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Learning for All: Measures of Success

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Table of Contents

1. Introduction	3
2. Key points/executive summary	5
3. School leaver statistics	6
Destination of School Leavers Survey	15
Schools for Higher Education Programme	17
4. Universities in Scotland	20
Socio-economic access – entrants	20
Outcome Agreement measures	21
Protected Characteristics – entrants	22
Access and the student population	23
Rest of UK Students studying at Higher Education Institutions in Scotland	26
Articulation	27
5. Colleges in Scotland	30
Measuring activity in colleges	30
Socio-economic access	31
Protected characteristics	32
Further Education in College	36
Higher Education in College	37
6. Retention	38
Retention at HEIs in Scotland	38
Success Rates in colleges in Scotland	40
7. Attainment and Outcomes at Universities in Scotland	47
Annex A – Proportion of Students at Universities in 2013-14 by Protected Characteristics	49
Annex B – Proportion of Students in Colleges in 2013-14 by Protected Characteristics	51
Annex C – Tariff Score Scale	53
Annex D – List of SHEP Schools	55
Full list of tables and worksheets available online	58
Endnote – Scottish Index of Multiple Deprivation	59

1 Introduction

1. This is the ninth annual publication of Learning for All, the Scottish Funding Council's (SFC) strategy for widening access, and it presents statistics looking at the full student cycle. The data used to derive the statistics has been made available online.
2. The Outcome Agreement¹ framework introduced in academic year 2012-13 enabled SFC to set and monitor clear national ambitions, several of which relate to widening access. This outcome improves life chances, and aims to ensure all people in Scotland are able to access all levels of education provision that match their ambitions and abilities, and allow them to reach their full potential – irrespective of their background.
3. The focus of these national ambitions mainly involved increasing the intake at Colleges and Universities in Scotland of those from the most deprived areas, pupils from the schools for Higher Education Programme (SHEP), and growing Articulation. This is underpinned by the core principals of equality and diversity.
4. This *Learning for All: Measures of Success 2015* update publication contains data and information on a variety of areas that have a link to widening access² and participation. These include:
 - *School attainment and leaver details*
 - *Schools for Higher Education Programme (SHEP)*
 - *Socio-Economic and Scottish Index of Multiple Deprivation (SIMD) access in Universities and Colleges in Scotland*
 - *Outcome Agreement measures*
 - *Protected Characteristics*
 - *Articulation*
 - *Students from Scotland and the Rest of the United Kingdom*
 - *Retention and successful completion of courses at Universities and Colleges*
5. It is published alongside [an updated assessment from SFC](#) of how well we are doing in relation to our national access ambitions, which focuses on key areas for action. This assessment will provide a strategy and policy context for this ninth update of *Learning for All: Measures of Success 2015*.

¹ Further information on Outcome Agreements:

<http://www.sfc.ac.uk/funding/OutcomeAgreements/OutcomeAgreementsOverview.aspx>

² Further information on Widening Access: <http://www.sfc.ac.uk/FundingImpact/Access/AccessOutcome.aspx>

2 Key points/executive summary

Entrants and Student Population at Colleges and Universities in Scotland

6. The proportion of first degree entrants from socio economic groups 4 to 7 increased from 32% in 2009-10 to 34% in 2013-14.
7. The proportion of Scottish-domiciled Undergraduate Entrants to Universities from the 20% most deprived areas³ increased again between 2012-13 and 2013-14, from 13.3% in 2012-13 to 14% in 2013-14. The proportion of Scottish-domiciled Undergraduate Entrants from the 40% most deprived population also increased from 29% to 30% in the same period.
8. The number of students articulating from College to University with advanced standing increased from 3,489 in 2012-13 to 3,788 in 2013-14.
9. The proportion of entrants to Scottish Universities who were under 21 years of age rose slightly from 38.6% to 39.2% between 2012-13 and 2013-14.
10. The proportion of overall activity delivered to students from the 10% most deprived population in colleges (measured in SUMS) increased from 15.9% in 2012-13 to 16.3% in 2013-14.
11. There continues to be a gender imbalance at university, and an imbalance remains in subject areas males and females choose to study at College (at both Further and Higher Education level) and University.
12. The average tariff points score achieved by school leavers who went on to enrol on a HE programme at College or University was 664 in 2012-13. However the average points score for school leavers from the 20% most deprived areas was much lower at 277. For comparison, the average points score for school leavers from the 20% least deprived areas was 554.
13. The points scores achieved for those school pupils from the 20% most deprived areas has however increased by 28% between 2008-09 and 2012-13 which will mean that more students from these areas might meet institutions' minimum entry requirements⁴ for HE study.
14. The proportion of school leavers from SHEP schools enrolling on a HE course increased from 24% in 2012-13 to 26% in 2013-14.

Retention and success

³ See Endnote for further information on the Scottish Index of Multiple Deprivation

⁴ Entry requirements will vary depending on which course at which institution an applicant applies for

15. In 2012-13, retention rates for Scottish-domiciled Undergraduate Entrants to Scottish Universities had increased from 90.2% in 2011-12 to 91.3% in 2012-13. We have observed increases in these retention rates across most protected characteristics in that time period.
16. There has been a continual narrowing of the gap in retention rates of students from the 20% and 40% most deprived population and overall retention between 2009-10 and 2012-13.
17. In 2013-14, we have seen improvements in completion rates of courses at Scotland's colleges – especially among courses lasting a greater number of hours.

3 School leaver statistics

18. This report will predominantly focus on students at College or University from Scotland. However it is also important to consider the prior attainment of these students at secondary school. This evidence can provide a context which helps better understand the challenges faced by students, colleges and HEIs on an annual basis.
19. Colleges and Universities are not the only factors when it comes to access to further and higher education. Our school system has a key influence on the potential for access to colleges and universities. Therefore, this section looks at the attainment and destination statistics from school leavers that are of relevance to access to further and higher education in Scotland.
20. When considering an application, Colleges and Universities also use contextual data. This puts attainment in the context of the circumstances in which it has been obtained.
21. Secondary school pupils will be enrolled on qualifications that are recognised by employers, colleges and universities alike. Achievement of these qualifications allows pupils to build a points score that will often be used by colleges and HEIs to decide whether or not a pupil has done well enough to be accepted on a course at their institution. Each qualification attempted and grade achieved will add to that points score.
22. The school attainment and leaver destinations report published in June 2014 by the Scottish Government outlines the points awarded for these school

qualifications, and this is presented as Annex C⁵.

23. For example, an advanced higher at Grade A would be worth 120 points whilst the same qualification at Grade C would be worth 80 points. A higher at Grade A would be worth 72 points whilst the same qualification at Grade C would be worth 48 points. It can therefore be seen that the higher the points score, the greater the level of achievement and opportunities to progress to further study.
24. Table 1 below is an extract from the school attainment and leaver destinations report published in June. It shows that the average tariff score for S4 pupils in academic year 2012-13 was 192 and also provides a breakdown by gender and deprivation. Attainment levels were markedly different across those postcode areas considered to be the most deprived and least deprived. Those from the 10% most deprived areas achieved an average tariff score of 148 in comparison to 239 from the 10% least deprived areas. Please see the Endnote at the foot of this publication for further information on SIMD.
25. In all years from 2005-06 to 2012-13 students from the 10% least deprived areas have achieved a significantly higher points score than those from the 10% most deprived areas. However there has been a steady closing of the gap since 2009-10. In 2005-06 the least deprived students achieved an average points score that was 84% higher than pupils from the most deprived areas but this fell year on year to 61% in 2012-13.
26. Positively the gap has been closing even although pupils from the least deprived areas have increased their points score on an annual basis. Whilst the average points score from the least deprived areas increased by 6% over the period 2006-07 to 2012-13 the improvement for those from the most deprived areas was a more considerable 23%.
27. The tariff scores in table 1 are for those students completing their fourth year at school. Attainment at this level is not directly the most crucial factor in deciding whether or not the pupil will be accepted to university but it will have an influence on further qualifications that the student can enrol on at school. For example, if the student does poorly in their standard grade mathematics then it will be more difficult to study this subject at a higher level. The table has been included for this reason and also because the tariff scores for s4 should not be influenced by the stage a pupil leaves school.

⁵ It should be noted that the tariff score used within the Scottish Government June publication does differ slightly from the UCAS points scale so may not be exactly what some Universities use when reviewing applications. Not all Universities use tariff points to assess applications.

Table 1- Average tariff score of S4 pupils, by characteristic of pupil, 2012-13⁶

	2005/06 Average	2006/07 Average	2007/08 Average	2008/09 Average	2009/10 Average	2010/11 Average	2011/12 Average	2012/13 Average
All pupils	172	171	174	179	181	183	187	192
Gender								
Male	164	164	167	172	173	175	178	183
Female	180	179	182	186	189	191	196	200
Deprivation (SIMD rankings)								
Most deprived	121	120	121	124	132	135	142	148
Decile 2	136	135	137	143	145	146	151	158
Decile 3	148	146	150	153	154	158	163	167
Decile 4	159	158	162	168	169	169	175	181
Decile 5	170	169	173	179	179	181	183	189
Decile 6	179	180	183	187	191	192	195	199
Decile 7	190	189	193	197	200	197	204	207
Decile 8	199	198	201	205	204	208	209	213
Decile 9	209	207	213	215	215	217	221	224
Least deprived	223	225	227	230	231	233	236	239

* *Scottish Index of Multiple Deprivation (SIMD) rankings of pupil's home address. Data for 2011/12 and 2012/13 is based on 2012 SIMD rankings, data from 2008/09 to 2010/11 is based on the 2009 SIMD rankings, and previous years are based on the 2006 SIMD rankings*
Source: Scottish Government

28. Looking at Table 1 in more detail we can see that in all eight years there is a steady increase in the average tariff scores achieved as we move down the ten postcode bands from most deprived to least deprived. This goes some ways to illustrating the challenges faced in ensuring a more balanced level of achievement not just in schools but also later at college or university.
29. Table 2 below provides the tariff scores for pupils at the point of leaving school. It also provides these figures broken down by gender and additionally provides an overview of the proportion of these pupils who leave school into a positive destination.

