees aged 25 to 59/64, Scotland, 2004

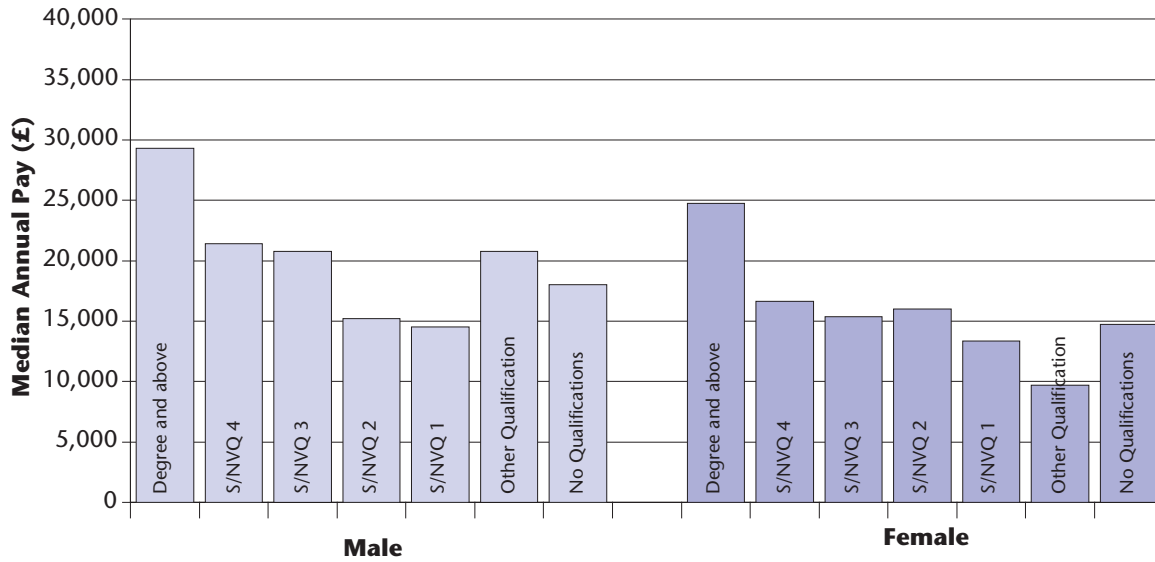


Source: Labour Force Survey, Spring Quarter

Earnings by age

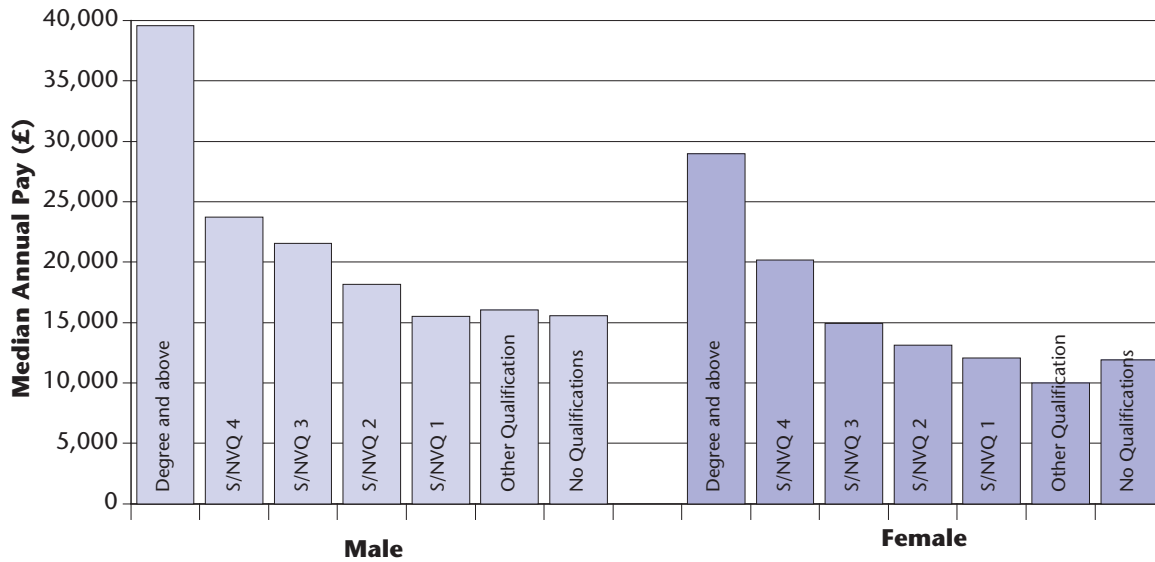
The effect of qualifications on earnings varies with age, reflecting the different distribution of qualifications in each cohort. Chart A1.F and Chart A1.G show the median annual pay for employees working full-time by highest qualification obtained for those aged 25 to 39 and those aged 40 to 59/64 respectively. Chart A1.G shows that, for a man aged 40 to 59/64, the premium for obtaining a degree is very high. The charts suggest that a man with a degree is more likely to progress up the earnings ladder with age than a man with lower qualifications. The pay progression is not so marked for women.

Chart A1.F: Median Annual Pay for Full-Time Employees aged 25 to 39, Scotland, 2004



Source: Labour Force Survey, Spring Quarter

Chart A1.G: Median Annual Pay for Full-Time Employees aged 40 to 59/64, Scotland, 2004



Source: Labour Force Survey, Spring Quarter

Sector of Employment

There is also an association between qualification level and the sector in which people find work. Table A1.6 shows that people with S/NVQ 3 qualifications are more likely to be self employed than are those with any other type of qualification. This is true for men and for women (although, as we noted earlier, few women have this as their highest qualification). This is because a high proportion of people with level 3 qualifications are in skilled trades, for example in the construction sector, which are characterised by having much of the workforce in self employment (whatever their qualification). Self employment is lowest among those with qualifications at S/NVQ 4 and above.

Table A1.6: Distribution of Employment by Sector, Gender and Qualification Level, 25-59/64 year olds, Scotland, 2004

S/NVQ Level	Male			Female		
	Public Employee	Private Employee	Self Employed	Public Employee	Private Employee	Self Employed
S/NVQ 4 and above	32%	56%	12%	57%	38%	5%
S/NVQ 3	14%	67%	19%	35%	53%	12%
S/NVQ 2 and Other	15%	72%	13%	33%	62%	5%
S/NVQ 1 and No Qualifications	16%	66%	18%	28%	66%	6%
All	21%	64%	15%	42%	52%	6%

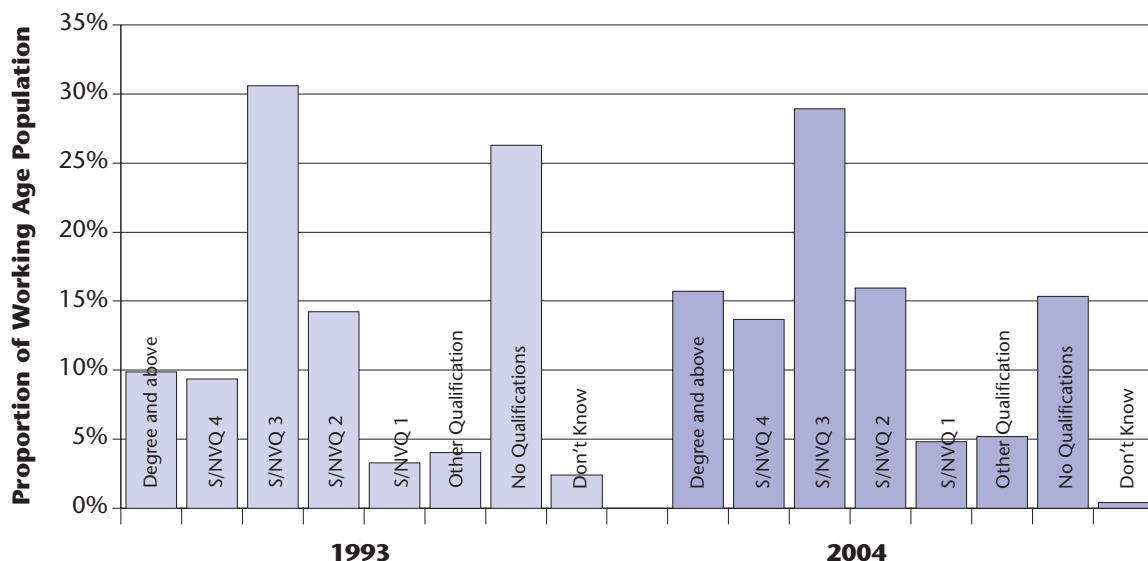
Source: Labour Force Survey, Spring Quarter

Generally the higher the level of qualification the more likely a person is to be employed in the public sector. A person with a degree is around twice as likely to work in the public sector as a person with qualifications at S/NVQ 2. The figures in table A1.6 overstate the size of the public sector because they are based on self reporting and therefore include some people working in the public sector but not directly employed, e.g. agency hospital cleaners.

Trends

Chart A1.H shows the proportion of the Scottish working age population with qualifications at various levels in 1993 and 2004. The chart shows that the proportion without a qualification has dropped from 26 per cent to 16 per cent over the period. Notably the proportion qualified to degree level and above has increased from 10 per cent to 16 per cent. The proportion with S/NVQ 3 qualifications has dropped slightly as a result of more school leavers going into further and higher education.

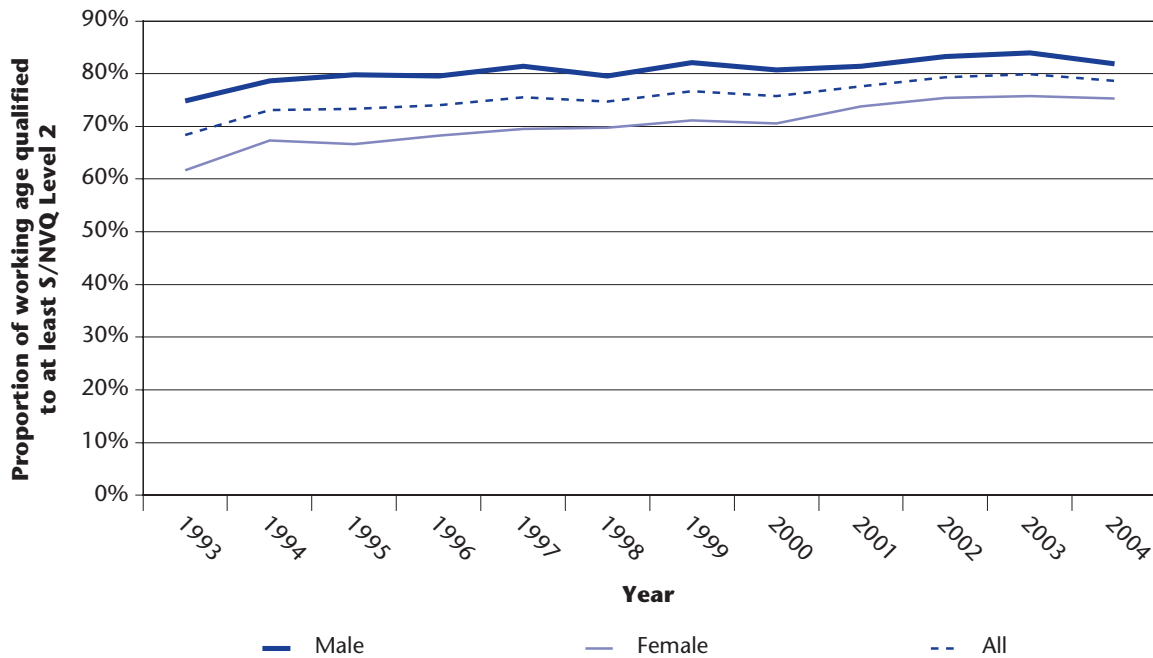
Chart A1.H: Distribution of Qualifications in the Working Age Population, Scotland, 1993 and 2004



Source: Labour Force Survey, Spring Quarter

Chart A1.I shows the proportion of working age men, women and all people qualified to at least S/NVQ 2 in Scotland. It shows that the upward trend has been greater for women, but that overall women are still less qualified than men. However, the gap has narrowed significantly since 1993.

Chart A1.I: Proportion of Working Age Population Qualified to at Least S/NVQ Level 2, Scotland, 1993-2004



Source: Labour Force Survey, Spring Quarter

Decomposing the Increase in Qualifications

The increase in the proportion with higher qualifications is achieved through the following processes:

- (a) **cohort effect**: the entrants to the labour force tend to be better qualified than the generation retiring;
- (b) **migration**: differences between numbers flowing in and out of Scotland;
- (c) different **death** rates;
- (d) **upgrading**: as people within the "core" population acquire more and higher level qualifications.

Although we have reason to believe that death rates are higher among those with lower qualifications (linked to a lower standard of living), for our calculations we assume that the effect on the overall distribution is negligible.⁴ Our focus here is on the effect of cohort change and upgrading over the period 1999-2004, saying just a little on net migration.

⁴ In later calculations we will assume that the combined effect of death rate (higher for the less qualified) and emigration (higher for the more qualified) is to produce a rate of loss that is the same for all qualification levels.

Cohort effect

Table A1.2 showed that younger people are more likely to be qualified than the older people leaving the labour market. There are two processes involved here:

- (a) more accreditation: the establishment of a qualifications framework (S/NVQ) means that skills are more likely to be accredited, particularly at level 2. The greater proportion does not necessarily mean that they are more skilled. However, more accreditation means that people are better able to signal their abilities so there should be better matching of people to jobs and therefore better returns to training. This process of accreditation looks set to continue with the development of the SCQF and introduction of the Higher Still qualification.
- (b) more education: (the chapters to follow in this publication show) an increasing proportion of young people staying on in post-compulsory education, and the rapid increase in the proportion going onto higher education, which would indicate that the younger cohorts are actually more educated.

Table A1.7 shows the effect of replacing people retiring from the labour market with a younger cohort. The last column shows what the distribution of qualifications would be if that were the only change (i.e. no deaths, migration or upgrading among the rest of the population). The cohort effect raises the proportion with S/NVQ 4 or above by 3 percentage points while lowering the proportion with S/NVQ 1 or less by 3 percentage points.

Table A1.7: Effect of Changing Cohorts on Qualifications, Scotland, 1999 – 2004

S/NVQ Level	Aged 25 to 59/64 in 1999		Outflow 55-59/60-64 in 1999	Inflow 25-29 in 2004	Net change	Hypothetical total for those aged 25 to 59/64 in 2004	
	Number	Distribution				Number	Distribution
S/NVQ 4 and above	674,000	26%	40,000	128,000	+88,000	762,000	30%
S/NVQ 3	721,000	28%	65,000	65,000	–	722,000	28%
S/NVQ 2 and Other	563,000	22%	50,000	53,000	+3,000	566,000	22%
S/NVQ 1 and No Qualifications	587,000	23%	111,000	38,000	-74,000	514,000	20%
All	2,546,000	100%	265,000	283,000	+18,000	2,563,000	100%

Source: Labour Force Survey, Spring Quarter

Note: Totals may not equal sum of individual parts due to rounding.

Migration

Estimates from the General Register Office for Scotland (GROS) show that for the population aged 25-59/64 in 1999 the net effect of migration and deaths was a reduction, by 2004, of 28,000 or 1.2 per cent.

The LFS identifies people who have moved into their region of residence in the past twelve months. It can therefore be used to monitor the qualifications of people moving within the UK, or into the UK. Table A1.8 shows the sum of the flows for the five years, 2000 to 2004. It shows, first of all, that geographical mobility is much higher for those with qualifications at S/NVQ 4 or above; half the internal migrants have at least S/NVQ 4. However, the distribution of qualification levels is the same for the inflow and the outflow. In absolute terms the inflows and outflows just about balance at all qualification levels. The figures in Table A1.8 show a net inflow into Scotland at all levels, but the differences between the inflow and the outflow are less than the margin of error for LFS estimates so are not statistically significant.⁵

Table A1.8: Flows Into and Out of Scotland by Qualification Levels, aged 25-54/59, 1999-2004

S/NVQ Level	Outflow to rest of UK 2000-2004	Outflow as % of 1999 stock	Inflow from rest of UK 2000-2004	Net change	Distribution of qualifications in the net flow	Inflow from outside UK
S/NVQ 4 and above	44,000	7%	47,000	3,000	29%	26,000
S/NVQ 3	19,000	3%	23,000	3,000	35%	
S/NVQ 2 and Other	19,000	3%	20,000	1,000	8%	20,000
S/NVQ 1 and No Qualifications	10,000	2%	13,000	3,000	29%	
All	92,000	4%	102,000	10,000	100%	46,000

Source: Labour Force Survey, Spring Quarter

Note: Totals may not equal the sum of individual components due to rounding.

The LFS cannot give information on people leaving the UK but it can tell us about the people moving into Scotland from outside the UK. The final column in Table A1.8 (combining categories as some numbers are too small to be reliable) shows the qualifications held by people moving into Scotland from outside the UK over the 5 year period. Among this group a large proportion have "other" qualifications that do not sit in the S/NVQ framework. These other qualifications include foreign and professional qualifications, which cannot be assigned to S/NVQ levels. GROS figures show the total entering Scotland has in recent years been just about balanced by the number leaving Scotland for destinations outside the UK. We do not know the qualifications of these emigrants but assume that they are similar to those leaving for elsewhere in the UK.

⁵ As survey results, these are subject to a degree of error thus implied differences may not be significant and instead be within a given error range. Details on sampling errors associated with LFS estimates can be found at: http://www.statistics.gov.uk/downloads/theme_labour/LFSUG_Vol1_2003.pdf

The LFS can also be used to illustrate the effect of longer term migration by looking at the county of birth of residents in Scotland. Table A1.9 shows that those born outside Scotland have higher qualifications than those born in Scotland. This is particularly evident at degree and above. People born outside Scotland are twice as likely to have a degree as those born in Scotland. Overall 33 per cent of all people resident in Scotland but born outside Scotland have a degree, and 29 per cent of all people with a degree were born outside Scotland which reinforces the observation that geographic mobility is greater among those with higher qualifications. For those born in Scotland but living elsewhere in the UK, 31 per cent have a degree.

Table A1.9: Qualification Distribution for those aged 25 to 59/64 Resident in Scotland by Place of Birth, 2004

S/NVQ Level	Born Outside Scotland	Born in Scotland	% Born Outside Scotland
Degree and above	33%	15%	29%
S/NVQ 4	14%	15%	15%
S/NVQ 3	19%	28%	11%
S/NVQ 2	11%	14%	13%
S/NVQ 1	4%	5%	13%
Other Qualification	9%	5%	25%
No Qualifications	9%	18%	8%

Source: Labour Force Survey, Spring Quarter

Upgrading

To measure the extent to which people upgrade their qualifications in mid-career the ideal source would be a panel study following individuals over time, such as the British Household Panel Study (BHPS) or the National Child Development Study (NCDS). However, the LFS can also be used. Table 10 compares the distribution of qualifications for (a) men aged 25-59 in 1999 with the distribution for men aged 30-64 in 2004 and (b) women aged 25-54 in 1999 with women aged 30-59 in 2004. This removes the cohort effect. These results are based on separate survey samples, but each sample is meant to be representative of the same population, so the differences should be attributable to upgrading. However, we do have to be cautious about making statements about change as differences could also be due to sampling error. To reduce the scope for distortion due to sampling or response errors we have used broader categories than elsewhere in this article.

Table A1.10 shows that over the period the number of people in this cohort who had a qualification at S/NVQ 4 or above increased by 58,000 within a population that had fallen by 1 per cent. Both for men and for women the proportion with a qualification at S/NVQ 4 or above increased by 3 percentage points. For men this was linked to a fall in the number with level 2 and below, whereas for women the rise in S/NVQ 4 or above was almost matched by the fall in the number at S/NVQ 3.

Table A1.10: Change in Distribution of Qualifications in “CORE” population, Scotland, 1999 to 2004

S/NVQ Level	1999		2004		Change
	Number	Distribution	Number	Distribution	
	Men aged 25-59		Men aged 30-64		
S/NVQ 4 and above	325,000	27%	348,000	30%	+23,000
S/NVQ 3	449,000	38%	435,000	38%	-14,000
S/NVQ 2 and below	408,000	35%	374,000	32%	-34,000
All	1,182,000	100%	1,157,000	100%	-26,000
	Women aged 25-54		Women aged 30-59		
S/NVQ 4 and above	309,000	28%	344,000	31%	+35,000
S/NVQ 3	208,000	19%	176,000	16%	-31,000
S/NVQ 2 and below	581,000	53%	576,000	53%	-6,000
All	1,098,000	100%	1,096,000	100%	-2,000
	People aged 25-54/59		People aged 30-59/64		
S/NVQ 4 and above	634,000	28%	692,000	31%	+58,000
S/NVQ 3	657,000	29%	611,000	27%	-46,000
S/NVQ 2 and below	989,000	43%	949,000	42%	-40,000
All	2,281,000	100%	2,253,000	100%	-28,000

Source: Labour Force Survey, Spring Quarter

Note: Totals may not equal sum of individual parts due to rounding.

The table shows that although the number of men within the age band fell by 26,000 (2%), those with S/NVQ 4 or above increased by 23,000. Allowing for the population loss, we estimate that about 31,000 additional men gained a qualification at S/NVQ 4 or above. There was much less loss of population among women (less than 1%) so there is less of an adjustment. We estimate that about 36,000 women moved into the higher qualification band.

Overall:

- 67,000 people moved up to S/NVQ 4 and above. That is equal to 10 per cent of the number with S/NVQ 3 in 1999.
- about 32,000 moved out of the lowest band. That is 3 per cent of those who in 1999 had level 2 or below. More detailed analysis suggests that the numbers with qualifications at S/NVQ 1 or below hardly changed so nearly all of this movement was from S/NVQ 2.

We can support this analysis by looking at numbers and characteristics of those currently undertaking study towards a qualification. Table A1.11 indicates that those who already hold higher level qualifications are much more likely to be working towards a qualification than those with lower level qualifications or no qualifications. The last column shows the distribution across qualification levels of those who are currently studying for a qualification: about 80 per cent of those studying for a qualification already have at least level 3.

Table A1.11: Proportion of 25 to 59/64 year olds Working or Studying Towards a Qualification by the Highest Qualification Already Held, Scotland, 2004

S/NVQ Level	Proportion working towards a qualification	Distribution of people working towards qualification
Degree and above	15%	30%
S/NVQ 4	16%	26%
S/NVQ 3	8%	24%
S/NVQ 2 and Other	6%	14%
S/NVQ 1 and No Qualifications	3%	7%
All	9%	100%

Source: Labour Force Survey, Spring Quarter

Table A1.12 presents information on the age at which the respondents achieved their highest qualification. It shows the average age at which each qualification level is achieved.

Table A1.12: Age at Which Highest Qualification Level is Achieved, 25 to 59/64 year olds, Scotland, 2004

S/NVQ Level	Median age highest qualification achieved
Degree and above	22
S/NVQ 4	21
S/NVQ 3	18
S/NVQ 2 and S/NVQ 1	16
Other Qualification	22

Source: Labour Force Survey, Spring Quarter

In summary, there is quite a lot of movement to levels 3 and 4. And there appears to be minimal upgrading among those with low level qualifications (below S/NVQ 2) after they complete their initial education and training.

Projections

Using what is known of the past few years, reasonable assumptions can be made about what the distribution of qualifications will look like in five years time if current policies continue.

- a) The cohort effect is reasonably straight forward; if we assume that the 25-29 year olds of 2009 resemble those of 2004 in their achievement (and number), we can apply the proportions to the numbers taken from the latest population projections from GROS. The replacement of the older cohort will raise the proportion of the population with S/NVQ 4 by 3 percentage points. The difference will be slightly less than in 1999-2004 because (i) the retiring cohort is slightly more qualified than its predecessor; and (ii) the difference in size of the two cohorts is smaller.
- b) The effect of migration and death is fairly small. GROS estimate that there will be a net reduction of 41,000 in what we have described as the core age population – which we assume is evenly spread by qualification.
- c) Upgrading is more complicated but, with a couple of simplifications⁶ we assume that proportions upgrading from lower levels will be similar to those observed in 1999-2004.

Table A1.13: Projections to 2009

Highest S/NVQ Level held	Aged 25 to 59/64 in 2004		Cohort effect	Death and Migration	Upgrading	Projected total for those aged 25 to 59/64 in 2009	
	Number	Distribution				Number	Distribution
S/NVQ 4 and above	833,000	32%	+73,000	-14,000	+61,000	953,000	37%
S/NVQ 3	688,000	27%	-4,000	-13,000	-33,000	638,000	25%
S/NVQ 2 and below	1,055,000	41%	-54,000	-14,000	-28,000	959,000	38%
All	2,576,000	100%	+15,000	-41,000	0	2,550,000	100%

Note: Totals may not equal sum of individual parts due to rounding.

So, by 2009, we can expect 62 per cent of the 25 to 59/64 population to have S/NVQ 3 or above compared with 59 per cent in 2004. Assuming continuity of supporting institutions and policy this provides a benchmark against which the recent changes associated with the Lifelong Learning Strategy can be assessed.

Conclusion

In this article we have shown that the proportion of the Scottish population without any qualifications or with only low level qualifications has dropped significantly over the last ten years and that this trend is expected to continue over the next five years. Further analysis has shown that qualifications have a real impact on people’s lives in term of chances of employment, sector of employment and earning potential.

⁶ The key assumptions are (a) the loss of population through death and emigration is even across qualifications (b) few move from NVQ2 to NVQ4 within the 5 year period. In fact emigration is greater among the more qualified so our estimate possibly underestimates the number acquiring qualifications.

Article 2

The Context for Supply and Demand of Further Education in Scotland

Paul Wheelhouse, DTZ Piedad Consulting

Introduction

In February 2004, DTZ Piedad Consulting was commissioned by the Scottish Further Education Funding Council (SFEFC) and its partners¹ to undertake a major study of the college sector in Scotland. This was one of the most comprehensive data gathering exercises ever commissioned by the SFEFC, since its formation in 1999. DTZ Piedad Consulting had undertaken a similar exercise for the SFEFC, albeit with a narrower scope, in 2002. The 2004 assignment, which was published and disseminated to stakeholders in early May 2005, involved preparation of a comprehensive national report and 11 sub-national Area studies. The study was conducted over a 12-month period, and involved extensive college and stakeholder consultation through 11 Area workshops, in addition to feedback as the national and Area reports were developed.

Our remit was, in summary, as follows:

- to develop an analytical framework for examining the factors that are driving demand and need for further education (FE), and to explore the wider context for other relevant areas of post-16 education and training supply² in Scotland;
- to provide a comprehensive picture of the relationships and the indicators of FE demand, need, participation and supply. Also, to review any significant change in the indicators of demand and supply identified in the 2002 DTZ Piedad Consulting report Demand and Supply of FE in Scotland;
- to assess strategic change in the college sector and to provide a better basis for informing decisions about the allocation of funding; and
- to develop a research framework for future mapping exercises.

Our previous exercise, in 2002, provided a core strategy document for development of FE and non-advanced level HE in Scotland and it is intended that the latest report, and the 11 appended Area-level reports, will perform a similar role for policy makers and colleges in determining the future strategy for the sector in Scotland. The new document, which had a more comprehensive scope than the 2002 study, will also be used to help SFEFC assess the strength of any outline or full business case brought forward by colleges for proposed capital projects.

¹ The Advisory Group was formed from representatives of the following stakeholders: Scottish Further Education Funding Council, Scottish Executive, Scottish Enterprise, Highlands and Islands Enterprise, Futureskills Scotland, Association of Scottish Colleges, Communities Scotland, Sector Skills Alliance Scotland, Scottish University for Industry (SUfi), Scottish Qualifications Authority and National Union of Students.

² This includes LEC funded programmes, Community Learning delivered by the Local Authorities, Adult Literacy and Numeracy Programmes, Private Provision and Higher Education, delivered by Higher Education Institutions. These systems and programmes have not been studied in detail but rather the study sought to shed light on their relationship with and impact on the College sector.

The study looked at provision by FE colleges at all levels not just further education. Specifically, the 2004 study addressed demand, 'need'³ and supply issues, including:

- demographic change, utilising data from GRO Scotland
- sector, skills and occupation forecasts, at a regional and national level, adapted from Scotland level forecasts developed by IER and Cambridge Econometrics, supplied to the Study Team by Futureskills Scotland
- social inclusion/multiple-deprivation indicators
- secondary education performance and leaver destinations analysis
- LEC funded national training programme activity using data supplied by HIE and Scottish Enterprise
- Adult literacy and Numeracy activity funded by the Scottish Executive
- A survey of community learning and development activity supported by Scotland's 32 local authorities
- FE collaboration and financial health issues
- Further and Higher Education participation rates and characteristics of provision of the College Sector
- the role of Scotland's 46 FE colleges in Scottish economic development and
- on behalf of SFEFC, we have worked with contractors undertaking the 2004 Scottish Employer Skills Survey, for Futureskills Scotland, to obtain data on the scale and characteristics of employer commissioned training.

Participation Rates

The focus of the following analysis is on supply-side issues, including procurement and their effect on participation rates. However, before concentrating on these issues, it is helpful to establish that the study found, as illustrated in the figure opposite, that participation rates in 2002-03 varied considerably across Scotland. With an average of 110 headcount participation per thousand of working age population, the highest, in Glasgow, was 37 per cent above the national average, while in the Lothians area participation was 23 per cent below the national average. Social inclusion drivers and localised supply/funding constraints are thought to have been influential factors. The remainder of this article sets out an overview of our findings regarding the variation in FEC participation and the context of the various streams of post-16 learning that have an influence on take-up of places at FE colleges.

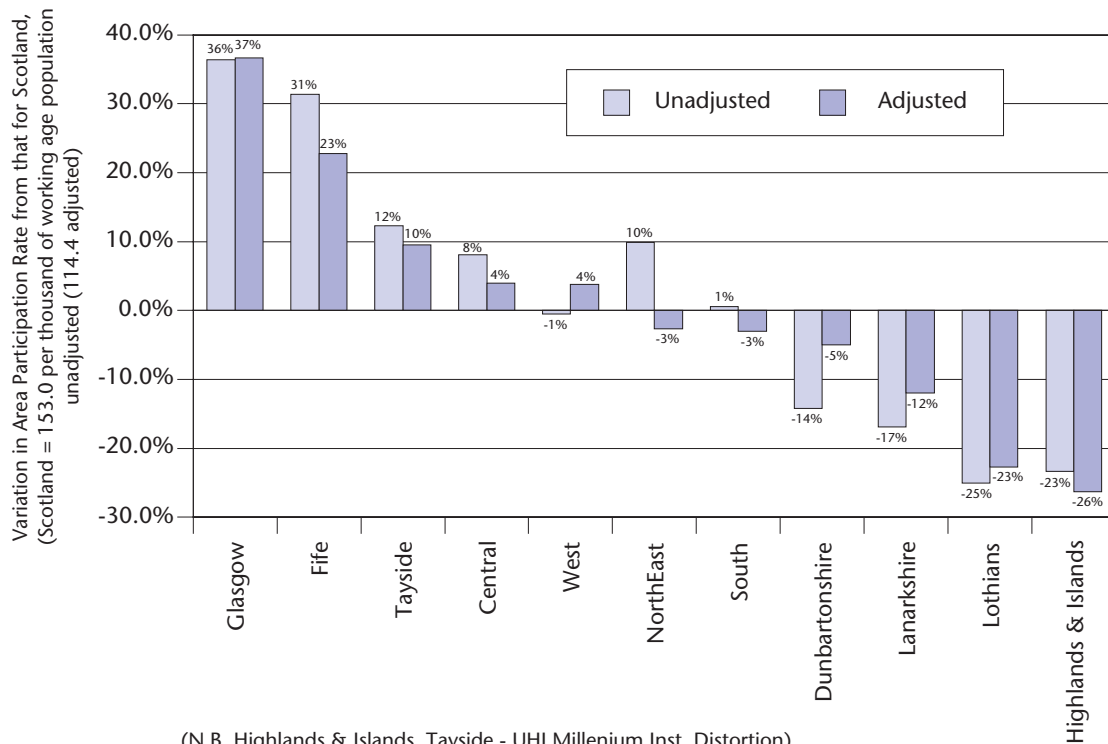
³ Need: Need is a requirement (for services of the college sector and other post 16 suppliers) which is defined largely by 'others' in relation to particular individuals, groups, companies or sectors. Need indicators can relate to, say poor educational and economic performance, a recognition by HIE or Scottish Enterprise, for example, that there is a need for more engineering technicians, or a need to address low skills, poverty or multiple deprivation. Need can therefore be economic, social or relate to equity but the important difference from "demand" is that it is recognised by a third party rather than the individuals or companies/sectors concerned.

⁴ Enrolment-based participation, as opposed to participation based on headcount, was 153 enrolments per thousand of working age population in 2002-03. Differences from headcount participation occur where an individual undertakes a series of short courses and enrolls separately for each throughout the year, or where a part-time student is undertaking more than one course concurrently.

The participation figures above are based on headcount. Although numbers in FE usually refer to enrolments it is important to examine individual headcounts, to correct for regional differences in the number of multiple-enrolments.⁴

Chart A2.A below shows the major regional variation, referred to above, in participation through FE colleges (at advanced and non-advanced level in total), in 2002-03. It also shows the effect of using enrolments as opposed to headcount data.⁵ The Highlands and Islands Area has the lowest figure (26% below average), but this includes the distortion caused by non-inclusion of advanced activity at the UHI Millennium Institute.⁶

Chart A2.A: Variation in Area Participation Rate at FECS, Adjusted for Multiple Enrolments, 2002-03



Source: SFEFC, FES data and Infact, 2002-03 dataset; GRO Scotland; adapted by DTZ Pieda Consulting Ltd

Our research was unable to definitively clarify why headcount participation rates vary between SFEFC Areas, and within each of the Areas, as we were not required to undertake primary research among current or future learners, or control groups. However, our analysis helped to identify a number of sources of variation in the FE College participation rates, including those arising from the variation in the scale and nature of alternative post-16 learning streams and the degree to which the college sector is engaged in their delivery.

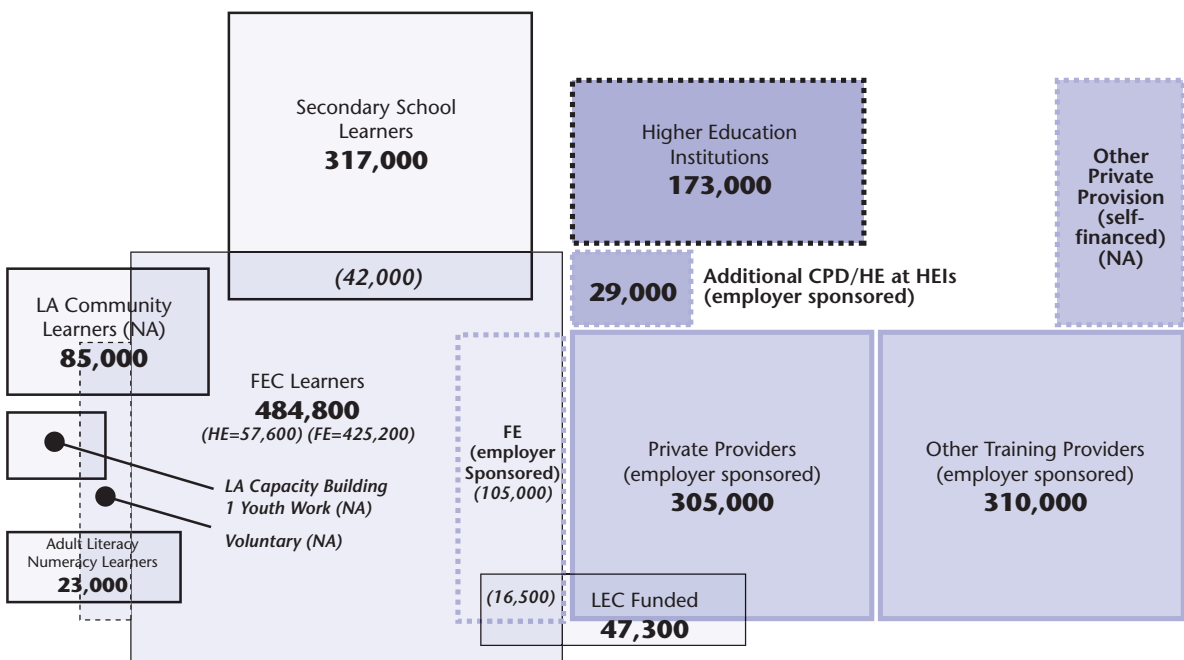
⁵ Using data prepared from FES, following inclusion of a matriculation number field for 2002-03, SFEFC were able to supply enrolment and headcount totals for each local authority of domicile, which have then been aggregated and used to establish SFEFC Area-level differences in multiple-enrolments and to gauge their impact on participation rates.

⁶ Of course, analysis of activity at FECs understates activity in Highlands and Islands and Perth College’s catchment (mainly in Tayside), due to the change in status of UHI Millennium Institute, while, to a lesser extent, participation rates in Lanarkshire are affected by a similar designation of Bell College as an HEI.

The Post-16 System

Chart A2.B below attempts to illustrate the scale and interrelationships within the national post-16 system. It shows that the college sector has a dominant and influential role, in terms of scale. It is the largest sub-system, and is highly integrated with schools and other parts of post-16 supply. The diagram also shows the scale of employer sponsored learning, albeit it must be remembered that much of this activity is very short, often 1-3 days in duration and is frequently provided in-house.