⁶ This table is an extract from Table A1.6 from the Scottish Government's June 2014 Summary statistics for attainment, leaver destinations and healthy living, No.4: 2014 Edition publication. Further information on tariff scores split by disability and ethnicity and other protected characteristics can be found at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat/attainmentandleavers1213>

Table 2 - Average tariff score and percentage follow-up leaver destinations, by pupil characteristic, 2008-09 to 2012-13⁷

	Average Tariff Score						In a positive follow-up destination				
	08/09	09/10	10/11	11/12	12/13		08/09	09/10	10/11	11/12	12/13
Gender											
Male	331	346	358	377	377		83.8	83.7	86.0	88.4	88.9
Female	382	398	412	437	439		86.5	86.7	88.5	90.6	91.3
SIMD[*]											
0-20%	216	231	250	268	277		74.9	73.8	77.9	81.6	82.6
20-40%	288	309	317	337	337		81.6	82.1	83.9	86.9	87.5
40-60%	360	373	384	400	405		86.3	86.8	88.2	90.3	91.3
60-80%	423	437	444	469	467		90.9	90.2	91.9	93.1	93.5
80-100%	511	517	531	552	554		93.2	93.5	94.5	95.2	95.7

^{*} Based on 2009 SIMD⁸ for 2008/09 to 2010/11 and SIMD2012 for 2011/12 and 2012/13

Source: Scottish Government

30. Table 2 shows that those from the least deprived postcode areas achieve higher attainment levels. The differential between the most and least deprived areas has decreased with improvements larger for pupils from most deprived backgrounds. In 2008-09 pupils from the 20% most deprived postcode areas achieved an average tariff score of 216 whilst those from the 20% least deprived areas achieved 511 points. The average score of those from the least deprived areas was therefore 2.4 times greater than those from the most deprived areas. In 2012-13 the comparable figures were 277 versus 554 meaning those from the least deprived areas did twice as well as those from the most deprived areas.
31. On a positive note this once again demonstrates that the gap has been narrowing over time. We can see that whilst the average tariff scores of those from the least deprived areas increased by 8% (511 to 554) the improvement

⁷ This table is an extract from Table 8 of the Scottish Government's June 2014 Summary statistics for attainment, leaver destinations and healthy living, No.4: 2014 Edition publication. Further breakdowns by other protected characteristics can be found at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat/attainmentandleavers1213>

⁸ More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.scotland.gov.uk/Topics/Statistics/SIMD>

from the most deprived areas was markedly higher at 28% (216 to 277).

32. Table 2 again shows a pattern of increasing attainment levels for every year as we move across the postcode areas from the most to least deprived.
33. Table 2 also highlights that those from the least deprived areas are more likely to leave school and go in to positive destinations. Whilst 4.3% of the population from the least deprived areas left school into a negative destination, 17.4% of those from the most deprived areas left school into a negative destination in 2012-13. This means that four times as many students from the most deprived areas did not have a positive destination in comparison to those from the least deprived areas.
34. The Scottish Government's 'Education Outcomes for Scotland's Looked After Children'⁹ and 'Children's Social Work'¹⁰ publications provide statistics on children in care and their education outcomes including destinations on leaving school and tariff scores achieved by this group. The proportion progressing to FE or HE level study is a key challenge for both sectors.

Table 3 - Average tariff score of school leavers by follow-up destination category, 2011/12 and 2012/13¹¹

⁹ Scottish Government: Education Outcomes for Scotland's Looked After Children': <http://www.gov.scot/Publications/2014/09/6499>

¹⁰ Scottish Government: Children's Social Work Statistics <http://www.gov.scot/Topics/Statistics/Browse/Children/PubChildrenSocialWork>

¹¹ This table is an extract from Table 6 of the Scottish Government's Summary statistics for attainment, leaver destinations and healthy living, No.3: 2013 and No.4: 2014 Editions.

	Average Tariff Score 2011-12	Average Tariff Score 2012-13
Follow-up Destination		
Higher Education	664	664
Further Education	265	262
Training	136	148
Employment	323	316
Voluntary Work	518	431
Activity Agreement	73	80
Unemployed Seeking	171	170
Unemployed Not Seeking	197	171
Unknown	174	171
Positive Destinations	434	434
Negative Destinations	176	171
All Leavers	407	408

Source: Scottish Government

35. Table 3 provides a breakdown of school leaver destinations by the average tariff score achieved.
36. We can see that the average score for those leaving school to enrol on a HE programme at college or university was 664. This was over 50% more than the average tariff score for all school leavers and almost 6 times greater than the average score achieved by care leavers¹² on leaving school (116). Additional figures obtained from the Education Analytical Services Division of the Scottish Government indicate that 6.7% of leavers from the 2012-13 school leaver cohort from deprivation deciles 1 and 2 achieved an average tariff of 664 or above – the average score of those going on to HE study.
37. Perhaps more importantly if we compare tables 2 and 3 we can see a significant

June 2014: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat/attainmentandleavers1213>

June 2013: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat/attainmentandleavers1112>

¹² Scottish Government: Education Outcomes for Scotland's Looked After Children': <http://www.gov.scot/Publications/2014/09/6499>

gap between the average tariff scores achieved by those from the most deprived postcode areas and those progressing to HE level study. Those from the 20% most deprived areas achieved an average of 277 points rising to 337 for those from the 20 to 40% most deprived postcode areas. Even although those from the 20 to 40% most deprived postcode areas achieved a higher average than those from the most deprived 20% they still only achieved around half the score of those progressing to HE level study.

38. Tariff scores will of course be lower if student leave after s4 which is more likely for those from the deprived areas but HE level courses tend to have strict entry requirements and these statistics clearly show that students from the more deprived areas are less likely to meet these requirements in comparison to those from the least deprived postcode areas.
39. Table 4 below provides a more detailed overview of the destination of school leavers for 2012-13 broken down by those from the most to least deprived postcode areas. We can see that whilst only 18% of those from the most deprived areas left school and enrolled on a HE course (includes HE courses at college or university) the figure for those from the least deprived areas is much higher at 61%. Therefore students from the least deprived areas are three times more likely to leave school and enrol on a HE course than those from the most deprived areas.

Table 4: Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and 2012 SIMD Decile, 2012-13¹³

Destination	SIMD 2012 Decile										Total
	Most Deprived					Least Deprived					
	1	2	3	4	5	6	7	8	9	10	
Higher Education	18.1	22.3	24.2	29.4	33.1	37.7	41.7	45.8	52.4	61.0	36.4
Further Education	31.9	32.6	31.7	27.9	25.7	23.0	21.0	19.8	17.1	13.6	24.5
Training	6.6	4.8	5.2	3.9	3.0	2.5	1.8	1.6	1.3	1.0	3.2
Employment	22.3	22.1	23.6	26.4	27.3	27.4	27.0	26.3	23.6	20.0	24.7
Voluntary Work	0.4	0.3	0.3	0.3	0.4	0.6	0.6	0.4	0.6	0.6	0.5
Activity Agreement	1.9	1.9	1.1	1.0	1.1	0.9	0.6	0.4	0.2	0.2	0.9
Unemployed Seeking	15.4	12.8	11.4	8.6	7.4	6.3	5.4	4.6	3.5	2.8	7.9
Unemployed Not Seeking	2.6	2.6	2.1	2.3	1.8	1.3	1.5	1.0	1.2	0.7	1.7
Unknown	0.8	0.6	0.4	0.3	0.2	0.3	0.3	0.2	0.2	0.1	0.3
Positive Destinations	81.2	84.0	86.1	88.8	90.6	92.1	92.8	94.2	95.2	96.4	90.1
Total Leavers (=100%)	5,538	5,146	4,989	5,187	5,344	5,181	5,530	5,283	5,396	4,681	52,275

1. Percentages may not total 100 per cent due to rounding.

2. This table only includes leavers with a robust match to the Pupil Census.

3. It is based on the SIMD of the leaver, but if this is not known the SIMD of the school is used.

Source: Scottish Government

¹³ This table is an extract from Table L2.2 of the Scottish Government's June 2014 Summary statistics for attainment, leaver destinations and healthy living, No.4: 2014 Edition publication: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat/attainmentandleavers1213>

40. Table 4 shows an improvement in the proportion of students enrolling on a HE course on leaving school on each deprivation decile from the most deprived to least deprived areas. This is in line with our finding on increasing tariff scores across the postcode bands in tables 2 and 3.
41. We should however bear in mind that statistics presented in tables 2 and 3 both demonstrate that students from these deprived areas have improved their average tariff scores and as a result we should expect to see more students from these areas meet the entrance requirements to access HE level study.
42. Tables 28a and 28b ([available online](#)) show the proportion of secondary school pupils staying on for S5 and S6 broken down by SIMD background by quintile and decile.

Destinations of School Leavers Survey

Table 5a: Destination of leavers from publicly-funded schools in Scotland, 2003-04 to 2013-14

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total school leavers	56,537	55,952	56,619	57,364	58,791	53,532	54,097	54,073	50,892	52,801	51,876
Men	29,221	28,170	28,845	29,354	29,705	27,061	27,297	27,391	25,699	26,867	26,283
Women	27,316	27,782	27,774	28,010	29,086	26,471	26,800	26,682	25,193	25,934	25,593
HE	29%	31%	30%	30%	31%	35%	36%	36%	37%	37%	39%
FE	21%	21%	23%	23%	25%	27%	27%	27%	27%	27%	26%
Training	5%	5%	5%	5%	5%	5%	5%	6%	5%	5%	4%
Employment	25%	27%	26%	28%	25%	18%	19%	19%	20%	20%	22%
Unemployed (seeking work or training)	13%	10%	11%	11%	11%	12%	11%	10%	8%	7%	6%
Unemployed (not seeking work or training)	3%	3%	2%	2%	2%	2%	2%	1%	1%	1%	1%
Voluntary Work	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Activity Agreements	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%
Not known	4%	3%	2%	1%	1%	1%	1%	0%	0%	0%	0%

Percentages may not total 100% due to rounding

Source: Skills Development Scotland

43. Table 5a, above, shows the destinations of school leavers between 2003-04 and 2013-14. Across this 11 year time period, the proportion of school leavers going on to Higher Education at either College or University has increased substantially from 29% to 39%. Additionally, there has been an increase in proportion of school leavers going on to Further Education in the same time period from 21% to 26%. Combined we can see that the proportion of school leavers progressing to college or HEIs has increased from 50% in 2003-04 to 65% in 2013-14.
44. Table 5b, below, provides a further breakdown of the proportion of school leavers in 2013-14. Of the 20,012 going on to Higher Education, 13,456 entered Higher Education courses at Universities, whilst 6,077 entered Higher Education courses at Colleges. Meanwhile, 479 entered Higher Education courses elsewhere in the United Kingdom.