Chart A2.B: Estimated Learners by Provider and Sponsor, 2002-03



Note: Scotland-Based Employer Sponsored = 749,000 (29,000 + 105,000 + 305,000 + 310,000)

The FE college sector had 485,000 learners – including 57,600 enrolled on HE courses (i.e. advanced level). Of the total, 85% were part-time. This compares with around:

- 173,000 Scottish domicile learners in Scottish Higher Education Institutions (HEI)
- 47,300 on LEC funded National Training Programmes
- 23,400 Adult Literacy and Numeracy (ALN) learners funded by the Scottish Executive
- The secondary school population had, in total, around 317,000 learners, of which 41,800 were also enrolled through an FE college for part of their studies
- We have obtained a partial view of the scale of local authority community learning and development activities (with survey data received from 13 local authorities). On this basis we provisionally estimate that the total number of local authority community learners may be around 85,000 across Scotland, with a considerable proportion of these enrolled, for delivery of CLD, with the college sector
- Using data from the 2004 Scottish Employer Skills Survey, we were able to estimate that there may be around 749,000 employer sponsored learners⁷ with 305,000 of these being trained through private training providers/consultants, 105,000 through FE colleges and 29,000 through HEIs

No national data sets are available to assess the size of the voluntary sector in terms of learners, or the size of the private sector where individuals finance themselves.

Explaining Geographic Variations in Participation

Our study concluded that the degree to which there is variation in the relative size and inter-relationships between the different separate learning streams at a local authority and/or LEC level, aggregating to SFEFC Areas, is an important determinant of the ultimate size and scale of measured participation through the college sector.

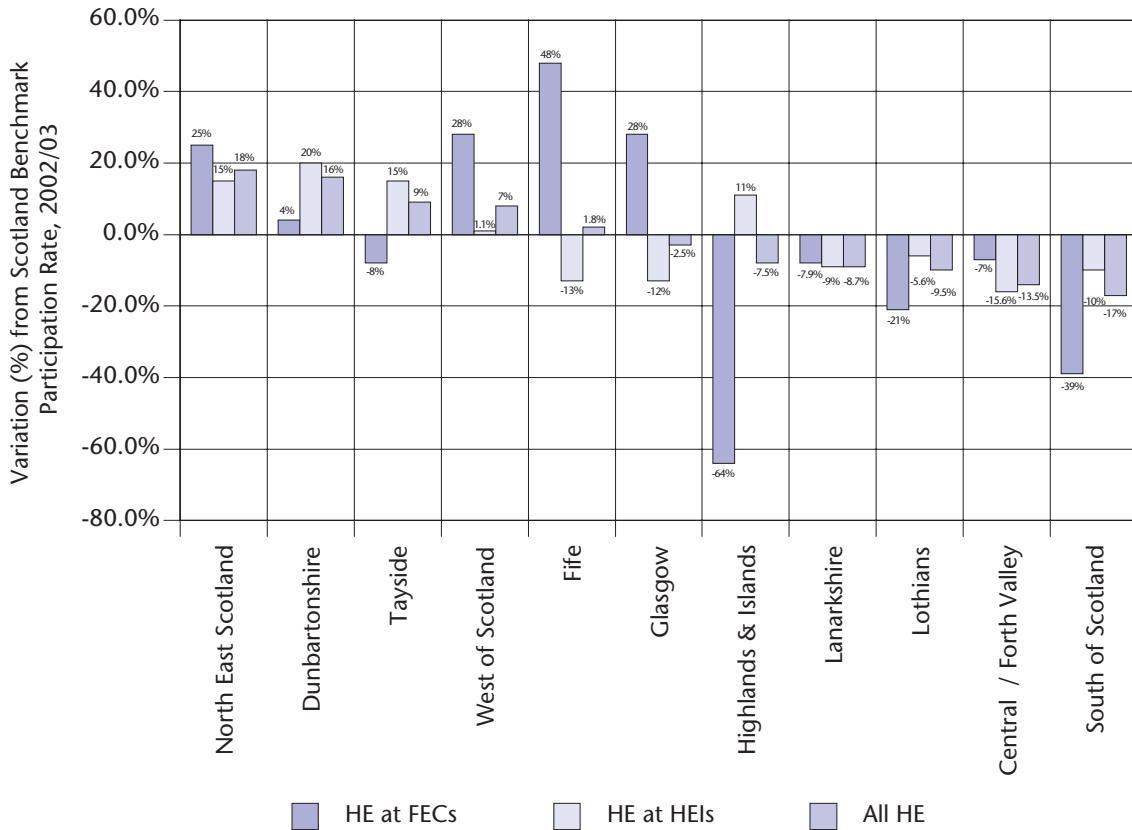
A summary analysis of some of the key areas of variation is set out below, looking at the participation through Higher Education Institutions, strength of school–college links, FE participation in literacy and numeracy provision, or community-based learning and development, LEC-led National Training Programmes, and private sector training.

Impact of Participation Through the HE Sector

There are significant variations in the participation rates at advanced (HE) level between Areas and in the relative contributions made by HEIs and FECs, shown in Chart A2.C. We are unable to assess whether these patterns are a reflection of learner choice or more simply the pattern of available supply. The data indicate that South of Scotland has the lowest aggregate participation rate at advanced level at 60 per thousand (17% below average), while North East has the highest (18% above).

⁷ It is not possible using the Employer Skills Survey data to correct for multiple enrolments by employer sponsored learners.

Chart A2.C: Variation in Participation at Advanced Level (HE at HEIs/FECs), 2002-03



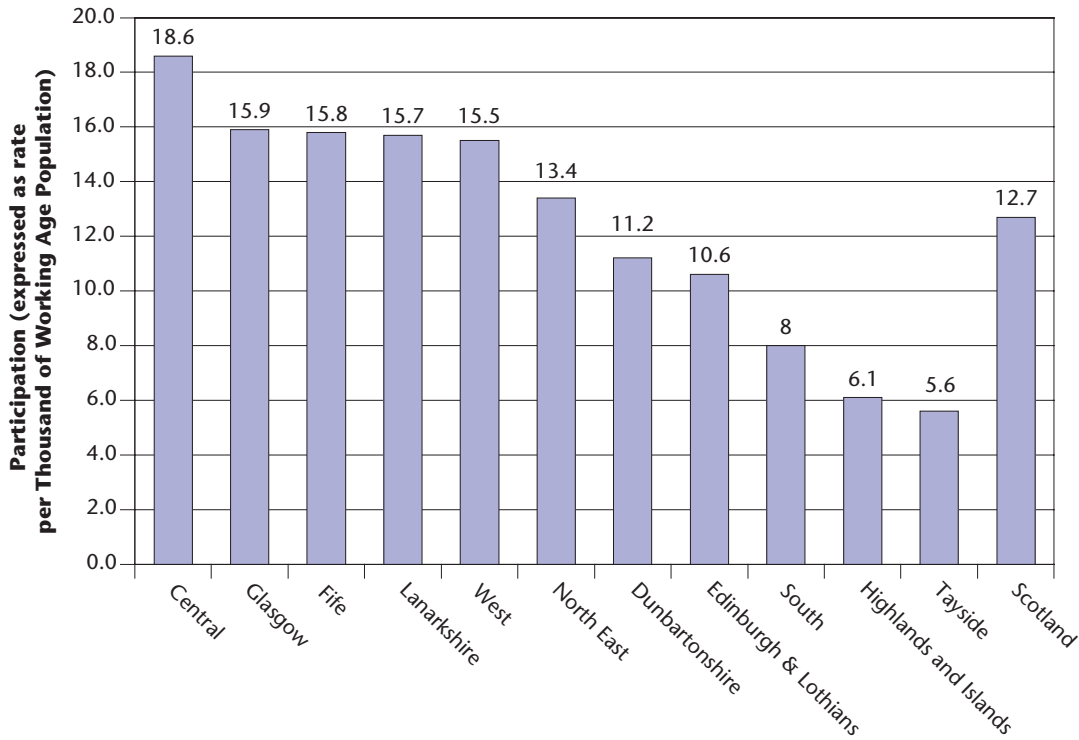
Source: SFEFC, Infact, 2002-03 dataset; HESA Students in HEIs, 2002-03 volume; GRO Scotland Mid-2003 Population Estimates; adapted by DTZ Pidea Consulting

Fife is most dependent upon FE colleges for delivery at HE level (26.5 per thousand of working age population through FECs) while Highlands and Islands (6.5) and South (11.1) had the lowest HE at FECs participation, albeit the figure for Highlands and Islands is affected by the designation of UHI Millennium Institute as an HEI. It is therefore important to note that, for Fife and Highlands and Islands, the overall FEC participation rates are skewed by the variation in rates, above or below the average, for advanced participation through colleges.

Vocational Activity Delivered by Colleges to School-based Pupils

The majority of school based pupils who attend activities delivered by FECs are aged 16-18, but increasingly the colleges are serving younger students aged 14-16. Unpicking student category data, school-based learners have a noticeable impact upon overall participation rates for a number of regions, including Central, Glasgow, Fife, Lanarkshire, West, and North East, as shown opposite in Chart A2.D. If these enrolments were excluded from the overall total, participation rates in these named areas would fall relative to the average for Scotland.

Chart A2.D: Analysis of School-based Pupils (S3-S6), by area, 2002-03



Source: SFEFC, Infact 2002-03 database; GRO Scotland Mid-2003 Population Estimates; adapted by DTZ Pidea Consulting

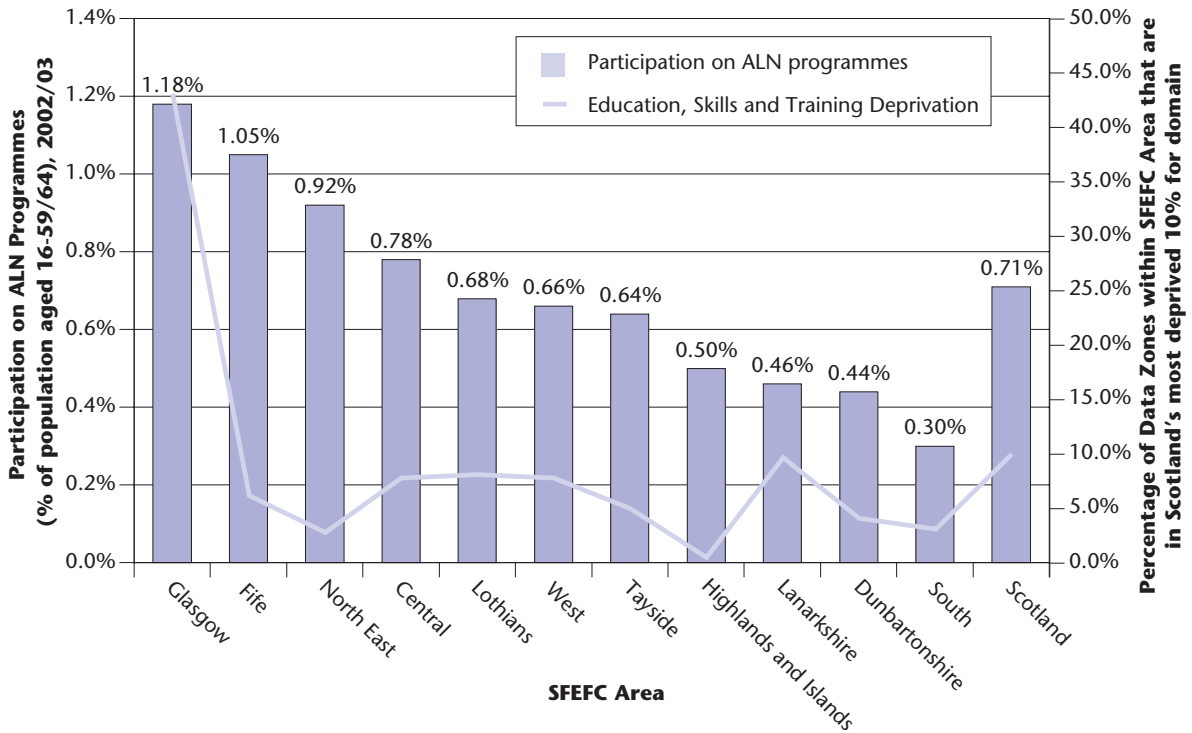
Adult Literacy and Numeracy

This activity is funded by the Scottish Executive but managed by local authorities. In 2002-03, there were more than 23,400 adult literacy and numeracy learners. That is 7.1 learners per thousand of population aged 16-64. Glasgow, Fife, North East and Central have higher ALN participation than average. However, activity in Glasgow and Lanarkshire is lower than one might expect given the relative concentration of education, skills and training deprivation⁸ evident in those areas, with Glasgow in particular having 43% of its data zones in the most deprived decile of data zones in Scotland, as shown in Chart A2.E.

It is estimated that 8,100 (34%) of ALN learners may have their needs addressed through delivery by FE colleges, albeit local arrangements result in a range between 0% and 80% being sourced through colleges. High levels of outsourcing to colleges can inflate the FE participation rates, through registration of ALN learners as college enrollees.

⁸ The Scottish Index of Multiple Deprivation (SIMD) is calculated based on people's experience of six aspects of deprivation, called "domains": These domains are: Current Income domain; Employment domain; Health domain; Education, Skills and Training domain; Geographic Access and Telecommunications domain; and the Housing domain. Its basic units of measure are "data zones," a total of 6505 small geographical areas nested within local authority boundaries. Each data zone contains between 500 and 1000 household residents, and a particular advantage of the SIMD is its ability to render deprivation scores for very small areas. Results for the Education, Skills and Training domain are based on a combination of indicators: working age adults with no qualifications, pupils aged 16+ who are not in full-time education, percentage of the 17+ population who have not successfully applied to higher education, pupil performance on SQA at stage four and secondary level absences. SIMD scores for all data zones, as well as background on the Scottish IMD, are available on the Scottish Executive's web site at <http://www.scotland.gov.uk/stats/simd2004>.

Chart A2.E: Adult Literacy and Numeracy, by SFEFC Area and Education, Skills and Training Deprivation Domain, 2002-03



Source: Scottish Executive, New Learners in year to July 2004; Scottish Neighbourhood Statistics

Adult Community-based Learning and Development

An estimated 85,000 learners, or some 25.9 per thousand of the working age population, participated on CLD programmes.⁹

When added to ALN numbers, this amounts to 108,400 adult learners on programmes funded or managed by local authorities. CLD provision is of sufficient scale to have a bearing on FE and HE participation rates; on average, 34% of activity (ranging among responses from 0% to 75%) may be sourced through FE colleges, or 8.9 per thousand for Scotland as a whole.

⁹ We received data from 13 of Scotland's 32 authorities, representing 39% of Scotland's population of working age. The data, summarised in Table 1, were used to provide a weighted average participation (excluding youth work activity, which was not covered by our survey due to methodological concerns) equating to just less than 2.6% of the population, or 25.9 per thousand of population aged 16-64. If this were extrapolated to the population as a whole, this would mean that approximately 85,000 learners may have been provided with learning opportunities through Community Learning and Development provision across Scotland.

Table A2.1: Community Learning and Development Activity, 2002-03¹⁰

	CLD rate per thousand of 16-64 population	Source of Provider to Deliver Activity			Amount included/effect upon Enrolment-based FEC Participation rates
		LA (in-house)	FE College	Other (e.g. Voluntary Sector)	
Local Authority 1	70.6	81%	19%	0%	13.4
Local Authority 2	61.5	40%	40%	20%	24.6
Local Authority 3	50.3	86%	0%	14%	–
Local Authority 4	46.9	100%	0%	0%	–
Local Authority 5	40.0	100%	0%	0%	–
Local Authority 6	26.0	62%	35%	3%	9.1
Local Authority 7	22.9	24%	75%	1%	17.2
Local Authority 8	13.9	46%	1%	53%	0.2
Local Authority 9	11.3	70%	0%	30%	–
Local Authority 10	9.6	100%	0%	0%	–
Local Authority 11 (partial only)	3.3	85%	15%	0%	0.5
Total/Average (excluding LA 11)	25.9	59%	34%	7%	8.9
Estimated Total for Scotland	84,994	49,925	29,089	5,981	8.9

Source: DTZ Pieda Consulting Survey of Local Authorities, Autumn 2004; GRO Scotland Mid-year population Estimates for 2003; adapted by DTZ Pieda Consulting

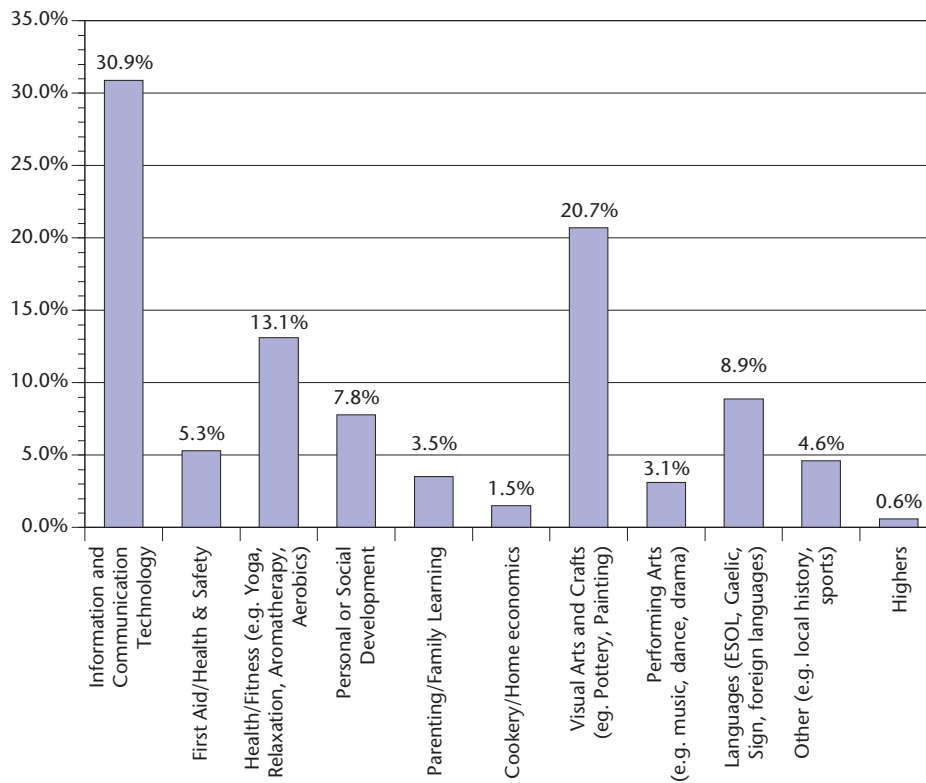
Participation rates for CLD through FE colleges vary from zero, where activity is entirely delivered in-house by the local authority or through the voluntary sector, to 24.6 per thousand, in the area with the highest level of outsourcing to FE colleges. Given that the average enrolment based participation rate at non-advanced level through the College sector is 129.4 per thousand¹¹, the range of 24.6 per thousand is equal to 19 per cent of the average non-advanced participation. It can therefore be concluded that local authority procurement has a significant bearing upon Area FEC participation rates, with implications for their use, in an unadjusted form, as a performance measure.

¹⁰ DTZ Pieda Consulting, through consultation with the Scottish Executive and Communities Scotland were made aware of the current limitations of systems to record those learners engaged on CLD programmes. Furthermore, it was evident that, potentially, Local Authorities would have a concern that unaudited data could be used for benchmarking purposes. It was therefore agreed that while data might be presented at an Area or Scotland level, in aggregate form, data from named, individual local authorities would not be explicitly presented. CLD managers, at their September meeting at Communities Scotland, endorsed this approach.

¹¹ Compared with an enrolment-based participation rate of 153 per thousand of working age population if advanced courses through the college sector are included.

While in some cases partnerships with colleges are already well established, such as in Comhairle nan Eilean Siar, most local authorities responding when asked to express an opinion of future trends in activity and partnership working predicted future growth in ALN and CLD numbers in the short to medium-term, with partnership opportunities with both FE colleges and voluntary sector providers becoming more significant.

Chart A2.F: Role Played by CLD – Estimated Subject Area Composition of Post-16 Community Learning and Development Activity, 2002-03



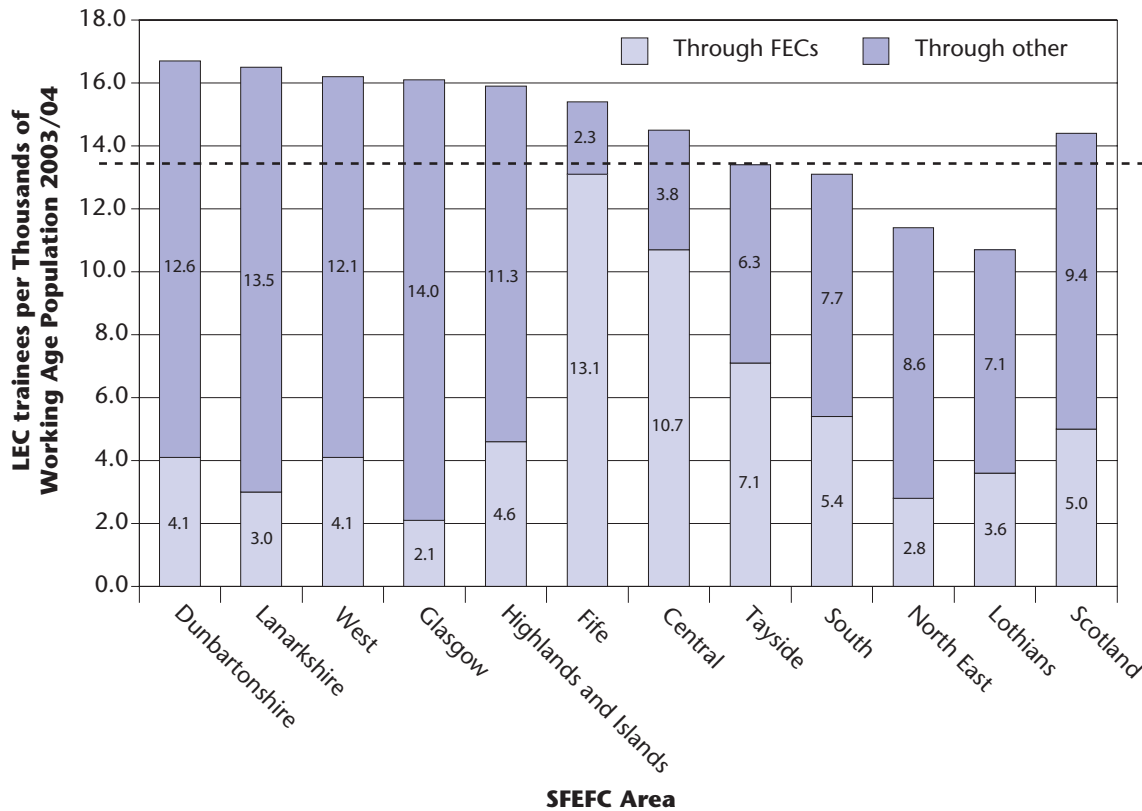
Source: DTZ Pieda Consulting Survey of Local Authorities, Autumn 2004.

Note: Subject split/weighting for Argyll and Bute Council is for 2003-04. Profile is based upon responses from 11 of Scotland's 32 local authorities, which were able to supply information for 22,500 learners.

Local Enterprise Company-funded National Training Programme Activity

Local Enterprise Companies (LECs) deliver training to just over 47,300 learners in Scotland. Some 66% of these places were on Modern Apprenticeships (31,100) and 20% on Skillseekers (9,400). This equated to 14 per thousand of working age population, across Scotland, but ranged from just 11 per thousand in Lothians, to between 16 and 17 per thousand in Dunbartonshire, Lanarkshire, West, Glasgow and Highlands and Islands. National Training Programme activity in Fife and Central (Forth Valley) areas is most likely to be delivered through FE colleges, boosting FE participation rates. By contrast, Glasgow appears to use FE colleges least in a context of, otherwise, very high participation in FEC. North East Scotland, Lanarkshire and Lothians also have relatively low proportions of LEC activity delivered by the college sector, which contributes to the lower than average FEC participation rates.

**Chart A2.G: Participation per Thousand on LEC-funded National Training Programmes:
Activity through FECs vs Other Providers**



Note: FEC Share estimated using SFEFC (FES) data for 2002/03

Source: Scottish Enterprise; Highlands and Islands Enterprise (2003-04 data); SFEFC (FES 2002-03 dataset) and GRO Scotland Mid-2003 Population Estimates for Local Authorities; adapted by DTZ Pidea Consulting

Private Sector Training Providers and Consultants

To overcome difficulties in estimating the scale of private sector and in-house provision, the Futureskills Scotland 2004 Scottish Employer Skills Survey (SESS) was adapted, on behalf of SFEFC, to enable understanding of the scale and characteristics of such employer-commissioned activity.

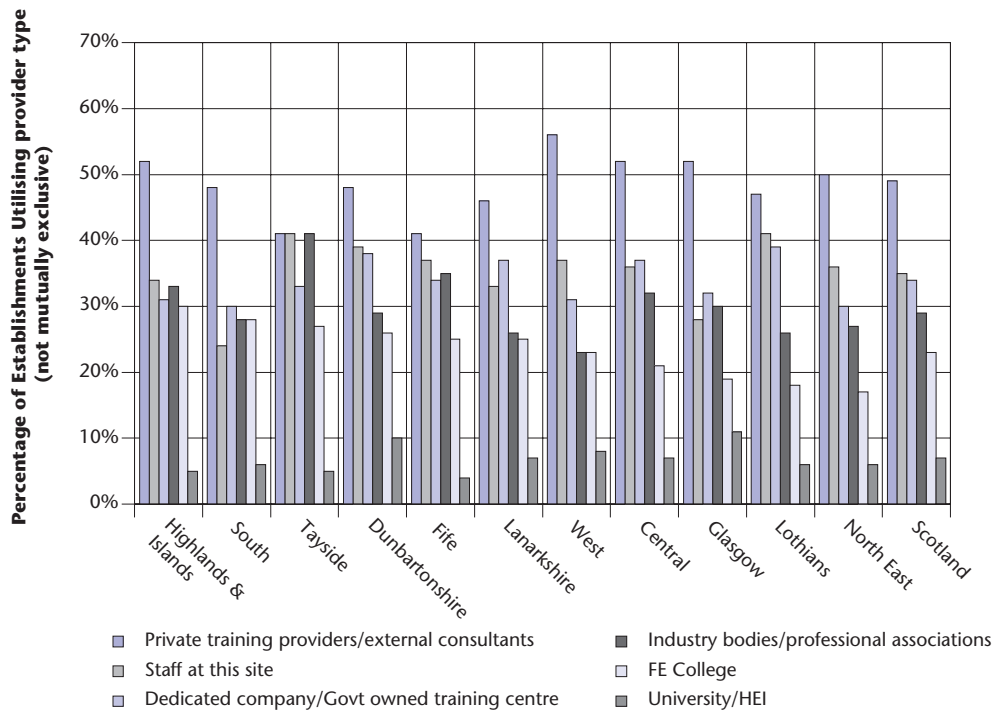
Nationally, some 23% of establishments commission training for their employees, through the college sector. This compares with 49 per cent using private training providers, 35% using in-house staff on site, 34% using the employer's dedicated training centre, and 29% using industry bodies/professional institutes or associations.

Employers¹² in the Highlands and Islands (30%) and South of Scotland (28%) are the most likely to use FE colleges to deliver training to their employees, while those in the Lothians (18%) and North East (17%) were the least likely to do so. Employers in West, Central, Glasgow and Highlands and Islands all use the private sector providers more than the average. Employers in Lothians and Tayside (both 41%) were the most likely to use in-house staff, compared with just 24% in South of Scotland.

¹² Those providing off-the-job training to their employees.

Grossing up from the SESS 2004 results, it is possible to estimate that in the region of 749,000 employees may have been provided with off-the-job training by their employers in 2003-04. Of these, just under 105,000 (14%) are estimated to have been provided with training through the college sector, and 29,000 through HEIs. By contrast, 305,000 employees may have been trained by private providers and external training consultants, while 310,000 may have been trained through in-house/corporate-owned training centres or industry/professional associations.

Chart A2.H: Source of Training Provision, by Provider Type and SFEFC Area



Source: Futureskills Scotland, Employers Skill Survey 2004

The sectors most likely to use FE colleges to train employees are: public services, energy/water/mining and construction, banking/finance/business services. The SESS 2004 reveals that tourism and hospitality, manufacturing and retail sectors are least likely to use FE colleges.

The majority (77%) of employers do not use FE to deliver training. The most significant reason given is that the FE colleges do not offer appropriate training in terms of subject area, and this is cited by 48% of all employers not using FE colleges in 2003-04. There is evidence, from the survey, of even lower levels of relevance of the FE curriculum to small and medium sized enterprises (SMEs) and of greater difficulties faced by a significant minority of SMEs in relation to releasing staff or accessing modes of delivery that meet their needs. By contrast, a greater proportion of larger employers are able to utilise economies of scale to deliver training in-house.

Another factor in non-use of FE colleges may be the perceived inflexibility of the modes of delivery offered. Some 47% of employers using private training providers utilise them for short full-time courses (compared with just 25% for those using FE colleges), while block release and distance learning made up a greater share of FE college provision used by employers. Employees sponsored through FE colleges were more likely to be expected to study in their own time than those sent to the private sector providers.

Labour Market Opportunities

Of course, aside from all of the above, a number of external factors have a significant bearing upon FEC participation rates, as well as those for other training provision. One key area is the relative tightness of the labour market at any point in the economic cycle, with relative economic success resulting in a rising opportunity cost of education, meaning that some may defer entry to education until later, in order to make the most of job opportunities available to them now, or decide there is no need to enter FE or HE at all, where earnings for non-graduate jobs are highly competitive.

Supply as a Constraint on Participation

Another factor is the financial health of the colleges themselves. Colleges have to strike a balance between efficient delivery and equality of opportunity, in respect of access to learning. If college finances are unstable, or a defined recovery plan is being implemented, this creates a climate where supply may be relatively constrained as there may be less discretion regarding resources for marginal courses or scope to broaden the curriculum in respect of subject, mode or level of study. The degree to which the range of choices open to all learners, or sub-categories of learner, is restricted, may have some impact on participation rates at a sub-Area level, although this was not empirically tested as part of our study and goes beyond our remit.

Conclusions: Limitations of the Research and Data Availability

There were, evidently, some limitations to our research, derived from the scale and complexity of the issues and the available data, the need to give due regard to both 'hard' data evidence and also to 'softer' evidence in the form of college operational experience, and making sense of the different and sometimes contradictory drivers of demand and need. Moreover, the study team sought to be innovative and pursue a developmental approach; a point recognised in the Terms of Reference issued to us by SFEFC.

However, over and above the issues of collation of any updated data for the indicators utilised to date, there remain critical gaps in the evidence. The key gaps are outlined below:

The lack of comprehensive and robust data on the scale and characteristics of community learning and development activity across Scotland's 32 local authorities. It is in the interest of no one, least of all the local authorities themselves, for this activity to be largely invisible. At present little account is formally taken of the critical relationship in terms of interaction between local authorities and colleges and/or the voluntary sector. This also restricts analysis of the role played in progressing learners between leisure or personal development oriented activities to the vocational curriculum offered by colleges. This point was recognised by the CLD managers,¹³ who were aware of the pressing need to raise the profile, and status, of CLD activity, which receives considerable investment by local authorities. Higher visibility would also aid wider understanding of the linkages to other learning provision and help define, for an external audience, a distinctive role for CLD. Therefore efforts being made¹⁴ by the Scottish Executive, HMIE and Communities Scotland to develop a framework for collecting these important data are very welcome and should help close the information gap in the medium term.

¹³ A presentation on proposals for our research on CLD was made at a gathering of Community Learning Managers, representing the majority of the 32 local authority areas. This briefing was held at Communities Scotland in September 2004. This provided an opportunity for those present to guide the scope of the work.

¹⁴ Learning Connections, Communities Scotland is leading a Performance Information Project that aims to enhance the information about CLD available at the national and local levels

Private Sector Training Provision in General: To the best of our knowledge, no national research, at a Scotland or UK level, has been conducted on the number of providers and scale of activity, since 1986. However, the Scottish Executive has proposed a large-scale survey of private training providers to address this knowledge gap.

Private Sector Training Provision accessed by individuals who finance their own studies: This remains an area where there are no data to indicate the size and characteristics of the market. It may be possible to address this through enhanced demand research (below) or through any large-scale survey of providers.

Voluntary Sector Training Activity: We are aware of the considerable role played by the voluntary bodies in delivering training to groups within society or at a local or community level and in the course of the study it became clear that some local authorities are seeking to use CLD activity to ensure capacity building among these organisations so that they can take on the responsibility for cascading training in future. However, there does not appear to be any analysis of the scale of this activity, or its impact in terms of delivering skills. Analysis of the issues went beyond our remit, as it was recognised that the information is not available at present, but further consideration is needed of the role of organisations such as youth groups, community councils, housing co-operatives, interest groups, charities, development trusts, etc in providing training opportunities.

As regards demand, our study depended to a considerable extent upon secondary data and we found that there are a lack of:

Primary market research data on participation and demand for learning to allow colleges, and other stakeholders, to analyse demand through segmenting the market by learner type, and subject area. The data provided through national studies by organisations such as NIACE do provide some data for trend analysis and comparison between the home countries of the UK, but it is our view that these studies do not have a sufficiently large sample size to provide the robust, detailed national, sub-national and regional data that providers require, while the breadth and scope of the research would also need re-examination, perhaps to pick up those individuals paying for their own studies through the private sector.¹⁵

Secondary market data on demand for learning. Excellent data can be accessed by HEIs, and those colleges providing places through the UCAS system, on applications and acceptances to full-time undergraduate courses. While these data, provided by UCAS (and SWAS for social work courses), are not comprehensive in that they do not cover the range of part-time undergraduate or, indeed, postgraduate provision, they are a significant source of assistance to providers in assessing demand for subjects at undergraduate level over time. No such data are available for the college sector. While not wishing to understate the complexity of the task, provision of this data is not an insurmountable problem and would be of great assistance in measuring demand, as opposed to participation, over time. In the course of our study, colleges across Scotland stated a willingness to pool such data, possibly on the basis of a membership system, so that only those contributing data would benefit from the information. However, the developmental work for such a system is thought to be beyond the resources available to the colleges at this time.

¹⁵ The Scottish Executive has, with the DFES, commissioned a large scale survey to fill this gap by extending the next National Adult Learning Survey (NALS) to Scotland. This will be carried out late in 2005.

However, a number of conclusions can be drawn regarding lessons for future research in the area of supply, participation and demand for the services of the College Sector and other post-16 learning provision. For example, we believe this research demonstrates the benefit of integrated data gathering and analysis across learning systems. However, we would not advise that this research brief is repeated, in its current form.

Rather we recommend that the supply/participation data, as discussed above, and the broader policy issues are separated. The Scottish Executive would be best placed to ensure that consistent data on each part of the post-16 system is gathered, analysed and shared and an annual or bi-annual statistical demand, need and supply statistical report could be produced. This could cover statistical data on the 44 standard indices, listed in our National Report, or a modified list, and enable monitoring of the post-16 system in a cost-effective manner as well as providing a critical body of reference data for other research and developing corporate plans and business plans for capital or human resource investment by colleges.

In our report, we recommended that Area/regional research might focus on overall objectives, targets, overlaps, integration, and investment and learner/investment returns and national research on overall policy and research questions and best/good practice.

Article 3

Student Flows and Graduate Migration

Simon Chisholm and Paul Teasdale

42

Summary

This article looks first at the number of Scottish students leaving Scotland to study and the number moving in the opposite direction. It then looks at the destinations of graduates. Figures from the Higher Education Statistics Agency (HESA) show that relatively few students leave Scotland to study, compared with other UK regions. Scotland has a net inflow of students at undergraduate and postgraduate level. Upon completion a large majority of students who study in Scottish universities stay in Scotland.

Introduction

This article presents data on flows of new students and of graduates into and out of Scotland. The flows are analysed in progression:

- student flows: those entering higher education
- graduate flows: those completing higher education and entering the labour market or undertaking further study. This uses the Destinations of Leavers from Higher Education (DLHE) survey to track graduates following study in Scotland.

First degrees and postgraduates are examined separately in each section. The analysis is primarily in terms of entrants into first degrees or postgraduate study rather than the total number of students in higher education (HE), as differing course lengths (particularly the longer honours degree course in Scotland) can distort the picture when considering the total number of students. For graduates the focus is on activity around 6 months following graduation. Information on outward student migration overseas is very limited, but it is accepted that such outflows are low throughout the UK.

FLOWS OF NEW STUDENTS

First Degrees¹

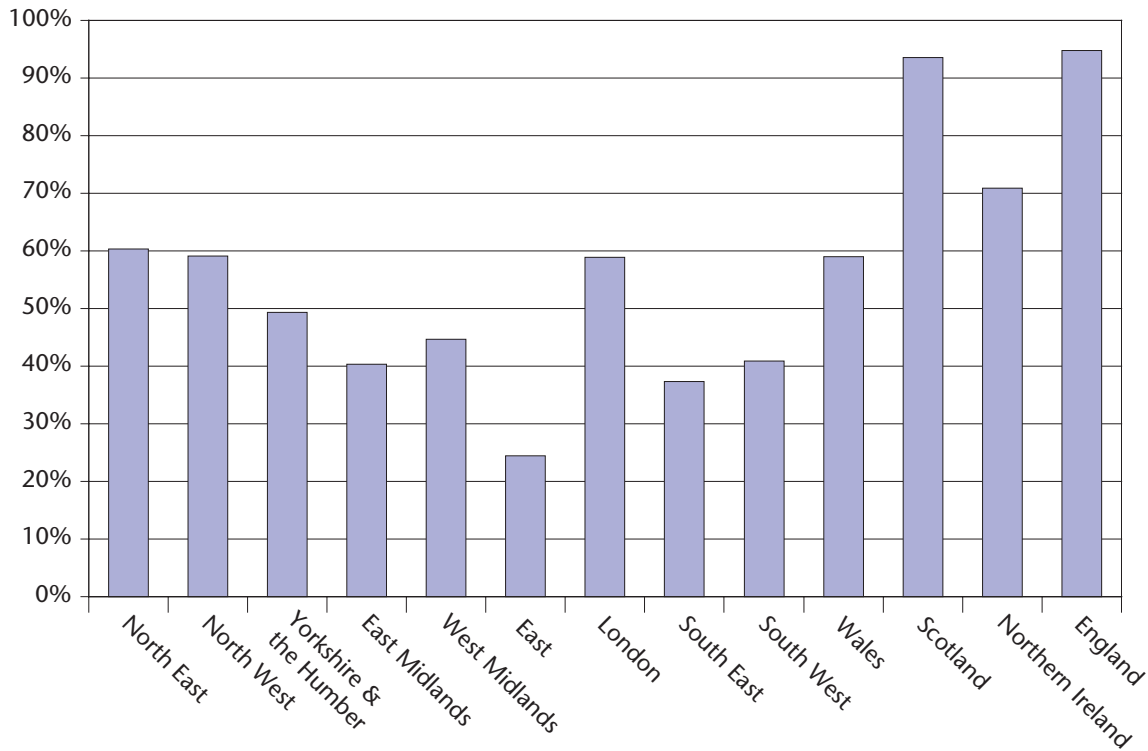
Student Outflows

In 2003-04 just over 2,000 Scots started full-time first degrees at HEIs elsewhere in the UK, which is around 6 per cent of all Scottish full-time first degree entrants. The number has remained reasonably constant in recent years (from 1998-99), which means that with total entrants to HE increasing, the proportion of students leaving Scotland has been falling.