Table 5b - Percentage of School Leavers by Initial Destination 2013-14

Total school leavers	Count of HE (university)	Count of HE (Colleges)	Count of HE (Other)
51,876	13,456	6,077	479
100%	25.9%	11.7%	0.9%

Source: Skills Development Scotland

45. Further information on Participation Rates for to Higher Education in Scotland can be found in our [Higher Education Students and Qualifiers Publication](#).

Schools for Higher Education Programme

46. The Schools for Higher Education Programme (SHEP) works with schools which have low rates of progression to Higher Education at College or University. In this instance, we class low progression as 22% or less of school leavers progressing to Higher Education. In order to identify the schools that are engaged in the programme, school progression was calculated as an average over 3-5 years.
47. Table 5d, below, compares those schools with the lowest progression rates on an annual basis (which can differ from year to year) and compares it against the schools which the SHEP programme works with.
48. Table 5d indicates that there has been an increase in the number of SHEP schools in 2013-14, and consequently, an increase in the number of school leavers from SHEP schools. The proportion of school leavers from SHEP schools going on to Higher Education has also increased from 24% in 2012-13 to 26% in 2013-14. Table 5a in comparison shows that 39% of school leavers from publicly funded schools progressed to HE study in 2013-14

Table 5d(i): Number of school leavers and percentage going into HE in 2013-14 from lowest progression to HE and SHEP target schools

SHEP area	School leavers in 2013-14 schools with lowest progression to HE		Number of schools	Schools leavers in 2013-14 SHEP target schools into HE		Number of schools
	number of leavers	% progressing to HE		number of leavers	% progressing to HE	
Fife and Tayside	720	18	5	1,918	25	14
North	1,205	19	12	1,051	26	10
South East	589	17	7	2,351	27	19
West	1,047	18	11	4,723	27	37
TOTAL	3,561	18	35	10,043	26	80

Source: Skills Development Scotland

Table 5d(ii): Number of school leavers and percentage going into HE by 2012-13 lowest progression to HE and SHEP target schools

SHEP area	School leavers in 2012-13 schools with lowest progression to HE		Number of schools	Schools leavers in 2012-13 SHEP target schools into HE		Number of schools
	<i>number of leavers</i>	<i>% progressing to HE</i>		<i>number of leavers</i>	<i>% progressing to HE</i>	
Fife and Tayside	504	15	6	1,875	25	14
North	1,410	17	12	1,130	26	10
South East	1,404	16	11	2,572	22	19
West	1,309	20	13	3,768	23	30
TOTAL	4,627	17	42	9,345	24	73

Source: Skills Development Scotland

49. Annex D contains a list of SHEP schools for 2013-14.

4. Universities in Scotland

Socio-economic access-entrants

50. The National Records of Scotland publish Socio-Economic Classification statistics on their website.¹⁴ These figures have been compiled from 2011 Census data which included questions regarding occupation. When applying to a UK HEI, Students are asked to give the occupation of their parent, step-parent or guardian who earns the most, if they are under 21. If they are 21 or over, they are asked for their own occupation. Table 6a shows the proportion of entrants to Scottish HEIs from Socio-Economic Classifications 4-7¹⁵.
51. Table 6a provides an overview of Scottish-domiciled entrants to the 19 Universities¹⁶ in Scotland.

Headcount

Table 6a- Proportion of Scottish Domiciled Entrants from Socio-Economic Classification (SEC) 4 to 7, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Total Entrants	75,611	68,795	62,456	63,615	63,342
% students with a known SEC from SEC 4,5,6,7	32.1	33.1	33.2	33.0	34.2
% FTE with a known SEC from SEC 4,5,6,7¹⁷	32.0	33.0	33.0	32.9	34.1

Source: Scottish Funding Council, HESA

52. We have also seen an increase in entrants from SEC 4 to 7.
53. Table 6 [online](#) shows these measures broken down by institution. It shows that there has been a drop in headcount at all levels of study, which is attributable to a drop in postgraduate and other HE-level courses rather than first-degree entrants.

¹⁴ www.gro-scotland.gov.uk/files/stan029-042.xls - tab 042 contains the Socio Economic Classification of the Scottish Population.

¹⁵ Socio-Economic Classifications:

https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnl=12051&href=a^_^SEC.html

¹⁶ We use the term 'Universities' in this report to refer to Scotland's Universities and Higher Education Institutions (HEIs) which together represent the University sector.

¹⁷ First Degree entrants only

Outcome Agreement measures – Undergraduate headcount and Schools for Higher Education Programme (SHEP) school entrants

54. From academic session 2012-13, SFC negotiated Outcome Agreements with Universities and Colleges in Scotland. As part of this process, a National Performance Framework was introduced by SFC to help measure and assess the impact of Outcome Agreements across a range of key priority areas. Further information on Outcome Agreements can be found on the SFC website¹⁸.
55. In Table 7, we can see that, since the introduction of Outcome Agreements (2012-13), we have observed an increase in the proportion of Scottish Domiciled Undergraduate Entrants (SDUEs) from the 20% most deprived areas from 12.8% in 2011-12 to 14% in 2013-14. We have also seen an increase in the proportion of SDUEs from the 40% most deprived areas from 28.6% in 2011-12 to 30% in 2013-14.

Table 7– Selected Outcome Agreement Indicators – proportion of Scottish Domiciled Undergraduate Entrants¹⁹ from the most deprived areas²⁰ and from SHEP schools, 2011-12 to 2013-14

	% from 20% most deprived	% from 20 to 40% most deprived	% from 40% most deprived	% from a SHEP school
2011-12	12.8%	15.8%	28.6%	4.3%
2012-13	13.3%	15.8%	29.0%	4.5%
2013-14	14.0%	16.0%	30.0%	4.8%

Source: SFC

Please note that the 40% most deprived areas comprises the 0-40% most deprived areas, i.e. the 0% to 20% most deprived areas plus the 20% to 40% most deprived areas

¹⁸ University Outcome Agreement Information:

<http://www.sfc.ac.uk/guidance/outcomeagreements/UniversityOAGuidance.aspx>

¹⁹ An Entrant is defined as being a Scottish Domiciled Undergraduate Entrant. Undergraduate includes First Degree study or an HNC/HND/Certificate or Diploma of Higher Education. For further information please see SFC's Outcome Agreement Technical Guidance:

<http://www.sfc.ac.uk/guidance/outcomeagreements/UniversityOAGuidance.aspx>

²⁰ See Endnote

Protected Characteristics – entrants

56. Table 8, below, illustrates the proportion of Scottish domiciled entrants with a declared disability, the proportion which are black and minority ethnic (BME) students, males and females, and young (under 21) and mature (21 and over) students between 2009-10 and 2013-14.
57. It should be noted that, in 2012-13, HESA changed the way gender was recorded and introduced the category of ‘Other’ as an option for students to record their gender identify. Due to the relatively small numbers and for continuity the percentage figure for students recording their gender as ‘other’ have not been shown in tables in this report, so therefore the sum of Male and Female in 2012-13 does not add up to 100%.

Table 8 – proportion of Scottish domiciled entrants (to all levels of study) by protected characteristics

	% with a disability	% Black Minority Ethnic	% Male	% Female	% Young	% Mature
2009-10	8.2	5.3	38.8	61.2	34.0	66.0
2010-11	8.1	5.5	39.8	60.2	35.7	64.3
2011-12	8.3	5.8	39.7	60.3	39.7	60.3
2012-13	9.3	6.2	39.5	60.1	38.6	61.4
2013-14	9.7	6.4	39.6	60.4	39.2	60.8

Source: Scottish Funding Council

58. There has been an increase in entrants (at all levels of study) with a declared disability from 8.1% in 2010-11 to 9.7% in 2013-14. We have also observed an increase in the proportion of BME entrants, which has increased continually from 5.3% in 2009-10 to 6.4% in 2013-14. In the same time period, there has been an increase in the proportion of entrants aged under 21 from 34% to 39%, and a marginal narrowing of the gender gap although females do still heavily outnumber males. As can be seen from Table 8b (online), the gender balance differs substantially when analysed at subject level. In 2013-14, a sizeable majority of entrants to ‘Subjects allied to Medicine’, ‘Education’, ‘European Language, Literature and Related Subjects’ and ‘Social Studies’ were Female. Meanwhile, the majority of entrants to ‘Engineering’, ‘Technologies’ and ‘Architecture, Building and Planning’ were Male in 2013-14.
59. It should be noted that the increase in proportion of students with a declared disability may in part be attributable to an improvement in reporting, with HESA changing the definitions of disability, and reductions in the number of students with unknown disability statuses.

60. Tables 8a and 8b [online](#) break down these statistics by institution and subject respectively.
61. Table 9, below, shows the same data as Table 8 but expressed as full-time equivalent (FTE) rather than headcount.

Table 9: Proportion of FTEs for Scottish domiciled entrants by protected characteristics

	% with a disability	% Black Minority Ethnic	% Male	% Female	% Young	% Mature
2009-10	8.3	6.2	41.6	58.4	47.3	52.7
2010-11	8.4	6.3	42.0	58.0	49.1	50.9
2011-12	8.7	6.6	42.3	57.7	51.6	48.4
2012-13	9.7	6.9	41.9	58.0	51.4	48.6
2013-14	10.3	7.2	42.1	57.9	50.9	49.1

Source: Scottish Funding Council

62. As in Table 8, we can observe increases in the proportion of disabled and BME students. The FTE statistics meanwhile show that the proportion of young and mature students are much closer when expressed in FTE rather than headcount, which would indicate that more mature students study on a part-time basis.
63. Table 9b (within table 9) [online](#) outlines entrants to 20 different subject groupings by protected characteristic. In some subject areas, there is a significant gender imbalance among Scottish-domiciled entrants.
64. ‘Physical Sciences’, ‘Mathematical and Computer Sciences’, ‘Engineering’, ‘Technologies’ and ‘Architecture, Building and Planning’ were male-dominated in 2013-14, whilst ‘Subjects allied to medicine’ and ‘Education’ continued to be female-dominated.

Access and the student population

65. Table 10, below, looks at the entire Scottish-domiciled student population at HEIs in Scotland rather than solely entrants as in previous tables.
66. Similar to the analysis of entrants above, we can see that the proportion of Scottish domiciled students of Black and Minority Ethnic groups has increased from 5.3% in 2009-10 to 6.4% in 2013-14. The proportion of students who are young (i.e. those aged under 21) has risen from 34% in 2009-10 to 37.4% in

2013-14.