Chart A3.A shows the 'retention rates' for each UK country and region. It shows that compared to other regions, very few people domiciled in Scotland move to another region to study. The regional average is just 53 per cent and, in fact, Scotland has the highest proportion of students remaining within their region to study at over 90 per cent. The range among regions is wide and is as low as 24 per cent in the East of England.

¹ Only full-time first degree students are considered as under 7 per cent of part-time first degree students study outside Scotland and this has been fairly stable in recent years.

Chart A3.A: Proportion of first degree students remaining in their home region to study, 2003-04



Source: HESA

The variations of retention levels will be influenced by several factors that explain the low outward migration from Scotland:

- **Different secondary education systems:** leads to differences in qualifications and age upon completion of secondary education which may act as a (perceived) barrier to mobility. Younger school leavers may be less willing to leave home and be more attracted to a longer four year course.
- **Size:** We might expect, other things being equal, larger regions to retain more people than small regions.
- **Capacity:** Some regions have relatively few HE places compared to the size of their population. Scotland has the highest number of HEIs of any UK region excluding London, and it has a significantly higher number of HE places relative to the population of 16-24 year olds than any other UK region (18 per cent).
- **Geography:** Of those who leave Scotland to study, the most popular regions are those closest to Scotland (the North East and North West), so although we can speculate that differing education systems and local accessibility are a constraint on educational mobility, the main factor may simply be one of geography.

Student Inflows²

From the Rest of the UK

In total around 5,300 students came to study first degree courses in Scotland from elsewhere in the UK in 2003-04. Although this was more than twice the number flowing in the opposite direction it still represents just 2 per cent of the number from the rest of the UK who start first degrees. This share might be seen as an indicator of Scotland's relative attractiveness as a study destination within the UK. A disproportionately large number (1,300) of these entrants, a quarter of the total, came from Northern Ireland.

The absolute number of students from the rest of the UK fell significantly in the two years preceding 2000-01, but has since stabilised around the current level, and the share of the total has also been stable.

The low proportions coming to Scotland might reflect geography and different education systems, but relative costs will also have an effect. The longer course lengths in Scotland (commonly 4 years compared to 3 in England) result in higher education in Scotland being more expensive for a student from the rest of the UK, unless they enter directly into second year. There is a higher opportunity cost, losing four years' earnings rather than just three if they went to an HEI in England.

In 1998-99 students from the rest of the UK made up 19 per cent of entrants, but by 2003-04 this had fallen to 14 per cent with inflows not rising in line with the increase in total entrants.

From Overseas

Around 4,500 overseas students entered first degree courses in Scottish HEIs in 2003-04. Scottish HEIs attracted 10 per cent of all entrants from overseas coming to UK HEIs for first degree courses (in line with Scotland's share of all places – 10%). These shares are relatively stable and, like the inflows from the Rest of the UK, can be seen as a measure of the attractiveness of Scottish higher education to overseas students.

The number of overseas entrants has increased by 42 per cent since 1998-99. In 1998-99 overseas students accounted for 9 per cent of all entrants; by 2003-04 that had increased to 11 per cent.

Of the overseas entrants, around half (49 per cent) are from the EU. The number of students from other EU countries coming to Scotland has increased by 28 per cent since 1998-99. This is a higher rate of growth than the growth in total number of entrants to Scottish HEIs. In the most recent year 6 per cent of all entrants came from other EU countries, up from 5 per cent in 1998-99.

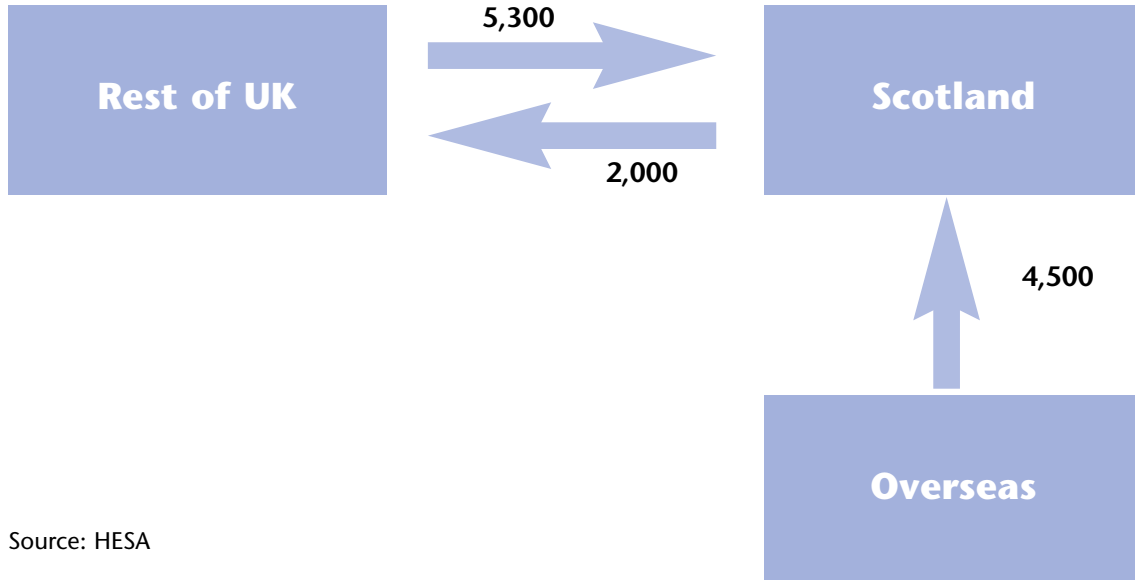
Numbers of non-EU entrants to Scottish HEIs have increased substantially in recent years to over 2,300 (which is 6 per cent of all entrants to first degree courses) up from 4 per cent in 1998-99. Growth from this group has been driven primarily by students from Asia with their numbers having risen by 77 per cent since 1998-99. Students from Asia now constitute 28 per cent of all overseas entrants (and 3 per cent of all entrants).

The flows of students into and out of Scotland are shown in Chart A3.B. International outflows from Scotland are not shown due to the absence of data.³

² This examines only those full-time students that actually come to Scotland to study. It excludes distance learners studying through a Scottish HEI elsewhere in the UK and study undertaken wholly outside Scotland. This allows for greater inference on the actual inflow into Scotland.

³ Data exists on Erasmus students but is limited to European countries. It is available only by institution, not domicile, and gives a guide to the movements of exchange students only.

Chart A3.B: Full-time First Degree Student Flows, 2003-04⁴



Source: HESA

Student Population

The diversity of the total full-time first degree student population as a result of these flows over time is shown in Table A3.1. Students from elsewhere in the UK made up 17 per cent of the total full-time student population in 2003-04. The number of these students in 2003-04 was 13 per cent lower than in 1998-99.

The number from overseas has increased by 26 per cent between 1998-99 and 2003-04. In 2003-04 they made up 9 per cent of the total full-time first degree student population.

Table A3.1: First Degree Student Population (full-time) at Scottish HEIs

Domicile	1998/99	2003/04	% Change
Scotland	73,825	84,030	13.8
Rest of UK	22,125	19,155	-13.4
Overseas	8,175	10,285	25.8
Total	104,130	113,465	9.0

Source: HESA

Notes: Excludes distance learners.

All numbers are rounded up or down to the nearest 5.

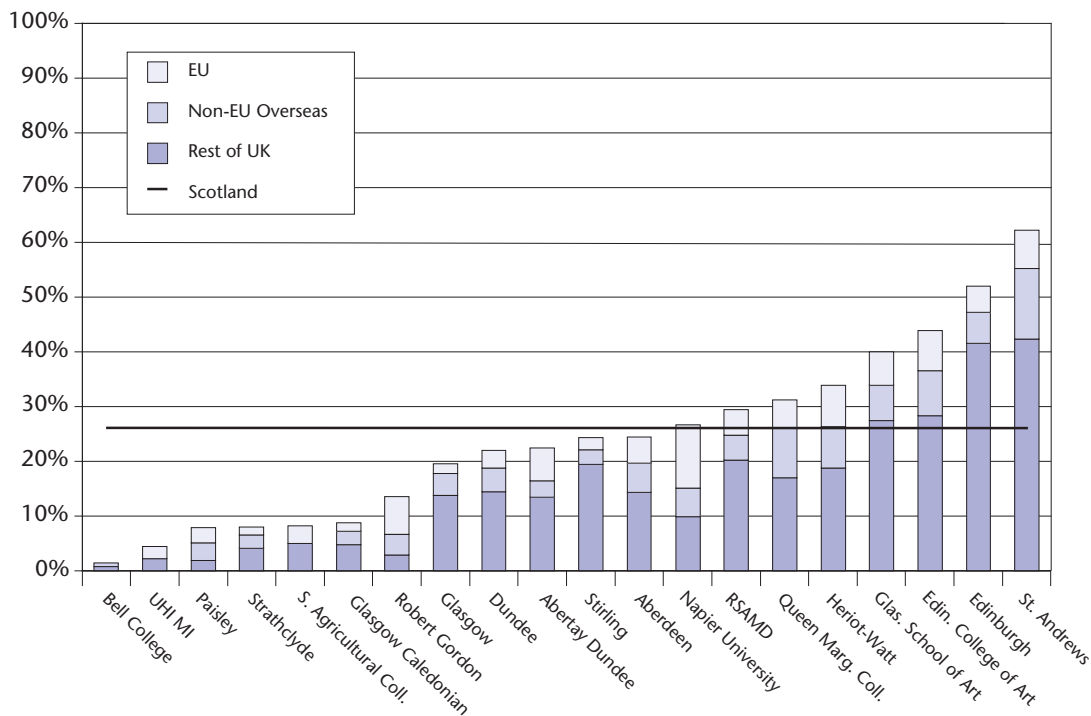
Numbers may not sum to totals exactly due to rounding.

The extent of diversity in the student population varies significantly by institution. Chart A3.C shows the variation across Scottish HEIs for first degree students. While the average proportion

⁴ All figures rounded to the nearest hundred.

of non-Scottish students is 26 per cent, there is a large range – from 62 per cent at St. Andrews to as low as 1 per cent at Bell College. Proportions tend to be higher in the specialist institutions. In absolute numbers the student migrants at first degree level are concentrated in a small number of HEIs. Edinburgh dominates with over 8,300, followed by St. Andrews (3,400) and Glasgow (2,900).

Chart A3.C: Students from outside Scotland as a proportion of all students, first degrees, 2003-04



Source: HESA

Postgraduates⁵

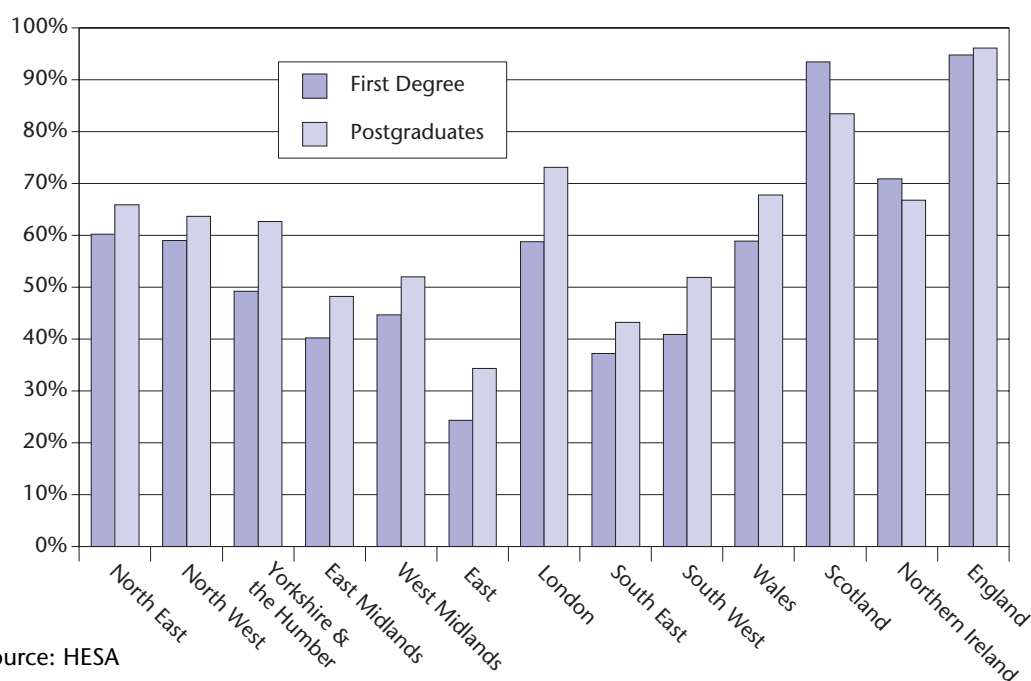
Student Outflows

In 2003-04, around 1,200 Scottish domiciled postgraduates began full-time study outside Scotland, representing around 15 per cent of all Scottish domiciled postgraduate entrants.

Chart A3.D shows that postgraduate mobility across regions of the UK is generally lower than for first degree student entrants i.e. a higher proportion choose to study in their home region. This is surprising but probably arises because of the way domicile is defined, which may affect the usefulness of the data. Applicants for postgraduate study are less likely to use their parental address as their current address, and those who left their home region to study for a first degree could register their address as being in the region of the HEI they attended (i.e. where they have been living). This could lead to an overestimate of retention.

⁵ Again, only full-time students are considered at postgraduate level as it is harder to draw conclusions from smaller and more variable part-time numbers. A large proportion of part-time postgraduate activity is overseas and distance learning.

Chart A3.D: Proportion of first degree and postgraduate students remaining in their home region to study, 2003-04



Source: HESA

However, Scotland and Northern Ireland differ from the other regions with lower retention rates for postgraduates than for first degree students. This could reflect the high proportion of Scottish first degree students that remained in Scotland. The definition of domicile will intuitively be less distorting to those regions with a high first degree retention rate. Despite this, Scotland still has the lowest outward movement of postgraduate students of any UK region. Eighty-three per cent of postgraduates remain in Scotland compared to a UK average of around 60 per cent (Chart A3.D).

Student Inflows

From the Rest of the UK

In 2003-04 around 1,700 students came to study a full-time postgraduate course in Scotland from elsewhere in the UK. This number has been fairly stable in recent years. In 1998-99, students from the rest of the UK constituted 14 per cent of all full-time postgraduate entrants to Scottish HEIs; by 2003-04 this had fallen to 11 per cent.

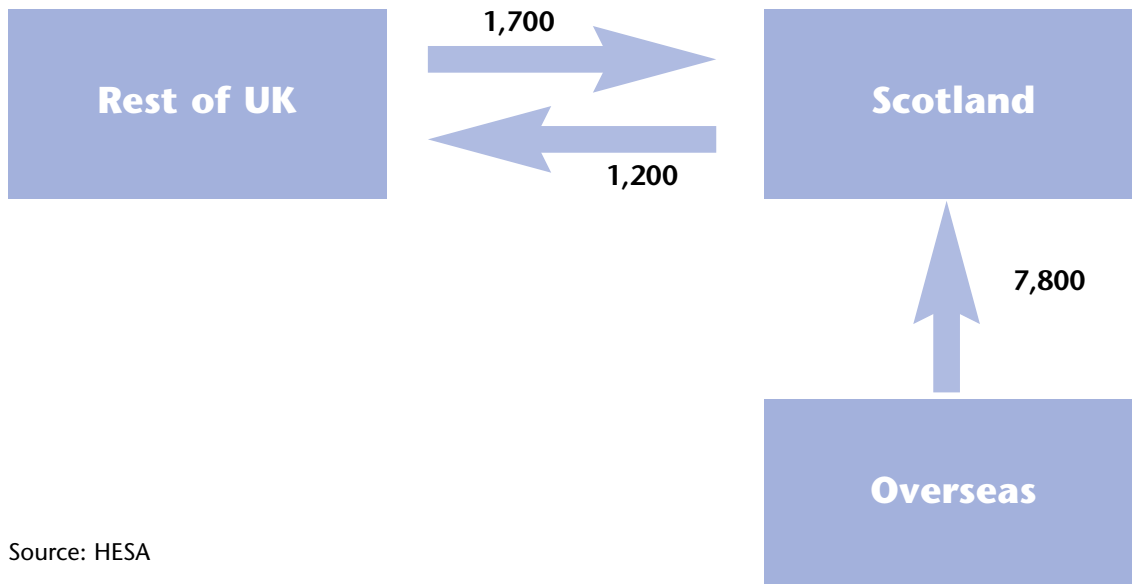
From Overseas

In 2003-04, Scottish HEIs attracted 7,800 full-time postgraduate students from overseas, a 9 per cent share of postgraduate student entrants from overseas coming to UK HEIs (in line with the Scottish HEIs' share of all places). These shares, like those inflows from the Rest of the UK, are relatively stable and can be seen as a measure of the attractiveness of postgraduate study in Scotland to students from overseas.

Overseas students constituted nearly half (48 per cent) of all full-time postgraduate entrants to Scottish HEIs⁶. The number of students entering from overseas has increased by 86 per cent since 1998-99 (up 3,600). The increase in absolute numbers has come primarily from Asian entrants. The flows of postgraduate students into and out of Scotland are shown in Chart A3.E.

⁶ Again, only full-time students are considered here. Many of the part-time postgraduates are distance learning students. There were 7,500 UK-based and 9,000 overseas-based distance learning students undertaking postgraduate courses at Scottish HEIs. Almost all of these were part time.

Chart A3.E: Full-time Postgraduate Student Flows, 2003/04⁷



Source: HESA

Population of postgraduate students

There are now more full-time postgraduate students from overseas than from Scotland. The diversity of the postgraduate student population in Scotland as a result of these flows is shown in Table A3.2. Students from elsewhere in the UK now make up 11 per cent of the total full-time postgraduate student population and students from overseas represent nearly half (45 per cent).⁸ Between 1998-99 and 2003-04, the number from overseas increased by 73 per cent, while numbers from Scotland and elsewhere in the UK were relatively unchanged.

Table A3.2: Full-time postgraduate student population at Scottish HEIs

Domicile	1998/99	2003/04	% Change
Scotland	9,110	9,455	3.8
Rest of UK	2,550	2,525	-1.0
Overseas	5,805	10,065	73.4
Total	17,465	22,580	29.3

Source: HESA

Notes: Excludes distance learners.

All numbers are rounded up or down to the nearest 5.

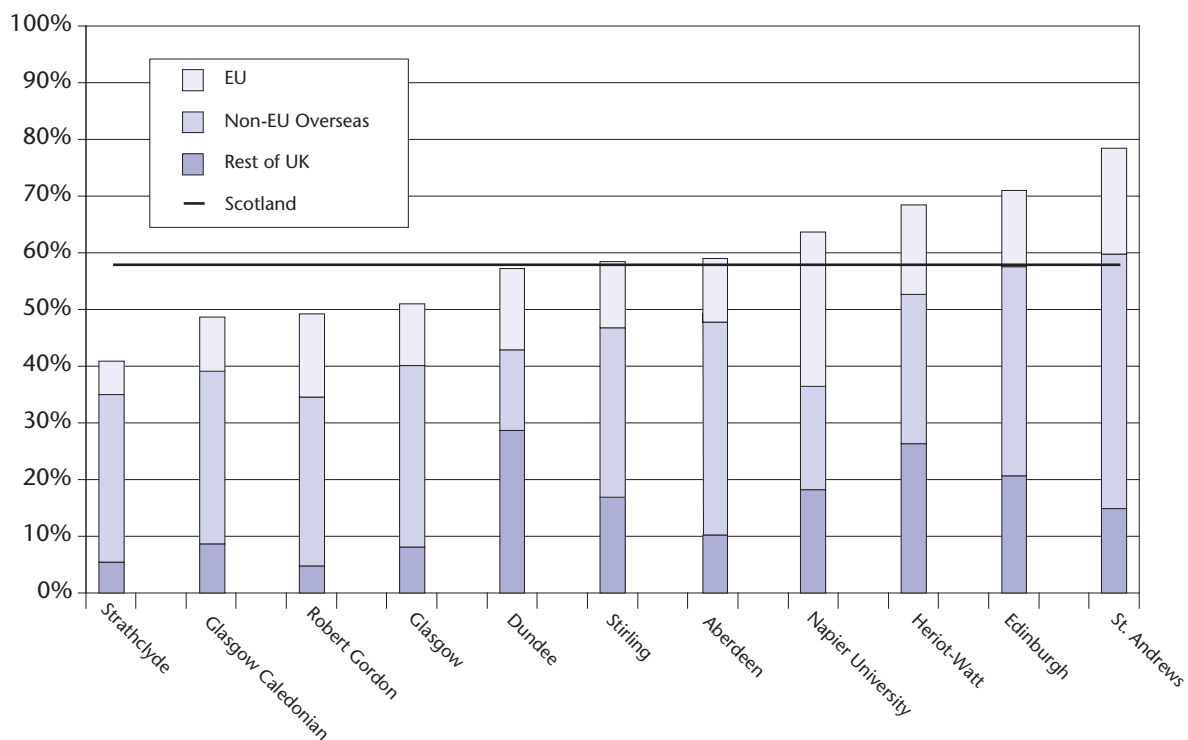
Numbers may not sum to totals exactly due to rounding.

The extent of the diversity within the student population varies significantly by institution, both in the total non-Scottish students but also in the make-up of those students. Students from outside Scotland made up over half of postgraduates at 13 institutions. The variation in the make-up is evident with Heriot-Watt and Robert Gordon having the highest proportion of non-EU overseas inward postgraduate study migrants.

⁷ All figures rounded to the nearest hundred.

⁸ This, as earlier, excludes distance learners. If these were taken into account, students from overseas would represent the majority.

Chart A3.F: Students from outside Scotland as a proportion of all students, postgraduates, 2003-04



Source: HESA

Note: Includes only those institutions with over 500 postgraduate students

While this shows the make-up of students at each institution, the absolute number can show the size of the non-Scottish student population at each institution. Edinburgh has the greatest number of non-Scottish postgraduate students (3,400), followed by Strathclyde (1,600) and Aberdeen (1,200).

Trade Flows

The student flows are matched by flows of spending. Providing education for foreign students studying in Scotland is an export of higher education services. Although we do not have information on the value of the trade flows in higher education, there is some data available on trade flows in the education sector as a whole showing that it has a substantial positive trade balance. Using data from the Scottish input-output tables, total net exports for the whole education sector in 2001 were £266.5 million (all at basic prices). Of this, net exports to the rest of the UK were £74.8 million and internationally £191.7 million. Therefore the sector as a whole has a substantial positive trade balance. While this will include other areas of education provision such as further education and public school fees, other evidence from the annual Global Connections Survey, which focuses on exports, suggests that higher education accounts for 80 per cent of trade flows in the education sector.

FLOWS OF RECENT GRADUATES

The flows of recent graduates uses information provided by HESA from the Destinations of Leavers from Higher Education (DLHE) survey.⁹ It examines the status of students approximately 6 months after leaving the institution and represents labour mobility immediately following graduation.

Labour mobility is important to economic growth and a healthy, effective and functional labour market. First, it enables the economy to adjust to change as different parts are affected differently, as people move to where they can be most productive. Second, it encourages greater information and knowledge flows, boosting entrepreneurship, innovation and productivity. Third, it allows individuals to maintain standards of living when living in a changing economy. People in the graduate labour market will typically have greater mobility than people in other working groups.

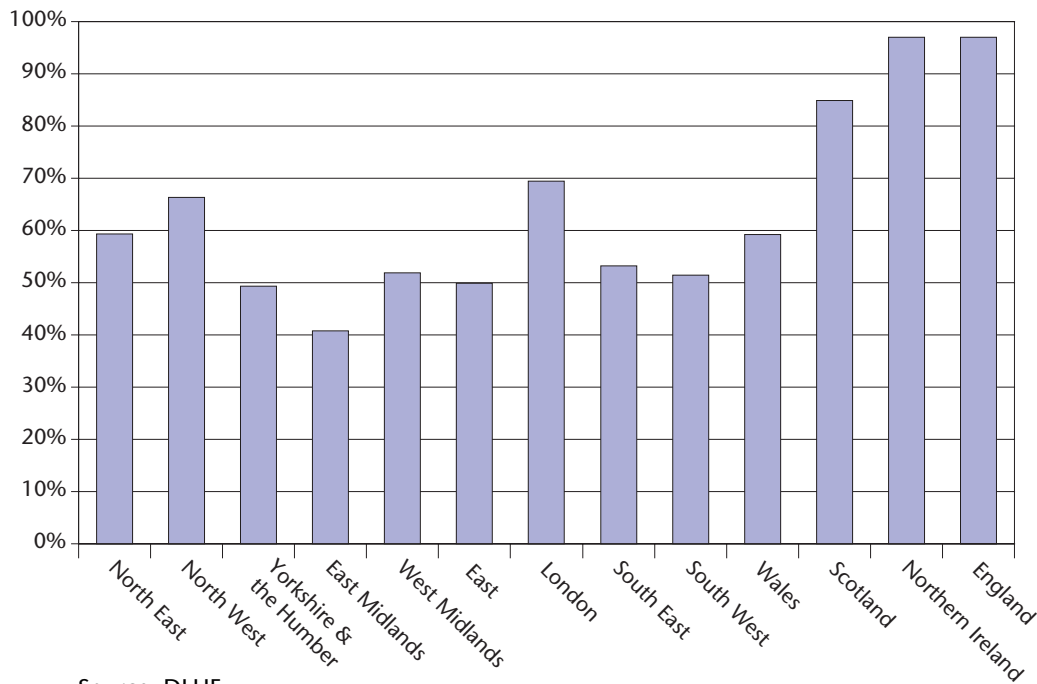
However, retaining and attracting highly skilled individuals increases the quality of the labour market pool and ultimately the productivity of the workforce, which has long-run impacts on the economy. A strong labour market would have positive impacts on attraction and retention, so retention might be seen as a measure of the strength of the labour market.

Retention of Graduates by Region of Institution: First Degrees

We can examine the graduate flows looking at whether students stay in the region in which they graduated. Eighty-five per cent of first degree graduates from Scottish HEIs gain employment in the Scottish labour market (see Chart A3.G). Compared to other UK regions, the figure for Scottish HEIs is remarkably high, being significantly higher than the UK regional average for gaining employment in the region of study of 61 per cent. This provides an indicator for the attractiveness of the Scottish labour market for those students that went to university in Scotland.

⁹ This replaced the First Destinations Survey after 2001/02.

Chart A3.G: Proportion of first degree leavers remaining in the labour market of their study region, 2003-04



Source: DLHE

Note: Proportions relate only to students with a known location.

Students from Scotland are more likely to stay in Scotland after their studies, suggesting that the labour market in Scotland appears attractive. Retention of graduates, as with students, will be influenced by factors such as size of the region, but also by the proportion of students who were domiciled in the region. This figure is perhaps influenced by the high proportion of students domiciled in Scotland in the first place. However, it could simply be that Scotland's geography means that a move to another region is a much bigger step than for those students completing their course of study within an English region.

Nonetheless even among those who moved to Scotland to study the proportion staying to work is high. Of those who came to a Scottish HEI from elsewhere in the UK and were permanently employed at the time of the survey, a third were working in Scotland – which is higher than the retention rate for other regions.

In contrast, of the people who studied elsewhere in the UK and were subsequently in employment, fewer than one per cent were employed in Scotland. Graduates from the North East and North West accounted for a high proportion of the one per cent.

Of the 15 per cent of graduates of Scottish HEIs gaining employment outside the Scottish labour market, a quarter were employed in London.

The data on overseas students are incomplete, with coverage limited only to those from the EU. The response rate to the survey from EU-domiciled graduates is lower than for UK-domiciled graduates. Around one-third of those who responded continued in full-time education, around

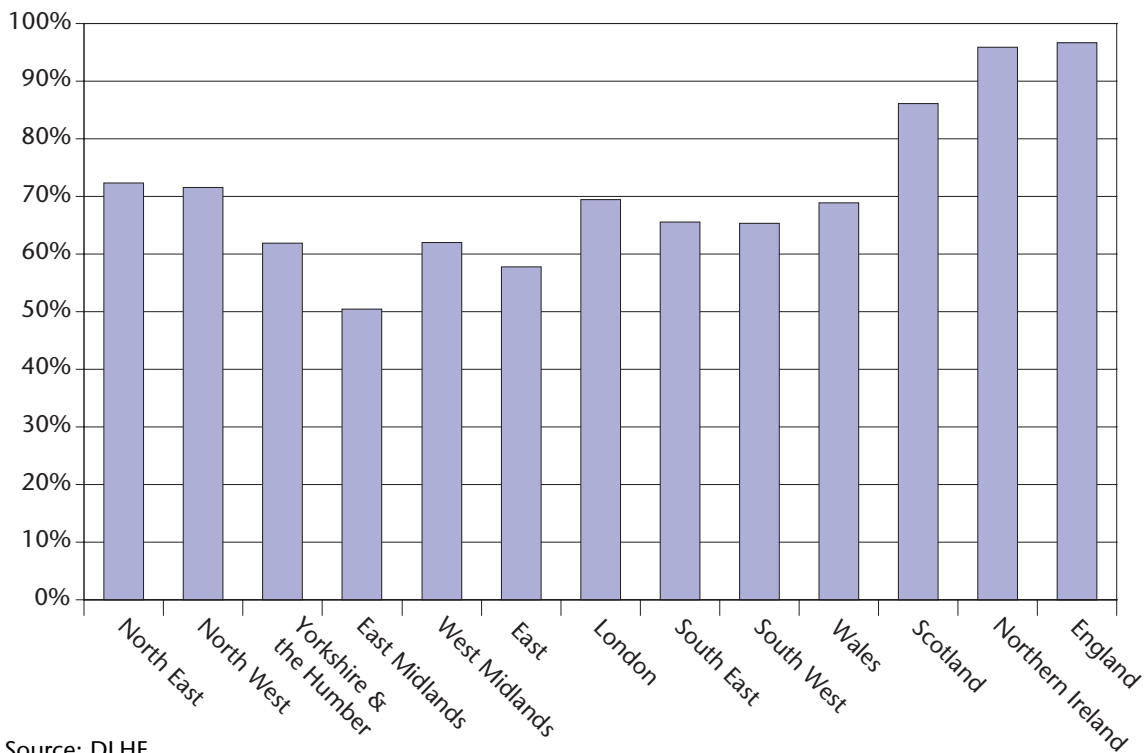
half of these in Scotland. Around one-fifth of those students from the EU who gained permanent employment after studying at a Scottish HEI remained in Scotland. One-tenth found employment elsewhere in the UK whilst the majority, nearly two-thirds, are employed elsewhere in the EU.

It is also possible to look at the destinations of those first degree graduates from Scottish HEIs who gain employment by the class of their degree. People with higher class degrees tend to be more mobile so the proportion staying in Scotland is slightly lower.

Retention of postgraduate leavers by region of institution: Postgraduates

Postgraduates who studied at Scottish institutions are slightly more likely to become employed in the region of their study than first degree graduates, with 86 per cent remaining in the region (Chart A3.H). This, like first degrees, is the highest of all UK regions except Northern Ireland. In most regions the retention rate for postgraduates is considerably lower than for those completing a first degree but this is not the case in Scotland, Northern Ireland and London.

Chart A3.H: Proportion of postgraduates remaining in the labour market of their study region, 2003-04



Source: DLHE

Note: Proportions relate only to students with a known location

Long-term Employment Transitions

While the DLHE focuses on graduates 6 months following graduation, research has been undertaken looking at the longer term transition from higher education to employment. *Scotland's Graduates Moving On*¹⁰ tracked 1995 graduates for three years following graduation. This suggested that Scottish graduates entered employment at the same rate as non-Scots graduates but had a more variable upward trend following that. After three years, 80 per cent of both Scots and non-Scots graduates were in full-time employment.

Interestingly, one of the main findings was the difference in time it took for graduates to enter what are considered graduate jobs. After three years, 73 per cent of graduates from Scottish HEIs had entered jobs for which a degree had been required, compared to 62 per cent of those who had studied elsewhere in the UK.¹¹

A repeat study, commissioned by the Department for Education and Skills, is due to be published this year and tracks graduates from 1998/99 for three years following graduation.

Conclusion

Although higher education in Scotland has a positive trade balance with the Rest of the UK and overseas, Scotland does have a relatively closed education system.

- Very few students leave to study. The level of outward student migration is considerably lower than for other UK regions.
- More students come to Scotland than leave. This could be due to differing education systems, the age of transfer between secondary and higher education, the capacity of the HE sector in each region, and distance from home.
- On completion of their higher education few students leave for employment outside Scotland. The vast majority of recent graduates from Scottish HEIs remain in Scotland – a higher proportion than in any other UK region except Northern Ireland, suggesting that the labour market in Scotland appears attractive to graduates of Scottish universities.
- However, in contrast, a low proportion of students who study outside Scotland take up employment in Scotland.

¹⁰ *Scotland's Graduates Moving On* by Peter Elias and Kate Purcell, A New Horizon Report, 2001.

¹¹ This is affected by the extent to which non-graduate jobs have become graduate jobs and by the changes in the graduate labour market.

Chapter 1: Post-Compulsory Schooling

Introduction

This chapter provides information on the number of pupils in upper secondary school education, together with their qualifications and destinations after reaching the minimum school leaving age.

Pupils are defined as having reached the minimum school leaving age at one of two points during the school year. Generally this is either May of stage S4 for older pupils, or Christmas of stage S5 for younger pupils.

Many students decide to continue in post-compulsory education; whether this is staying on at school for stages S5 and S6 or leaving school to take up employment, training or study at a Further or Higher Education Institution. The following sections explain further the characteristics of these young people and their outcomes on leaving school.

The majority of the information provided in this section relate to pupils in publicly funded secondary schools, unless otherwise stated.

Numbers of Pupils

Table 1.1 below shows the numbers of pupils in school stages S4 to S6, by gender and age. 95 per cent of pupils in S4 are aged 15 at the end of February, reflecting the fact that at this stage almost all pupils are still in compulsory education.

Table 1.1: Pupils Age at 29th February 2004 and Stage, as at September 2003, in Publicly Funded Schools¹

	S4			S5			S6		
	Male	Female	All	Male	Female	All	Male	Female	All
14	150	202	352						
15	28,836	28,394	57,230	131	243	374			
16	1,688	1,140	2,828	21,903	23,292	45,195	101	184	285
17	20	11	31	934	664	1,598	12,051	13,703	25,754
18				11	17	28	516	414	930
19							10	11	21
Total	30,694	29,747	60,441	22,979	24,216	47,195	12,678	14,312	26,990

Source: Pupils in Scotland, 2003

¹ There were 11 pupils for whom reported age was outwith the shown range.

The number of pupils in subsequent stages (S5 and S6) are lower, as pupils start to leave school. The percentage of young people who continue into S5 and S6 are referred to as staying on rates; these rates are discussed further in the next section.

Table 1.2 below shows that the number of pupils in independent schools account for about 6 per cent of S5 pupils and 10 per cent of S6 pupils.

Table 1.2: Pupils in Independent Schools,¹ as at September 2003

	S4	S5	S6
Male	1,536	1,620	1,378
Female	1,478	1,404	1,207
All	3,014	3,024	2,585

Source: Independent School Census, September 2003

¹ Excludes adult pupils who attended independent secondary schools

Staying on Rates: 1996-97 to 2003-04

Staying on rates are calculated as the number of pupils who continue into post-compulsory education, divided by the total number of pupils in the entire cohort. Three different staying on rates are presented in table 1.3 below: staying on rate to September S5, to post-Christmas S5 and September S6.

Table 1.3: Staying On Rates in Publicly Funded Secondary Schools, 1996-97 to 2003-04

	Male			Female			All		
	S3-S5 Post			S3-S5 Post			S3-S5 Post		
	S3-S5	Christmas	S3-S6	S3-S5	Christmas	S3-S6	S3-S5	Christmas	S3-S6
1996-97							77	67	42
1997-98							77	67	42
1998-99	73	63		80	72		76	68	42
1999-00	74	64	40	81	73	47	78	68	43
2000-01	75	64	41	81	72	49	78	68	45
2001-02	75	64	41	80	71	47	77	68	44
2002-03	72	63	42	79	71	48	76	67	45
2003-04	72	63	41	80	72	48	76	67	44

Source: Pupils in Scotland, 2003

Chart 1.A below shows that, in 2003-04, about 76 per cent of S3 pupils stayed on until S5, with the figure dropping to 67 per cent post-Christmas when education becomes voluntary for all S5 pupils. The staying on rate until S6 was 44 per cent. The rates have remained fairly constant over recent years, although in the period 1996-97 to 2003-04 there has been a slight increase in the percentage staying on to S6. Chart 1.B shows the staying on rates in 2003-04, highlighting that rates were higher for females than males. As can be seen in table 1.3 above, this has consistently been the case in the last few years.

Chart 1.A: Trends in Staying On Rates, 1996-97 to 2003-04

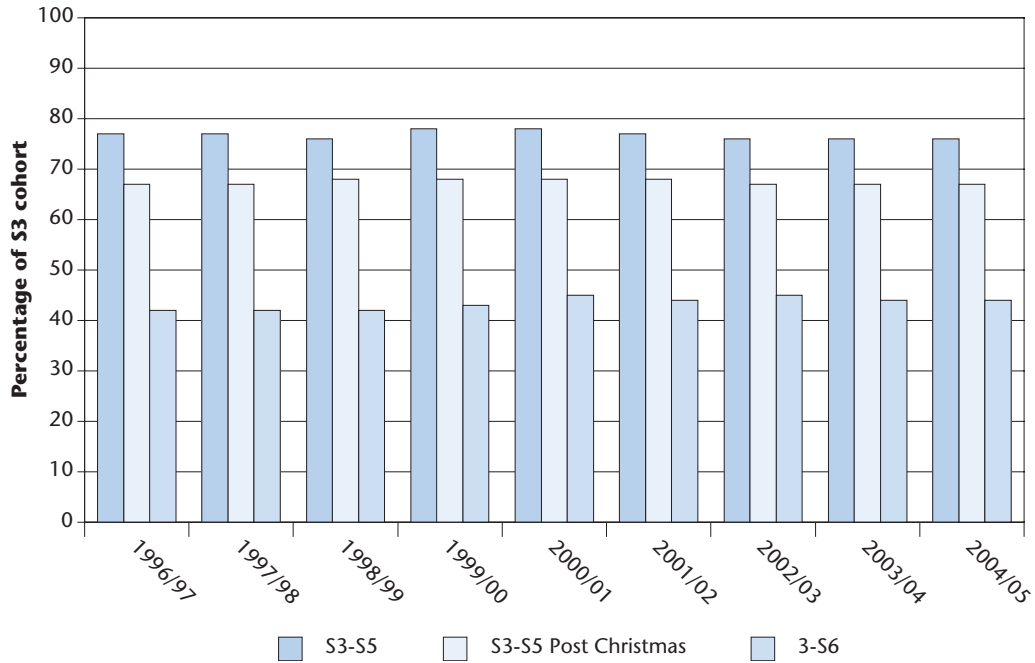
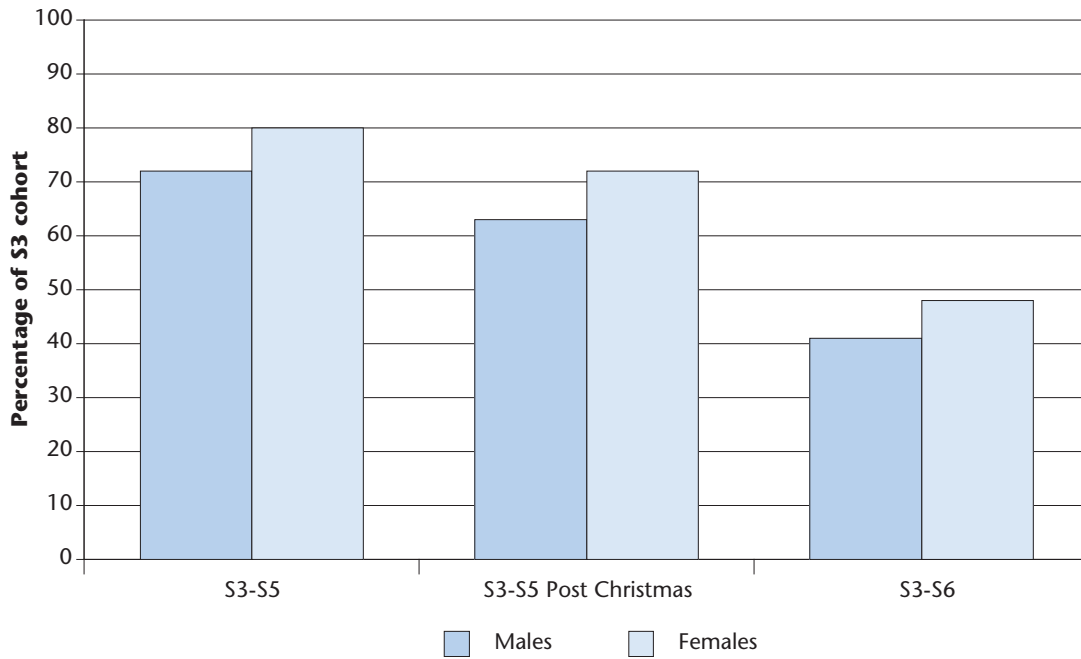


Chart 1.B: Staying on Rates by Gender, 2003-04



S4 to S6 Attainment

Attainment of S4 to S6 pupils in Scottish schools is reported on using the Scottish Credit and Qualifications Framework (SCQF). The SCQF levels are shown below for information.

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

A summary of attainment levels by pupils in publicly funded secondary schools by the end of S4 and S6 is shown in tables 1.4 and 1.5 below:

Table 1.4: SQA Attainment by the End of S4, by Gender, 2001-02 to 2003-04

Year	% achieving English and Maths at SCQF level 3 or better	% achieving 5+ Awards at SCQF level 3 or better	% achieving 5+ Awards at SCQF level 5 or better	% achieving 1+ Awards at SCQF level 6 or better	% achieving 3+ Awards at SCQF level 6 or better	% achieving 1+ Awards at SCQF level 7 or better
2001-02						
Male	90.1	89.7	28.8	0.1	0.0	0.0
Female	92.2	91.9	39.2	0.2	0.0	0.0
Total	91.1	90.8	33.9	0.2	0.0	0.0
2002-03						
Male	90.3	89.7	28.9	0.2	0.0	0.0
Female	92.1	91.8	39.3	0.2	0.0	0.0
Total	91.2	90.7	34.0	0.2	0.0	0.0
2003-04						
Male	90.3	89.7	30.2	0.2	0.0	0.0
Female	91.7	91.9	39.1	0.3	0.0	0.0
Total	91.0	90.8	34.6	0.3	0.0	0.0

Source: SQA Attainment and School Leaver Qualifications in Scotland, 2003-04

Table 1.5: SQA Attainment by the End of S6, by Gender, 2001-02 to 2003-04

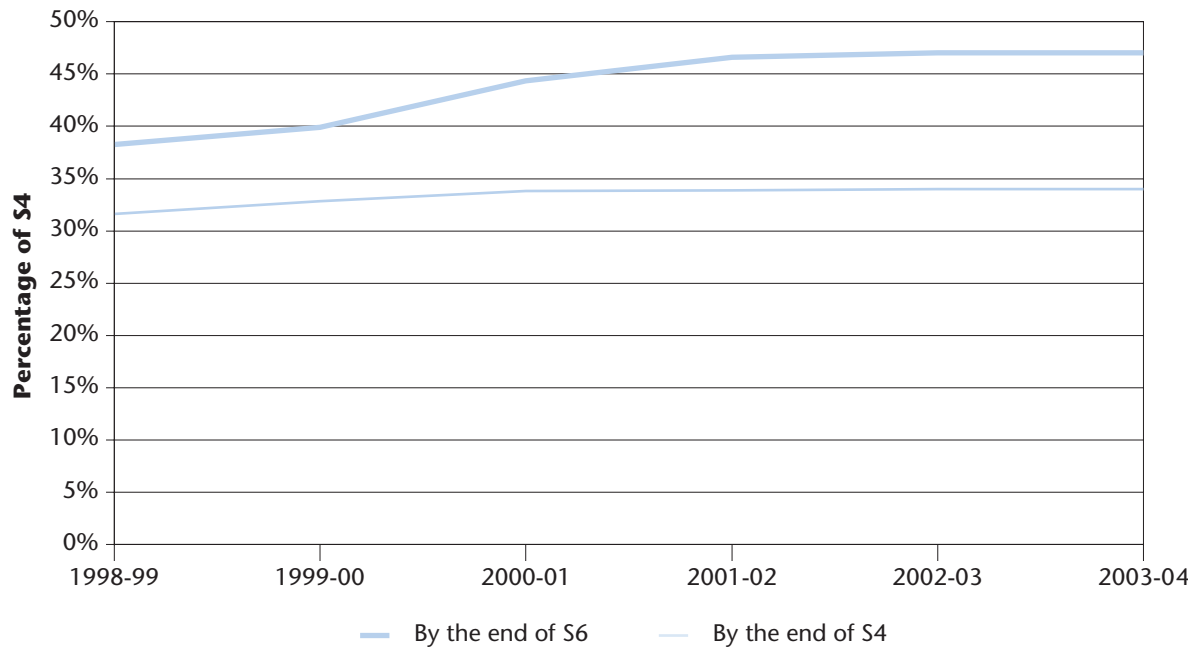
Year	% achieving English and Maths at SCQF level 3 or better	% achieving 5+ Awards at SCQF level 3 or better	% achieving 5+ Awards at SCQF level 5 or better	% achieving 1+ Awards at SCQF level 6 or better	% achieving 3+ Awards at SCQF level 6 or better	% achieving 1+ Awards at SCQF level 7 or better
2001/02						
Male	91.3	89.7	40.2	38.7	26.6	10.0
Female	93.3	92.0	51.2	48.7	35.5	13.1
Total	92.3	90.9	45.7	43.7	31.0	11.6
2002-03						
Male	91.7	90.1	42.0	39.2	26.6	10.4
Female	93.1	92.2	52.0	48.1	34.9	13.5
Total	92.4	91.1	46.9	43.6	30.7	11.9
2003-04						
Male	90.5	90.2	42.4	39.2	26.5	10.7
Female	92.7	92.4	52.3	48.1	34.9	13.9
Total	91.6	91.3	47.2	43.5	30.6	12.3

Source: SQA Attainment and School Leaver Qualifications in Scotland, 2003-04

In 2003-04, around nine out of ten pupils gained at least SCQF level 3 in both English and Maths. This has been consistent over a number of years.

Chart 1.C shows that the percentage of pupils gaining 5 or more awards at SCQF level 5 (or better) by the end of S6 has increased from 38 per cent in 1998-99 to 47 per cent in 2003-04, although the trend has flattened over the last couple of years. There have also been modest improvements in S4.

Chart 1.C: Pupils Gaining 5 or More Awards at SCQF Level 5, 2003-04



It should be noted that some school-based pupils are likely to be participating in vocational training as part of a school-college partnership. It is also likely that some will be gaining qualifications in the form of additional units. We are not able to quantify the extent of this activity at the moment although we are currently working on improving the evidence base in this area.

School Leavers

Table 1.6 and Chart 1.D below show that half of school leavers went on to Further or Higher education in 2003-04. There was a 2 percentage point fall in the proportion of leavers going into Higher Education compared with the previous year, with a corresponding increase in the proportion entering employment. The percentage of leavers going into Further Education remained stable.

There has been a continuing decline in the proportion of leavers entering training outwith employment over the past 10 years; it should be noted that these figures exclude young people who participate in training courses in employment (such as Modern Apprenticeships). A smaller population and a higher staying on rate means that the number entering the labour market (employment for training) has fallen noticeably.

Table 1.6: Number and Percentage of School Leavers from Publicly Funded Schools in Scotland, 1996-97 to 2003-04

Year	Number of leavers	Full-time Higher Education	Full-time Further Education	Training	Employment	Other known destination	Destination unknown
1996-97	60,381	29	18	11	25	13	3
1997-98	59,286	30	19	10	26	13	3
1998-99	57,194	31	18	8	26	14	3
1999-00	55,569	32	19	7	26	13	3
2000-01	57,067	32	20	6	24	14	4
2001-02	56,513	32	20	6	23	16	3
2002-03	57,266	31	21	5	23	16	4
2003-04	56,537	29	21	5	25	16	4

Source: Destinations of Leavers from Scottish Schools 2003/04

Chart 1.D: Trends in School Leaver Destinations, 1996-97 to 2003-04

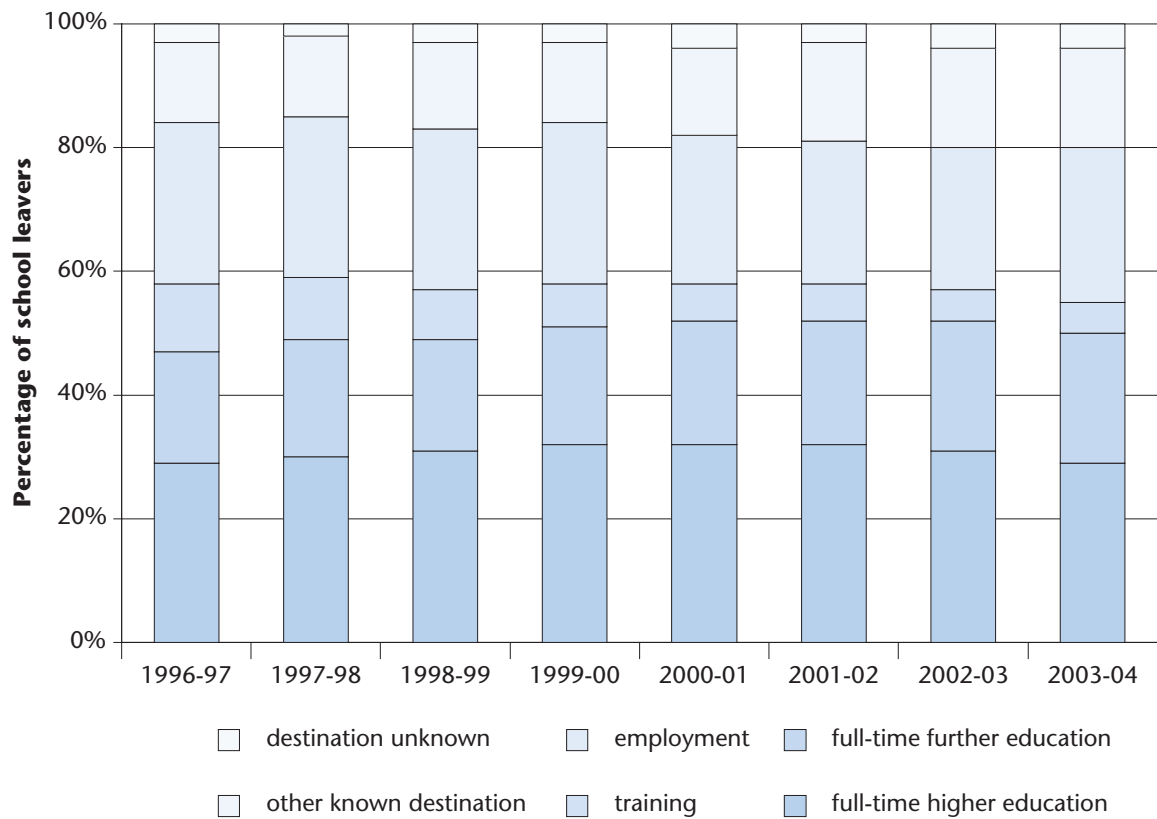
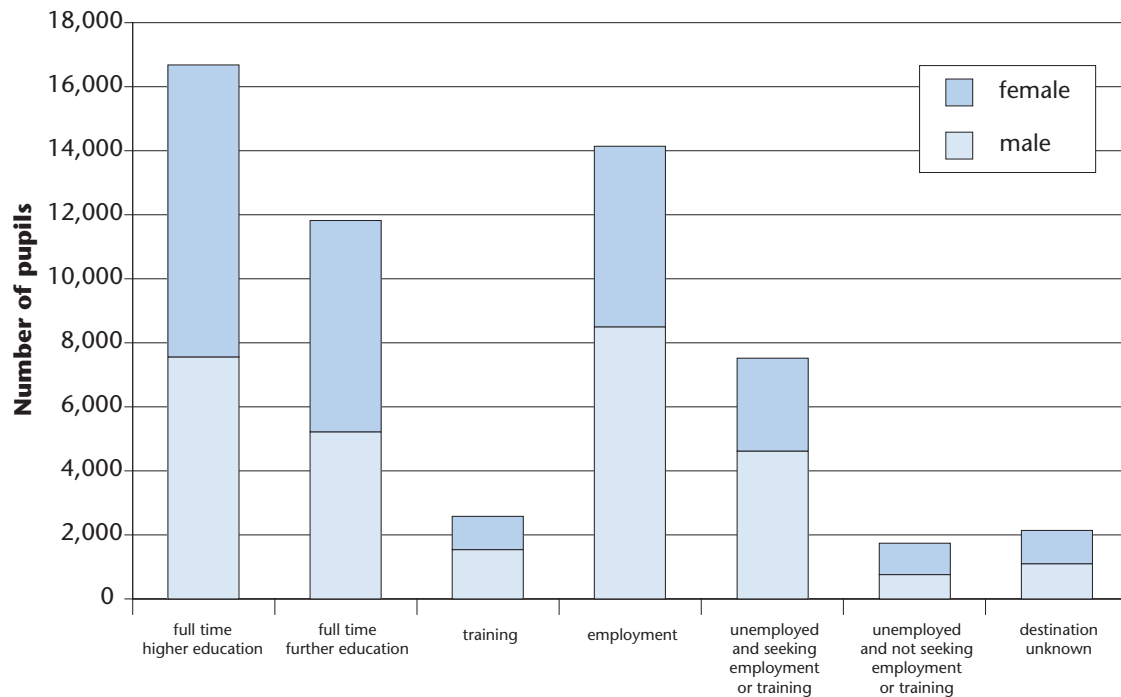


Chart 1.E illustrates the destinations of male and female school leavers in 2003-04. Thirteen percent of school leavers are seeking employment or training in the autumn after leaving school. There were more males than females in this group.

Chart 1.E: Destinations of School Leavers, by Gender, 2003-04



Summary

This chapter has detailed the staying on rates of pupils as they progress through upper secondary school into post-compulsory education, as well as trends in these rates since 1996-97. Staying on rates relating to the gender of these students have also been included.

The attainment of pupils, relative to the Scottish Credit and Qualifications Framework, have shown the fluctuations in attainment at various levels of qualification since 1998-99.

The chapter also highlights the destinations of school leavers, which is important as it offers significant insight on the areas into which school leavers progress.

Sources and further information:

School Attainment:

<http://www.scotland.gov.uk/Publications/2005/04/04160342/03445>

School Leaver Destinations:

<http://www.scotland.gov.uk/stats/bulletins/00380-00.asp>

Chapter 2: Further Education

Introduction

Scotland's 46 Further Education Colleges¹ deliver a range of provision, including further education (vocational and non vocational programmes), courses leading to higher education qualifications (mainly HNC and HND), and specialist provision (for example to disabled people, people with learning difficulties or additional support needs and people whose first language is not English). Most further education level courses are delivered in further education colleges, including provision in outreach centres.

Further education is defined as non school education that is not at advanced level, i.e. at SVQ level 3 or below or level 6 or below in the Scottish Credit and Qualifications Framework (SCQF), i.e. below HNC level.

A further education programme at one of Scotland's colleges can be either vocational or non-vocational. This chapter will deal mainly with vocational enrolments, as these make up the majority of FE activity. A vocational programme is one primarily designed to provide knowledge, skill or proficiency in specific subjects that prepare students for employment or a profession, or enhance the skills of those already working. All programmes primarily designed for students released from employment, and programmes leading to recognised external qualifications are regarded as vocational.

Further education colleges are funded by the Scottish Further Education Funding Council. Allocated funding for 2003-04 totalled £428 million, of which £21 million was allocated for improvement of estates and £61 million for student support. This total increased in 2004-05 to £533 million (all figures from Main Grant Letter).

In addition to public sector funding, colleges receive (i.) fee income from some categories of students and (ii.) contract income, for example when programmes are delivered for commercial clients.

In 2003-04, Scotland's colleges employed 21,779 staff (12,460 full-time equivalent). Of these 13,430 were teaching staff – 6,430 full-time equivalent. 76% of college activity was expended on further education.

Enrolments at Further Education Colleges

Table 2.1 below shows that in 2003-04 there were altogether a total of 467,170 enrolments – the majority on a part-time basis. Of these 55,610 were in higher education courses – these students are included in the statistics reported in the chapter on higher education. 59,270 enrolments were for non-vocational classes. This chapter concentrates on the 352,290 vocational enrolments at further education colleges.

It should be noted that enrolments do not always equate to the number of students as one student can have more than one enrolment. Some students enrol on several programmes in the same academic year – and some students attend college while still at school, as part of a school college partnership. Removing multiple enrolments within the same college shows that in 2003-04 around 326,000 students studied at further education level.

¹ Number of colleges in 2003-04.

Table 2.1: Enrolments at FE Colleges, 2003-04

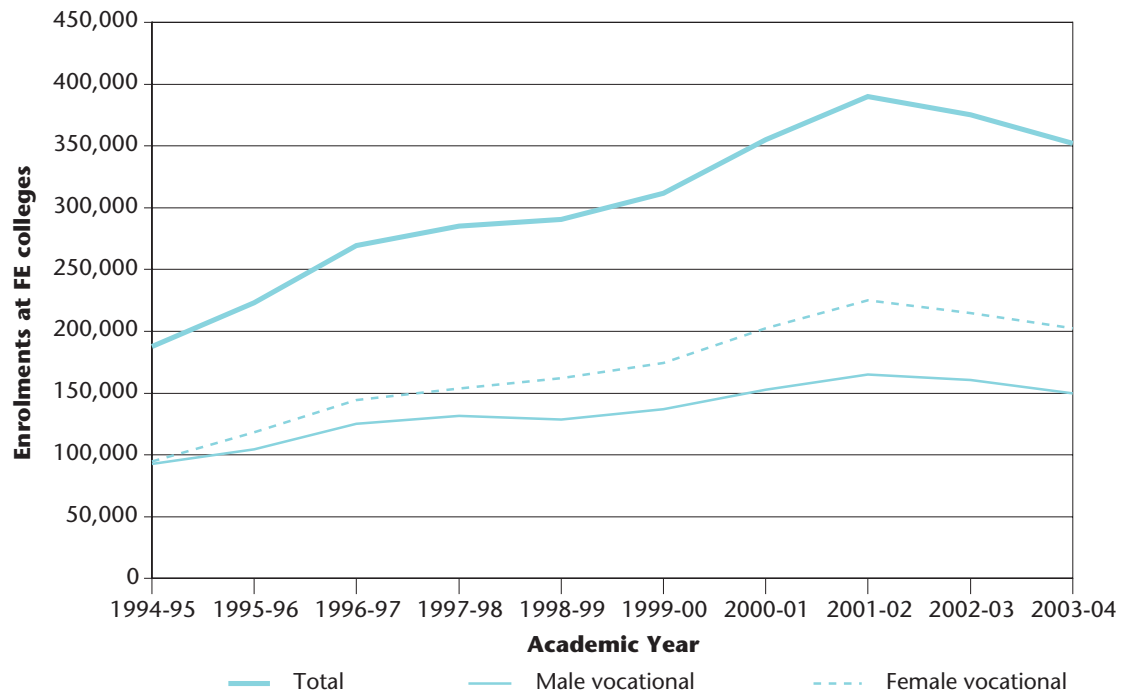
Enrolments at colleges	Full-time	Part-time	Total
Total Vocational	74,685	333,220	407,900
Total HE	26,945	28,670	55,610
Postgraduate	15	190	205
First Degree	300	855	1,155
Sub-Degree	26,630	27,625	54,250
Total FE	48,185	363,380	411,560
Vocational	47,740	304,550	352,290
Non-Vocational	440	58,830	59,270
Total²	75,130	392,050	467,170

Source: SE and SFEFC

Vocational Further Education Enrolments

Chart 2.A below shows the number of enrolments in vocational FE courses during the past 10 years.

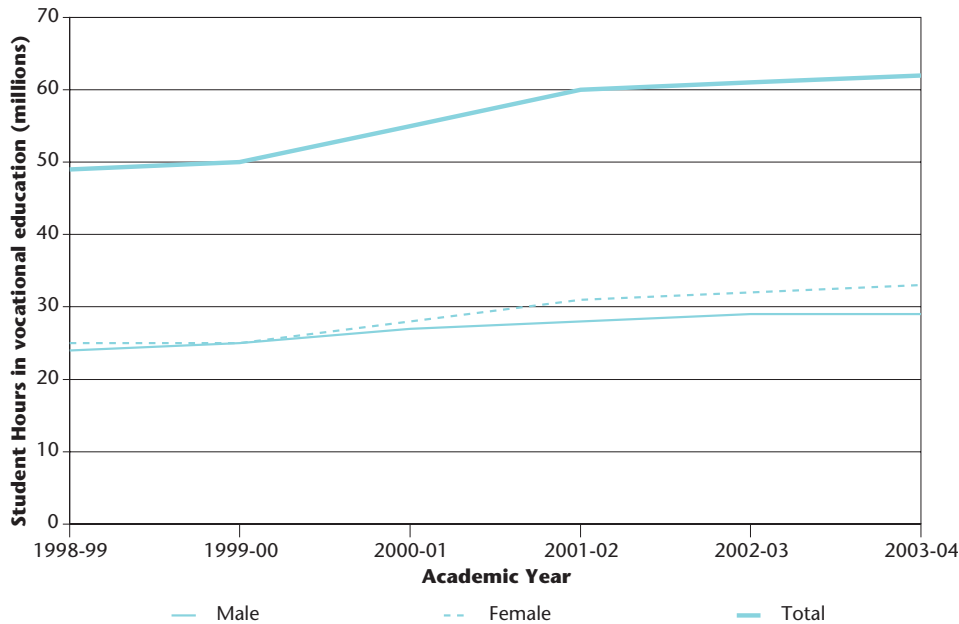
Chart 2.A: Vocational Further Education Enrolments at FE Colleges, by Gender, 1994-95 to 2003-04



Source: SE and SFEFC

While the number of vocational enrolments has decreased since 2001-02 chart 2.B shows that the number of student hours in vocational courses has actually increased, indicating that students are generally enrolling on more intensive vocational programmes.

Chart 2.B: Student Hours in Vocational Further Education, by Gender, 1998-99 to 2003-04



Source: SFEFC Infact service

Vocational Enrolments – Age and Gender

While around 30% of vocational enrolments are from students aged under 20 further education is delivered to a whole range of ages. Females are in the majority in all age groups except for the age group up to 20 (Table 2.2 and Chart 2.C).

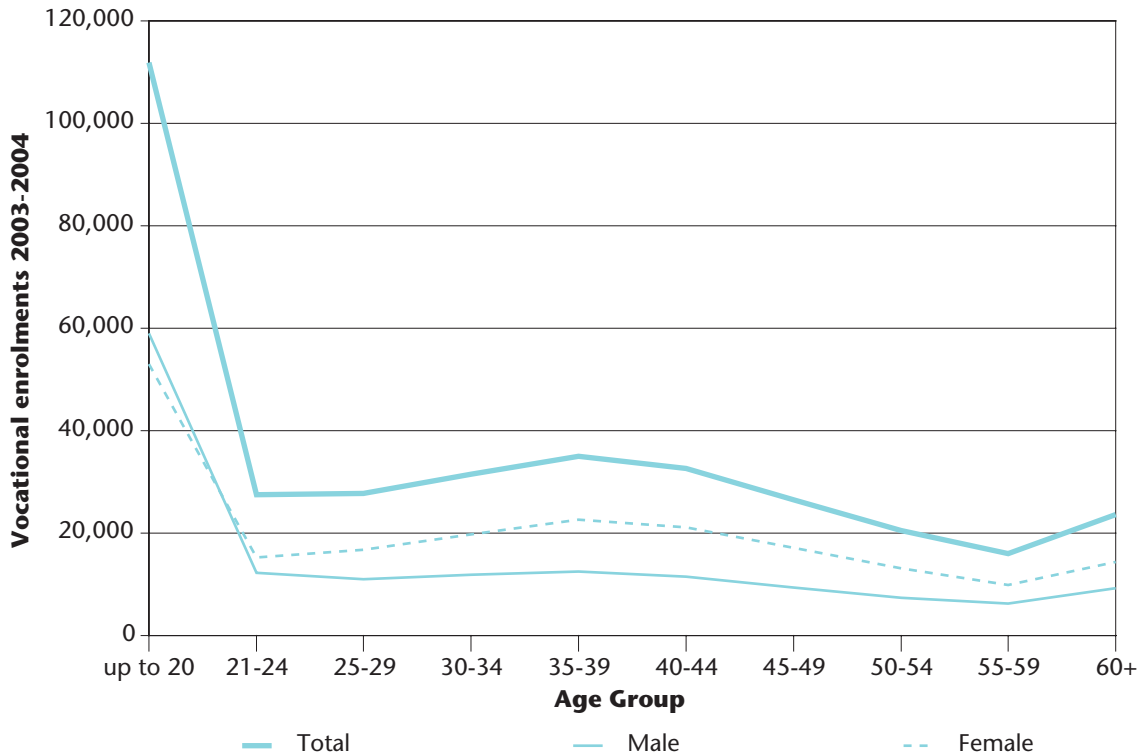
Table 2.2: Vocational Enrolments, Age and Gender, 2003-04

Age	Male	Female	All ¹	% of total
up to 20	58,960	52,920	111,880	32%
21-24	12,255	15,145	27,400	8%
25-29	10,980	16,715	27,695	8%
30-34	11,785	19,680	31,465	9%
35-39	12,405	22,515	34,920	10%
40-44	11,500	21,105	32,605	9%
45-49	9,295	17,090	26,390	7%
50-54	7,365	13,100	20,465	6%
55-59	6,140	9,795	15,935	5%
60+	9,205	14,330	23,535	7%
All ages	149,890	202,395	352,290	100%

Source: SE and SFEFC

¹ Totals may not sum due to rounding

Chart 2.C: Vocational Enrolments, Age and Gender, 2003-04



Vocational Enrolments – Subjects and Levels Studied

Table 2.3 below shows the subjects of vocational enrolments. With over 66,000 enrolments IT was the most popular subject group, followed by Business and Finance, and Social Science. For engineering and architecture/construction courses the level of qualification sought is particularly high – around 20% seeking SVQ level 3. Physical sciences and also mathematics are also studied at that level, but students taking more typically higher or advanced higher exams. Most other subjects are studied to other or no qualifications. The percentage studying for no recognised qualification is particularly high for law, languages, creative art and design and education.

Table 2.3: Subjects and Levels Studied, 2003-04

Subject group	SVQ level 3	SVQ level 2	SVQ level 1	Higher /Adv Higher	Interm	Other Cert/ Diploma	Other Qual.	No Recognised Qual.	Total enrolments
Allied Med	2%	1%	0%	1%	1%	31%	39%	24%	21,015
Biological Science	5%	3%	7%	8%	0%	17%	40%	20%	4,480
Veterinary	10%	11%	0%	0%	0%	10%	37%	32%	575
Agriculture	4%	6%	1%	0%	1%	27%	28%	34%	13,685
Physical Science	0%	0%	0%	41%	2%	1%	12%	44%	1,000
Maths	0%	0%	0%	16%	6%	1%	44%	34%	2,690
Information Technology	0%	0%	0%	0%	2%	22%	42%	34%	66,370
Engineering	16%	8%	2%	0%	1%	19%	29%	25%	23,235
Architecture/ Building	23%	15%	2%	0%	1%	10%	25%	24%	15,775
Social Science	8%	8%	0%	10%	5%	11%	36%	21%	40,215
Law	0%	0%	0%	0%	0%	6%	25%	69%	250
Business & Finance	4%	7%	1%	1%	3%	24%	39%	21%	46,935
Librarianship & Info Science	0%	0%	0%	7%	1%	13%	53%	26%	7,835
Languages	0%	0%	0%	4%	2%	3%	30%	60%	15,210
Humanities	0%	0%	0%	29%	1%	1%	55%	13%	1,780
Creative Arts & Design	2%	8%	1%	2%	1%	7%	30%	48%	32,730
Education	3%	2%	0%	0%	2%	11%	37%	45%	23,240
Combined/ General	0%	2%	0%	4%	0%	10%	33%	50%	35,260
Total	4%	5%	1%	3%	2%	16%	36%	34%	352,290

Source: SE and SFEFC

Learning Outcomes

SFEFC publish figures on student retention, including completion of courses, in their annual Performance Indicator report: 95 per cent of college students progressed in 2003-04 past the first quarter of their course and 84 per cent of these stayed until the end of their programme (this analysis is weighted according to course intensity). Looking only at vocational further education enrolments gives the same results: 95 per cent completed more than one quarter of the course length and 84 per cent of those completed the programme.

Table 2.4: Qualifications Studied for and Outcomes of Study, 2003-04

	SVQ level 3	SVQ level 2	SVQ level 1	Higher /Adv Higher	Interm	Other Cert/ Diploma	Other Qual.	No Recognised Qual.	Total enrolments
Assessed – successful	37%	41%	44%	44%	55%	53%	51%	25%	145,595
Assessed – not successful	6%	5%	8%	22%	15%	10%	9%	1%	23,395
Completed – not assessed	49%	40%	32%	13%	11%	25%	27%	65%	142,055
Other outcomes	8%	13%	15%	21%	19%	12%	13%	9%	41,245
Total	15,490	16,380	2,205	10,305	6,325	56,830	126,245	118,505	352,290

Source: SE and SFEFC

Business Funding

Colleges deliver a range of courses directly to business and commerce clients where the client pays the full course costs, in 2003-04 these covered 15,375 vocational enrolments. In addition to this full course costs were recovered from public authorities in respect of 4,225 enrolments.

Course fees for an additional 55,840 vocational enrolments were paid by industry and commerce. Fees for 2,045 enrolments were funded by the New Deal programme.

Financial Support and Access

This section reports on measures to ensure fair access to further education. It includes funding for learners and specific groups, such as disabled people and people with additional support needs.

In addition to bursary and EMA support, described in more detail below, students also have access to Adult Dependent Grant, Childcare Funds and Hardship Funds. Most students had their fee waived. However for 122,980 enrolments a fee was charged to the participant, that is 38% of all enrolments for which fee information is known

Bursaries

The number of student enrolments receiving bursary support in further education colleges was 35,960, around 10% of all vocational enrolments. Bursary support is discretionary.

Table 2.5: Number of Students Supported by Bursaries, 2002-03

Type of Allowance	Student Numbers
Maintenance	22,360
Residence	235
Study	29,275
Travel	28,465
Special Educational Needs	1,905
Other	595
Total Students in Receipt of a Bursary	35,960

Note: The same student could apply for more than one allowance

Education Maintenance Allowance (EMA)

EMAs were launched across Scotland in August 2004 to provide financial support to young people from low income families who are studying full-time at school or college. This support comes in the form of a means-tested weekly payment of either £10, £20 or £30. Support in the first year of roll-out was given to pupils/students aged 16, however the allowance will be rolled out to the remaining age groups (17-19) during the next three years. Further information on the EMA scheme can be obtained from the links at the end of the chapter.

Table 2.6 shows the number of EMA recipients in further education colleges. It can be seen that the vast majority of students (84%) receive weekly payments of £30 and are therefore in the lowest income group.

Table 2.6: Number of Students Receiving EMA Payments in Colleges, January 2005

	Total Students ¹	% of Total
£10	430	9%
£20	340	7%
£30	3,915	84%
Total	4,685	100%

Source: SE and SFEFC

¹ Student numbers have been rounded to the nearest 5, therefore totals may not sum due to rounding

Additional Support Needs

3,830 enrolments received Extended Learning Support, that is, extra funding paid to colleges in respect of students on mainstream courses who have additional support needs. In addition there were 29,095 enrolments in Special Programmes – 8% of all vocational FE enrolments. These programmes are specifically designed to meet the needs of students with learning difficulties arising from disability, social, emotional and behavioural difficulties or mental health problems. These students will have a Personal Learning Support Plan.

Overall, 28,425 vocational enrolments (8%) were by students who had declared a disability, around half of these were on Special Programmes or received Extended Learning Support.

Over the past two years the number of enrolments by disabled students has increased by 26%.

Table 2.7 shows the types of disability reported. For around 70,000 enrolments the disability status was not known or the information had been refused.

Table 2.7: Type of Disability Reported, 2003-04

Disability	Number of enrolments
Dyslexia	3,490
Blind/partially sighted	790
Deaf/hearing impaired	1,535
Wheelchair/mobility	1,930
Personal care	370
Mental health	2,880
Unseen disability	5,365
Multiple disabilities	3,070
Other disability	8,990
All disabilities	28,425

Source: SE and SFEFC

Adult Literacy and Numeracy Provision

This service is an example of the way colleges work in partnership with other providers: in this case local authorities through their community education programme and voluntary organisations. At times there will be dedicated provision for this group of students and at other times ALN provision will be integrated into another course of learning.

Table 2.8: Adult Literacy and Numeracy – Number of New Enrolments, 2003-04

Number of enrolments	Local Authority	FE college	Voluntary Sector	Other Provider	Total Provision
Dedicated	7,373	4,998	1,168	740	14,279
Integrated	3,022	7,851	822	1,892	13,587
Total	10,395	12,849	1,990	2,632	27,866

Source: The Analysis and Evaluation of Local Authority Literacy and Numeracy End of Year Reports 2003-04: September 2004, University of Glasgow

Summary

This chapter has shown the increase in the number of vocational FE enrolments from 1994-95 to 2001-02 followed by a decrease to 2003-04. Although the number of enrolments has fallen in the last few years, the number of student hours has increased, suggesting that students are enrolling on more intensive programmes of study.

In the latest year, 2003-04, nearly a third of vocational enrolments are students in the 20 and under age group, whilst 57% of all enrolments are women, who outnumber men in all age groups, except the group under 20 years.

Information on subjects studied and the level of qualification sought has shown that in a range of subjects students tend to seek recognised qualifications within the SVQ or SCQF framework. However in other subjects the number of students aiming for recognised qualifications is lower.

The chapter concludes with a look at various forms of support students can receive, in particular support to students from specific disadvantaged groups. The support packages available attempt to ensure that students receive fair and equal access to study at further education level.