67. For the first time, HESA²¹ have collected data on Care Leavers in 2013-14. From this, there were 266 known care leavers in the University sector in 2013-14. There were 935 young people in Scotland who were looked after at any point during 2012-13 and who left school during that academic year.

²¹ HESA Care Leaver information:

https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnl=13051&href=a%5e_%5eCARELEAVER.html

Table 10 – Proportion of student population at Scottish HE institutions by headcount by protected characteristics, Scottish Domiciled Students 2009-10 to 2013-14

	Gender		Ethnicity		Age		Disability		All Students	
	% Male	% Female	% White	% BME	% Young	% Mature	% with a disability	% no disability	% from 20% most deprived	% from 40% most deprived
2009-10	39.7	60.3	94.7	5.3	34.0	66.0	8.8	91.2	11.6	27.2
2010-11	40.4	59.6	94.5	5.5	34.7	65.3	9.0	91.0	11.4	26.9
2011-12	40.4	59.6	94.3	5.7	35.8	64.2	9.4	90.6	11.5	26.9
2012-13	40.5	59.4	94.0	6.0	36.7	63.3	10.2	89.8	11.9	27.4
2013-14	40.6	59.4	93.6	6.4	37.4	62.6	10.7	89.3	12.1	27.5

Source: HESA

Rest of UK students studying at Higher Education Institutions in Scotland

68. The Scottish Government de-regulated tuition fees for Rest of UK students (RUK) from 2012-13 and as a result SFC does not fund Scottish HEIs for RUK student places. RUK students can continue to attend Scottish HEIs but they must pay their own tuition fees. The funding allocations circular²² published by SFC in 2012-13 provides further detail of these changes.
69. This section considers trends in student headcount among students domiciled in England, Wales and Northern Ireland (i.e. RUK students) studying at Scottish HEIs. Table 11, below, shows that RUK student headcount numbers have fallen from 2012-13 onwards.

Table 11 – RUK student population at Scottish HEIs by protected characteristics

	Total	% with a disability	% Black Minority Ethnic	% Male	% Female
2009-10	29,809	9.5	12.9	48.6	51.4
2010-11	30,397	9.9	14.0	48.3	51.7
2011-12	30,258	10.0	14.2	47.7	52.3
2012-13	29,808	10.7	14.5	47.2	52.8
2013-14	28,787	11.5	13.8	46.1	53.9

Source: Scottish Funding Council

70. Table 11 shows that 13.8% of RUK students at Scottish HEIs were BME students. This compares with the equivalent figure of 6.4% for Scottish domiciled students as shown in Table 10. However it should be noted that, according to the Census in 2011²³, the Scottish BME population was 4%, whilst the England and Wales equivalent was 14%. Therefore, the proportion of BME Scottish-domiciled students is greater than the BME population of Scotland, whilst the proportion of BME RUK students is broadly reflective of the England and Wales BME proportion of population.
71. In 2013-14 there was a greater proportion of RUK students with a known disability (11.5%) compared with the proportion of Scottish-domiciled students with a known disability (10.7%) in that academic year. Both figures are steadily

²² SFC Funding Allocations Circular 2012-13

http://www.sfc.ac.uk/web/FILES/Circulars_SFC052012/SFC0512.pdf

²³ ONS Census 2011: <http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-327143> Scotland's Census 2011: <http://www.scotlandscensus.gov.uk/>

increasing, although this may be explained in part by improved disability data.

72. A greater proportion of RUK students (46.1%) were male in 2013-14 than the equivalent figure for Scottish students that academic year (40.6%), although the male proportion of Scottish students has steadily increased between 2009-10 and 2013-14.
73. RUK students are more likely to be full-time given they will travel to study in Scotland.
74. Table 11 ([online](#)) also shows these statistics by institution.

Articulation

75. Table 12, below, shows the number of Scottish-domiciled entrants to universities possessing an HNC/D entering into first-degree qualifications with either Advanced Standing (full credit) or Advanced Progression (partial credit).

Table 12: Articulation by region (1) showing advanced standing (full credit) and advanced progression (partial credit), 2009-10 to 2013-14

	2009-10		2010-11		2011-12		2012-13		2013-14	
	Advanced Standing	Advanced Progression	Advanced Standing	Advanced Progression	Advanced Standing	Advanced Progression	Advanced Standing	Advanced Progression	Advanced Standing	Advanced Progression
North	298	94	299	71	316	72	398	80	452	57
Fife and Tayside	197	94	293	126	229	92	199	112	293	80
West	1,559	297	1,660	241	1,646	251	1,965	313	2,068	185
South East	730	261	660	253	771	220	828	213	823	188
Other	49	5	45	3	57	6	79	11	152	23
TOTAL	2,833	751	2,957	694	3,019	641	3,469	729	3,788	533
Proportion Articulating with Advanced Standing	44.7%		46.2%		46.0%		48.3%		49.4%	

Source: National Articulation Database

76. The National Articulation Database is created by linking the existing College and HEI annual statistical returns, provided by SFC and HESA respectively, with student qualification data provided by SQA. This database is used to report on those students progressing from college with an HNC/D to university undergraduate programmes with Advanced Standing – where full credit is given for prior study at either Higher National Certificate/Diploma Advanced Progression - where partial credit is given for the prior study at HN level, or Progression – where no credit is given for prior study at HN level.
77. Table 12 shows that the number of Scottish-domiciled entrants to HEIs with an HNC/D entering with Advanced Standing increasing from 3,469 in 2012-13 to 3,788 in 2013-14.

5 Colleges in Scotland

78. As with the University sector, from academic session 2012-13, SFC negotiated Outcome Agreements with Universities and Colleges in Scotland. As part of this process, a National Performance Framework was introduced by SFC to help measure and assess the impact of Outcome Agreements across a range of key priority areas. Further information on Outcome Agreements can be found on the SFC website²⁴.
79. Colleges have been funded on a regional basis since 2012-13 and Outcome Agreements are also set at regional²⁵ levels. Information on individual colleges can be found in SFC's INFACT²⁶ database. Annex B shows the proportion of students at College in Scotland by a variety of protected characteristics.

Measuring activity in colleges

80. In this publication, we make use of several metrics in measuring student activity. Below is a guide to the different ways of measuring student activity in colleges.
81. **Headcount (students)** – this is a count of individual students. The headcount figure enables a comparison with known Scotland population totals, where applicable, to give an idea of the level of participation amongst different cohorts of the population.
82. **Enrolments** – each time an individual engages on a new programme of study, they are counted as an enrolment. There are various reasons why a student may enrol on more than one programme of study such as progression from an introductory course to a higher level of study, or to widen their skillset in order to help improve their employment prospects. For this reason, the number of enrolments is usually greater than the headcount.
83. **Student Units of Measurement (SUMs)** – 1 SUM is equal to 40 hours of learning
84. **Weighted SUMS (WSUMs)** – WSUMs are derived by multiplying the SUM figure

²⁴ SFC College Outcome Agreement information:

<http://www.sfc.ac.uk/guidance/outcomeagreements/CollegeOAGuidance.aspx>

²⁵ Information on College Mergers: <http://www.collegesscotland.ac.uk/colleges-scotland-about-us/college-mergers>

²⁶ INFACT database:

http://www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx

by the ‘weight’ – that is, the relative cost to a college of delivering different subjects. SFC plan to replace WSUMs as a method of funding provision at Scotland’s Colleges with Credits in 2015-16 – further information on this can be found in SFC’s Simplified Approach to College Funding circular²⁷.

85. **Full-time equivalent (FTE)** – All full-time students count as one FTE. For part-time students, FTE is based on the number of SUMs delivered to them. For further information on this please refer to the SFC Baseline Report for 2013-14²⁸.

Socio-economic access

86. Table 13 shows the student population at Scotland’s Colleges across both Further and Higher Education²⁹ from SIMD10, SIMD20 and SIMD40 areas³⁰. This is presented in SUMs delivered, proportion of students (headcount) and proportion of FTE.

Table 13 - Proportion of SUMs delivered, students and FTEs by deprivation 2009-10 to 2013-14

	Proportion of SUMs delivered			Proportion of Students			Proportion of FTEs		
	10% most deprived	20% most deprived	40% most deprived	10% most deprived	20% most deprived	40% most deprived	10% most deprived	20% most deprived	40% most deprived
2009-10	15.7%	28.8%	51.2%	13.6%	25.1%	46.1%	15.0%	27.6%	49.2%
2010-11	15.9%	29.3%	52.1%	14.0%	25.7%	46.9%	15.3%	28.1%	50.1%
2011-12	15.8%	29.4%	52.5%	14.9%	27.1%	48.5%	15.0%	27.9%	49.9%
2012-13	15.9%	29.6%	52.6%	15.4%	27.9%	49.2%	15.1%	28.0%	49.7%
2013-14	16.3%	30.4%	53.5%	15.8%	28.6%	50.1%	15.5%	28.9%	50.8%

Source: Scottish Funding Council

87. The proportion of SUMs delivered to students from a SIMD10 area increased

²⁷ Simplified Approach to Funding:

http://www.sfc.ac.uk/web/FILES/Funding/A_simplified_approach_to_college_funding.pdf

²⁸ SFC Baseline Report 2013-14:

<http://www.sfc.ac.uk/communications/Statisticalpublications/2015/SFCST012015.aspx>

²⁹ Further Education is defined as study at SCQF levels 1-6, whilst Higher Education is defined as study at SCQF levels 7 or above. Further information on the Scottish Credit and Qualifications Framework can be found here:

<http://www.scqf.org.uk/framework-diagram/Framework.htm>

³⁰ Please refer to the Endnote regarding SIMD

from 15.9% in 2012-13 to 16.3% in 2013-14. We have also seen increases in volume of activity delivered to students from the 20% and 40% most deprived areas. This trend is also reflected in the headcount measure and also FTEs.

Protected Characteristics

88. Table 14, below, shows the student population in full-time further and higher education courses at Scotland's Colleges broken down by age, as a proportion of all college activity delivered, and across all modes of study.