Sources and Links to Further Information:

Scottish Executive:

<http://www.scotland.gov.uk/llstatistics>

Funding Council:

http://www.sfc.ac.uk/statistics/stats_fe_facts.htm

http://www.sfc.ac.uk/statistics/stats_infact.htm

Finance:

<http://www.sfc.ac.uk/library/sfefc/circular/2005>

Education Maintenance Allowance:

Website: <http://www.emascotland.com/index.html>

Statistics: <http://www.scotland.gov.uk/Publications/2005/06/21164517/45189>

Chapter 3: Higher Education

Introduction

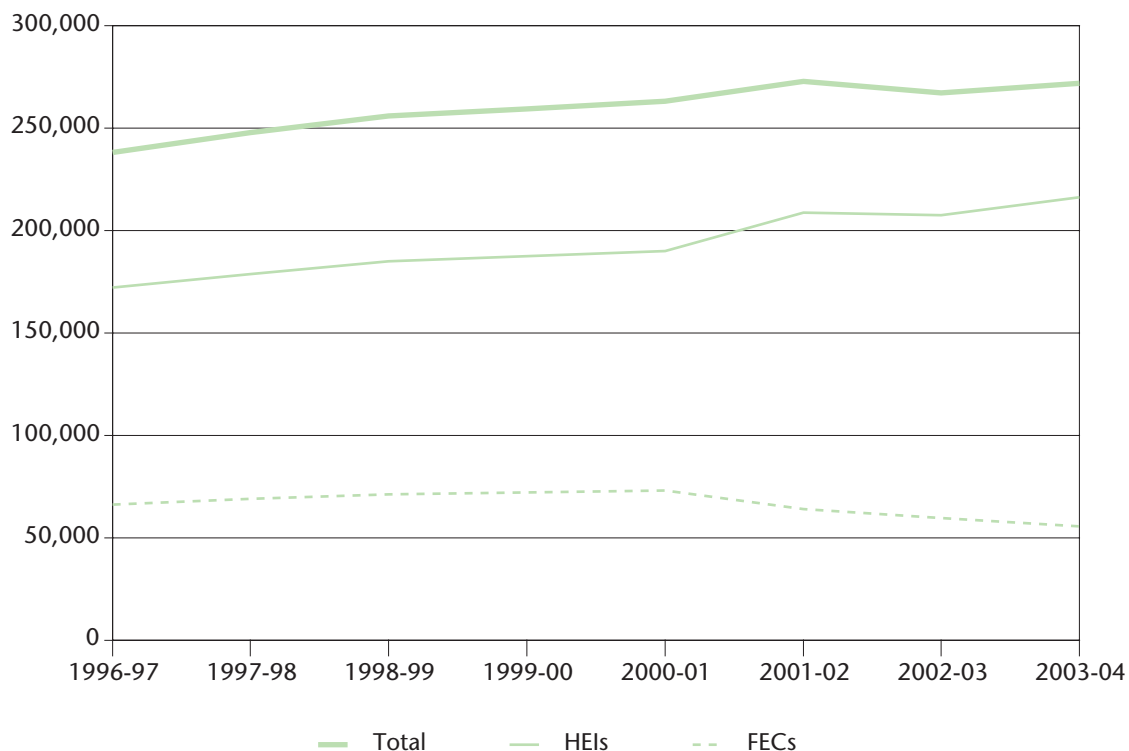
Higher education (HE) courses in Scotland are provided in higher education institutions (HEIs) and further education colleges (FECs). In 2003-04, there were 271,865 students attending HE courses at Scottish institutions, with a further 14,845 at the Open University in Scotland. Over 26,000 of enrolments at Scottish institutions were on distance learning courses.

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Higher education comprises three main levels: sub-degree, first degree and postgraduate. Almost half (48%) of HE students are studying for a first degree, 32% study at sub-degree level and 20% study for a postgraduate qualification. Statistics in this chapter are presented separately for each level and as a progression from sub-degree to postgraduate level. Within each level, the statistics are presented as a progression through the level, i.e. statistics are given for entrants, then all students, followed by graduates and finally the destinations of graduates. Tables exclude numbers of Open University students which are given separately at the end of the chapter.

80% of the enrolments on HE courses were at HEIs (216,255 enrolments), with 20% (55,610 enrolments) at FECs (see Chart 3.A below). The vast majority of enrolments at FECs (98%) are at sub-degree level and almost all postgraduate and first degree students are enrolled at HEIs. The total number of students in HE has increased by 14.1 per cent since 1996-97. The number enrolled at FECs has been decreasing in recent years.

Chart 3.A: Students in Higher Education, 1996-97 to 2003-04



HE in Scottish HEIs, 2003-04

Table 3.1 presents the numbers of student enrolments at each of the 21 HEIs in Scotland in 2003-04. Heriot-Watt is the only HEI with more part-time enrolments than full-time.

Table 3.1: HE Student Enrolments, by Mode of Attendance, HEIs, 2003-04

Higher Education Institution	Full-time	Part-time	Total
The University of Aberdeen	11,935	3,365	15,300
University of Abertay Dundee	3,455	630	4,085
Bell College	2,765	1,305	4,075
The University of Dundee	10,635	7,155	17,785
Edinburgh College of Art	1,480	95	1,580
The University of Edinburgh	20,895	3,115	24,010
Glasgow Caledonian University	11,630	4,255	15,885
Glasgow School of Art	1,415	70	1,485
The University of Glasgow	17,555	6,625	24,180
Heriot-Watt University	6,480	11,315	17,790
Napier University	10,550	3,650	14,205
The University of Paisley	6,535	4,915	11,450
Queen Margaret University College, Edinburgh	3,110	1,525	4,635
The Robert Gordon University	7,610	4,565	12,175
The Royal Scottish Academy of Music and Drama	650	25	670
The University of St Andrews	7,070	680	7,745
Scottish Agricultural College	655	95	750
The University of Stirling	6,635	2,090	8,725
The University of Strathclyde	15,315	9,175	24,490
UHI Millennium Institute	2,690	2,545	5,235
All institutions	149,065	67,190	216,255

Source: Higher Education Statistics Agency (HESA)

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

HE in Scottish FECs, 2003-04

In Scotland in 2003-04, there were 46 FECs. Table 3.2 presents the numbers of student enrolments at each FEC.

Table 3.2: HE Student Enrolments, by Mode of Attendance, FECs, 2003-04

Further Education College	Full-time	Part-time	Total
Aberdeen College	2,270	2,935	5,210
Angus College	375	520	900
Annie'sland College	525	480	1,005
Ayr College	735	590	1,325
Banff and Buchan College of Further Education	190	500	690
Barony College	45	15	60
Borders College	125	200	325
Cardonald College	915	485	1,405
Central College of Commerce	1,470	1,315	2,785
Clackmannan College of Further Education	110	260	370
Clydebank College	555	460	1,020
Coatbridge College	635	215	850
Cumbernauld College	210	485	690
Dumfries and Galloway College	360	360	715
Dundee College	1,405	1,220	2,625
Edinburgh's Telford College	1,375	2,210	3,585
Elmwood College	200	185	385
Falkirk College of Further & Higher Education	1,065	1,450	2,515
Fife College of Further and Higher Education	1,010	1,465	2,470
Glasgow College of Building and Printing	1,275	1,295	2,570
Glasgow College of Food Technology	585	50	640
Glasgow College of Nautical Studies	1,425	1,495	2,920
Glenrothes College	340	645	990
James Watt College of Further & Higher Education	2,590	1,415	4,005
Jewel and Esk Valley College	670	570	1,240
John Wheatley College	80	120	200
Kilmarnock College	565	775	1,340
Langside College	590	525	1,115
Lauder College	380	1,065	1,445
Motherwell College	700	665	1,365
Newbattle Abbey College	45	0	45
North Glasgow College	475	205	680
Oatridge Agricultural College	175	45	220
Reid Kerr College	1,075	815	1,890
South Lanarkshire College	280	520	800
Stevenson College	695	985	1,680
Stow College	995	1,345	2,335
West Lothian College	425	785	1,210
All FECs	26,945	28,670	55,610

Source: Scottish Further Education Funding Council (SFEFC)

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Student Support in Scotland, 2003-04

The primary form of student support for HE in Scotland is provided by the Student Awards Agency for Scotland (SAAS). SAAS provide support to all eligible Scottish students in higher education who are studying throughout the United Kingdom, and also to non-UK EU students studying in Scotland. As would be expected, the majority of support is provided to eligible Scottish students.

Table 3.3 below details the overall support provided, in terms of student numbers and financial amounts, to eligible Scottish and EU students studying at institutions in Scotland in academic year 2003-04. A further breakdown of the award support can be found in Table 3.4 opposite.

Table 3.3: All HE Students Supported at Scottish Institutions, 2003-04

Type of support	Students receiving SAAS support ¹	Total amounts paid out in support (£1000s) ²
Total Awards	56,865	88,240
Total Fees	108,065	124,220
Total Loans ³	85,585	205,550
Total Support	116,035	418,015

Source: SAAS

¹ Figures in this column relate to students in receipt of an award or fees or loan and, as a student may be in receipt of all 3, the individual components will not sum to the total students supported.

² The monetary amounts will, however, sum to the total amount paid out in support.

³ The numbers given in this row relate to applications for loans assessed as successful by SAAS. Not all students will choose to draw the full loan from the Student Loans Company.

Award Support

Table 3.4 below details the support available, and actual amounts paid out in 2003-04, to students through a supplementary award. Eligibility for this extra support is dependent on the individual circumstances of the student.

Table 3.4: All HE Students Receiving an Award, 2003-04

	Students supported ¹	Total amounts paid out (£1000s) ²
Standard Maintenance Allowance	3,235	6,815
Travel Expenses	36,215	15,005
Young Students Bursary (YSB)	27,845	39,180
Young Students outside Scotland Bursary (YSOB)	5	0
Dependants Grant	5,800	14,355
Lone Parents Grant	3,720	4,075
Lone Parents Childcare Grant	1,505	1,475
School Meals Grant	4,995	2,040
Disabled Students Allowance	2,225	5,015
Ad-hoc payments	205	160
Adjustment payments	60	25
Two Homes Grant	120	90
Total	56,865	88,240

Source: SAAS

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

¹ Figures in this column relate to students in receipt of any award. As a student may be in receipt of more than 1, the individual components will not sum to the total students supported.

² The monetary amounts will, however, sum to the total amount paid out in support.

Disability

The following table highlights the total number of students receiving a Disabled Students Allowance from SAAS in academic year 2003-04, as well as the type of disability. It can be seen that the majority of students supported have dyslexia (approximately 62%).

Table 3.5: All Students in Receipt of Disabled Students Allowance 2003-04

	Students supported	Total amounts paid out (£1000s)
Dyslexia	1,345	2,587
Blind/Partially Sighted	80	387
Deaf Partial Hearing	75	285
Wheelchair/mobility	90	240
Personal Care	*	4
Mental Health	80	158
Unseen Disability	70	134
Multiple Disabilities	180	508
Other Disability	300	710
Total	2,225	5,014

Source: SAAS

In this table 0, 1, 2 are rounded to 0, and are denoted by a *.

All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

HE Student Support in HEIs, 2003-04

The table below details the overall support provided, in terms of student numbers and financial amounts, to eligible Scottish and EU students studying higher education at Scottish *HEIs* in academic year 2003-04. Non-Scottish/non-UK EU students studying within Scotland do not receive SAAS support and are therefore not included in this table (i.e. students from the rest of the UK and non-EU overseas students are excluded).

Table 3.6: All HE Students Supported at Scottish HEIs, 2003-04

Type of support	HEI students receiving SAAS support	Total amounts paid out in support (£1000s)
Total Awards	40,145	58,215
Total Fees	84,430	97,580
Total Loans ¹	65,340	149,360
Total Support	89,955	305,150

Source: SAAS

¹ The numbers given in this row relate to applications for loans assessed as successful by SAAS. Not all students will choose to draw the full loan from the Student Loans Company.

Numbers may not sum to totals exactly due to rounding.

HE Student Support in FECs, 2003-04

The following table is similar to Table 3.6, which detailed Scottish and EU students at Scottish HEIs receiving SAAS support. This table looks at Scottish and EU students in Scottish further education colleges who receive SAAS support through a fee, award or student loan.

Table 3.7: All HE Students Supported at Scottish FECs, 2003-04

Type of support	FEC students receiving SAAS support	Total amounts paid out in support (£1000s)
Total Awards	16,720	30,025
Total Fees	23,640	26,645
Total Loans ¹	20,250	56,190
Total Support	26,080	112,860

Source: SAAS

¹ The numbers given in this row relate to applications for loans assessed as successful by SAAS. Not all students will choose to draw the full loan from the Student Loans Company.

Numbers may not sum to totals exactly due to rounding.

Staffing

Table 3.8 gives the number of academic and all staff employed at each HEI. For FECs, it is not possible to split staff numbers between FE and HE functions, so no table of staff numbers is given here.

Table 3.8: Academic and All Staff, HEIs, 2003-04

Higher Education Institution	Academic professionals			All staff		
	Full-time	Part-time	Total	Full-time	Part-time	Total
The University of Aberdeen	1,100	260	1,365	2,270	850	3,120
University of Abertay Dundee	240	30	270	545	175	720
Bell College	185	5	190	355	40	400
The University of Dundee	1,085	205	1,290	2,220	815	3,035
Edinburgh College of Art	50	145	195	195	210	405
The University of Edinburgh	2,410	310	2,720	5,130	1,450	6,580
Glasgow Caledonian University	715	135	850	1,335	390	1,730
Glasgow School of Art	75	70	145	180	110	290
The University of Glasgow	2,005	545	2,550	4,195	1,575	5,770
Heriot-Watt University	595	115	710	1,300	400	1,700
Napier University	490	310	800	1,000	720	1,720
The University of Paisley	395	30	420	870	230	1,100
Queen Margaret University College, Edinburgh	170	40	210	425	125	550
The Robert Gordon University	505	165	670	1,045	450	1,500
The Royal Scottish Academy of Music and Drama	40	10	45	120	20	140
The University of St Andrews	695	90	785	1,330	295	1,630
Scottish Agricultural College	205	5	210	805	85	890
The University of Stirling	490	230	720	1,210	620	1,830
The University of Strathclyde	1,165	150	1,315	2,490	775	3,265
All HEIs	12,625	2,835	15,460	27,035	9,330	36,365

Source: Higher Education Statistics Agency (HESA)

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Due to the particular nature of the structure of the UHI Millennium Institute, teaching and research activities are carried out by its constituent partners. Data for these staff are not returned to HESA and the institution has been omitted from the above table.

Sub-degree Level

Enrolments at sub-degree level account for 32% of HE enrolments at Scottish institutions. Of students enrolled on sub-degree level courses, 63% are enrolled at FECs.

HNC and HND courses make up, respectively, 29% and 22% of sub-degree student enrolments. Other courses at this level include foundation degrees, DipHE, CertHE, SVQ and NVQ levels 5 and 4 and professional qualifications at undergraduate level. Most courses at sub-degree level would be covered by SCQF levels 7 or 8. HND and Dip HE courses are mostly studied full-time, but other courses at this level show a high proportion of part-time study.

Entrants

There were almost 67,000 entrant enrolments to sub-degree level HE courses in 2003-04 (see Table 3.9). The number has been declining since 2001-02, when it peaked at over 75,000.

While 28% of entrants are less than 21 years old, a substantial proportion enter courses at this level later in life (see Chart 3.B). The majority of mature entrants are women.

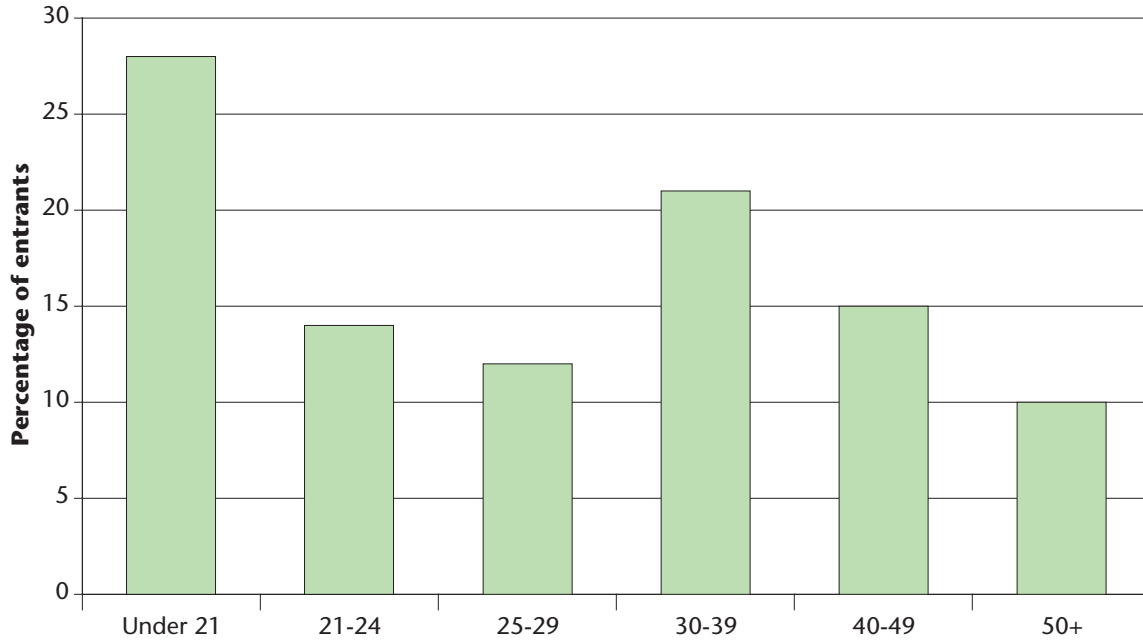
Table 3.9: Sub-degree Entrant Enrolments, by Age and Gender, 2003-04

Age	Total	% of total	% male	% female
up to 20	18,515	28%	50%	50%
21-24	9,130	14%	45%	55%
25-29	7,800	12%	42%	58%
30-39	14,200	21%	38%	62%
40-49	10,255	15%	34%	66%
50+	6,955	10%	38%	62%
Unknown	90	0%	37%	63%
All ages	66,945	100%	42%	58%

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Chart 3.B: Sub-degree Entrants, by Age Group, 2003-04



Retention at FE Colleges

The Scottish Further Education Funding Council publishes performance indicators annually for HE enrolments at FECs. The Early Student Retention performance indicator is a measure of the proportion of enrolments on HE courses, where the student attends beyond the first 25% of the programme’s duration. The Student Retention performance indicator is a measure of the proportion of those enrolments extending beyond the 25% point of the programme’s duration for which the student completes the programme (the indicator is weighted by the number of hours of activity of the enrolments). In 2003-04, 90% of full-time HE enrolments attended beyond 25% of the duration of the programme. Of those enrolments, 81% completed the programme.

Table 3.10: HE enrolments at Scottish FECs: Retention Performance Indicators, 2003-04

Mode of attendance	Early Student Retention	Student Retention
Full-time	90%	81%
Part-time	94%	93%

Source: SFEFC

Students

As Table 3.11 shows, there were almost 87,000 student enrolments at sub-degree level. As sub-degree courses often last for just one year, the total number of student enrolments is only one third higher than the number of new entrants. More study part-time than full-time and this is the case for both men and women. Table 3.12 details these student enrolments by subject group.

Table 3.11: Sub-degree Student Enrolments, by Gender and Mode, 2003-04

Gender	Total	Full-time	Part-time	% Full-time	% Part-time
Male	35,915	16,495	19,420	45%	55%
Female	50,810	22,910	27,900	46%	54%
All	86,725	39,405	47,320	45%	55%

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Table 3.12: Sub-degree Student Enrolments, by Subject Group, 2003-04

Subject group	Students	%
Business Administration	19,165	22.1
Allied to Medicine	12,750	14.7
Multi-disciplinary studies	12,320	14.2
Social Studies	8,525	9.8
Engineering & Technology	7,985	9.2
Humanities	7,810	9.0
Information Technology	6,595	7.6
Creative Arts	2,555	2.9
Architecture	2,070	2.4
Education	1,535	1.8
Mass Communication	1,535	1.8
Law	985	1.1
Agriculture	880	1.0
Biological Sciences	700	0.8
Languages	430	0.5
Veterinary Studies	295	0.3
Physical Sciences	240	0.3
Medicine and Dentistry	210	0.2
Maths	145	0.2
All subjects	86,725	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Around 4,000 sub-degree students (5%) gave information on a disability. The most common disability was dyslexia, followed by 'unseen' disabilities such as diabetes and epilepsy.

Table 3.13: Sub-degree Student Enrolments, by Disability Type, 2003-04

Disability type (where known)	Students
Dyslexia	1,145
Blind/are partially sighted	140
Deaf/have a hearing impairment	310
Wheelchair user/have mobility difficulties	255
Personal care support	5
Mental health difficulties	345
An unseen disability, e.g. diabetes, epilepsy, asthma	1,090
Multiple disabilities	145
A disability not listed above	565
All known disability types	4,000

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers are rounded up or down to the nearest 5.

Numbers may not sum to totals exactly due to rounding.

Table 3.14 shows that the vast majority of students on sub-degree courses were Scottish domiciled. Of those students domiciled overseas, over 500 were from India and over 400 were from the USA. Over 700 were from other EU countries.

Table 3.14: Sub-degree Student Enrolments, by Domicile, 2003-04

Domicile	Students	%
Scotland	82,400	95.0
Other UK	1,470	1.7
Overseas	2,860	3.3
All domiciles	86,725	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Distance Learning

Over 5,500 sub-degree level enrolments were on distance learning courses (included in the student enrolments total above). The vast majority of them were Scottish domiciled students (91%) and 5% were English domiciled students. There were more females enrolled (57%) than males.

Outcome Performance Indicators at FE Colleges

SFEFC publishes a performance indicator on student outcome for HE enrolments at FECs. This indicator gives student outcomes as a percentage of completed enrolments (again weighted by hours of activity).

Table 3.15: HE enrolments at Scottish FECs: Outcome Performance Indicators, 2003-04

Completed programme	84%	
Of those completing programme	Successful or progressing to next year	80%
	Not gaining award but may have achieved partial success	17%
	Not assessed	3%

Source: SFEFC

Graduates

Outcomes for sub-degree courses are diverse and some do not have a formal qualification on completion. In 2002-03, 22,595 students received sub-degree level qualifications other than stand alone Higher National units or institutional credits. Of those, 61% were female. Table 3.16 below shows these graduates by subject group.

Table 3.16: Sub-degree Qualifiers, by Subject Group, 2002-03

Subject group	Graduates	%
Business Administration	5,970	26.4
Social Studies	3,220	14.3
Allied to Medicine	3,050	13.5
Creative Arts	2,790	12.3
Engineering and Technology	2,305	10.2
Mathematical Sciences	1,785	7.9
Multi-Disciplinary Studies	870	3.9
Architecture	640	2.8
Education	635	2.8
Agriculture	450	2.0
Mass Communication	395	1.7
Biological Sciences	205	0.9
Physical Sciences	135	0.6
Languages	85	0.4
Humanities	45	0.2
Medicine and Dentistry	15	0.1
All Subjects	22,595	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

First Destinations

The statistics in the following table (Table 3.17) relate to the main activity of those who have successfully completed **full-time** sub-degree courses, around six months after receiving their qualification. (See notes on surveys of destinations of leavers in annex.)

A high proportion of respondents goes on to further study or training after completing a sub-degree course, showing that sub-degree level study can be an important stepping stone to further study. It can also be seen that 84% of respondents go on to either further study/training or permanent UK employment.

Table 3.17: Sub-degree Qualifiers, by Destination, 2002-03

Main activity	% of respondents
Study/Training	45
Permanent UK employment	39
Temporary UK employment	5
Overseas Employment	1
Believed unemployed	6
Other	5

Source: HESA & SFEFC

Student Support

The following tables detail the number of sub-degree students studying in Scotland who received support from the Student Awards Agency for Scotland in 2003-04.

It can be seen that the majority of support to sub-degree students is provided to students aged 20 or under (approximately 58%) and that the numbers of males and females supported is roughly equal. This support will be provided through either an award, fee or a loan.

Table 3.18 shows the type of support given by age and gender. Moving through the age groups toward the oldest, progressively fewer people are supported. This is mainly due to there being less individuals in these age groups studying sub-degree HE courses.

Table 3.18: Student Support to Sub-degree Level Students, by Age and Gender, 2003-04

Age Group	Male	Female	Total
20 and under	8,185	8,400	16,585
21-24	2,270	2,095	4,370
25-29	1,270	1,190	2,460
30-39	1,345	2,085	3,435
40-49	570	970	1,540
50 and over	155	175	330
Total	13,795	14,920	28,715

Source: SAAS

Numbers may not sum to totals exactly due to rounding.

Table 3.19 breaks this support down even further by looking at how many students are supported through either a fee, award or student loan.

Table 3.19: Student Support to Sub-degree Level Students, by Age and Award Type, 2003-04

Age group	Students Receiving Fee Support	Students Receiving an Award	Students Awarded a Loan ¹	Total Students Supported
20 and under	15,570	11,290	11,545	16,585
21-24	3,755	2,705	3,985	4,370
25-29	2,120	1,410	2,340	2,460
30-39	3,060	2,110	3,100	3,435
40-49	1,380	835	1,275	1,540
50 and over	300	115	190	330
Total	26,185	18,460	22,435	28,715

Source: SAAS

¹ The numbers given in this column relate to applications for loans assessed as successful by SAAS. Not all students will choose to draw the loan from the Student Loans Company.

Numbers may not sum to totals exactly due to rounding.

Award Support

Table 3.20 below details the support available, and actual amounts paid out in 2003-04, to sub-degree students through a supplementary award. Eligibility for this extra support is dependent on the individual circumstances of the student.

Table 3.20: All Sub-degree Students Receiving an Award, 2003-04

	Students supported ¹	Total amount paid out (£1000s) ²
Standard Maintenance Allowance	5	10
Travel Expenses	10,905	4,455
Young Students Bursary (YSB)	10,585	15,865
Young Students outside Scotland Bursary (YSOB)	0	0
Dependants Grant	2,960	7,255
Lone Parents Grant	1,915	2,085
Lone Parents Childcare Grant	775	755
School Meals Grant	2,530	1,025
Disabled Students Allowance	525	1,320
Ad-hoc payments	60	50
Adjustment payments	15	5
Two Homes Grant	20	15
Total	18,460	32,845

Source: SAAS

¹ Figures in this column relate to students in receipt of a supplementary award. As a student may be in receipt of more than 1, the individual components will not sum to the total students supported.

² The monetary amounts will, however, sum to the total amounts paid out in support.

Disability

The following table highlights the number of sub-degree students receiving a Disabled Students Allowance from SAAS in academic year 2003-04, as well as the type of disability.

Table 3.21: Sub-degree Students in Receipt of Disabled Students Allowance, 2003-04

	Students supported	Total amounts paid out (£1000s)
Dyslexia	345	707
Blind/Partially Sighted	15	88
Deaf Partial Hearing	20	129
Wheelchair/mobility	25	66
Mental Health	10	19
Unseen Disability	10	20
Multiple Disabilities	40	149
Other Disability	60	143
Total	525	1,320

Source: SAAS

All numbers are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

First Degree Level

Enrolments on undergraduate degree courses account for 48% of HE student enrolments in Scotland (approximately 130,000 enrolments). The vast majority of first degree students are enrolled at HEIs; less than 1% are enrolled at FECs. Typically, ordinary degrees take 3 years to complete and fall within SCQF level 9. Honours degrees take 4 years to complete and fall within SCQF level 10.

Entrants

Over 44,000 students entered first degree courses at Scottish institutions in 2003-04. This figure has been increasing by between 5 and 8 percent a year since 2000-01. More than three quarters of first degree entrants are aged under 25. First degree students, therefore, tend to be younger than those undertaking sub-degree courses. The number of females exceeds the number of males in all age groups other than the 21-24 group (see Table 3.22 below).

Table 3.22: First Degree Entrants, by Age and Gender, 2003-04

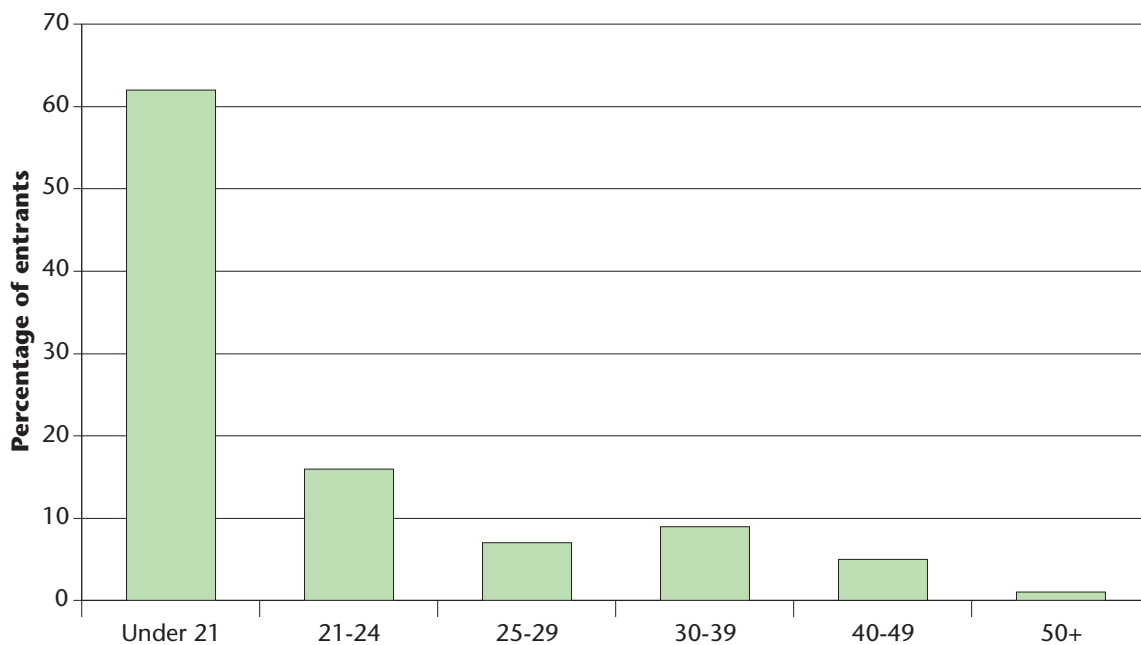
Age	Total	% of total	% male	% female
up to 20	27,555	62%	45%	55%
21-24	6,965	16%	51%	49%
25-29	2,905	7%	45%	55%
30-39	3,810	9%	34%	66%
40-49	2,395	5%	27%	73%
50+	605	1%	34%	66%
Unknown	10	0%	42%	58%
All ages	44,250	100%	44%	56%

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Chart 3.C shows the percentage of the total first degree entrants in 2003-04 broken down by age group.

Chart 3.C: First degree entrants, by Age Group, 2003-04



As can be seen from Table 3.23, the most common entry qualifications continue to be Highers and A-levels. One in five entrants to first degree courses had an HE or professional qualification, most commonly an HND or HNC.

Table 3.23: First Degree Entrants to HEIs, by Highest Qualification on Entry, 2003-04

Qualification	Students	%
First degrees/other graduate	1,875	4.3
HND/HNC	4,640	10.6
Other HE & Professional Qualifications	2,850	6.5
SCE Highers, GCE A-level & equivalent	26,415	60.4
Standard Grades/O grades/SCE, GCSE/O-levels and Access courses	920	2.1
Other qualification	2,755	6.3
No formal Qualifications required/held	1,010	2.3
Not known/sought	3,255	7.4
Total	43,725	100.0

Source: HESA

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Scottish Domiciled First Degree Entrants to UK HEIs

Almost 33,000 of those who started a first degree course at a Scottish HEI were of Scottish domicile. Numbers of students with domiciles other than Scotland are presented later in this section. Table 3.24 shows where else in the UK Scottish domiciled students entered first degree courses. Statistics are not available on Scottish students who take up places at institutions outside the UK.

Table 3.24: Scottish Domiciled First Degree Entrants to UK HEIs, by Country of Institution, 2003-04

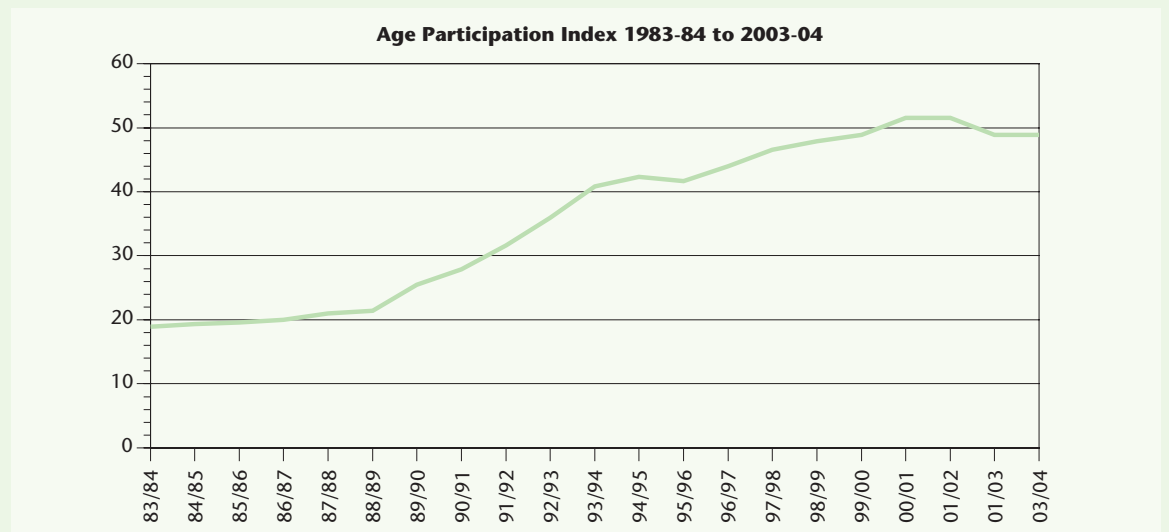
Total	34,900
Scottish Institution	32,710
Northern Irish Institution	15
Welsh Institution	80
English Institution	2,095
Of which:	
– The University of Newcastle-upon-Tyne	160
– The University of Northumbria at Newcastle	140
– University of Durham	105
– The University of Oxford	85
– The University of Cambridge	80
– The University of Leeds	75
– Other English Institutions	1,450

Source: HESA

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

The Age Participation Index (API)

The Age Participation Index (API) is used to measure the change in the participation of young Scots in HE over time. 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 in the UK in that year (and have not previously undertaken an HE course) taken as a percentage of the population of 17 year olds at 31 December in the same year. In simple terms it is an estimate of the share of 17 year olds in the population who will enter full-time HE for the first time before their 21st birthday.



The overall share of young Scots entering HE for the first time doubled over the 1990s; from 1 in 4 young Scots entering HE at the start of the decade to 1 in 2 by the end of the decade.

The API in 2003-04 was 48.9 per cent. The index has been just around the 50% mark for the past seven years. The API for women has been higher than that for men in each year since 1989-90. In 2003-04, the female API was 54.2 and the male API was 43.8, showing a gap between the genders of 10.4 percentage points. As shown in table 3.25, entry to first degree level courses accounts for almost two-thirds of the API, with sub-degree level making up more than a third. The contribution of sub-degree level entry has fallen since its peak in 2000-01, while first degree level entry has remained fairly constant over that period.

Table 3.25: Age Participation Index for Scotland, by Level of Study Components, 1995-96 to 2003-04

Year	Total	First Degree	Sub degree
1995-96	41.7	26.4	15.4
1996-97	44.0	25.7	18.4
1997-98	46.6	27.1	19.5
1998-99	47.9	26.8	21.1
1999-00	48.9	27.9	21.0
2000-01	51.5	29.4	22.1
2001-02	51.5	29.9	21.6
2002-03	48.9	29.7	19.1
2003-04	48.9	29.7	19.2

The API is the main measure of change in HE participation in Scotland. In England, the API has been replaced by the Higher Education Initial Participation Rate (HEIPR) as the main HE participation measure. The main differences between the HEIPR and API are that the HEIPR includes part-time students and those that participate in HE for the first time aged 21-30.

Widening Participation

Performance Indicators for HEIs

A range of performance indicators relating to widening participation in HEIs UK wide is published annually by the Higher Education Statistics Agency (formerly published by the Higher Education Funding Council for England).

Socio-economic Background

HESA has produced indicators based on the proportion of full-time entrants from NS-SEC classes 4-7 (see definitions) for the year 2002-03. Table 3.26 below gives the percentage for institutions in Scotland. The UK percentage is also provided for comparison.

Table 3.26: Percentage of Full-time First Degree Entrants to HEIs from NS-SEC Classes 4-7, 2002-03

Country of institution	Young first degree entrants
Scotland	28.0%
UK	28.4%

Source: HESA

In previous years, the indicators were based on entrants from social classes IIIM, IV and V. Most of the increase between 2001-02 and 2002-03 is likely to be due to the change in the definition of the socio-economic classes (see Table 3.27 below).

Table 3.27: Percentage of Young Full-time First Degree Entrants to HEIs from Social Classes IIIM, IV and V, 1998-99 to 2001-02

Country of institution	1998-99	1999-00	2000-01	2001-02
Scotland	24%	25%	24%	25%
UK	25%	25%	25%	26%

Source: HESA

Low Participation Neighbourhoods

Areas, as defined by postcode, for which the participation rate in higher education among 18 and 19 year olds is less than two-thirds of the UK average rate, have been defined as low-participation neighbourhoods for the purpose of the HESA performance indicator.

Scottish HEIs have increased the proportion of their young entrants who are from low participation neighbourhoods since 1998-99 (Chart 3.D below). The proportion of intake from those neighbourhoods was 5% more than for HEIs UK wide. However, there was a drop of 2.3% in the proportion of mature entrants from low participation neighbourhoods between 2001-02 and 2002-03 (Chart 3.E).

Chart 3.D: Percentage of Young Full-time Entrants to First Degree Courses at HEIs from Low Participation Neighbourhoods, 1998-99 to 2002-03

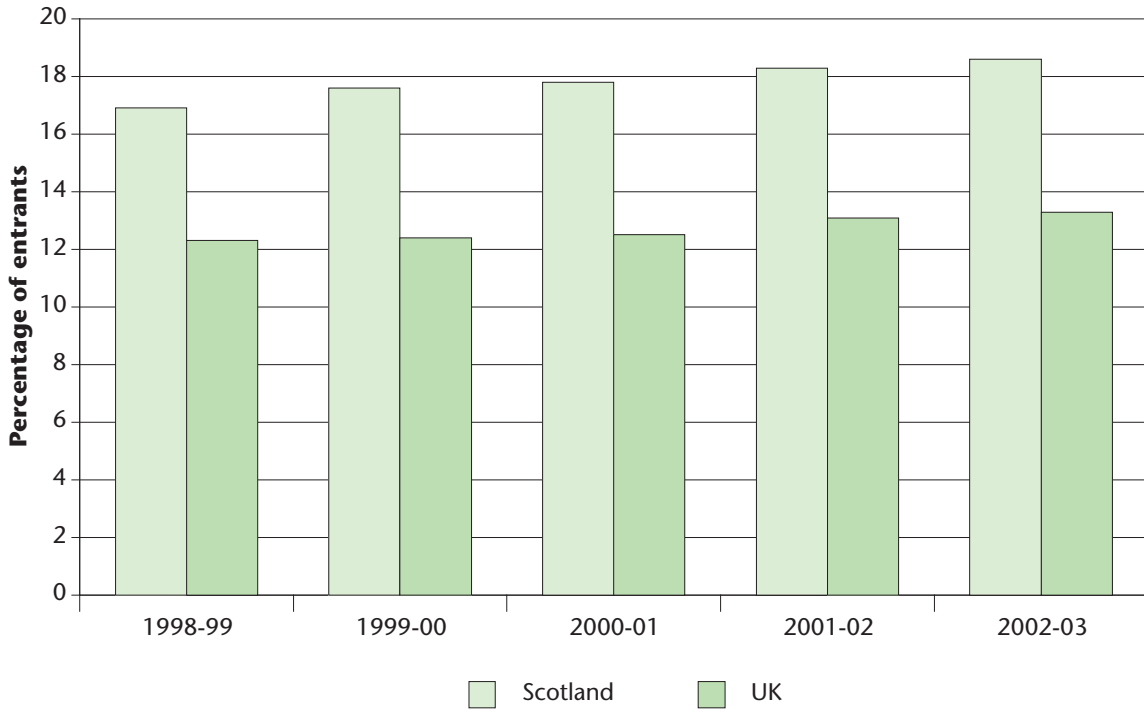
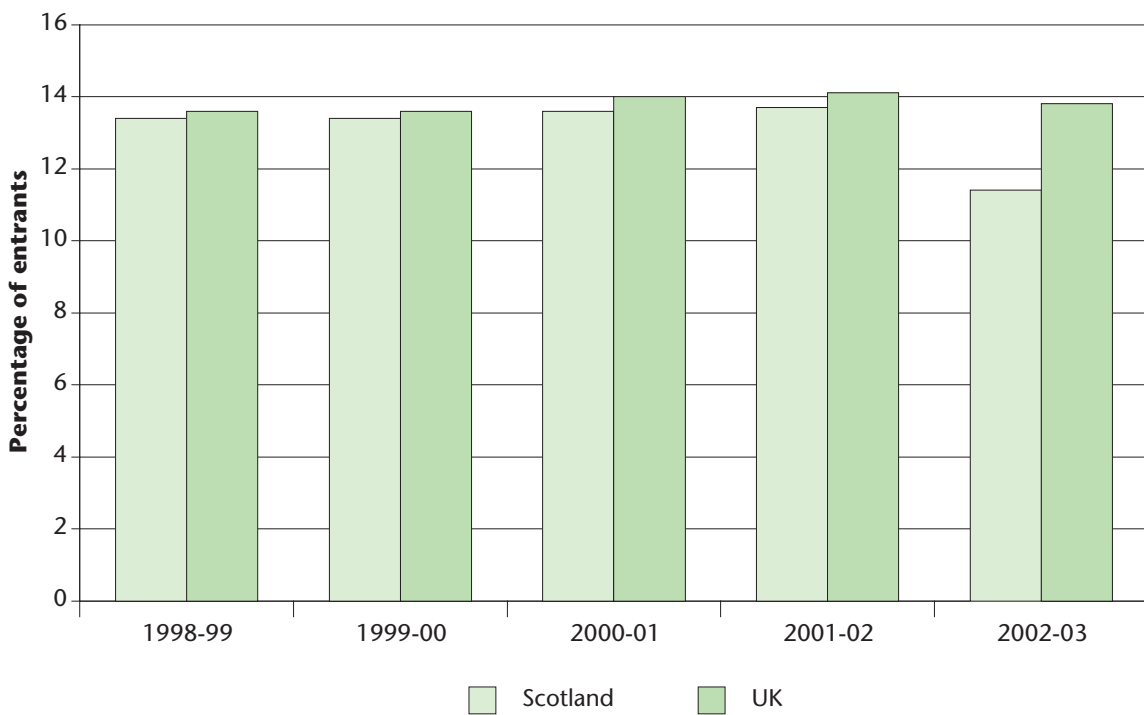


Chart 3.E: Percentage of Mature Full-time Entrants to First Degree Courses at HEIs from Low Participation Neighbourhoods, 1998-99 to 2002-03



Retention

HESA publishes a performance indicator of the percentage of full-time first degree entrants who are no longer in HE after their first year. The percentage for entrants to Scottish HEIs in 2001-02 was slightly higher than for HEIs UK wide (see Table 3.28 below). However, of the 2000-01 entrants who left HE after their first year, 14% returned to their original Scottish institution after one year out.

Table 3.28: Full-time First Degree Entrants to HEIs, Non-continuation in HE Following Year of Entry, 1997-98 to 2001-02

Country of institution	1997-98	1998-99	1999-00	2000-01	2001-02
Scotland	9%	10%	10%	10%	11%
UK	9%	10%	10%	9%	9%

Source: HESA

Students

Nearly 130,000 students were enrolled at Scottish HEIs on first degree courses; the vast majority were studying full-time and 56% were female. Tables 3.29 and 3.30 show the total number of first degree students in 2003-04, firstly split by gender and mode and then by subject group.

Table 3.29: First Degree Students, by Gender and Mode, 2003-04

Gender	Total	Full-time	Part-time	% Full-time	% Part-time
Male	56,325	50,890	5,440	90%	10%
Female	73,150	63,055	10,095	86%	14%
All	129,475	113,945	15,535	88%	12%

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Table 3.30: First Degree Students, by Subject Group, 2003-04

Subject group	Students	%
Business Administration	18,225	14.1
Allied to Medicine	15,625	12.1
Multi-disciplinary studies	12,100	9.3
Biological Sciences	11,310	8.7
Engineering & Technology	9,645	7.4
Social Studies	9,340	7.2
Creative Arts	6,770	5.2
Information Technology	6,350	4.9
Physical Sciences	5,475	4.2
Medicine and Dentistry	5,455	4.2
Education	4,830	3.7
Languages	4,695	3.6
Architecture	4,675	3.6
Humanities	4,500	3.5
Law	4,185	3.2
Mass Communication	2,475	1.9
Maths	2,085	1.6
Veterinary Studies	1,200	0.9
Agriculture	540	0.4
All subjects	129,475	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Table 3.31 shows that over 7,500 first degree students (6%) gave information on a disability. The most common disability was dyslexia followed by 'unseen' disabilities such as diabetes and epilepsy.

Table 3.31: First Degree Students, by Disability Type, 2003-04

Disability type (where known)	Students
Dyslexia	3,655
Blind/are partially sighted	225
Deaf/have a hearing impairment	305
Wheelchair user/have mobility difficulties	195
Personal care support	15
Mental health difficulties	310
An unseen disability, e.g. diabetes, epilepsy, asthma	1,680
Multiple disabilities	235
A disability not listed above	955
All known disability types	7,575

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers are rounded up or down to the nearest 5.

A quarter of first degree students are domiciled outside Scotland. One in eleven of those attending Scottish institutions to study first degrees are overseas students. This is shown in Table 3.32.

Table 3.32: First Degree Students (excluding study wholly outside UK), by Domicile, 2003-04

Domicile	Students	%
Scotland	95,350	75.3
England	14,425	11.4
Other UK	5,475	4.3
Overseas	11,355	9.0
All domiciles	126,605	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Scottish HEIs attract more than 2% of the first degree students domiciled in the rest of the UK. They attract 10% of the students from overseas coming to UK HEIs for first degree courses.

Table 3.33 shows that over half of the first degree students who came to Scotland from overseas were from Europe and a quarter were from Asia.

Table 3.33: First Degree Students (excluding study wholly outside UK), by Overseas Domicile, 2003-04

Overseas domicile	Students	%
EU	5,145	45.3
2004 EU Accession countries	90	0.8
Non EU Europe (post accession)	740	6.5
Africa	495	4.4
Asia	2,855	25.1
Australasia	60	0.5
Middle East	620	5.5
North America	1,275	11.2
South America	60	0.5
Other overseas	10	0.1
All overseas domiciles	11,355	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

¹ EU domiciles are as at 1 December 2003. The non-EU European domiciles have been split between the countries acceded to the EU on 1 May 2004 and those European countries which remained outside the EU after 1 May 2004.

Distance Learning

UK-Based

There were over 2,000 UK based distance learning students studying for first degrees at Scottish HEIs (excluding the Open University in Scotland). Almost all of them were studying part-time and 78% were female.

Overseas Based Students

Over 1,700 of the first degree students enrolled with HEIs were overseas based distance learners (their study was wholly outside the UK). Over 1,500 were enrolled with Heriot-Watt University with most of the remainder enrolled with the University of Strathclyde. There were slightly more females (57%) than males and 90% were studying part-time. Over half were domiciled in Malaysia (52%) and 16% were domiciled in Hong Kong.

Outcome Performance Indicators

HESA publishes a performance indicator on projected learning outcomes for full-time students starting first degree courses. The table below gives the values for HE institutions in Scotland. UK values are also provided for comparison.

Table 3.34: Full-time Students Starting First Degree Courses at HEIs, by Projected Learning Outcomes, 2001-02

Country of institution	Degree	Neither award nor transfer	Other award	Transfer	Not known
Scotland	73.0	16.3	1.7	7.4	1.6
UK	77.9	14.1	1.2	6.4	0.4

Source: HESA

Graduates

In Table 3.35 below, it is shown that there were over 26,000 first degree graduates from Scottish institutions in 2002-03. Nine per cent of those graduates gained first class honours and 55 per cent gained second class honours. The gender split of graduates was 42% male and 58% female.

Table 3.35: First degree graduates, by Subject Group, 2002-03

Subject group	Graduates	%
Business Administration	4,090	15.7
Allied to Medicine	3,090	11.9
Social Studies	2,590	9.9
Biological Sciences	2,310	8.9
Multi-Disciplinary Studies	2,265	8.7
Engineering and Technology	2,020	7.8
Mathematical Sciences	1,520	5.8
Creative Arts	1,195	4.6
Humanities	1,195	4.6
Languages	1,130	4.3
Physical Sciences	1,085	4.2
Education	960	3.7
Medicine and Dentistry	940	3.6
Architecture	815	3.1
Mass Communication	525	2.0
Agriculture	315	1.2
All Subjects	26,035	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

First Destinations of Graduates

The statistics in Table 3.36 relate to the main activity of leavers from full-time first degree courses, around six months after receiving their qualification (see notes on surveys of destinations of leavers in annex). Almost two-thirds of graduates gain employment within six months of graduating; almost half gain permanent employment. One in five go on to further study or training.

Table 3.36: First Degree Graduates, by Destination, 2002-03

Main activity	% of respondents
Study/Training	19
Permanent UK employment	45
Temporary UK employment	17
Overseas Employment	3
Believed unemployed	8
Other	8

Source: HESA & SFEFC

Student support

The following table details the number of first degree students studying in Scotland who receive support from the Student Awards Agency for Scotland.

It can be seen that the majority of support to students studying higher education in further education colleges is provided to students aged 24 or under (approximately 88%). Approximately 54% of all first degree students supported are female. Moving through the age groups toward the oldest, progressively fewer people are supported. This is mainly due to there being less individuals in these age groups studying HE courses in higher education institutions.

Table 3.37: Student Support to First Degree Level Students, by Age and Gender, 2003-04

Age Group	Male	Female	Total
20 and under	23,815	29,380	53,195
21-24	10,090	10,345	20,435
25-29	2,105	2,020	4,125
30-39	1,645	2,395	4,040
40-49	615	1,240	1,855
50 and over	190	265	455
Total	38,460	45,640	84,100

Source: SAAS

This support will be provided through either an award, fee or a loan. Table 3.38 shows the type of support given by age category.

Table 3.38: Student Support to First Degree Level Students, by Age and Support Type, 2003-04

Age group	Students Receiving Fee Support	Students Receiving an Award	Students Awarded a Loan ¹	Total Students Supported
20 and under	51,355	23,440	38,690	53,195
21-24	18,670	7,025	14,690	20,435
25-29	3,495	1,975	3,150	4,125
30-39	3,390	2,550	3,540	4,040
40-49	1,500	1,160	1,575	1,855
50 and over	365	225	270	455
Total	78,770	36,375	61,915	84,100

Source: SAAS

¹ The numbers given in this column relate to applications for loans assessed as successful by SAAS. Not all students will choose to draw the loan from the Student Loans Company.

Award support

Table 3.39 below details the support available, and actual amounts paid out in 2003-04, to first degree students through a supplementary award. Eligibility for this extra support is dependent on the individual circumstances of the student.

Table 3.39: All First Degree Students Receiving an Award, 2003-04

	Students supported ¹	Total amount paid out (£1000s) ²
Standard Maintenance Allowance	2,040	3,580
Travel Expenses	23,985	9,810
Young Students Bursary (YSB)	17,125	23,140
Young Students outside Scotland Bursary (YSOB)	5	*
Dependants Grant	2,605	6,505
Lone Parents Grant	1,685	1,860
Lone Parents Childcare Grant	670	665
School Meals Grant	2,265	935
Disabled Students Allowance	1,640	3,565
Ad-hoc payments	110	85
Adjustment payments	35	20
Two Homes Grant	80	60
Total	36,375	50,220

Source: SAAS

¹ Figures in this column relate to students in receipt of a supplementary award. As a student may be in receipt of more than 1, the individual components will not sum to the total students supported.

² The monetary amounts will, however, sum to the total amounts paid out in support.

In this table 0, 1, 2 are rounded to 0, and are denoted by *.

Disability

Table 3.40 highlights the number of first degree students receiving a Disabled Students Allowance from SAAS in academic year 2003-04, as well as the type of disability.

Table 3.40: First Degree Students in Receipt of Disabled Students Allowance, 2003-04

	Students supported	Total amounts paid out (£1000s)
Dyslexia	965	1,820
Blind/Partially Sighted	65	290
Deaf Partial Hearing	50	144
Wheelchair/mobility	60	163
Personal Care	*	4
Mental Health	65	139
Unseen Disability	55	106
Multiple Disabilities	135	331
Other Disability	240	565
Total	1,640	3,563

Source: SAAS

In this table 0, 1, 2 are rounded to 0, and are denoted by *.

All numbers are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Postgraduate Level

Qualifications at this level include doctorates (SCQF level 12), Master of Philosophy, Master of Science (SCQF level 11). Postgraduate courses leading to professional qualifications are also included e.g. in teaching and health. Some of the postgraduate courses can be below SCQF level 11. Postgraduate enrolments account for 20% of HE enrolments in Scotland.

Entrants

There were over 27,000 entrants to postgraduate courses at Scottish institutions in 2003-04; 12% of those were undertaking higher degrees (including doctorate, masters and postgraduate bachelors degrees) mainly by research, 46% were on taught higher degree programmes with the remainder on PGCE and other postgraduate programmes. The number of postgraduate entrants increased in 2003-04 by 13% on the previous year. More than half of postgraduate entrants are in the age range 21 to 29.

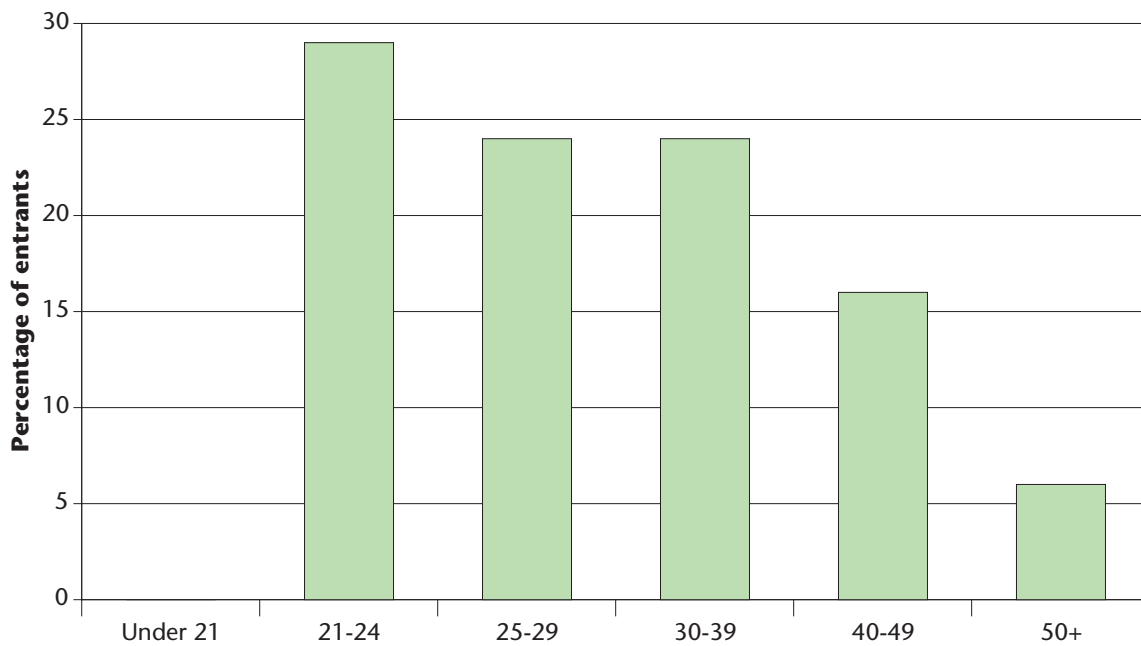
Table 3.41: Postgraduate Entrants, by Age and Gender, 2003-04

Age	Total	% of total	% male	% female
up to 20	70	0%	54%	46%
21-24	7,905	29%	45%	55%
25-29	6,620	24%	49%	51%
30-39	6,520	24%	50%	50%
40-49	4,420	16%	38%	62%
50+	1,750	6%	32%	68%
Unknown	40	0%	41%	59%
All ages	27,330	100%	45%	55%

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Chart 3.F: Postgraduate Entrants, by Age, 2003-04



Scottish domiciled postgraduate entrants to UK HEIs

In 2003-04, 12% of the total number of Scottish domiciled students entering postgraduate courses at HEIs were students studying in UK HEIs outwith Scotland (see Table 3.42). This is higher than the comparable proportion of first degree entrants to UK HEIs outwith Scotland (6%).

Table 3.42: Scottish Domiciled Postgraduate Entrants to UK HEIs, by Country of Institution, 2003-04

Scottish Institution	14,945
English Institution	1,985
Northern Irish Institution	50
Welsh Institution	95
All	17,080

Source: HESA

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Students

While there were more females than males entering postgraduate study in 2003-04, the total numbers of students show marginally more male students than females (see Table 3.43). The gap between the genders at this level has narrowed from a split of 54% men to 46% women in 1996-97, to an almost 50-50 split in 2003-04. A relatively high proportion of postgraduates study part-time (59%).

Table 3.43: Postgraduate Students, by Gender and Mode, 2003-04

Gender	Total	Full-time	Part-time	% Full-time	% Part-time
Male	28,025	11,560	16,460	41%	59%
Female	27,640	11,100	16,540	40%	60%
All	55,665	22,660	33,005	41%	59%

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Table 3.44 below shows that one in five postgraduate students was studying a subject which falls within the education subject group. There were over 1,800 undertaking PGCE courses. The year 2003-04 saw a 14% increase in enrolments in postgraduate education courses. Most of the increase was due to enrolments on new Chartered Teacher and professional development courses.

Table 3.44: Postgraduate Students, by Subject Group, 2003-04

Subject group	Students	%
Business Administration	17,475	31.4
Education (incl. PGCE)	11,330	20.4
Allied to Medicine	3,920	7.0
Engineering & Technology	3,050	5.5
Social Studies	2,550	4.6
Biological Sciences	2,500	4.5
Information Technology	2,485	4.5
Law	2,025	3.6
Physical Sciences	1,605	2.9
Architecture	1,580	2.8
Medicine and Dentistry	1,200	2.2
Humanities	1,185	2.1
Languages	1,020	1.8
Multi-disciplinary studies	960	1.7
Creative Arts	785	1.4
Maths	725	1.3
Mass Communication	700	1.3
Agriculture	295	0.5
Veterinary Studies	275	0.5
All subjects	55,665	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Over 1,500 postgraduate students (3%) gave information on a disability. The most common disability was dyslexia, followed by 'unseen' disabilities such as diabetes and epilepsy (see Table 3.45 below).

Table 3.45: Postgraduate Students, by Disability Type, 2003-04

Disability type (where known)	Students
Dyslexia	485
Blind/are partially sighted	50
Deaf/have a hearing impairment	90
Wheelchair user/have mobility difficulties	75
Personal care support	5
Mental health difficulties	45
An unseen disability, e.g. diabetes, epilepsy, asthma	480
Multiple disabilities	35
A disability not listed above	240
All known disability types	1,505

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers are rounded up or down to the nearest 5.

Scottish HEIs attract 9% of the students from overseas coming to UK HEIs for postgraduate courses.

In 2003-04, almost 30% of postgraduate students attending Scottish institutions were from overseas (see Table 3.46). Approximately 38% (5,215 students) of those overseas students were from Asia and around 28% (3,830 students) were from European Union countries (as shown in table 3.47).

Table 3.46: Postgraduate Students (excl study wholly outside UK), by Domicile, 2003-04

Domicile	Students	%
Scotland	26,860	58.1
England	4,675	10.1
Other UK	900	1.9
Overseas	13,835	29.9
All domiciles	46,270	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Table 3.47: Postgraduate Students (excl study wholly outside UK), by Overseas Domicile, 2003-04

Overseas domicile	Students	%
EU ¹	3,830	27.7
2004 EU Accession countries	150	1.1
Non EU Europe (post accession)	550	4.0
Africa	1,285	9.3
Asia	5,215	37.7
Australasia	135	1.0
Middle East	740	5.3
North America	1,675	12.1
South America	200	1.4
Other overseas	50	0.4
All overseas domiciles	13,835	100.0

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

¹ EU domiciles are as at 1 December 2003. The non-EU European domiciles have been split between the countries acceded to the EU on 1 May 2004 and those European countries which remained outside the EU after 1 May 2004.

Distance Learning

UK-Based

There were over 7,500 UK based distance learning students undertaking postgraduate courses at Scottish HEIs (excluding the Open University in Scotland). There were slightly more females (53%) than males and almost all of them were studying part-time. More than a quarter were English domiciled students.

Overseas-Based Students

Over 9,000 postgraduate students enrolled with HEIs were overseas based distance learners. Over 8,000 enrolled with Heriot-Watt University with most of the remainder enrolled with the University of Strathclyde. Almost all were studying part-time and 72% were male. Over 2,700 were domiciled in Asia (30%) and 21% were domiciled in North America.

Graduates

As Table 3.48 shows, over 13,000 students were awarded a postgraduate qualification in 2002-03. 52% of these were female.

Table 3.48: Postgraduate Qualifiers, by Subject Group, 2002-03

Subject group	Graduates	%
Business Administration	3,525	26%
Education	2,855	21%
Social Studies	1,355	10%
Mathematical Sciences	1,090	8%
Engineering and Technology	800	6%
Allied to Medicine	710	5%
Biological Sciences	630	5%
Architecture	450	3%
Physical Sciences	445	3%
Multi-Disciplinary Studies	390	3%
Humanities	335	2%
Languages	285	2%
Creative Arts	270	2%
Medicine and Dentistry	220	2%
Mass Communication	180	1%
Agriculture	135	1%
All Subjects	13,680	100%

Source: HESA & SFEFC

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

First Destinations

The statistics in Table 3.49 relate to the main activity of leavers from **full-time** postgraduate courses, around six months after receiving their qualification. Five out of six responding postgraduates were in employment within six months.

Table 3.49: Postgraduate Qualifiers, by Destination, 2002-03

Main activity	% of respondents
Study/Training	8
Permanent UK employment	38
Temporary UK employment	41
Overseas Employment	4
Believed unemployed	5
Other	4

Source: HESA & SFEFC

¹ The percentage of postgraduates in temporary rather than permanent employment was affected by the Teacher Induction Scheme contracts for one school year (less than one year) being classified as temporary.

Student support

Table 3.50 details the number of postgraduate students studying in Scotland who receive support from the Student Awards Agency for Scotland.

It can be seen that 48% of the support provided by SAAS to postgraduate students goes to students aged 21 to 24 (approximately 48%). Approximately 59% of all postgraduate students supported are female.

Table 3.50: Student Support to Postgraduate Level Students, by Age and Gender, 2003-04

Age Group	Male	Female	Total
20 and under	20	35	55
21-24	575	965	1,540
25-29	260	395	655
30-39	280	310	595
40-49	140	170	310
50 and over	35	25	60
Total	1,315	1,905	3,220

Source: SAAS

This support will be provided through either an award, fee or a loan award. The following table shows the type of support given by age category.

Table 3.51: Student Support to Postgraduate Level Students, by Age and Award Type, 2003-04

Age group	Total Students Supported	Students Receiving Fee Support	Students Receiving an Award	Students Awarded a Loan ¹
20 and under	55	55	35	15
21-24	1,540	1,525	855	495
25-29	655	630	460	280
30-39	595	560	435	265
40-49	310	285	210	160
50 and over	60	55	30	15
Total	3,220	3,115	2,030	1,235

Source: SAAS

¹ The numbers given in this column relate to applications for loans assessed as successful by SAAS. Not all students will choose to draw the loan from the Student Loans Company.

Award support

Table 3.52 below details the support available, and actual amounts paid out in 2003-04, to postgraduate students through a supplementary award. Eligibility for this extra support is dependant on the individual circumstances of the student.

Table 3.52: All postgraduate students receiving an award, 2003-04

	Students supported ¹	Total amount paid out (£1000s) ²
Standard Maintenance Allowance	1,185	3,230
Travel Expenses	1,325	740
Young Students Bursary (YSB)	130	170
Young Students outside Scotland Bursary (YSOB)	0	0
Dependants Grant	235	590
Lone Parents Grant	120	130
Lone Parents Childcare Grant	55	55
School Meals Grant	200	85
Disabled Students Allowance	60	130
Ad-hoc payments	40	25
Adjustment payments	5	0
Two Homes Grant	20	15
Total	2,030	5,175

Source: SAAS

¹ Figures in this column relate to students in receipt of a supplementary award. As a student may be in receipt of more than one, the individual components will not sum to the total students supported.

² The monetary amounts will, however, sum to the total amounts paid out in support.

Disability

Table 3.53 highlights the number of postgraduate students receiving a Disabled Students Allowance from SAAS in academic year 2003-04, as well as the type of disability.

Table 3.53: Postgraduate Students in Receipt of Disabled Students Allowance, 2003-04

	Students supported	Total amounts paid out (£1000s)
Dyslexia	35	60
Blind/Partially Sighted	5	9
Deaf Partial Hearing	5	12
Wheelchair/mobility	5	11
Unseen Disability	5	9
Multiple Disabilities	10	28
Other Disability	*	2
Total	60	131

Source: SAAS

In this table 0, 1, 2 are rounded to 0, and are denoted by *.

Note: All numbers are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

The Open University in Scotland

There were 5,400 entrants to the Open University (OU) in Scotland in 2003-04. The numbers of postgraduate students have been decreasing in recent years (a 39% decrease since 1998-99), while numbers of undergraduate students have increased (a 32% increase since 1998-99). Numbers overall have increased by 21% since 1998-99 (see Table 3.54 for overall students of the Open University in Scotland in 2003-04).

Table 3.54: Students of the Open University in Scotland, 2003-04

Level	Students
Postgraduate	1,170
Undergraduate	13,675
Total	14,845

Source: The Open University

These students are not included in other tables in this chapter.

In this table 0, 1, 2 are rounded to 0. All numbers (other than percentages) are rounded up or down to the nearest 5. Numbers may not sum to totals exactly due to rounding.

Summary

This chapter has shown that the numbers of students in HE in Scotland have been increasing in recent years. Numbers of entrants at the first degree and postgraduate levels have been increasing, but numbers of enrolments at sub-degree level have been decreasing since 2001-02.

In 2003-04, numbers of female entrants outnumbered males at all three levels of study. While most first degree entrants were aged under 21, there was a greater spread of ages at sub-degree and postgraduate levels.

Overseas domiciled students have been coming to Scottish HEIs to study in increasing numbers and in 2003-04, made up 30% of all postgraduate students. Around 4% of first degree students were domiciled in the rest of the UK.

Participation in full-time HE amongst young Scots (as measured by the API) is high, with almost 49% expected to enter HE for the first time before they reach the age of 21. The index has been around the 50% mark for the last seven years.

The support available to students, along with the total amounts paid out in support, have also been included. It can be seen that over £400 million pounds was paid out by the Student Awards Agency for Scotland in 2003-04 to 116,000 Scottish-domiciled students, with approximately £125 million being tuition fee payments (to 108,000 students). HE students in HEIs obviously receive the bulk of the money available (over £300 million pounds goes to these students), as they outnumber those HE students at FECs.

Not surprisingly, support to first degree students dominates, with 84,000 students being supported out of the total of 116,000. This compares with 29,000 sub-degree students and 3,000 postgraduate students.

In terms of award support to sub degree and first degree students, it can be seen that the majority of support was provided through travelling expenses or the young students bursary (YSB). Postgraduate students receive the majority of their support through the Standard Maintenance Allowance or travelling expenses.

In terms of those claiming the disabled students allowance, the majority are claiming as a result of having dyslexia. These patterns of award support for disabled students are similar for all levels of study.

SOURCES AND LINKS TO FURTHER INFORMATION:

INFORMATION ON HIGHER EDUCATION CAN BE FOUND ON THE SCOTTISH EXECUTIVE WEBSITE AT:

<http://www.scotland.gov.uk/Topics/Statistics/17875/datasection/HE>

PUBLICATIONS RELATING TO HIGHER EDUCATION AND HIGHER EDUCATION STUDENT SUPPORT CAN BE FOUND AT:

<http://www.scotland.gov.uk/Topics/Statistics/17875/10431>

Chapter 4: Training and Adult Learning

Introduction

This chapter contains information on adult learning, which is all types of learning excluding that undertaken by full-time students of school, university or college. Adult learning includes in-work training, training programmes that improve the chances of employment and other types of learning (for example reading journals or attending an evening class).

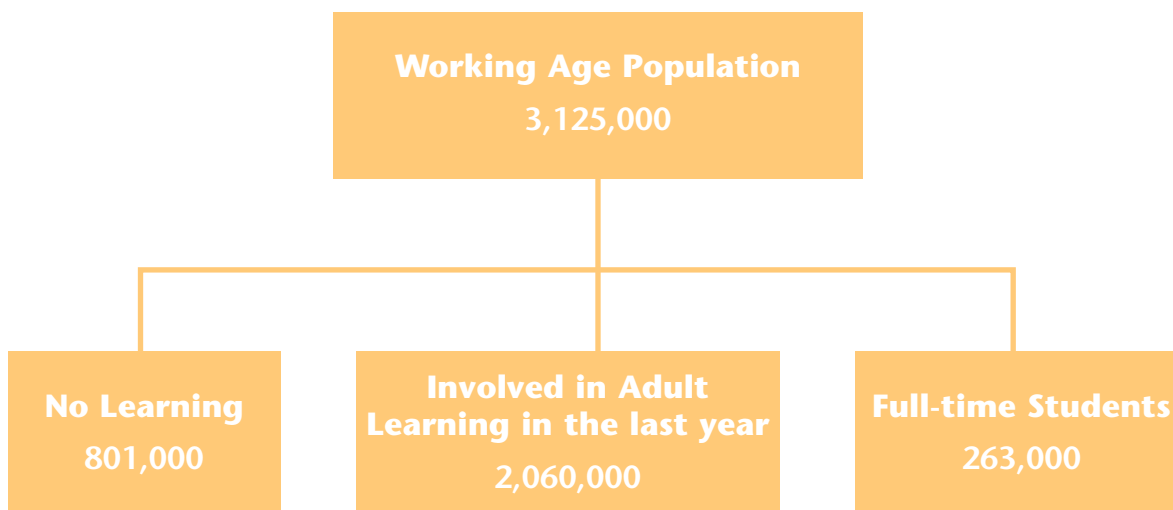
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The first section of this chapter focuses on in-work training, that is usually, but not exclusively, provided by employers. The second section focuses on work related training (in-work or otherwise), which attracts support from the Enterprise Networks or the Department for Work and Pensions – this includes Training for Work, Modern Apprenticeships, Skillseekers, Get Ready for Work and the training option of New Deal. The third section focuses on overall adult learning undertaken in Scotland, using a wide definition.

Data on participation in specific training programmes and outcomes is obtained from management information. Data on training and learning more generally comes from the Labour Force Survey (LFS), which is the official source of employment estimates (See Box 1).

Chart 4.A shows that 74.4 per cent of the working age population have been involved with some sort of learning in the last year.

Chart 4.A: Overview of the Working Age Population in Scotland, 2004



Source: Annual Scottish Labour Force Survey 2004

Notes:

Totals may not equal the sum of individual parts due to rounding.

Working age is defined as males aged 16 to 64 and females aged 16 to 59.

In-Work Training

This section focuses on in-work training as measured by the Labour Force Survey (LFS). This could be on-the-job or off-the-job training. On-the-job training includes supervised training at the workplace; while off-the-job training includes training away from the workplace at the employer's premises or at an educational establishment or other training provider.

Box 1: The Labour Force Survey

The Labour Force Survey (LFS) is a survey of households living at private addresses in the UK. Its purpose is to provide information on the UK Labour Market, which can be used to develop, manage, evaluate and report on labour market policies. The survey is carried out by the Office for National Statistics. Information is available for spring 1992 onwards. The survey covers 60,000 households in the UK every quarter. Topics which are covered in the survey include: employment, full-time, part-time, industry of employment, hours worked, occupation of employment, earnings, training and qualifications.

Labour Force Survey Boost

The LFS was enhanced for the first time in 2003; the Scottish sample of the LFS was boosted from 8,800 households to 22,000 households. As a result it is now possible for a more detailed breakdown of key labour market statistics, both in terms of their characteristics and the coverage provided at local authority level. The enhanced survey also improves the statistical reliability of the estimates. The boosted annual dataset is known as the Annual Scottish Labour Force Survey (ASLFS).

Thresholds

Due to the fact that the LFS is based on a sample, the estimates are subject to some sampling error. Annual boosted estimates of less than 3,000 and quarterly estimates of less than 10,000 are not published as they are likely to be unreliable. Although the annual boosted estimates are more reliable than the quarterly results, the former have only been available since 2003 so the latter are still used for time series analyses.

The LFS asks respondents whether they have had training in the last week, the last month or the last 3 months. The 2004 results for Scotland for those of working age in employment (excluding full-time students) are shown in Table 1. Full-time students are excluded since students tend to work in part-time jobs that do not require their qualifications – so their inclusion would distort an estimate of training associated with qualifications. The Annual Scottish Labour Force Survey for 2004 estimates that 45.5 per cent of full-time students in employment received training in the last 3 months.

Table 4.1 shows that 8.0 per cent of working age women in employment (excluding full-time students) had undertaken training in the last week, compared to 6.4 per cent of men. For all periods of time, a higher proportion of women in employment had in-work training than men.

Table 4.1: Working Age People in Employment (Excl. Full-Time Students) by Training Status, Scotland, 2004

Job-Related Training	Level			Proportion of those employed		
	Male	Female	All	Male	Female	All
Training in the last week	76,000	82,000	157,000	6.4%	8.0%	7.1%
No training in the last week but training in the last month	94,000	92,000	186,000	7.9%	8.9%	8.4%
No training in the last month but training in the last 3 months	170,000	174,000	344,000	14.2%	16.9%	15.5%
Studying for qualification, no job related training	29,000	34,000	63,000	2.4%	3.3%	2.8%
No training in last 3 months	827,000	648,000	1,475,000	69.2%	62.9%	66.3%
All	1,195,000	1,030,000	2,226,000	100.0%	100.0%	100.0%

Source: Annual Scottish Labour Force Survey

Notes:

Levels are rounded to the nearest thousand.

Proportions are calculated on un-rounded figures.

Totals may not equal the sum of individual parts due to rounding.

The proportion of people in employment undertaking training in the past three months is used as an indicator for the *Lifelong Learning Strategy*¹ and *Smart Successful Scotland*². The LFS 2004 spring quarter data estimates that 616,000 working age people in employment had received training in the three months before the survey (excl. full-time students). That is 28.0 per cent of all those of working age in employment (excl. full-time students).

^{1, 2} Links to further information on the Lifelong Learning Strategy and Smart Successful Scotland can be found at the end of this chapter.

Table 4.2 shows the proportion of those in work who received training in the last 3 months for Scotland and the other 11 regions of the UK for 2004. It can be seen from Table 4.2 that, in 2004, Scotland had a similar proportion of people in employment receiving training as the UK as whole.