Table 14 – Proportion of full-time students at college by age group split by headcount, SUMs delivered and FTE 2009-10 to 2013-14

Proportion of all students in college who are full-time						
	under 16	16 to 19	20 to 24	25 and over	Proportion Full Time	Total Students (Full and Part Time)
2013-14	0.2%	17.7%	8.0%	7.6%	33.5%	238,399
2012-13	0.3%	17.8%	7.8%	6.9%	32.8%	238,805
2011-12	0.2%	17.0%	7.4%	6.7%	31.3%	257,913
2010-11	0.2%	14.1%	6.0%	5.6%	26.0%	305,969
2009-10	0.2%	12.3%	4.8%	4.7%	22.1%	347,336
Proportion of all SUMS delivered to full-time students in college by age band						
	under 16	16 to 19	20 to 24	25 and over	Proportion Full Time	Total SUMS (Full and Part Time)
2013-14	0.5%	39.6%	16.7%	16.3%	73.2%	1,912,161
2012-13	0.6%	40.6%	16.7%	15.3%	73.1%	1,844,145
2011-12	0.6%	40.8%	16.1%	15.0%	72.5%	1,957,886
2010-11	0.7%	38.1%	14.4%	14.1%	67.2%	2,069,796
2009-10	0.7%	37.3%	13.3%	13.4%	64.8%	2,085,761
Proportion of all FTEs for full time students at college by age band						
	under 16	16 to 19	20 to 24	25 and over	Proportion Full Time	Total FTE (Full and Part Time)
2013-14	0.5%	35.1%	15.6%	14.9%	66.1%	132,942
2012-13	0.5%	35.5%	15.3%	13.8%	65.1%	131,421
2011-12	0.5%	36.6%	15.4%	14.1%	66.7%	133,199
2010-11	0.6%	35.4%	14.7%	14.0%	64.7%	134,547
2009-10	0.6%	34.6%	13.2%	13.1%	61.6%	134,918

**FTE figures above differ from those presented in our Baseline Report as they include students not funded by SFC. Figures presented in this publication include all students irrespective of the source of funding for their course.*

Source: Scottish Funding Council (SFC)

89. In Table 14, above, it can be seen that the proportion of overall headcount taken up by full-time students has increased from 2009-10 to 2013-14. This is because colleges were directed to prioritise more substantive courses designed to improve student's employment prospects, and reduce the number of students enrolled on leisure programmes or very short programmes of study (less than 10 hours in length) unlikely to lead to employment or further study.
90. In 2013-14, there was a small increase in the proportion of SUMS delivered to full time students over 25, with a similarly small reduction in activity delivered to 16 to 19 year olds.
91. For the first time, SFC have collected data from Colleges on the Care Leaver status of students. In 2013-14, it is estimated that the headcount of known care leavers was 598. Further information can be found in SFC's Further Education Statistics guidance³¹.
92. Table 15, below, shows the proportion of students of all levels of study (FE and HE) by protected characteristic. This is expressed in Full-time Equivalents.

³¹ SFC Further Education Statistics Guidance:
http://www.sfc.ac.uk/guidance/SubmittingStatisticalInformation/FE_statistical_data/Data2013-14/fes_1314.aspx

Table 15: Proportion of FTE at colleges by protected characteristics 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Male	47.6%	48.3%	48.5%	49.1%	49.1%
Female	52.4%	51.7%	51.5%	50.9%	50.9%
White	93.5%	93.1%	93.4%	93.8%	94.0%
BME	6.5%	6.9%	6.6%	6.2%	6.0%
Under 16	4.2%	4.1%	3.1%	2.5%	2.3%
16 to 19	45.2%	45.1%	46.0%	46.6%	45.5%
20 to 24	18.8%	20.1%	20.8%	21.3%	21.9%
25+	31.8%	30.7%	30.1%	29.6%	30.3%
Disability	15.1%	15.6%	16.6%	17.3%	16.5%
No known disability	84.9%	84.4%	83.4%	82.7%	83.5%
10% most deprived	15.7%	15.9%	15.8%	16.0%	16.2%
20% most deprived	29.0%	29.3%	29.5%	29.7%	30.3%
40% most deprived	51.7%	52.2%	52.7%	52.7%	53.2%

Source: Scottish Funding Council

93. Table 15 shows that the gender balance has remained broadly constant between 2012-13 and 2013-14, having narrowed in the preceding years. We have seen increases in the proportion of FTE from the 10, 20 and 40% most deprived areas between 2009-10 and 2013-14. There has been a marginal drop in proportion of BME and disabled students in 2013-14, compared with 2012-13.
94. Table 15a (within table 15) [online](#) shows trends by college region. At this sub-national level we can see quite wide variations in recruitment patterns by age, disability, BME, gender and deprivation. With regard to BME recruitment, we see a large disparity with recruitment in Edinburgh and Glasgow regions. Given the greater relative population of people from BME backgrounds in Glasgow and Edinburgh, greater levels of BME students in these regions is perhaps unsurprising.
95. Table 15b ([within table 15](#)) also shows trends by 18 subject groups for both HE and FE. Construction, Transport and Computing were particularly male-dominated in 2013-14, whilst Health, Social Work and Office and Secretarial courses were female-dominated in 2013-14.

Further Education in college

96. Table 16 below looks at access statistics concerning only those studying at Further Education level at Colleges in Scotland, by Full-time Equivalent. Table 16a and 16b ([online](#)) break these figures down by region and subject respectively.

Table 16: Proportion of FTE on Further Education courses in colleges by protected characteristics 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Male	46.8	47.5	48.1	49.0	49.5
Female	53.2	52.5	51.9	51.0	50.5
White	94.0	94.1	94.2	94.3	94.2
BME	6.0	5.9	5.8	5.7	5.8
Under 16	5.8	5.8	4.4	3.6	3.3
16 to 19	47.2	48.0	48.4	49.1	47.8
20 to 24	15.4	16.0	17.2	17.8	18.4
25+	31.6	30.2	30.0	29.5	30.6
Disability	16.9	17.8	18.7	19.6	16.3
No known disability	83.1	82.2	81.3	80.4	83.7
10% most deprived	17.0	17.2	17.1	17.3	17.6
20% most deprived	30.8	31.4	31.5	31.8	32.6
40% most deprived	54.0	54.7	55.2	55.3	56.1

Source: Scottish Funding Council

Higher Education in College

97. Table 17 below looks at access statistics concerning only those studying at Higher Education level at Colleges in Scotland, by Full-time Equivalent. Table 17a and 17b ([online](#)) break these figures down by region and subject respectively.

Table 17: Proportion of FTE on Higher Education courses in colleges by protected characteristics 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Male	49.7	50.0	49.4	49.1	48.3
Female	50.3	50.0	50.6	50.9	51.7
White	92.1	90.9	91.5	92.8	93.5
BME	7.9	9.1	8.5	7.2	6.5
Under 16	0.0	0.0	0.0	0.0	0.0
16 to 19	39.9	38.5	40.3	41.0	40.3
20 to 24	27.7	29.6	29.1	29.3	29.9
25+	32.4	32.0	30.6	29.8	29.8
Disability	10.5	10.6	11.7	12.3	10.0
No known disability	89.5	89.4	88.3	87.7	90.0
10% most deprived	12.5	12.9	13.0	12.9	13.1
20% most deprived	24.5	24.4	24.8	24.8	25.1
40% most deprived	45.7	46.5	46.9	46.9	46.7

Source: Scottish Funding Council

6 Retention

Retention at HEIs in Scotland

98. This section looks at retention rates at Universities in Scotland between 2009-10 and 2012-13. Table 18 (below) shows retention rates for Scottish-domiciled full-time entrants to First Degree courses.

Table 18: Retention³² rates for Scottish- domiciled First Degree full-time students 2009-10 to 2012-13

	2009-10	2010-11	2011-12	2012-13
Total Retention	89.7%	89.5%	90.2%	91.3%
Male	87.9%	88.0%	88.6%	89.9%
Female	91.1%	90.7%	91.4%	92.4%
White	90.0%	89.8%	90.6%	91.4%
BME	89.2%	89.8%	91.1%	90.3%
21 and under	91.0%	90.9%	91.1%	92.3%
over 21	84.8%	85.0%	87.1%	87.6%
Disability	88.9%	88.9%	89.3%	90.2%
No known disability	89.9%	89.7%	90.3%	91.4%
20% most deprived	84.0%	84.8%	85.5%	87.3%
40% most deprived	86.2%	86.0%	86.6%	88.1%

Source: Scottish Funding Council

99. The academic years presented in table 18 relate to the year in which the student was retained. For example, students retained in 2012-13 entered in 2011-12.

100. Amongst students from the 20% most deprived areas, we have seen a continual increase in retention rates from 84% in 2009-10 to 87.3% in 2012-13. There has also been an increase in retention rates amongst those from the 40% most

³² The number of Scottish-domiciled full-time undergraduate entrants who are continuing into the next year or who qualified at the same HEI e.g. Table 13 shows the retention rates in 2012-13 for those entering in 2011-12.

An undergraduate is defined as a student undertaking a first degree

An entrant is a student deemed to have started their instance in the academic year. A student may have previously attended the institution but is still considered an entrant if they are starting a new instance of study.

deprived³³ areas from 86.2% in 2009-10 to 88.1% in 2012-13.

101. Whilst these retention rates have increased, they do remain below the total retention rate for the sector in 2012-13, which has increased to 91.3% in 2012-13. Table 18a ([online](#)) shows these retention rates broken down by institution, and indicates that Edinburgh Napier University, Glasgow Caledonian University, Queen Margaret University, University of Stirling and University of Strathclyde show retention rates for students from the 20% and 40% most deprived areas that are close to or in excess of the institution's' retention rate as a whole.
102. Table 18b ([online](#)) also shows retention at Scotland's HEIs broken down by 20 subject groupings.

³³ This relates to the 0-40% most deprived population

Success Rates by Protected Characteristics in Colleges

103. The College Performance Indicators for the 2013-14 academic session³⁴ were published by SFC in January 2015 and contain data on retention and successful completion for students from a range of access criteria including age, gender and disability. The results for colleges are not comparable with those shown for HEIs for a number of reasons not least the length of course, student characteristics and qualification aim.

Further Education in College

104. Table 19, below, show enrolments on recognised qualifications to Further Education-level courses in colleges for part-time students, broken down by the number of hours the course lasts. It shows that students enrolled on shorter programmes are more likely to complete their studies irrespective of the result. This is in line with expectation, as a student enrolled on a course lasting 2 hours over 1 study visit to the College offers less opportunity for withdrawing before the end date than a course requiring attendance 3 days per week over 36 weeks.

³⁴ College Performance Indicators Publication:
<http://www.sfc.ac.uk/communications/Statisticalpublications/2015/SFCST022015.aspx>

Table 19 – Enrolments to Part-time recognised FE Qualifications, 2011-12 to 2013-14

		% Completed Success	Completed Successful	% Completed Partial Success	Completed partial success	Further Withdrawal	Early withdrawal
2011-12	under 10 hours	96.4%	8,471	99.7%	287	14	16
	10 up to 40 hours	87.6%	10,100	97.3%	1,123	218	89
	40 up to 80 hours	78.6%	14,014	91.2%	2,229	993	584
	80 up to 160 hours	77.2%	17,622	91.9%	3,374	1,145	700
	160 up to 320 hours	73.6%	16,652	86.5%	2,940	2,037	1,009
	320 hours up to FT	71.8%	10,179	84.1%	1,753	1,412	840
2012-13	under 10 hours	96.2%	6,873	99.9%	260	7	3
	10 up to 40 hours	87.9%	8,459	96.7%	844	227	92
	40 up to 80 hours	76.2%	12,872	90.5%	2,419	1,072	530
	80 up to 160 hours	77.6%	14,499	91.8%	2,652	900	642
	160 up to 320 hours	71.3%	16,490	85.4%	3,265	2,092	1,289
	320 hours up to FT	75.4%	10,005	86.6%	1,486	1,063	712
2013-14	under 10 hours	97.3%	6,340	99.9%	175	1	3
	10 up to 40 hours	91.1%	9,771	98.6%	806	99	49
	40 up to 80 hours	78.4%	14,446	93.1%	2,718	823	445
	80 up to 160 hours	75.1%	14,703	91.6%	3,233	926	725
	160 up to 320 hours	72.7%	18,699	87.0%	3,678	2,132	1,206
	320 hours up to FT	75.5%	12,097	85.6%	1,634	1,401	901

Source: SFC College Performance Indicators Publication, Chart 2

Table 20 – Enrolments on Full-time recognised FE Qualifications 2011-12 to 2013-14

	% Completed Successful	Completed Successful	% Completed partial success	Completed partial success	Further Withdrawal	Early withdrawal	Total
2008-09	59.60%	27,324	72.60%	5,992	7,997	4,559	45,872
2009-10	60.10%	30,046	72.70%	6,277	8,809	4,846	49,978
2010-11	61.50%	31,911	73.10%	5,975	8,926	5,049	51,861
2011-12	63.60%	33,109	75.00%	5,963	8,473	4,546	52,091
2012-13	65.40%	31,884	76.70%	5,508	7,109	4,249	48,750
2013-14	66.00%	33,665	77.40%	5,810	7,562	3,988	51,025

Source: SFC College Performance Indicators 2013-14 publication, Chart 1

105. Table 20 (above) shows enrolments and student outcomes relating to full-time FE qualifications over a six year period. It shows that there has been a continual increase in the proportion of students in this cohort completing their course from 72.6% in 2008-09 to 77.4% in 2013-14. Similarly, there has been a continual increase in the proportion of students in this cohort successfully completing their course from 59.6% in 2008-09 to 66% in 2013-14.

Higher Education in College

106. Table 21, below, indicates that there has been an improvement in success rates in most categories amongst those enrolled on part-time recognised HE qualifications in 2013-14, compared with the equivalent success rates in 2011-12 and 2012-13.

Table 21 – Enrolments on Part-time Recognised HE Qualifications 2011-12 to 2013-14

		% Completed Successful	Completed Successful	% Completed Partial Success	Completed partial success	Further Withdrawal	Early withdrawal	Total
2011-12	10 up to 40 hours	88.30%	850	98.70%	100	3	10	963
	40 up to 80 hours	73.60%	1,877	92.20%	475	125	74	2,551
	80 up to 160 hours	72.50%	2,100	88.70%	469	212	114	2,895
	160 up to 320 hours	75.40%	4,678	88.70%	825	388	314	6,205
	320 hours up to FT	72.20%	2,392	84.10%	396	307	219	3,314
2012-13	10 up to 40 hours	71.90%	169	91.50%	46	13	7	235
	40 up to 80 hours	77.00%	1,882	87.60%	260	177	126	2,445
	80 up to 160 hours	72.80%	1,818	87.70%	373	180	127	2,498
	160 up to 320 hours	75.10%	4,465	89.00%	825	365	288	5,943
	320 hours up to FT	73.90%	2,412	84.80%	356	297	198	3,263
2013-14	10 up to 40 hours	90.20%	148	95.10%	8	8	0	164
	40 up to 80 hours	76.10%	1,298	93.60%	298	77	32	1,705
	80 up to 160 hours	73.10%	1,468	92.70%	395	120	26	2,009
	160 up to 320 hours	77.70%	4,138	89.90%	651	349	190	5,328
	320 hours up to FT	82.30%	1,709	92.80%	218	103	47	2,077

Source: SFC College Performance Indicators Publication, Chart 5

Table 22– Enrolments on Full-time Recognised HE Qualifications 2011-12 to 2013-14

	% Completed Successful	Completed Successful	% Completed Partial Success	Completed partial success	Further Withdrawal	Early withdrawal	Total
2008-09	62.5%	15,169	76.8%	3,465	3,616	2,021	24,271
2009-10	62.8%	16,935	77.0%	3,847	4,025	2,176	26,983
2010-11	66.7%	20,572	79.8%	4,039	4,229	1,997	30,837
2011-12	69.1%	21,936	81.6%	3,952	3,956	1,899	31,743
2012-13	70.4%	22,292	82.1%	3,703	3,850	1,811	31,656
2013-14	71.5%	22,854	84.2%	4,058	3,604	1,461	31,977

Source: SFC College Performance Indicators Publication, Chart 4

107. Table 22, above, gives an overview of success rates amongst those enrolled on full-time recognised qualifications between 2009-09 and 2012-13. It can be seen that the proportion of students completing their course has steadily increased from 76.8% in 2008-09 to 84.2% in 2013-14. There has been a similarly continued increase in the proportion of those successfully completing their course – with an increase from 62.5% in 2008-09 to 71.5% in 2013-14.

108. Tables 23, 24 and 25, below, show success rates at Scotland’s colleges for courses lasting 160 hours or more (across both FE and HE levels of study) split by age group, gender and other key groups.

Table 23 – Enrolments by age group for courses lasting 160 hours or more in 2013-14

	% Completed Successful	Completed Successful	% Completed Overall	Completed Overall	Further Withdrawal	Early withdrawal	Total
under 18	66.5%	25,472	80.7%	5,423	5,122	2,286	38,303
18-20 year olds	71.6%	29,516	84.2%	5,180	4,477	2,038	41,211
21-24 year olds	70.7%	12,522	81.9%	1,984	2,044	1,164	17,714
25-40 year olds	73.0%	18,830	82.8%	2,550	2,693	1,736	25,809
41 and Over	74.6%	6,760	84.8%	921	813	567	9,061

Source: SFC College Performance Indicators Publication, Chart 7

Table 24 – Enrolments by gender and level for courses lasting 160 hours or more in 2013-14

	% Completed Successful	Completed Successful	% Completed Overall	Completed Overall	Further Withdrawal	Early withdrawal	Total
FE Females	68.4%	32,504	80.2%	5,623	6,090	3,303	47,520
FE Males	70.6%	31,942	82.8%	5,508	5,004	2,792	45,246
HE Females	75.4%	15,090	85.3%	1,979	2,066	869	20,004
HE Males	70.2%	13,609	85.5%	2,948	1,990	829	19,376

Table 25 – Enrolments by key groups for courses lasting 160 hours or more in 2013-14

	% Completed Successful	Completed Successful	% Completed Overall	Completed Overall	Further Withdrawal	Early withdrawal	Total
10% Most deprived datazone areas	65.7%	13,220	78.8%	2,643	2,670	1,589	20,123
20% Most deprived datazone areas	66.4%	24,885	79.4%	4,877	4,934	2,792	37,489
Fees paid by employer	84.8%	7,967	91.8%	657	545	221	9,390
Ethnic minority	67.4%	5,238	82.1%	1,141	841	546	7,766
Disability	67.8%	11,135	81.0%	2,162	2,052	1,070	16,419
Year of study greater than first year	81.9%	12,910	91.9%	1,579	896	383	15,768
Withdrawn into employment or to study elsewhere	0.0%	0	0.0%	0	2,181	993	3,174

Source: Scottish Funding Council

109. These charts are presented at sector level in this report; however they are available for individual colleges via the SFC website³⁵.

³⁵ SFC College Performance Indicators Publication - <http://www.sfc.ac.uk/communications/Statisticalpublications/2015/SFCST022015.aspx>

Attainment and Outcomes in Universities

110. This section looks at the backgrounds of those who qualify from HEIs in Scotland. The previous section looked at a measure of success used in the college sector, which relates to both retention and qualification. This section therefore looks at the backgrounds of those achieving qualifications from our University sector only.

Universities in Scotland – qualifiers

111. Table 26, below, shows the background of qualifiers from Universities in Scotland between 2009-10 and 2013-14 using four protected characteristics, and also looks at students from SIMD20 and SIMD40 backgrounds. Table 21 shows that protected characteristic trends in qualifiers are broadly reflective of the student population as a whole, as displayed in Table 5.