Table 4.2: Proportion of Working Age People in Employment (excl. Full-Time Students) Receiving Training in last 3 months, UK Regions, Spring 2004

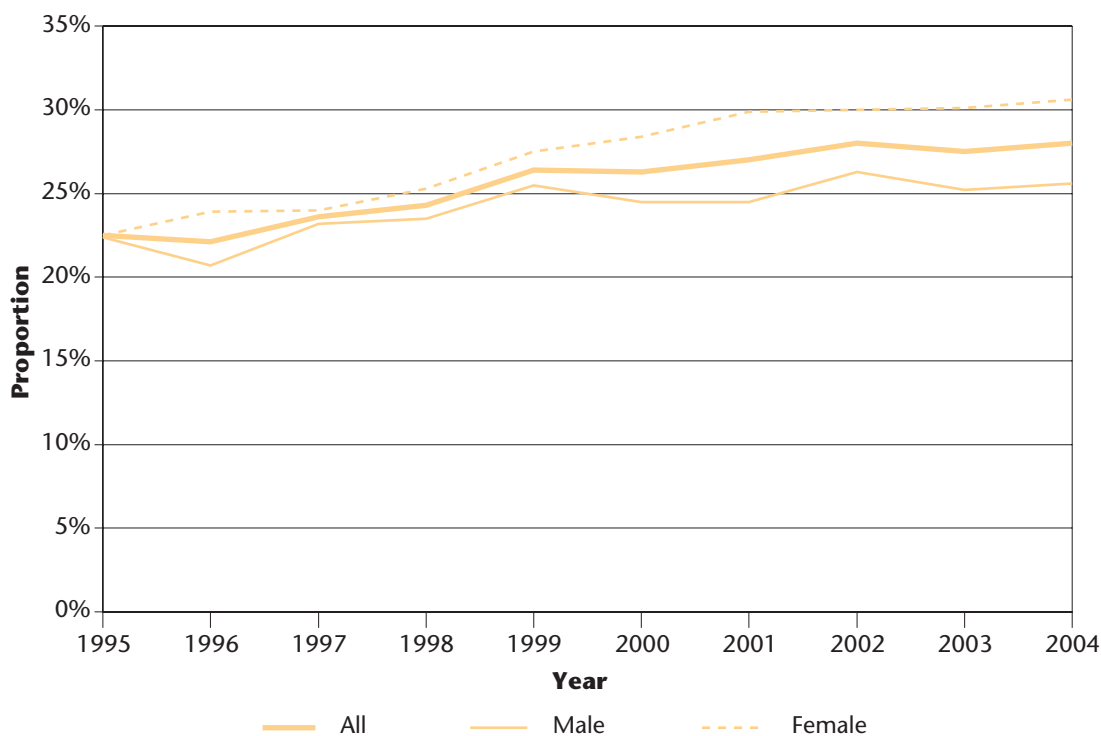
Region	Proportion		
	Male	Female	All
North East	28.7%	37.7%	32.9%
North West	24.9%	30.3%	27.4%
Yorkshire & Humberside	24.4%	33.1%	28.3%
East Midlands	24.8%	33.2%	28.6%
West Midlands	21.6%	31.6%	26.1%
Eastern	24.0%	31.4%	27.3%
London	25.3%	32.9%	28.6%
South East	25.6%	33.3%	29.1%
South West	21.8%	32.2%	26.6%
Wales	27.6%	32.9%	30.0%
Scotland	25.6%	30.6%	28.0%
Northern Ireland	18.8%	25.0%	21.6%
UK	24.5%	32.2%	28.0%

Source: Labour Force Survey

Note that the proportion and level of those in training using the spring quarter data (used in Table 4.2) are lower than the estimates derived from the annual data (used in Table 4.1). However, the training estimates from the annual data are only available for Scotland from 2003 onwards so the spring quarter data are used for time series and comparisons with other UK regions.

In 2004 the proportion of those receiving training in the last 3 months was 28.0 per cent compared to 22.5 per cent in 1995 (the earliest date for which there is consistent data available). Chart 4.B shows the proportion of working age people in employment who had undertaken training in the last 3 months for years 1995 to 2004. It shows that the upwards trend has been greater for women than men. Women are more likely than men to have undertaken in-work training in the last 3 months. This could be explained by the characteristics of the jobs that women tend to go into. For example, female employees are almost twice as likely to be employed in the public sector as are male employees and Table 4.3 shows that those employed in the public sector are much more likely to have undertaken training in the last 3 months than those employed in the private sector. Also there may have been an effect of regulation on the uptake of training. For example early years care and care regulations have seen a significant increase in the numbers doing training.

Chart 4.B: Proportion of Working Age in Employment Having Undertaken Training in the Last 3 Months, Scotland, Spring 1995 to Spring 2004



Source: Labour Force Survey

Table 4.3 shows the proportion of people in employment (excl. full-time students) undertaking training by gender and by age band, work pattern, highest qualification level obtained, occupation, sector, industry sector, length of time with current employer and work place size. The estimates presented in Table 4.3 are sourced from the Annual Scottish Labour Force Survey 2004. It provides an estimate of 30.9% for those receiving in-work training in the last three months.

The table shows that:

- Generally, the younger age groups are more likely to receive work related training. This is clearly the case for men, where 37.0 per cent of 16 to 24 year olds received training compared to 17.2 per cent of 55 to 64 year olds. This is to be expected since the youngest age group will have had less work experience. Also training programmes are frequently targeted at the youngest age group. Age has less of an affect on the incidence of training for women.
- Those with higher qualifications are much more likely to receive training than those with lower qualifications. This is true for both men and women. Men with degree level qualifications (above SVQ Level 4) are almost four times as likely to receive training than men with no qualifications.
- Those employed in the public sector are much more likely to receive training than those in the private sector. The Agriculture & Fishing sector and the Distribution, Hotels and Restaurants sector have markedly lower levels of training.
- Workplace size affects the likelihood of receiving training. Those working in small workplaces are less likely to have had training in the last three months than are those employed in larger workplaces. Larger firms will have well-established human resource and training departments, whereas small firms may rely more on informal training.

Table 4.3: Proportion of People who have had Work Related Training in the Last 3 Months, Scotland, 2004

	Male	Female	All
Age band			
16 to 24	37.0%	35.3%	36.3%
25 to 34	32.4%	35.5%	33.9%
35 to 44	30.4%	34.1%	32.2%
45 to 54	24.8%	34.6%	29.6%
55 to 64	17.2%	25.5%	20.2%
Work pattern			
Full-time	28.9%	38.1%	32.2%
Part-time	21.3%	26.7%	25.8%
Qualification level			
Above SVQ Level 4 (Degree Level)	42.0%	49.5%	45.4%
SVQ Level 4	35.0%	45.0%	40.5%
SVQ Level 3	24.6%	32.2%	27.0%
SVQ Level 2	28.5%	26.6%	27.4%
SVQ Level 1	22.9%	22.2%	22.5%
Other	21.0%	23.2%	21.9%
None	11.1%	14.0%	12.6%
Occupation			
Managers and Senior Officials	30.1%	34.8%	31.7%
Professional occupations	43.2%	56.5%	49.0%
Associate Professional and Technical	39.1%	46.7%	42.9%
Administrative and Secretarial	28.8%	28.8%	28.8%
Skilled Trades Occupations	22.3%	*	21.5%
Personal Service Occupations	43.6%	40.5%	41.0%
Sales and Customer Service Occupations	27.2%	20.4%	22.6%
Process, Plant and Machine Operatives	18.5%	*	17.4%
Elementary Occupations	16.3%	13.2%	15.0%
Sector			
Private	25.2%	27.3%	26.0%
Public	40.8%	43.8%	42.7%

<i>continued</i>	Male	Female	All
Industry Sector			
Agriculture & fishing	9.6%	*	10.6%
Energy & water	38.0%	29.2%	36.3%
Manufacturing	24.2%	19.9%	23.1%
Construction	24.6%	*	23.9%
Distribution, hotels & restaurants	20.1%	17.9%	19.0%
Transport & communication	18.9%	24.2%	20.1%
Banking, finance & insurance etc	34.6%	33.2%	34.0%
Public admin, education & health	45.3%	44.7%	44.9%
Other services	22.9%	29.0%	26.0%
Length of time with current employer			
Less than 1 year	31.7%	36.7%	34.0%
>1 year but less than 5 years	28.2%	32.8%	30.4%
>5 years but less than 20 years	28.6%	32.9%	30.7%
20 years or more	24.6%	36.6%	28.9%
Workplace size			
1-10 employees	23.0%	27.8%	25.4%
11-499 employees	31.1%	35.6%	33.2%
500 or more employees	38.0%	39.2%	38.6%
All in Employment	28.4%	33.8%	30.9%

Source: Annual Scottish Labour Force Survey

* Unreliable since few women work in these areas.

The Annual Scottish Labour Force Survey (ASLFS) 2004 estimated the proportion of those of working age in employment who received training in the last 3 months at 30.9 per cent (687,000 people). Table 4.4 and Chart 4.C show that there is considerable variation across Scotland. People working in Edinburgh City are most likely to have received training in the last 3 months at 34.3 per cent, whereas at the other end only 24.3 per cent of those working in East Ayrshire received training in the 3 months before the survey.

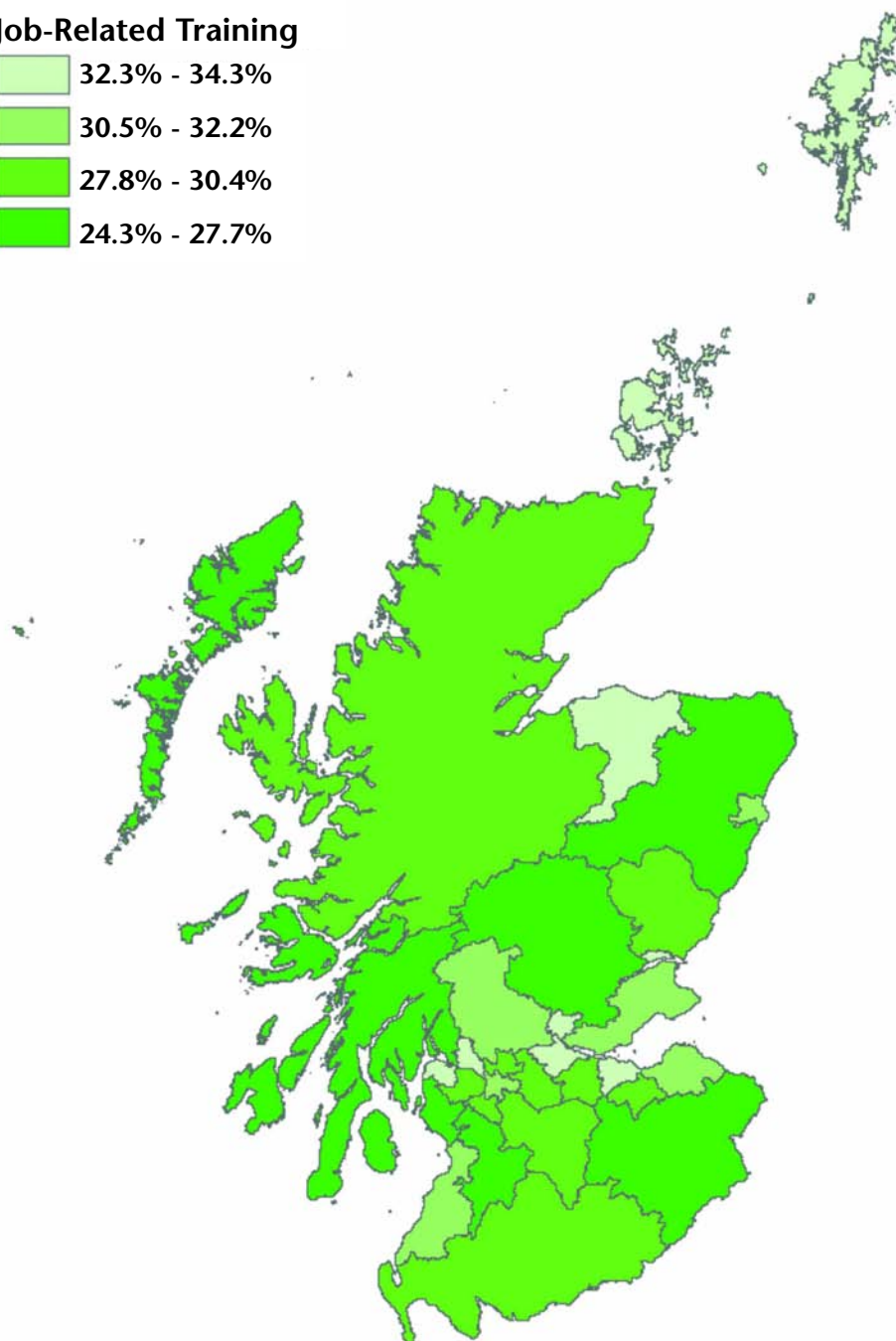
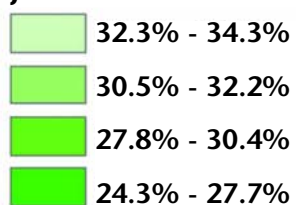
Table 4.4: Proportion and Level of Working Age People in Employment (excl. Full-Time Students) Receiving Training in the Last 3 Months by Work Local Authority Area, Scotland, 2004

Work Local Authority Area	2004	
	Proportion	Level
Aberdeen City	31.6%	43,000
Aberdeenshire	25.2%	18,000
Angus	29.8%	10,000
Argyll and Bute	27.0%	8,000
The Scottish Borders	27.7%	11,000
Clackmannanshire	32.9%	4,000
West Dunbartonshire	32.8%	13,000
Dumfries and Galloway	28.9%	18,000
Dundee City	33.2%	24,000
East Ayrshire	24.3%	9,000
East Dunbartonshire	29.7%	7,000
East Lothian	31.5%	8,000
East Renfrewshire	29.8%	4,000
City of Edinburgh	34.3%	94,000
Falkirk	33.5%	19,000
Fife	31.2%	42,000
Glasgow City	31.2%	116,000
Highland	29.2%	28,000
Inverclyde	33.1%	10,000
Midlothian	28.7%	7,000
Moray	32.7%	12,000
North Ayrshire	27.3%	11,000
North Lanarkshire	30.4%	32,000
Orkney Islands	32.8%	3,000
Perth and Kinross	27.6%	14,000
Renfrewshire	29.8%	18,000
Shetland Islands	34.1%	4,000
South Ayrshire	32.2%	15,000
South Lanarkshire	28.5%	28,000
Stirling	31.5%	13,000
West Lothian	29.4%	21,000
Eilean Siar (Western Isles)	26.7%	3,000
Scotland	30.9%	687,000

Source: Annual Scottish Labour Force Survey

Chart 4.C: In-Work Training by Work Local Authority Areas, Scotland, 2004

Job-Related Training



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Local Authority boundaries extracted from Ordnance Survey Boundary Line

Source: Annual Scottish Labour Force Survey

Of those who had undertaken training in the past three months 23.8 per cent were also studying towards a qualification (note that full-time students are excluded but people in employment could be studying towards a job related qualification or could be part-time students).

For those who did not undertake training in the last 3 months the LFS provides data on whether training was offered by the employer or not. The ASLFS 2004 estimated that 57.0 per cent of those in employment of working age who did not undertake training were offered education or training by their employer.

Type of training

The LFS spring quarter data contains more detailed information on job related training for those who had undertaken training in the last month. The LFS for spring 2004 estimates that 317,000 people in employment had undertaken training in the last month. Table 4.5 shows the type of training carried out by those who had had in-work training in the last month.

The most frequent type of training, for men and women, is attending conferences, seminars or workshops. A building belonging to the employer is the most common place for training to take place. Short training courses are most frequent, with 48.8 per cent of all respondents stating that their courses lasted less than 1 week. However, 19.0 per cent of courses are ongoing or have no exact limit.

Table 4.5: People Undertaking Work Related Training in the Last Month by Training Type, Scotland, Spring 2004

	Male	Female	All
Training type			
On the job training	36.8%	32.7%	34.7%
Training away from job	43.4%	47.4%	45.5%
Both	19.7%	19.9%	19.8%
Method of training¹			
Attend conferences, seminars, workshops	47.6%	50.7%	49.3%
Use internet or CD-ROMs	28.5%	23.2%	25.6%
Watch TV programmes or videos	15.1%	19.6%	17.6%
None of these	8.7%	6.5%	7.5%
Place of training			
Premises belonging to employer	31.7%	40.8%	36.6%
Premises belonging to another employer	6.0%	5.2%	5.6%
Private training centre	14.7%	10.0%	12.1%
At home (OU, etc)	15.9%	7.9%	11.6%
College of Further Education or University	19.2%	19.6%	19.4%
Other ²	4.6%	7.6%	6.2%
None of these	7.8%	9.0%	8.5%
Length of training course			
Less than 1 week	44.1%	49.1%	48.8%
1 week, less than 1 month	4.4%	4.9%	4.3%
1 month, less than 6 months	6.8%	5.8%	6.1%
6 months, less than 1 year	4.8%	3.0%	4.5%
1 year, less than 3 years	12.0%	8.8%	11.5%
3 years or more	7.7%	10.0%	6.0%
Ongoing/no definite limit	20.3%	18.5%	19.0%

Source: Labour Force Survey

¹ People could specify more than one method of training.

² 'Other' includes: Other educational institution, Open College, Community project, Government or LA training workshop.

Employer Provided Training

Further information on work related training comes from surveys of employers. What counts as training could differ from that reported in surveys of employees (such as the LFS). Not all training that employers claim they provide will be recognised as such by employees; on the other hand employers may not count the training that employees organise for themselves.

The Scottish Employer Skills Survey (SESS), carried out for Futureskills Scotland (FSS), includes questions on training. The 2004 survey³ found that 64 per cent of establishments had provided training in the past twelve months, either on or off the job (see table 4.6). This was the same as the previous year. The National Employer Skills Survey (NESS) in England, in 2004, found that 64 per cent of establishments provided training in the previous twelve months.

Table 4.6: Incidence of Training in the Previous Twelve Months – Proportion of Establishments, Scotland, 2002 to 2004

	Off the job	Both	On the job	None
2002 ¹	53%	NA	NA	NA
2003	54%	40%	10%	36%
2004	51%	34%	12%	36%

Source: Futureskills Scotland

Notes:

The 2002 survey asked only about off the job training.

Totals may not equal the sum of individual parts due to rounding.

The SESS results showed that the incidence of training increased markedly with establishment size. Almost all establishments with 250 or more employees provided training (96 per cent), 81 per cent of them provided both on and off the job; while less than half the establishments with fewer than five employees provided training (and those that did were less likely to provide both on and off-the-job training). Growing businesses, those establishments in which turnover increased in the previous year and whose employment was expected to increase in the coming year, were more likely to train than non-growing businesses. Where the establishment was part of an organisation that was recognised as an Investor in People the proportion providing training was higher (87 per cent in 2003).

The survey also asked employers what proportion of their employees have had off-the-job training. Overall, employers reported that 749,000 employees had had training in 2004, which is 37 per cent of all employees. This compares to 43 per cent and 41 per cent in the 2002 and 2003 surveys, respectively. The proportion of employees trained varied with:

- **Occupation** – the proportion of employees receiving training was higher at the upper end of the occupational hierarchy; 48 per cent of both professionals and associate professionals had received off-the-job training compared with much lower intensities of training among process, plant and machine operatives (26 per cent of employees) and elementary occupations (27 per cent).
- **Sector** – highest in financial intermediation (53 per cent), and in health and social work (53 per cent), and lowest in manufacturing, and hotels and restaurants (both 28 per cent) and in retail & wholesale (29 per cent).

³ Futureskills Scotland (2004) Skills in Scotland – page 30 ff.

- **Size** – employees in the smallest establishments (those with fewer than five employees) were less likely to have had training (only 26 per cent) but in establishments larger than that there was little variation.

The proportions reported by employers are slightly higher than those reported in the individual-based LFS (Table 4.1). Some of that difference might be explained by the difference in the reference period (twelve months for the SESS employers and three months for the LFS) or by poor recall but the main explanation is likely to be, as suggested above, differing perceptions of what counts as training. Despite the difference in the totals the two sources show the same patterns by industry, occupation and establishment size (as do the equivalent surveys in England).

Training Programmes

This section focuses on training programmes supported by the enterprise networks in Scotland⁴. Management information is the preferred source for monitoring the progress of individual training programmes.

This section includes data on:

- Skillseekers – aimed mainly at 16 to 17 year olds.
- Modern Apprenticeships – aimed mainly at school leavers of all ages but with some provision for people aged 25 and over.
- Get Ready for Work – aimed mainly at 16 to 18 year olds.
- The New Deal for Young people (Education Option) – for 18 to 24 year olds⁵.
- Training For Work – mainly for those aged 25 or over.

These programmes provide work related training, in some cases, combined with work and/or study. In other cases the training is designed to help people move closer to a job, further training or college. In the previous sections the focus was on those undertaking training in employment, whereas, this section also considers training undertaken by those who are unemployed or economically inactive. The ASLFS 2004 estimates 16,000 people who were unemployed or economically inactive (excluding full-time students) had undertaken work-related training in the last 3 months preceding the survey.

Skillseekers and Modern Apprenticeships

Skillseekers (SS) launched in Scotland in 1992, evolved out of earlier youth training programmes. It is a training programme for young people, which involves working towards a vocational qualification. Most young people involved in Skillseekers are in employment, but there are also training places for those having difficulty in finding a job. Anyone aged 16 or 17 and without a job is guaranteed a place.

Modern Apprenticeships (MAs) were introduced in 1995 for those aged 16-24 in employment, providing work-based training combined with study for a SVQ Level 3 or Level 4 qualification. There are now over 80 MA frameworks available in Scotland. Age restrictions were removed in March 2001 for certain frameworks.

⁴ Of the programmes considered here, only New Deal is UK wide. The others are specific to Scotland. Although there are similarly named programmes in England they differ in some respects.

⁵ New Deal is not a training programme though there is an option through New Deal to undertake training or further education. Other New Deal programmes such as New Deal 25+ offer an education option but the numbers involved are very small.

Chart 4.D shows that in recent years the numbers on Skillseekers has fallen as the numbers on MAs (16 to 24 year olds) has increased, within a fairly stable total. With more young people staying in school this implies that Skillseekers/MAs now account for a higher proportion of the age group who are not in education.

Chart 4.D: Number in Training (MAs and SS), Scotland, 2000-01 to 2004-05

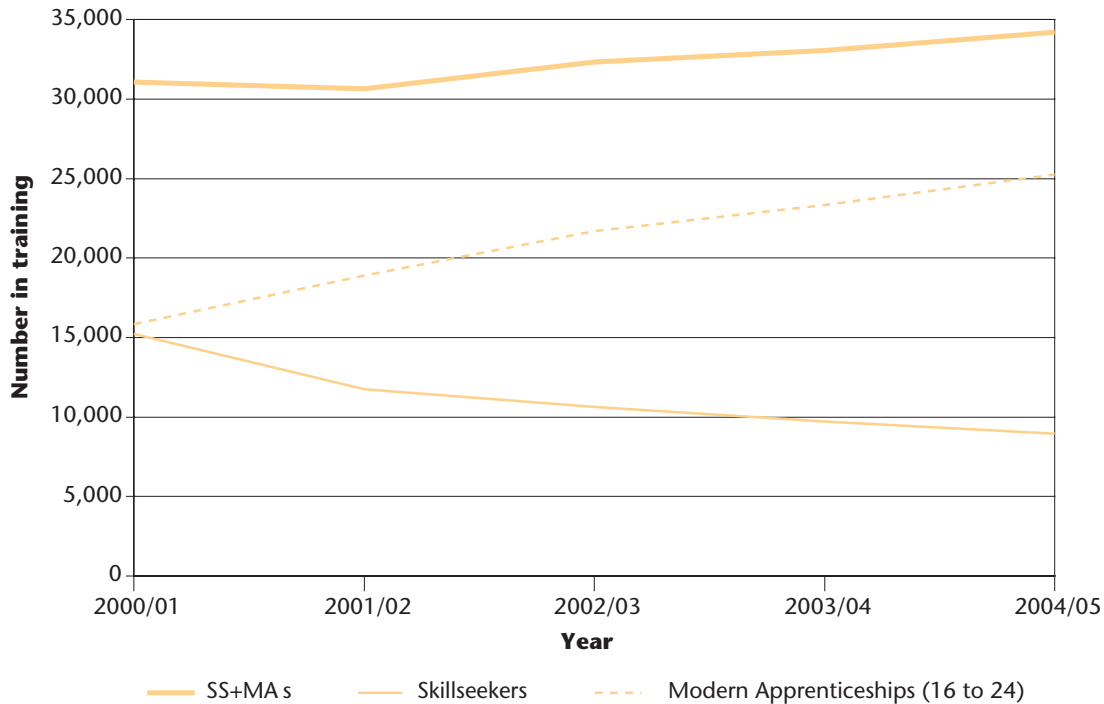


Table 4.7 shows that MAs for those aged 16 to 24 are predominately undertaken by men, reflecting the fact that more young women enter college or stay on at school. On the other hand, as Table 4.8 shows, MAs for those aged 25 and over are predominately undertaken by females. Skillseekers used to be mainly male but since the shift to MA the numbers are about even on Skillseekers (Table 4.9).

The figures suggest that the number of successfully completed MAs is 60 per cent of all leavers.

Table 4.7: Modern Apprenticeships 16 to 24 years olds, Scotland, 2003-04 and 2004-05

	2003-04				2004-05			
	Male	Female	All	% Female	Male	Female	All	% Female
Starts ¹	8,306	5,886	14,192	41.5%	8,715	6,140	14,855	41.3%
Leavers	7,212	5,402	12,614	42.8%	7,413	5,764	13,177	43.7%
In Training ²	17,326	6,009	23,335	25.8%	18,835	6,412	25,247	25.4%
Modern Apprenticeships Achieved	3,868	2,781	6,649	41.8%	4,149	3,184	7,333	43.4%

Source: Enterprise Networks

Notes:

¹ Starts definition includes all Starts

² Numbers In Training relates to end of March position in each year

Table 4.8: Modern Apprenticeships 25 year olds and over, Scotland, 2003-04 and 2004-05

	2003-04				2004-05			
	Male	Female	All	% Female	Male	Female	All	% Female
Starts ¹	2,485	3,876	6,361	60.9%	2,746	3,729	6,475	57.6%
Leavers	1,738	2,901	4,639	62.5%	2,387	3,723	6,110	60.9%
In Training ²	2,983	4,918	7,901	62.2%	3,364	4,958	8,322	59.6%
Modern Apprenticeships Achieved	983	1,722	2,705	63.7%	1,526	2,519	4,045	62.3%

Source: Enterprise Networks

Notes:

¹ Starts definition includes all Starts.

² Numbers In Training relates to end of March position in each year.

Table 4.9: Skillseekers (Mainstream), Scotland, 2003-04 and 2004-05

	2003-04				2004-05			
	Male	Female	All	% Female	Male	Female	All	% Female
Starts ¹	4,645	5,223	9,868	52.9%	3,896	4,573	8,469	54.0%
Leavers	5,196	5,597	10,793	51.9%	4,350	4,975	9,325	53.4%
In Training ²	4,719	5,015	9,734	51.5%	4,279	4,685	8,964	52.3%
Vocational Qualifications Achieved	3,085	3,178	6,263	50.7%	2,681	2,875	5,556	51.7%

Source: Enterprise Networks

Notes:

¹ Starts definition includes all Starts.

² Numbers In Training relates to end of March position in each year.

Table 4.10 shows the top ten MA frameworks undertaken in Scotland for those in MA training (all ages) at 30 March 2005. The table shows that the type of MAs undertaken by males and females are quite different. Men are more likely than women to be training in courses in the construction sector and the motor vehicles sector, whereas women are more likely than men to be training in personal services courses such as those in the health and social care sector.

Table 4.10: All those in MA training at 30 March 2005, by MA Framework and Gender

MA Framework	Level			Proportion		
	Male	Female	All	Male	Female	All
Construction	6,732	56	6,788	99.2%	0.8%	100.0%
Management	1,272	1,861	3,133	40.6%	59.4%	100.0%
Health and Social Care	546	2,372	2,918	18.7%	81.3%	100.0%
Motor Vehicles	2,558	16	2,574	99.4%	0.6%	100.0%
Engineering	2,128	34	2,162	98.4%	1.6%	100.0%
Electrotechnical	2,146	10	2,156	99.5%	0.5%	100.0%
Hospitality	1,002	1,023	2,025	49.5%	50.5%	100.0%
Customer Service	607	1,180	1,787	34.0%	66.0%	100.0%
Business Administration	270	1,441	1,711	15.8%	84.2%	100.0%
Plumbing	1,577	8	1,585	99.5%	0.5%	100.0%
Others	3,370	3,360	6,730	50.1%	49.9%	100.0%
Total	22,208	11,361	33,569	66.2%	33.8%	100.0%

Source: Enterprise Networks

Get Ready for Work

Get Ready for Work, introduced in April 2002, is a training programme designed to help young people (16 to 18 year olds) make the transition from school into a job, further training or college. It is aimed at young people who may have difficulties progressing to employment without additional support.

Table 4.11 shows that the Get Ready for Work programme, like most work preparation programmes, is dominated by males.

Table 4.11: Get Ready for Work, Scotland, 2003-04 and 2004-05

	2003-04				2004-05			
	Male	Female	All	% Female	Male	Female	All	% Female
Starts ¹	4,431	2,417	6,848	35.3%	5,594	2,949	8,543	34.5%
Leavers	4,764	2,604	7,368	35.3%	6,348	3,433	9,781	35.1%
In Training	2,121	1,122	3,243	34.6%	2,475	1,290	3,765	34.3%
Positive Outcomes ²	1,408	779	2,187	35.6%	1,961	1,050	3,011	34.9%

Source: Enterprise Networks

Notes:

¹ Starts definition includes all Starts.

² Positive Outcomes definition includes Job Outcomes, Self Employment Outcomes and Progressions to Further Education and Training.

New Deal – Education Option

The New Deal for Young People (NDYP), introduced in 1998, is targeted at those aged 18-24 who have been claiming Jobseekers Allowance (JSA) for at least 6 months. However, people who belong to certain groups can be considered for early entry to the New Deal; these groups include ex-offenders, homeless people, and people affected by drug addiction etc. The New Deal schemes are supported by Jobcentre Plus (JCP).

Those joining NDYP first enter a Gateway period of 4 months, during which JCP advisers will work with clients to find jobs. Those who do not find a job will then have the option to move into subsidised employment, a course of Full-Time Education or Training (FTET), a job with an Environment Task Force or a job in the Voluntary Sector. If the client reaches the end of their option, and still has not obtained a job, they will normally re-claim JSA, and will enter a follow-through period. During this, they will remain on JSA, but receive intensive help to find a job. Table 4.12 shows that 13.5 per cent of those starting NDYP move to the FTET option. About three quarters of the participants are male, which reflects the composition of the client group.

Table 4.13 shows the destinations of those that have moved out of the FTET option. Note that the majority of those taking up the FTET option end up on follow through and are not included in the figures presented in Table 4.13.

Table 4.12: NDYP Starts, Scotland, Cumulative Position April 1998 to December 2004

Scotland ¹	Male	Female	All
Total Starts to NDYP	106,180	38,130	144,350
NDYP Starters to FTET	14,320	5,060	19,440
Proportion opting for FTET	13.5%	13.3%	13.5%

Source: Department for Work and Pensions

¹ Those identified by Jobcentre Plus as having joined New Deal, including those who have received an initial invitation, but not yet attended their first interview.

Totals include people for whom sub-group information such as gender are not recorded.

Because of this, and due to rounding, components will not necessarily sum to totals.

Table 4.13: Destination of NDYP Leavers from FTET option, Scotland, Cumulative Position April 1998 to December 2004

Scotland	Male	Female	All
Unsubsidised Employment	1,460	580	2,040
Other Benefits	210	160	370
Other Known Destination	220	80	290
Not Known	1,930	900	2,830
Returned to JSA	50	30	80
All	3,870	1,750	5,620

Source: Department for Work and Pensions

Training for Work

Training for Work (TfW) was introduced in 1993 to help people who are claiming benefits to improve their work related skills and increase their chances of employment. The scheme has undergone several changes since then. Chart 4.E shows that the numbers entering Training for Work have been declining, for some time. There was a big drop in TfW starts in 1998 when the New Deal was rolled out, so that combined with unemployment falling has led to the fall in starts. The TfW programme has been focused on people who require a skills intervention to access employment opportunities. It is open to people on all forms of benefits.

Chart 4.E: Starts on Training For Work (TfW), Scotland, 1997-98 to 2004-05

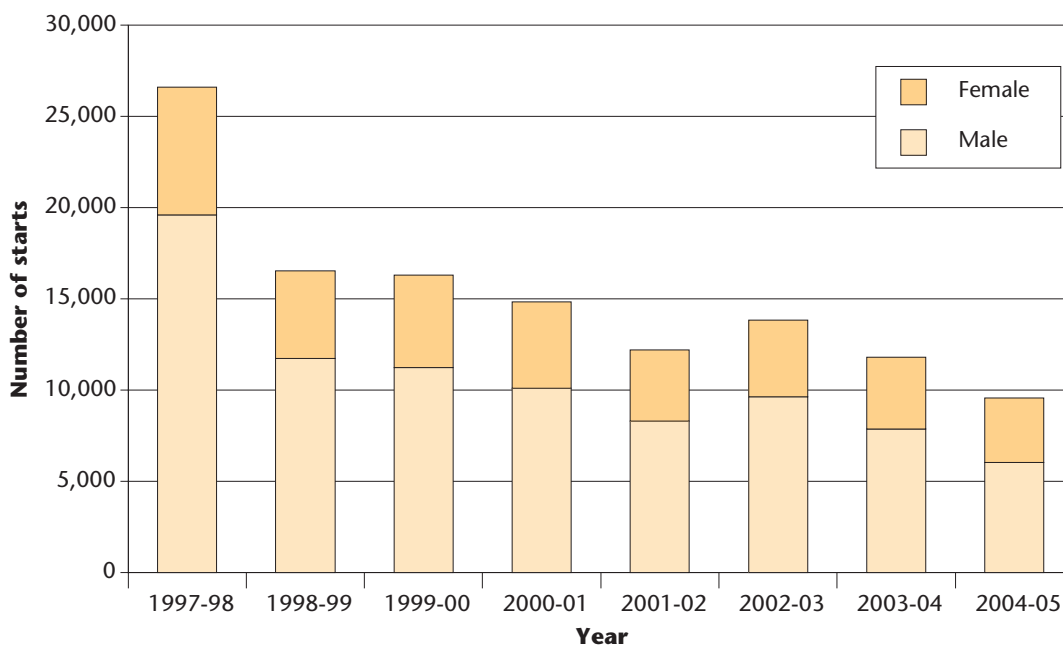


Table 4.14 shows TfW data for the most recent 2 years. The table shows that 41.4 per cent of all leavers achieve a positive outcome in 2004-05. The results for women were slightly better, with 45.6 per cent of women leavers achieving a positive outcome in 2004-05.

Table 4.14: Training for Work, by Gender, 2003-04 and 2004-05

	2003-04				2004-05			
	Male	Female	All	% Female	Male	Female	All	% Female
Starts ¹	7,882	3,944	11,826	33.4%	6,053	3,536	9,589	36.9%
Leavers	8,963	4,211	13,174	32.0%	6,789	3,885	10,674	36.4%
In Training	2,740	1,580	4,320	36.6%	1,737	1,053	2,790	37.7%
Positive Outcomes ²	3,118	1,916	5,034	38.1%	2,655	1,770	4,425	40.0%
Any Other Outcomes ³	3,332	1,365	4,697	29.1%	2,597	1,234	3,831	32.2%

Source: Enterprise Networks

Notes:

¹ Starts definition includes all Starts.

² Positive Outcomes definition includes Job Outcomes and Self Employment Outcomes.

³ Other outcomes includes Vocational Qualifications Level 1, 2 and 3 and Specific Qualifications.

⁴ These figures are not adjusted to take account of the 8-week rule.

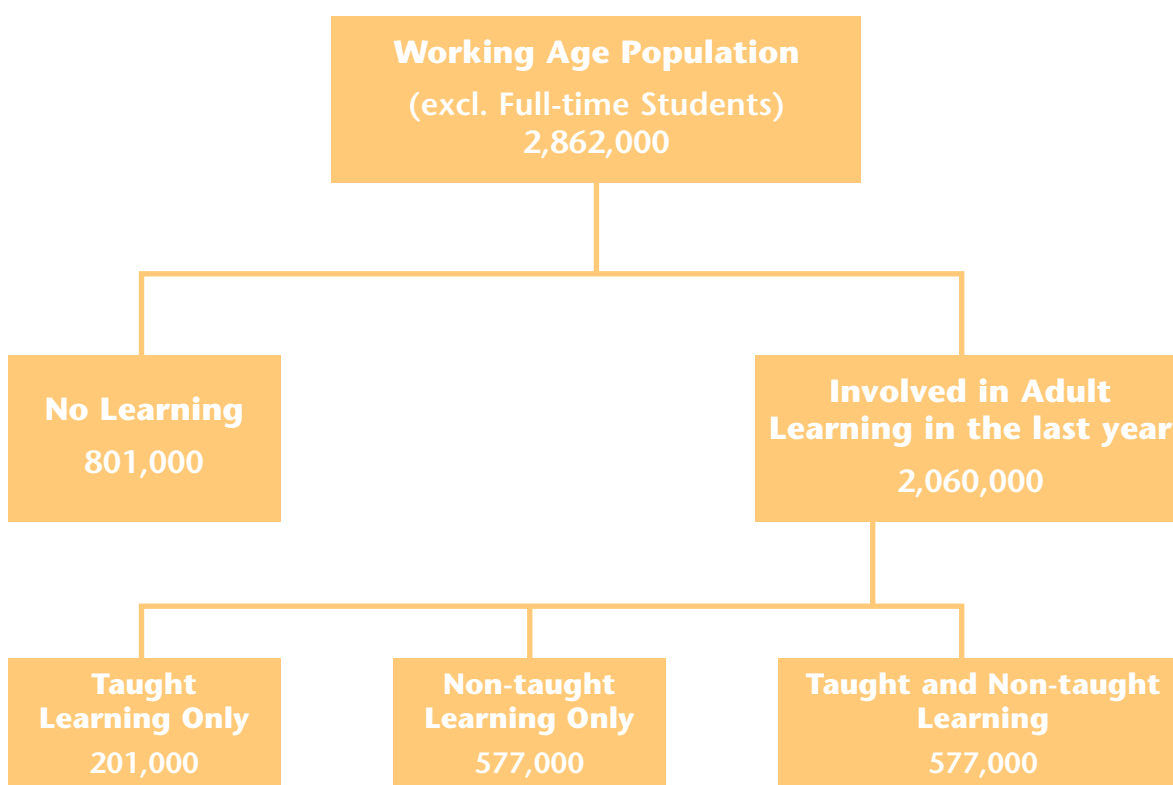
Adult Learning

Statistics on adult learning are now available from the Annual Scottish Labour Force Survey, which enable a more detailed analysis of adult learning. Adult learning, here, is any learning excluding that undertaken by full-time students.