Table 26 – Proportion of Scottish domiciled qualifiers from Scottish Universities by protected characteristics 2009-10 to 2013-14

	Gender		Disability		Ethnicity		Age		Deprivation	
	% Male	% Female	% with a disability	% no disability	% White	% BME	% Young	% Mature	% from 20% most deprived	% from 40% most deprived
2009-10	37.4	62.6	8.4	91.6	94.8	5.2	15.2	84.8	11.0	26.3
2010-11	39.8	60.2	8.4	91.6	94.5	5.5	15.5	84.5	10.5	25.7
2011-12	38.8	61.2	9.0	91.0	94.2	5.8	15.8	84.2	11.0	25.9
2012-13	38.9	60.6	9.5	90.5	94.4	5.6	16.0	84.0	11.1	26.2
2013-14	38.9	61.1	9.8	90.2	93.8	6.2	16.9	83.1	11.7	27.0

Source: Scottish Funding Council/HESA

112. Table 26a and 26b [online](#) show a breakdown of this data by institution and subject respectively.

Annex A – Proportion of Students at Universities in 2013-14 by protected characteristics

Table 10a - Proportion of Scottish Domiciled students (headcount) at Scottish HE institutions by protected characteristics 2013-14^{1,2}

	Gender		Ethnicity		Age		Disability		All Students	
	% Male	% Female	% White	% BME	% Young	% Mature	% with a disability	% no disability	% from 20% most deprived	% from 40% most deprived
Aberdeen, University of	41.1	58.9	93.0	7.0	40.8	59.2	12.0	88.0	4.7	15.1
Abertay Dundee, University of	51.2	48.8	94.2	5.8	50.7	49.3	11.9	88.1	14.8	33.1
Dundee, University of	32.8	67.2	94.5	5.5	37.0	63.0	9.9	90.1	11.7	27.2
Edinburgh Napier University	41.6	58.4	93.2	6.8	37.0	63.0	11.5	88.5	9.9	25.4
Edinburgh, University of	41.2	58.8	92.9	7.1	46.0	54.0	9.9	90.1	5.3	16.0
Glasgow Caledonian University	38.1	61.9	91.4	8.6	41.5	58.5	6.5	93.5	20.4	38.5
Glasgow School of Art	39.7	60.1	93.7	6.3	41.9	58.1	22.8	77.2	10.7	26.1
Glasgow, University of	41.4	58.6	94.0	6.0	39.6	60.4	8.1	91.9	11.8	24.4
Heriot-Watt University	58.1	41.9	89.0	11.0	54.7	45.3	10.0	90.0	8.2	21.5
Open University in Scotland	41.2	58.8	96.0	4.0	6.6	93.3	16.3	83.7	14.7	33.9
Queen Margaret University, Edinburgh	22.9	77.1	93.0	7.0	38.0	62.0	12.4	87.6	9.8	24.2
Robert Gordon University	36.7	63.3	93.7	6.3	41.5	58.5	12.8	87.2	5.4	15.8
Royal Conservatoire of Scotland	47.7	52.3	96.8	3.2	55.2	44.8	22.3	77.7	8.1	22.6
St Andrews, University of	43.6	56.4	94.8	5.2	54.3	45.7	13.1	86.9	3.8	11.7
Stirling, University of	33.2	66.8	94.4	5.6	39.9	60.1	12.1	87.9	10.3	28.9
Strathclyde, University of	46.7	53.2	92.9	7.1	41.8	58.2	6.0	94.0	12.2	27.5
SRUC ⁴	51.0	48.9	98.5	1.5	57.8	42.2	14.2	85.8	9.5	23.7
Highlands and Islands, University of the	43.2	56.8	97.2	2.8	36.6	63.4	15.1	84.9	8.0	26.0
West of Scotland, University of the	36.9	63.1	92.0	8.0	37.9	62.1	8.5	91.5	23.8	45.1
All institutions	40.6	59.4	93.6	6.4	37.4	62.6	10.7	89.3	12.1	27.5

Source: Scottish Funding Council

Table 10b - Proportion of Scottish Domiciled Students (headcount) in Scottish HE institutions by protected characteristics and subject group 2013-14

	Gender		Ethnicity		Age		Disability		All Students	
	% Male	% Female	% White	% BME	% Young	% Mature	% with a disability	% no disability	% from 20% most deprived	% from 40% most deprived
Engineering	85.3	14.7	89.7	10.3	46.9	53.1	7.3	92.7	9.5	22.1
Mathematical and Computer Sciences	77.5	22.5	91.4	8.6	45.0	55.0	12.6	87.4	15.6	33.1
Technologies	74.0	26.0	95.8	4.2	41.6	58.4	9.7	90.3	10.8	27.3
Architecture, Building and Planning	66.7	33.3	92.7	7.3	39.3	60.7	9.4	90.6	11.1	24.8
Physical Sciences	57.9	42.0	95.0	5.0	52.4	47.6	11.1	88.9	9.7	23.4
Historical and Philosophical studies	43.9	56.1	97.2	2.8	29.1	70.9	16.0	84.0	9.8	23.7
Mass Communications and Documentation	43.3	56.7	96.1	3.9	51.8	48.2	11.1	88.9	11.8	26.3
Business and Administrative studies	41.1	58.9	90.4	9.6	43.9	56.1	8.1	91.9	12.1	27.0
Medicine and Dentistry	40.5	59.5	87.6	12.4	38.1	61.9	6.8	93.2	5.5	14.5
Languages	39.8	60.2	88.2	11.8	38.1	61.9	11.1	88.9	4.3	18.9
Creative Arts and Design	38.0	62.0	96.3	3.7	47.4	52.6	17.6	82.4	10.1	24.7
Law	37.6	62.3	91.2	8.8	48.4	51.6	9.1	90.9	10.5	23.4
Combined	36.1	63.9	96.1	3.9	13.9	86.1	12.5	87.5	13.9	31.7
Veterinary Sciences, Agriculture and related subjects	35.5	64.5	97.9	2.1	48.7	51.3	10.3	89.7	6.3	18.1
Biological Sciences	34.8	65.2	94.1	5.9	47.0	53.0	12.5	87.5	13.0	28.9
Linguistics, Classics and related subjects	32.3	67.7	96.6	3.4	42.6	57.4	13.5	86.5	10.5	25.1
Social studies	31.4	68.6	95.0	5.0	36.8	63.2	13.3	86.7	15.1	33.5
European Languages, Literature and related subjects	27.3	72.7	97.0	3.0	37.7	62.3	7.8	92.2	8.0	20.2
Education	22.9	77.1	96.8	3.2	22.7	77.3	7.7	92.3	10.8	27.1
Subjects allied to Medicine	15.6	84.4	93.4	6.6	26.1	73.9	9.0	91.0	14.5	31.7
Total	40.6	59.4	93.6	6.4	37.4	62.6	10.7	89.3	12.1	27.5

Source: Scottish Funding Council

Annex B – proportion of students in colleges in 2013-14 by protected characteristics

Table 15a – Proportion of FTE in colleges by protected characteristics by college region 2013-14^{1,2}

Region	Gender		Ethnicity		Age				Disability		Deprivation		
	% Male	% Female	% White	% BME	% Under 16	% 16 to 19	% 20 to 24	% 25+	% with a disability	% no disability	10% most deprived	20% most deprived	40% most deprived
Aberdeen and Aberdeenshire	50.1	49.9	95.5	4.5	1.4	50.0	20.8	27.8	13.4	86.6	5.4	13.5	31.4
Ayrshire	47.4	52.6	98.7	1.3	1.4	50.0	22.4	26.2	17.9	82.1	19.5	40.5	70.7
Borders	45.9	54.1	98.5	1.5	2.7	54.9	15.3	27.1	29.8	70.2	7.1	13.4	30.4
Dumfries & Galloway	51.4	48.6	98.9	1.1	2.2	50.4	20.8	26.5	16.4	83.6	12.1	16.5	44.3
Edinburgh	50.7	49.3	90.9	9.1	1.8	44.8	23.5	30.0	16.2	83.8	10.2	19.9	42.9
Fife	48.1	51.9	97.5	2.5	1.6	44.5	19.7	34.1	18.6	81.4	8.1	27.2	55.1
Forth Valley	52.4	47.6	97.9	2.1	2.9	48.7	21.6	26.8	17.0	83.0	9.7	22.1	49.8
Glasgow	53.0	47.0	86.1	13.9	1.8	41.9	24.9	31.5	12.5	87.5	26.7	40.1	58.9
Highlands	48.1	51.9	98.0	2.0	5.0	49.7	16.5	28.8	24.3	75.7	3.9	11.2	34.2
Lanarkshire	46.4	53.6	96.9	3.1	2.8	45.0	23.1	29.2	15.7	84.3	18.6	36.6	63.6
Landbased	70.3	29.7	99.6	0.4	4.3	62.1	14.3	19.3	28.8	71.2	6.5	15.3	33.9
Newbattle	32.8	67.2	95.6	4.4	0.0	19.2	29.9	50.9	19.1	80.9	15.9	22.2	47.6
Sabhal	37.3	62.7	96.8	3.2	1.5	4.1	7.2	87.2	9.7	90.3	2.7	5.4	19.9
Tayside	46.8	53.2	97.3	2.7	3.4	46.5	20.7	29.3	24.0	76.0	15.4	30.6	51.1
West	41.5	58.5	96.0	4.0	2.6	41.3	21.1	35.0	15.5	84.5	26.7	45.0	64.9
West Lothian	44.8	55.2	97.6	2.4	1.5	43.7	17.4	37.5	10.2	89.8	5.2	22.6	54.4
Sector	49.1	50.9	94.0	6.0	2.3	45.5	21.9	30.3	16.5	83.5	16.2	30.3	53.2

Source: Scottish Funding Council

Table 15b – Proportion of FTE in colleges by protected characteristics by subject group 2013-14^{1,2}

	Gender		Ethnicity		Age				Disability		Deprivation		
	% Male	% Female	% White	% BME	% Under 16	% 16 to 19	% 20 to 24	% 25+	% with a disability	% no disability	10% most deprived	20% most deprived	40% most deprived
Engineering	94.3	5.7	96.3	3.7	1.2	54.6	25.3	18.9	9.6	90.4	8.0	18.1	39.1
Transport	94.2	5.8	89.7	10.3	2.6	45.7	27.6	24.1	10.1	89.9	12.8	24.9	49.3
Construction	92.4	7.6	96.8	3.2	3.6	58.9	20.9	16.6	12.5	87.5	18.0	32.0	54.2
Computing	78.9	21.1	93.1	6.9	1.9	40.5	22.9	34.7	19.3	80.7	18.5	32.5	56.3
Sport and Recreation	60.7	39.3	96.5	3.5	1.9	65.5	20.1	12.5	13.3	86.7	15.1	28.8	51.8
Printing	59.6	40.4	94.1	5.9	0.0	63.1	27.5	9.4	7.7	92.3	16.9	27.7	48.5
Agriculture and Horticulture	57.9	42.1	99.2	0.8	3.6	49.6	19.5	27.3	24.5	75.5	8.8	18.4	37.8
Special Programmes	56.2	43.8	94.6	5.4	9.5	51.7	13.8	25.0	50.0	50.0	26.9	44.6	67.2
Food Technology and Catering	46.2	53.8	94.5	5.5	2.8	42.6	20.9	33.7	18.6	81.4	20.1	35.3	59.2
Art and Design	43.0	57.0	96.3	3.7	1.2	53.8	25.1	19.9	19.8	80.2	12.5	24.3	45.2
Personal Development	42.0	58.0	90.2	9.8	5.0	42.5	15.1	37.4	14.3	85.7	20.0	38.6	65.6
Business and Management	41.7	58.3	90.1	9.9	0.3	37.8	25.6	36.2	10.8	89.2	13.2	25.9	48.1
Science and Maths	40.6	59.4	90.5	9.5	0.9	42.3	27.1	29.6	16.2	83.8	14.2	28.3	50.3
Minerals and Materials	34.3	65.7	95.2	4.8	0.2	41.3	26.8	31.6	13.5	86.5	11.8	22.5	43.0
Social Studies	28.4	71.6	87.1	12.9	1.1	40.6	21.1	37.1	14.5	85.5	18.1	32.1	54.6
Office and Secretarial	19.6	80.4	94.0	6.0	0.2	37.3	21.1	41.4	16.8	83.2	16.6	33.9	57.7
Health	15.3	84.7	96.8	3.2	2.3	38.6	20.7	38.3	13.2	86.8	17.6	33.5	58.6
Social Work	12.3	87.7	95.9	4.1	0.6	31.0	19.4	48.9	14.5	85.5	16.2	31.7	56.0
Total	49.1	50.9	94.0	6.0	2.3	45.8	21.9	30.0	16.7	83.3	16.2	30.2	53.2

Source: Scottish Funding Council

Annex C

113. The Tariff Score Scale is an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. A full list of courses, awards and corresponding tariff points is listed below. The tariff score of a pupil is calculated by simply adding together all the tariff points accumulated from all the different course levels and awards he/she attains.
114. The relativities between types of certification are taken from the principle that the value of an A award at one level is as close as possible to, but lower than, the value of a C award at the next level above. For example, a pupil getting five Standard Grades would collect between 40 and 190 points, based on lowest to highest possible results. Five Standard Grades with the highest result along with three Highers and one Advanced Higher at A, would amount to 526 points.

Tariff Score Scale³⁶

Course Level	Award	Tariff Points
Advanced Higher	A	120
Advanced Higher	B	100
Advanced Higher	C	80
Advanced Higher	D	72
Higher	A	72
Higher	B	60
Higher	C	48
Higher	D	42
Intermediate 2	A	42
Standard Grade	1	38
Intermediate 2	B	35
Intermediate 2	C	28
Standard Grade	2	28
Intermediate 2	D	24
Intermediate 1	A	24
Standard Grade	3	22
Intermediate 1	B	20
Advanced Higher	Unit	20
Intermediate 1	C	16
Standard Grade	4	16
Higher	Unit	12
Intermediate 1	D	12
Standard Grade	5	11
Standard Grade	6	8
Access 3	Cluster	8
Intermediate 2	Unit	7
Unallocated Unit	(NC Module)	6
Unallocated Unit	(Short Course)	6
Intermediate 1	Unit	4
Standard Grade	7	3
Access 3	Unit	2
Access 2	Unit	1
Baccalaureate Interdisciplinary project	1	60
Baccalaureate Interdisciplinary project	2	50
Baccalaureate Interdisciplinary project	3	40

³⁶ Scottish Government Summary Statistics for Attainment, Leaver Destinations and Healthy Living, No.4: 2014 Edition, section 3.3: <http://www.gov.scot/Publications/2014/06/9242/8>

Annex D: List of SHEP Schools 2013-15

SHEP Region/Local Authority/School
ASPIRE North
Aberdeen City - Kincorth Academy
Aberdeen City - Northfield Academy
Aberdeen City - St Machar Academy
Aberdeen City - Torry Academy
Highland - Alness Academy
Highland - Inverness High School
Highland - Kinlochleven High School
Highland - Wick High School
Moray - Elgin High School
Moray - Lossiemouth High School
LEAPS
Clackmannanshire Council - Alloa Academy
Clackmannanshire Council - Lornshill Academy
Edinburgh City Council - Castlebrae Community High School
Edinburgh City Council - Craigoyston Community High School
Edinburgh City Council - Drummond Community High School
Edinburgh City Council - Forrester High School
Edinburgh City Council - Gracemount High School
Edinburgh City Council - Leith Academy
Edinburgh City Council - Liberton High School
Edinburgh City Council - Tynecastle High School
Edinburgh City Council - Wester Hailes Education Centre
Falkirk Council - Grangemouth High School
Midlothian Council - Newbattle Community High School
Scottish Borders Council - Eyemouth High School
Scottish Borders Council - Hawick High School
Stirling Council - Bannockburn High School
West Lothian Council - Armadale Academy
West Lothian Council - Inveralmond Community HS
West Lothian Council - Whitburn Academy

Focus West

Argyll and Bute - Islay High School
Dumfries and Galloway Council - Maxwelltown High
Dumfries and Galloway Council - Sanquhar Academy
East Ayrshire Council - Doon Academy
Glasgow City Council - All Saints Secondary
Glasgow City Council - Castlemilk High
Glasgow City Council - Drumchapel High
Glasgow City Council - Eastbank Academy
Glasgow City Council - Govan High
Glasgow City Council - Hillpark Secondary School
Glasgow City Council - John Paul Academy
Glasgow City Council - Lochend Community High School
Glasgow City Council - Rosshall Academy
Glasgow City Council - Smithycroft Secondary
Glasgow City Council - Springburn Academy
Glasgow City Council - St Andrew's Secondary
Glasgow City Council - St Margaret Mary's Secondary
Glasgow City Council - St Mungo's Academy
Glasgow City Council - St Paul's High
Glasgow City Council - St Roch's Secondary
Glasgow City Council - Whitehill Secondary
Inverclyde Council - Inverclyde Academy
Inverclyde Council - Port Glasgow High School
Inverclyde Council - St Stephen's High
North Ayrshire Council - Auchendarvie Academy
North Ayrshire Council - Irvine Royal Academy
North Lanarkshire Council - Bellshill Academy
North Lanarkshire Council - Braidhurst High School
North Lanarkshire Council - Calderhead High
North Lanarkshire Council - Caldervale High
North Lanarkshire Council - Clyde Valley High
North Lanarkshire Council - Coatbridge High
Renfrewshire Council - Linwood High School
South Ayrshire Council - Ayr Academy
South Lanarkshire Council - Cathkin High
South Lanarkshire Council - Larkhall Academy
West Dunbartonshire Council - Vale of Leven Academy

LIFT OFF

Angus - Arbroath Academy

Angus - Brechin High School

Dundee City - Baldragon Academy

Dundee City - Braeview Academy

Dundee City - Craigie High School

Dundee City - Menzieshill High School

Dundee City - St Paul's RC Academy

Fife - Beath High School

Fife - Buckhaven High School

Fife - Glenwood High School

Fife - Kirkland High School

Fife - Lochgelly High School

Fife - Viewforth High School

Fife - Woodmill High School

Full list of tables and worksheets [available online](#)

Tables 1 to 4 – Selected Scottish Government School Attainment tables

Table 5 – Destinations school leavers

Table 6 - Scottish domiciled university entrants by deprivation and SEC

Table 7 - Selected Outcome Agreement Indicators

Table 8 - Proportion of Scottish domiciled entrants by protected characteristics

Table 9 - Proportion of FTEs for Scottish domiciled entrants by protected characteristics

Table 10 - Scottish domiciled students at university by protected characteristic

Table 11 - RUK students by protected characteristics and Social Economic Classification

Table 12 - Scottish domiciled entrants by headcount with an HNC (or D) onto first degree course

Table 13 - Proportion of SUMs, students and FTEs by deprivation

Table 14 - Full time students in FE by headcount, SUMs delivered and FTEs

Table 15 - proportion of students amongst protected characteristics in college (FE and HE)

Table 16 - FE proportion of students in colleges amongst protected characteristics

Table 17 - HE proportion of students in Colleges amongst protected characteristics

Table 18 - Retention by protected characteristics

Tables 19 to 25 - Selected PI figures for Scotland 2012-13

Table 26 - qualifiers by protected characteristics

Tables 27 to 28 – School Attainment and Staying on Rates

Endnotes

i The Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation. It incorporates several different aspects of deprivation,

combining them into a single index. It divides Scotland into 6,505 small areas, each containing around 350 households. The Index provides a relative ranking for each datazone, from 1 (most deprived) to 6,505 (least deprived).

The 6,505 ranks are divided into quintiles (or deciles). Quintiles (or deciles) are calculated by the SFC so that each quintile (or decile) contains the datazones that contain 20% (or 10%) of the population used to derive the SIMD rankings. These differ slightly from the quintiles (or deciles) used by the Scottish Government (SG) which each contain 20% (or 10%) of the 6,505 datazones. For example, using SIMD 2012, the SFC quintile for the 20% most deprived areas (SIMD20) will contain those datazones that are ranked 1 to 1,367, the corresponding SG quintile will contain the datazones ranked 1 to 1,301.

A student's permanent home location postcode (pre-study domicile) is matched to a datazone, then to a SIMD rank and then the appropriate quintile (or decile). Only students with a postcode which can be matched to a datazone are included in the figures shown. SFC have used SIMD 2006 for the academic sessions 2005-06 to 2007-08, SIMD 2009v2 for 2008-09, 2009-10 and 2010-11 and SIMD 2012 for 2011-12 and 2012-13.

ii The information on socio-economic classification uses the National Statistics Socio-Economic Classification.

The classifications are:

- 1 Higher managerial and professional occupations
- 2 Lower managerial and professional occupations
- 3 Intermediate occupations
- 4 Small employers and own account workers
- 5 Lower supervisory and technical occupations
- 6 Semi-routine occupations
- 7 Routine occupations
- 8 Never worked & long-term unemployed
- 9 Not classified

The figures in these tables show the proportion of students from NS-SEC classes 4 to 7 out of those from NS-SEC classes 1 to 7.

The SEC is taken from the HESA return. The HESA guidance states that coverage is to include all entrants studying for Honours Degrees/ Ordinary Degrees/ HNCs/ HNDs. It is expected that most of this information will have been collected and reported via the UCAS application of the student. For this reason figures shown in these tables are restricted to full time First Degree entrants.

Please note that, within this publication, tables 1, 2, 4 and 25 use the Scottish Government method. Tables 7, 10, 13, 15, 16, 17, 18 and 26 use the SFC method.