Using the wider definition Chart 4.F shows a breakdown of the working age population that are not in continuous full-time education. Adult learning can be split into 2 categories of learning – taught learning and non-taught learning. “Taught learning” includes enrolling in an education course, attending tuition for a qualification or to develop skills, attending an evening class etc. Whereas “non-taught learning” is very wide and includes study for a qualification without attending a taught course, supervised training while doing a job, keeping up to date with work developments without taking a course (for example, reading books or journals).

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Chart 4.F: Overview of the Working Age Population not in Continuous Full-Time Education, Scotland, 2004



Source: Annual Scottish Labour Force Survey

Totals may not equal the sum of individual parts due to rounding.

Table 4.15 shows the distribution across the learning categories for working age men and women who are not in full-time continuous education. The table shows that men are more likely than women to do non-taught learning. The most frequent method of learning for men and women is a combination of both types of learning.

Table 4.15: Adult Learning in the Last Year in the Working Age Population by Learning Category and Gender, Scotland, 2004

Adult Learning Category	Level			Proportion of Group		
	Male	Female	All	Male	Female	All
Taught learning only	86,000	115,000	201,000	5.8%	8.3%	7.0%
Non-taught learning only	350,000	228,000	577,000	23.7%	16.4%	20.2%
Taught and non-taught learning	648,000	634,000	1,282,000	43.9%	45.7%	44.8%
No learning	391,000	411,000	801,000	26.5%	29.6%	28.0%
All	1,474,000	1,388,000	2,862,000	100.0%	100.0%	100.0%

Source: Annual Scottish Labour Force Survey

Table 4.16 shows the proportion of the working age population (excl. full-time students) that did some sort of adult learning in the past year by gender and by age band, employment status and highest qualification level obtained. The table shows that:

- Age is negatively correlated with the likelihood of undertaking adult learning i.e. as age goes up the likelihood of learning goes down. This is to be expected since the younger cohorts will have to train for a new job or for progression in a job. The younger cohorts will also have more time, more opportunities and more to gain from learning.
- Male employees are more likely than males who are self employed to have done some sort of adult learning in the last year. However, this is not the case for women; women who are self employed are slightly more likely to have participated in learning than women employees. Those who are inactive due to sickness or disability are least likely to have undertaken any adult learning in the last year.
- Those with higher qualifications are much more likely to have taken part in learning than those with lower qualifications. This is true for both men and women. Men with degree level qualifications are over 2 times more likely to have undertaken learning in the last year than men with no qualifications.

Table 4.16: Proportion of People Who Had Undertaken Some Sort of Learning in the Last Year, Scotland, 2004

	Male	Female	All
Age band			
16 to 24	78.7%	73.3%	76.1%
25 to 34	77.9%	73.9%	75.9%
35 to 44	79.0%	71.9%	75.4%
45 to 54	72.4%	69.6%	70.9%
55 to 64	59.8%	59.3%	59.6%
Employment Status			
Employee	81.2%	81.1%	81.2%
Self-employed	75.3%	82.8%	77.2%
ILO unemployed	66.0%	60.7%	64.0%
Inactive – Looking after home	29.2%	36.5%	35.7%
Inactive – Sick disabled	30.4%	27.9%	29.2%
Inactive – Retired	44.9%	50.4%	46.5%
Inactive – Other	58.7%	56.5%	57.6%
Qualification level			
Above SVQ Level 4 (Degree Level)	92.8%	92.8%	92.8%
SVQ Level 4	87.8%	86.1%	86.8%
SVQ Level 3	74.5%	78.9%	76.0%
SVQ Level 2	73.5%	66.8%	69.4%
SVQ Level 1	62.6%	58.9%	60.4%
Other	68.0%	63.0%	65.8%
None	40.3%	36.0%	38.0%
All Working Age (excl. FT Stud.)	73.5%	70.4%	72.0%

Source: Annual Scottish Labour Force Survey

The Annual Scottish Labour Force Survey (ASLFS) 2004 estimated the proportion of those of working age (excl. full-time students) who did some sort of learning in the last year at 72.0 per cent. Though, as Table 4.17 and Chart 4.G show, this is not the case for all areas of Scotland. East Renfrewshire has the highest proportion of adult learning at 84.6 per cent, whereas at the other end, only 59.4 per cent of those living in North Lanarkshire had undertaken any learning in the last year.

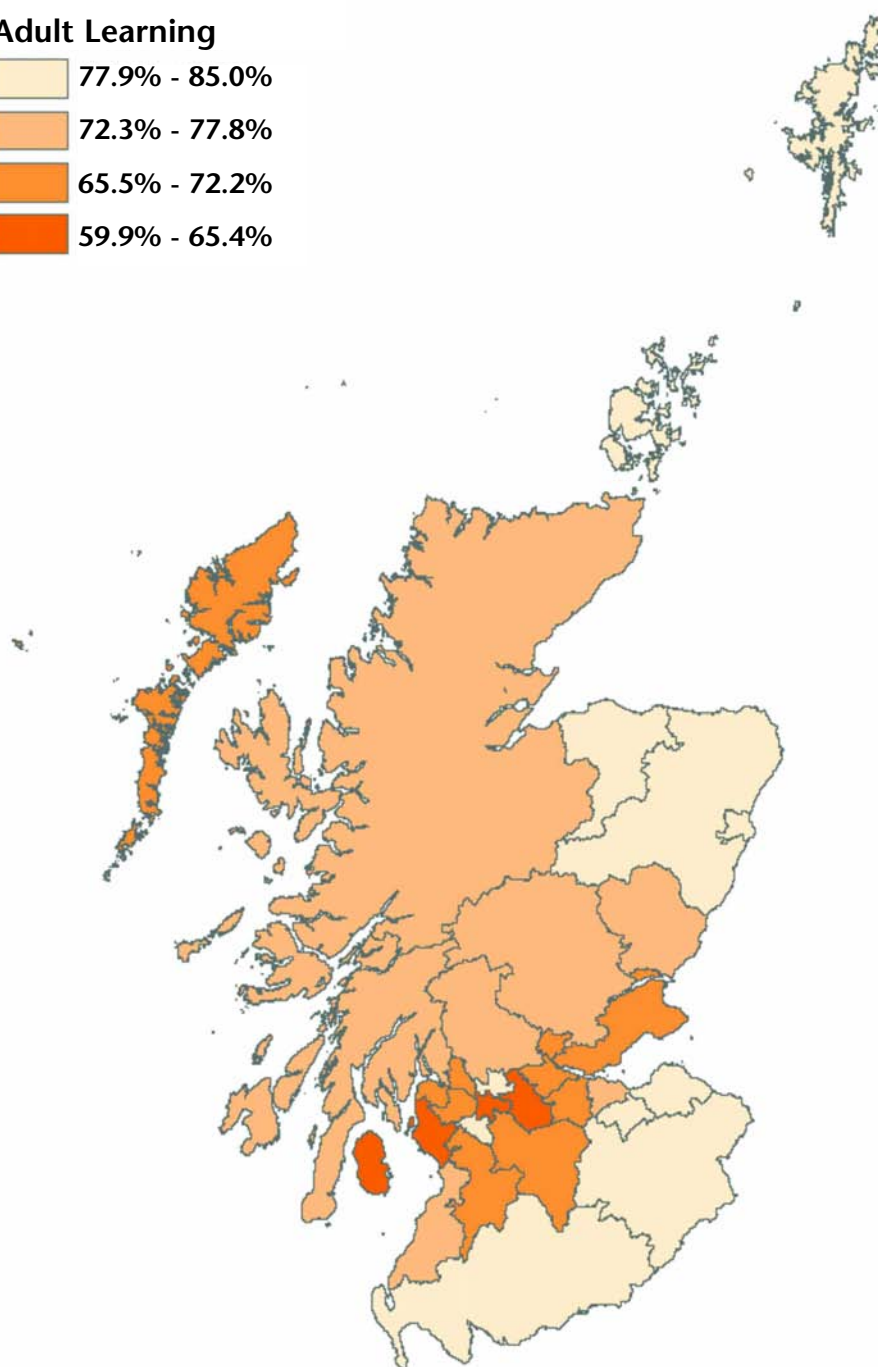
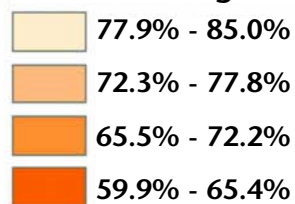
Table 4.17: Proportion and Level of Working Age People Not in Continuous Full-Time Education Who Participated in Adult Learning in the Last Year, by Resident Local Authority area, Scotland, 2004

Resident Local Authority Area	2004	
	Proportion	Level
Aberdeen City	78.3%	91,000
Aberdeenshire	79.5%	104,000
Angus	76.4%	45,000
Argyll and Bute	75.3%	37,000
The Scottish Borders	80.0%	47,000
Clackmannanshire	67.9%	18,000
West Dunbartonshire	70.1%	37,000
Dumfries and Galloway	79.1%	63,000
Dundee City	68.9%	51,000
East Ayrshire	66.4%	44,000
East Dunbartonshire	79.4%	47,000
East Lothian	80.2%	42,000
East Renfrewshire	84.6%	42,000
City of Edinburgh	76.3%	196,000
Falkirk	71.6%	60,000
Fife	69.9%	140,000
Glasgow City	64.3%	215,000
Highland	75.2%	88,000
Inverclyde	70.2%	33,000
Midlothian	79.1%	37,000
Moray	80.5%	38,000
North Ayrshire	63.6%	48,000
North Lanarkshire	59.4%	110,000
Orkney Islands	83.6%	9,000
Perth and Kinross	76.1%	55,000
Renfrewshire	69.9%	68,000
Shetland Islands	82.8%	10,000
South Ayrshire	73.7%	45,000
South Lanarkshire	68.5%	120,000
Stirling	75.2%	36,000
West Lothian	72.1%	73,000
Eilean Siar (Western Isles)	69.0%	9,000
Scotland	72.0%	2,060,000

Source: Annual Scottish Labour Force Survey
 Note: Levels are rounded to the nearest thousand.

Chart 4.G: Proportion of Working Age People Not in Continuous Full-Time Education Who Participated in Adult Learning in the Last Year, by Local Authority area, Scotland, 2004

Adult Learning



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Local Authority boundary's extracted from Ordnance Survey Boundary Line

Source: Annual Scottish Labour Force Survey

Conclusion

The information in this chapter has shown that the majority (74.4 per cent) of the Scottish working age population has been involved in some type of learning in the last year. However, the incidence of learning varies across Scotland.

For Scotland as a whole the uptake of training in the workplace has increased steadily over the last 10 years, with the rise for women being particularly marked. However, some specific training schemes have seen a reduction in numbers due to the target client group decreasing.

Sources and Links to Further Information:

Information on the Lifelong Learning Strategy can be found on the Scottish Executive website at <http://www.scotland.gov.uk/library5/lifelong/lflt-00.asp>

Information on Smart Successful Scotland can be found on the Scottish Executive website at <http://www.scotland.gov.uk/library3/enterprise/sss-00.asp>

Labour Market Statistics for Scotland can be found on the Scottish Executive website at <http://www.scotland.gov.uk/labourmarketstats>

Tabulations are also available from:

Labour Market Statistics Branch
Analytical Services Division
Enterprise and Lifelong Learning Department
Scottish Executive
5 Cadogan Street
Glasgow
G2 6AT

Tel: 0141 242 5446

Email: labour-market.statistics@scotland.gsi.gov.uk

Chapter 5: International Comparisons

Introduction

The contents of the chapter are drawn from a recently published Futureskills Scotland research report entitled *International Comparisons of Labour Market and Skills Performance*,¹ where further information and greater detail about topics covered here are available.

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Key messages

- Scotland's economic performance is modest in terms of the best-performing OECD nations
- Scotland's labour quality stands favourable comparison with the world's best performing economies
- Scotland's education and training system is generally delivering the quantity and quality of skills the economy currently requires

Background

The purpose of this chapter is to provide comparative information about Scotland's performance in lifelong learning. It aims to shed light on the areas where Scotland's labour market and labour quality performance are relatively strong and relatively weak, and it does so by examining various performance indicators using published data from official sources. Information is presented for each indicator for the most recent year for which data were available when the research was undertaken. Scotland has been compared with

- other nations and regions of the UK
- up to 72 regions of the European Union (EU) in the states which made up the EU prior to the entry of the Accession States on 1 May 2004
- up to 30 nations of the Organisation for Economic Cooperation and Development (OECD).

It is important to bear in mind that the research that informs this chapter does not (and cannot) provide definitive answers. There are three main reasons why this is the case. The first is that the way in which terms are defined and measured can vary across countries. What, for example, is the German equivalent of a Standard Grade? Such differences can arise even when conventions exist about definitions and measurement. Secondly, many of the indicators used are obtained by conducting surveys. Like all survey results these are subject to errors, and the figure for a particular indicator in a given year could be quite different from the 'true' value. Lastly, information is presented for each indicator as a 'snapshot' of the most recent year for which data were available when the research was undertaken. The report does not consider developments over time, and the value of an indicator in a country in a given year could be different from its long-term value.

¹ *International Comparisons of Labour Market and Skills Performance*, Futureskills Scotland, 2005.

In order to take account of these limitations, relevant indicators have been grouped together to avoid the risk of focusing on an individual indicator. Also, when making comparisons with OECD nations, Scotland's performance is assigned to a quartile² in the "league table" of countries. This avoids the risk of trying to locate Scotland in a precise position in the league table. Lastly, the benchmark is the performance on each indicator of the top quartile of countries on GDP per person in 2003. The comparator group does not change according to the indicator being considered.

Overall Economic Performance

In terms of overall economic performance, Scotland is consistently placed in the third quartile in comparison to OECD countries and the second/third quartile in comparison to UK regions.

Economic performance is broadly measured by considering three indicators – Gross Domestic Product (GDP) per person, GDP per person employed and GDP per hour.

GDP per person is a standard measure of overall economic performance. Gross value added (GVA) per head of population is a similar measure but excludes taxes and subsidies. Figures for the UK regions are presented on a residence basis, reflecting where people live rather than where they work.

In 2001, Scotland's GDP per person was £13,660, which was 94 per cent of the UK average. Scotland ranked fourth of the 12 UK regions.

Scotland's GDP per head was US\$25,200, placing it in the third quartile with a ranking of 19th (of 30), 0.2 per cent above the all-OECD average. To have equalled the average of the top quartile of OECD countries in 2001³, Scotland's GDP would have to have been 25 per cent higher.

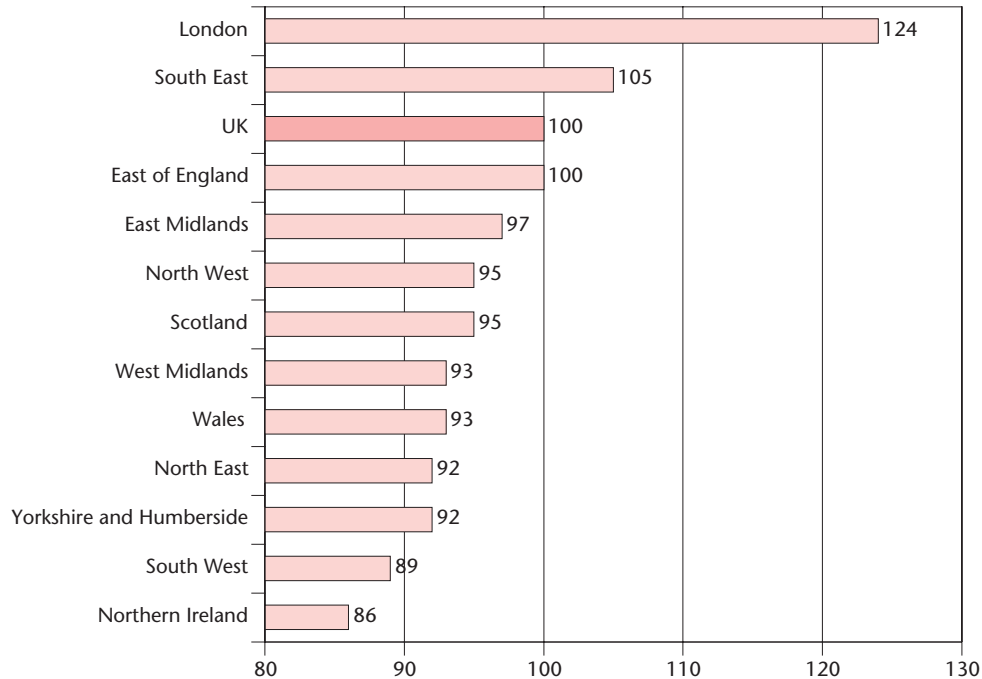
GDP per person employed is a measure of productivity. In 2001, Scotland was 5.3 percentage points below the UK average and ranked sixth of the 12 regions (Chart 5.A).

In comparison with OECD nations, Scotland was in the third quartile with a ranking of 18th (of 29), eight percentage points below the OECD average and four below the UK average. To have reached the top quartile of OECD countries in 2001, Scotland's GDP per employee would have to have been 19 per cent higher.

² When countries/regions are listed from highest to lowest value, the top 25% fall into the first quartile, the next 25% into the second quartile and so on.

³ The countries in the top quartile in 2001 were: Norway, USA, Canada, Netherlands, Ireland, Switzerland, Denmark and Iceland.

Chart 5.A: Gross Value Added Per Filled Job, UK regions, 2001 (UK=100)



Source: ONS (2003) Productivity First Releases (Amended), 3rd Quarter 2003

GDP per hour worked is a second measure of productivity. In 2001, output per hour worked in Scotland was 4.5 per cent below the UK average and 22 per cent lower than in London, the best performing region (Chart 5.B).

Chart 5.B: GDP Per Hour Worked, UK Regions, 2001 (UK=100)



Source: ONS (2003)

OECD figures for this measure are not included due to difficulties measuring hours worked on a directly comparable basis across countries.

How Many People are in the Current and Potential Workforce?

Scotland’s working age population as a share of the total is average by UK and international standards. It could therefore be concluded that Scotland’s economic performance is not greatly disadvantaged in terms of its potential labour force. Scotland has a high economic activity rate, particularly on international comparisons which means that a large proportion of the potential labour force is either in work or available for work. The potential for increasing output by increasing the supply of labour is therefore less in Scotland than in most OECD countries.

The current and potential workforce can be measured in two ways. The first is by calculating the proportion of the total population that is of working age. This provides an indication of both the available workforce and the number of people dependent on them. Secondly, economic activity rates show the share of the working age population who are in work or available for work.

In the UK context (Table 5.1), Scotland has a relatively high proportion (64%) of its population of working age – the highest region with the exception of London, although the differences between the regions are quite small. The economic activity rate in Scotland in 2002 was 79 per cent. This ranked Scotland sixth among the UK regions and was almost identical to the UK average.

When Scotland’s population is adjusted to be consistent with OECD estimates of the UK population (Table 5.2), the working age population is 66 per cent of the total, just below the OECD average of 67 per cent. Scotland ranked 22nd among 31 countries, with a similar rate to New Zealand, Denmark and Belgium. In terms of economic activity, Scotland was well above the OECD average and ranked 10th among 31 OECD countries with a similar rate to New Zealand and the United States.

Table 5.1: UK Comparison of Working Age Population and Economic Activity, 2003

Indicator	Scotland	UK average	Scotland’s ranking in UK regions
Working age population as % of total population ¹	64%	63%	2nd of 12
Economic activity rate ²	79%	79%	6th of 12

Source:

¹ GAD/ONS Revised Mid Year Population Estimates

² ONS Labour Force Survey 2003, Spring Quarter

Table 5.2: OECD Comparison of Working age Population and Economic Activity, 2003

Indicator	Scotland	OECD average	Scotland's ranking in OECD
Working age population as % of total population ¹	66%	67%	3rd quartile (22nd of 31)
Economic activity rate ²	77%	71%	1st-2nd quartile (10th of 31)

Source:

¹, ² OECD Labour Force Statistics 2003

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How Skilled and Educated is the Workforce?

Low Level Qualifications

The proportion of the Scottish labour force with no or low qualifications is average by UK standards. However, Scotland performs well internationally. These results are strongly influenced by national effects.

Low level qualifications in the UK are assessed by measuring the proportion of the working age population with no qualifications. In the EU context, they relate to the proportion of the population with qualifications below the equivalent of Standard grade.

In 2002, 16 per cent of the Scottish working age population had no qualifications, close to the UK average. Scotland ranked 6th of 12 UK regions (Table 5.3). The proportion of the working age population with no qualifications in Scotland was 10 per cent lower than in 1997. Over the same period, the decline in the size of this group in the UK was 15 per cent.

According to EU sources, 10 per cent of the Scottish population had a maximum of lower secondary qualifications (Table 5.4), which ranked Scotland fifth in the UK in 2002. There is a strong national effect on these figures. Eleven of the twelve UK regions occupied the top places in the European rankings. As a result, Scotland also ranked fifth in Europe. Against its national and regional comparators, Scotland ranked just below South West England (which was ranked first on this measure). However, against international comparators, differences were large. A similar pattern was recorded at national level within the EU, with only the UK recording anywhere near a similar performance to Scotland.

Intermediate Qualifications

Scotland ranks first among UK nations and regions in upper secondary qualifications, and is among the top-rated nations in the EU.

Intermediate qualifications are measured by looking at the percentage of the working age population whose highest qualification is upper secondary or equivalent, including vocational qualifications up to SVQ level 3. It is important to take care when comparing qualification levels of different countries, as the data refer to international qualification frameworks which aim to convert national qualifications to a 'common currency'. No data are available from the OECD countries or Singapore due to difficulties in measurement.

Scotland ranked first in the UK on this measure in 2002 (Table 5.3) and in every year between 1997 and 2002.

In the EU, Germany and Austria rank highly (Table 5.4), reflecting the tradition of apprenticeship training in these countries. The UK also ranks highly and Scotland is fourth among the 16 nations for which information is available.

Proportion of the Workforce with a Degree

Scotland has a higher proportion of graduates in the workforce than the UK average and is average on international comparisons.

The definition of this comparator is the percentage of the working age population with a degree or equivalent. In comparing the qualifications of the workforce in different countries, care needs to be taken as the data refer to international qualification frameworks which aim to convert national qualifications to a 'common currency'. Such comparisons provide an indication of the general picture. Nevertheless, the proportion of people in an economy who are highly qualified is a key measure of the likely quality of human capital.

In 2002, 16 per cent of Scotland's working age population had a degree or equivalent qualification (Table 5.3). Scotland was the only region outside London and the South East to outperform the UK average on this measure. Scotland ranked first in terms of change on this measure between 1997 and 2002, with a 39 per cent increase in the proportion of graduates against the UK average of 26 per cent.

In 2002, according to EU definitions of higher education (HE) qualifications, Scotland ranked 24th out of 74 European regions, with 17 per cent of the total population holding HE qualifications, above the EU average of 15 per cent. Scotland also outperforms the UK average of 15 per cent from this source. There is a strong 'capital city' effect, with 6 of the top 10 regions close to or containing a capital city.

Against its regional comparators, Scotland had a lower proportion of people with a higher education qualification than Vlaams Gewest (22 per cent, ranked 10th) and Centre-Est (20 per cent, ranked 13th), but higher than South West England (15 per cent, ranked 39th). From this source, Scotland recorded a 14 per cent increase in the proportion of the population with higher education qualifications between 1999 and 2002. Of those regions which started from a similar position, Scotland ranked higher on this measure.

Data are available for 2001 for OECD countries for the proportion of the population aged 25-64 holding a degree or equivalent (Chart 5.C). On this measure, Scotland ranked 15th equal with Finland among 31 countries, with 15 per cent of the age group holding a degree or equivalent qualification, marginally below the OECD average. Scotland and the UK lag the best performing countries by some distance. The USA and Norway had almost twice as many graduates in this age group in 2001. Against its comparators, Scotland and Finland had the same proportions, Ireland's was lower (14 per cent, ranked 16th equal) and Singapore's higher (17 per cent, ranked 9th equal).

To have reached the upper quartile of OECD nations in 2001, Scotland would have needed an additional 160,000 graduates aged 25-64.

Table 5.3: Percentage of the Working Age Population with Different Qualifications, UK Regions, 2002

	% of the working age population with		
	Low level qualifications	Intermediate qualifications	High level qualifications
Scotland	16% (Ranking = 6th)	29% (Ranking = 1st)	16% (Ranking = 3rd)
UK average	16%	24%	15%
East Midlands	17%	25%	12%
East of England	14%	24%	14%
London	15%	19%	24%
North East	19%	26%	10%
North West	18%	24%	13%
South East	12%	24%	19%
South West	12%	26%	15%
West Midlands	19%	22%	13%
Yorkshire and Humberside	18%	25%	13%
Wales	20%	23%	12%
Northern Ireland	25%	24%	14%

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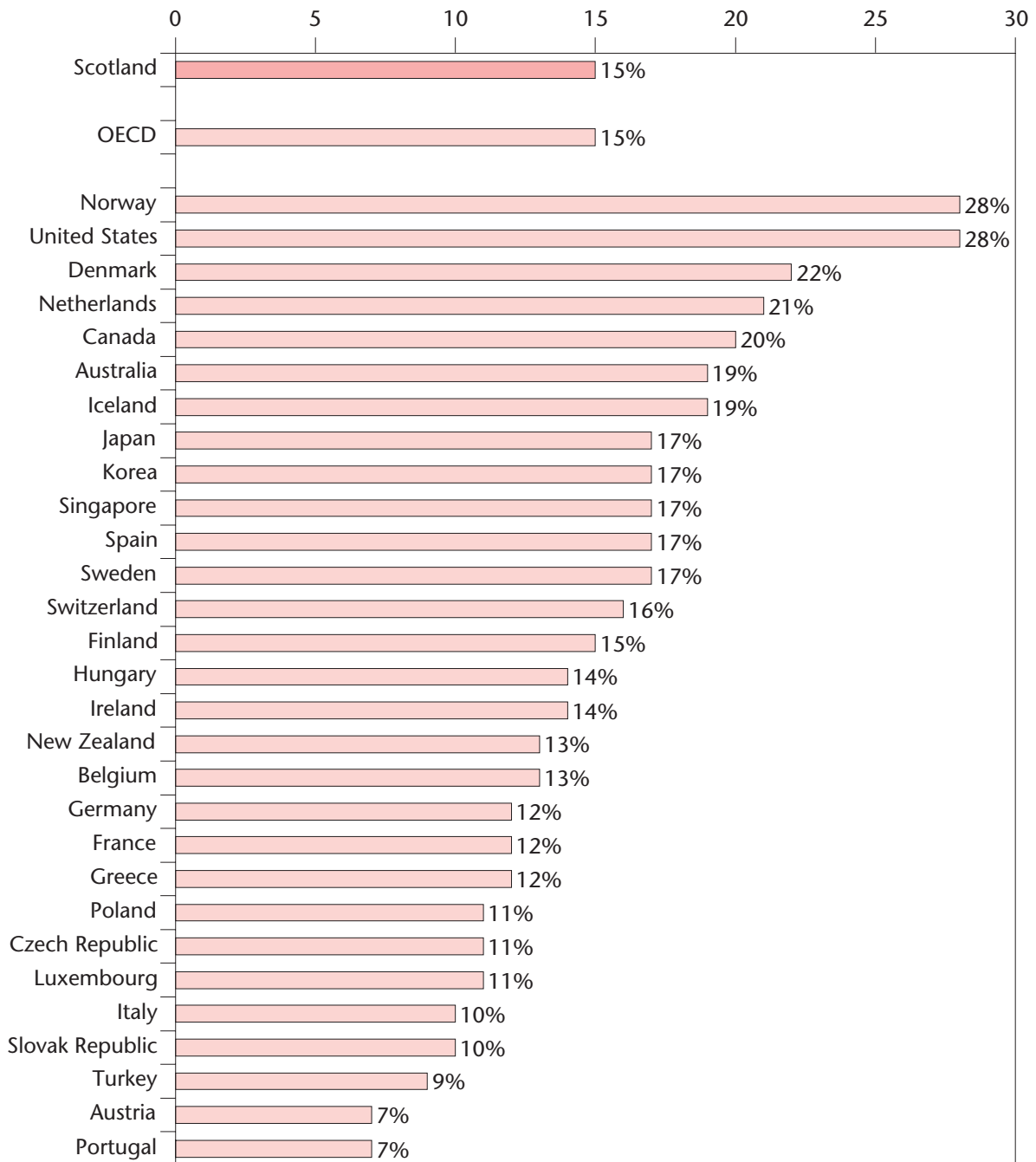
Source: Labour Force Survey Spring Quarter 2002, Office for National Statistics

Table 5.4: Percentage of Population with a Maximum of Low Level Qualifications (Lower Secondary) or Intermediate Qualifications (upper secondary), 2002

	% of the population with	
	Low level qualifications	Intermediate qualifications
Scotland	10%	53%
UK average	10%	56%
EU 15 average	42%	39%
Sweden	19%	52%
Germany	25%	55%
Denmark	28%	47%
Austria	31%	57%
Finland	38%	38%
Netherlands	39%	40%
Luxembourg	44%	40%
Ireland	45%	34%
France	45%	36%
Belgium	48%	31%
Greece	56%	31%
Spain	62%	17%
Italy	63%	30%
Portugal	81%	12%

Source: Eurostat REGIO database

Chart 5.C: Percentage of the Population aged 25-64 with Higher Education Qualifications, OECD nations, 2001



Source: OECD (2003) Education at a Glance and OECD Statistical Compendium

Workforce Training

The proportion of employees receiving training in Scotland is similar to the rest of the UK and higher than the average for the rest of the EU. Scotland is therefore well placed in workforce training when compared with other countries in the EU.

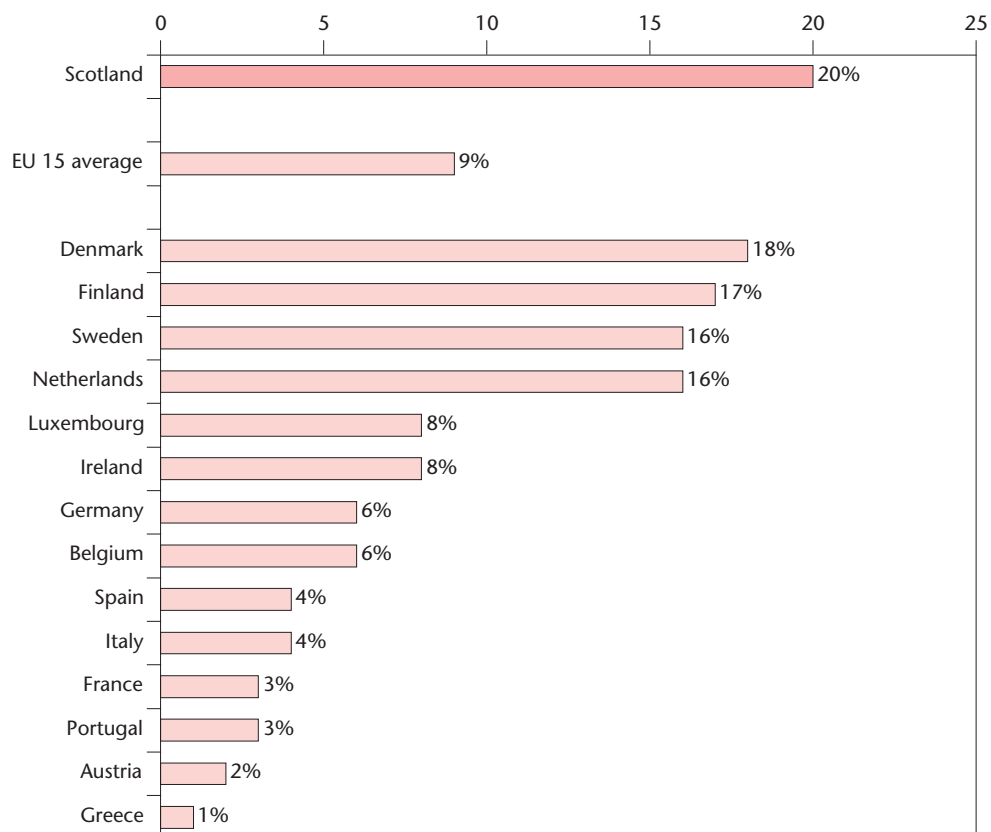
In comparisons with the rest of the UK, the indicator used is the proportion of employees receiving training in the last 13 weeks. In comparisons with the rest of the EU, the indicator used is the proportion of 25-64 year olds participating in education and training in the last 4 weeks. Both are drawn from Labour Force Surveys.

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The proportion of the Scottish workforce receiving training in 2003 was similar to that in the UK as a whole – 29 per cent and 30 per cent respectively. Scotland ranked ninth out of the 12 UK regions but the difference between the regions was very small – in the top ranking region, Wales, 32 per cent of employees received training.

International comparisons should be treated with caution as they show a strong national pattern – UK regions occupy the top 11 places in the rankings. Scotland ranked seventh of 73 regions with almost 20 per cent of 25-64 year olds participating in education and training in 2002, in the four weeks prior to interview. In comparison with the 15 EU nations, Scotland ranks second behind the UK as a whole (Chart 5.D).

Chart 5.D: Proportion of 25-64 year olds Participating in Education and Training, EU Nations, 2002



Source: Eurostat REGIO database

Test Performance Aged 15

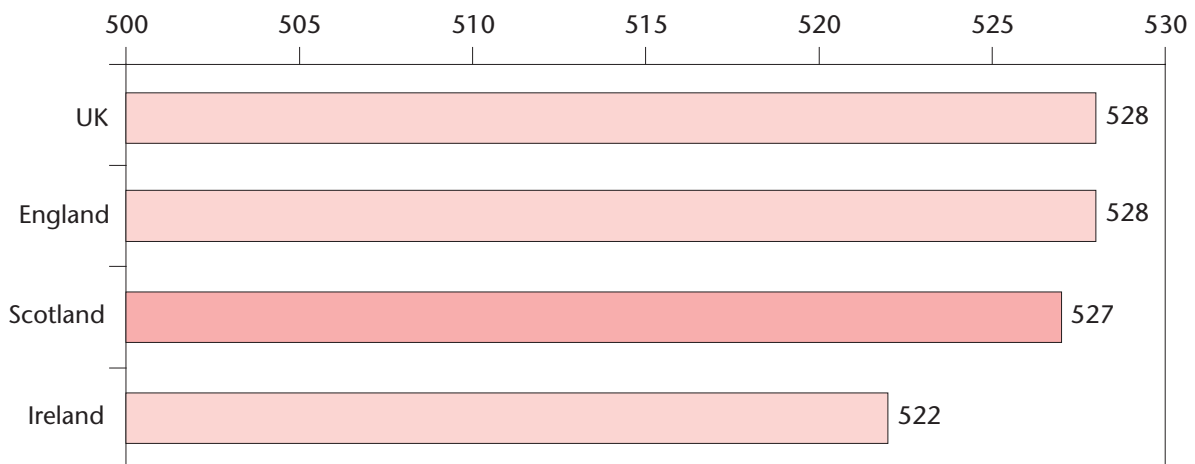
Scotland's young people are above-average performers in international tests. This high ranking suggests that the educational system performs well in ensuring basic standards of literacy.

This comparator is based on the results from standardised tests of literacy, maths and science taken by students in a number of countries at age 15, which are part of the Programme for International Student Assessment (PISA). These PISA test scores present a standardised assessment of the educational achievement of 15 year olds.

Scotland and England had very similar test scores, with Northern Ireland marginally behind (Chart 5.E).

Scotland ranked eighth among 28 countries in 2000, with an average test score of 527, one point below the UK average. Scotland outperformed Ireland which ranked ninth but was below Finland in third place.

Chart 5.E: Average PISA Scores, UK Regions, 2002



Source: Scottish Executive (2002) Programme for International Student Assessment, Scottish Report

Summary

The evidence shows that Scotland's labour quality stands favourable comparison with the world's best performing economies. The quality of the workforce is not a leading cause of Scotland's relatively low ranking in economic performance league tables. This is consistent with wider evidence from the Employers Skill Surveys undertaken in recent years, which show that recruitment difficulties arising because of weaknesses in job applicants' skills – skill shortages – are a problem on a modest scale in Scotland. The economic challenges for Scotland are described in the *Framework for Economic Development in Scotland* and *A Smart, Successful Scotland*. Whilst continuing to recognise the economic imperative for continuing investment in education and training, the evidence shows that Scotland's education and training system is generally delivering the quantity and quality of skills the economy currently requires.⁴

⁴ A similar conclusion is reached in *Measuring Scotland's Progress Towards a Smart, Successful Scotland* – see www.scotland.gov.uk/library5/enterprise/MP%20Report%202004.pdf



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