



SFC Statistical publication

Scottish Funding Council Report on Widening Access 2015-16

Issue date: 26 September 2017

Reference: SFC/ST/08/2017

Summary: This is the first release of the SFC Report on Widening Access, the successor publication to SFC's Learning for All publication. This Report presents data towards the Commission on Widening Access targets, and on Scottish-domiciled entrants to higher and further education in Scotland by socio-economic deprivation, gender, ethnicity, disability, Care Experience and Age.

FAO: Scottish Government, Principals and Directors of Scotland's colleges and universities, all other interested parties.

Further information: **Contact:** Cathy Mitchell
Job title: Senior Policy Officer/Analyst
Department: Finance Directorate
Email: cmitchell@sfc.ac.uk

Contents

Section 1: Introduction	4
Section 2: CoWA Key Indicators	5
CoWA Recommendation 32	5
CoWA Key Indicators	5
Section 3: Report Content	8
Section 4: Socio-Economic Status.....	10
Socio-economic Status and Level of Study.....	11
Socio-economic Status and Age	13
College Success and University Retention	14
Section 5: Gender	17
Gender and Age	18
Gender and Subject	20
College Success and University Retention	21
Section 6: Ethnicity	23
Black and Minority Ethnic (BME).....	23
BME breakdown and Socio-economic Status.....	23
College Success and University Retention	25
Section 7: Disability	27
Disability Breakdown, Age and Socio-economic Status	27
College Success and University Retention	29
Section 8: Care Experienced Learners	30
College Success and University Retention	31
Section 9: Conclusion and Future Publications	32
Annex A: Report Content and Coverage	33
University entrants – Section 3 onwards	33
College entrants – Section 3 onwards.....	33
University Retention.....	34
College Success.....	34
Articulation	34
Data Specifics.....	34

Executive Summary

This is the first *SFC Report on Widening Access*, the successor publication to SFC's *Learning for All* publication. This publication presents data specifically towards the Commission on Widening Access (CoWA) targets and further Access data, in line with SFC Outcome Agreement measures, on socio-economic status and protected characteristics. The key points from this report are:

CoWA Key Indicators

- In 2015-16, 14.0% of Scottish domiciled full-time first degree entrants to university were from the 20% most deprived areas. An increase of 2 percentage points is required to meet the CoWA interim target of 16% by 2021.
- For entrants to undergraduate higher education the proportion from the 20% most deprived areas was 17.7% in 2015-16.
- In 2015-16, retention rates for care experienced students were 6.1 percentage points lower than the overall sector retention rate. Retention rates for those from the most deprived 20% was 4.2 percentage points lower than the sector rate, an increase from 3.9 in 2013-14.

SFC Widening Access Update

- In 2015-16, 59% of full-time Scottish domiciled entrants to substantive higher education were to university and 41% were to college
- In 2015-16, those from the most deprived 20% of SFC Scottish Index of Multiple Deprivation (SIMD) population made up 14.8% of the full-time first degree population, 27.7% of full-time HE students at college and 33.6% of full-time FE students at college. These proportions have all shown increases in the most recent years and over the time period since 2002-03 shown.
- The gender imbalance of overall OA entrants to university in 2015-16 is 15.4 percentage points, with females accounting for 57.8% of entrants. Males have a lower proportion of entrants from the most deprived 20%. At full-time first degree level in 2015-16 it was 13.7%, compared to 15.6% for female entrants.
- In 2015-16, those from an ethnic minority background made up 8.0% of the full-time first degree population, 6.2% of full-time HE students at college and 4.8% of full-time FE students at college.
- In 2015-16, those with a declared disability made up 11.5% of the full-time first degree population, 12.0% of full-time HE students at college and 20.1% of full-time FE students at college.

Section 1: Introduction

1. The tenth update of SFC's [Learning for All report](#) was published in August 2016. In this report, SFC committed to reviewing the publication in terms of its scope and content with a view to improving the analysis provided on equality and diversity across both the college and university sectors. This has been done considering the [final report](#) of the Scottish Government's Commission on Widening Access (CoWA) and the recommendation that "the Scottish Funding Council and the Scottish Government should enhance the analyses and publication of data on fair access" and is in line with further SFC efforts to improve consistency around reporting of data relating to access to higher and further education.
2. This review has resulted in this '*SFC Report on Widening Access*', superseding the *Learning for All* publication. However, SFC's commitment to reviewing our publication is ongoing, and after publication we would like to offer users the chance to consult on the changes from *Learning for All* and on any other aspects of this publication. Details of this consultation are forthcoming and it is our intention to publish the second Report on Widening Access, for academic year 2016-17, earlier next year. This should be viewed as an interim report and we will seek to finalise content and coverage between now and the next *SFC Report on Widening Access* update.
3. The report has two main strands, the first on the key CoWA indicators and targets, and the second presenting a wider analysis of access to further and higher education similar to what would be expected from previous *Learning for All* publications. These two strands overlap in the areas of socio-economic deprivation and care experienced learners, meaning the data for these two areas is presented twice in this report. However, the data presented in each of these strands differ due to the data specification and focus used.
4. In Section 2, data are presented on the same basis as the targets proposed by the Commission on Widening Access. In the remaining sections, data are presented on a basis that is broadly in line with the measures currently included in Outcome Agreements, in line with previous SFC reports on widening access. Changes are being implemented to ensure they are aligned in future years and further details of the differences are given throughout this report. This report shows data for Scottish-domiciled students only.

Section 2: CoWA Key Indicators

5. This section presents data for the CoWA targets as laid out in Recommendation 32 of the [Final Report](#) of the Commission on Widening Access.

CoWA Recommendation 32

6. Recommendation 32 states that:
 - By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education. Equality of access should be seen in both the college sector and the university sector.
7. And that to drive progress toward this goal:
 - By 2021, students from the 20% most deprived backgrounds should represent at least 16% of full-time first degree entrants to Scottish universities as a whole.
 - By 2026, students from the 20% most deprived backgrounds should represent at least 18% of full-time first degree entrants to Scottish universities as a whole.
8. Relating to the CoWA target for individual universities:
 - By 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time first degree entrants to every individual Scottish university.
9. The following tables show national performance on these measures using the latest three years of data. For the CoWA targets, “all undergraduate HE” includes all entrants to undergraduate HE courses at college and university. The background tables online show these figure broken down by institution.
10. The Commission’s final report was published during the 2016-17 admissions cycle. This means the initial impact of the Commission’s recommendations and targets is unlikely to be apparent in entrant data until 2017-18.

CoWA Key Indicators

11. Table 1 shows the key indicators for entrants to full-time first degree study and all undergraduate HE study at Scottish institutions. In 2015-16, 14.0% of Scottish domiciled full-time first degree entrants to Scottish universities were from the 20% most deprived areas in Scotland. This means that an increase of 2 percentage points is required to meet the interim target of 16% by 2021.

12. For entrants to undergraduate (UG) higher education as a whole, the representation of people from the 20% most deprived areas was higher, at 17.7% in 2015-16. This is due to the relatively higher percentage of entrants from deprived areas to HE courses at colleges, as shown in [Table 5](#).
13. The Commission also highlighted the challenges faced by people with a care experience (CE) in accessing higher education. Data on entrants who identified as care experienced are also included in Table 1. For context, [Scottish Government statistics](#) show that 2% of children were looked after or on the child protection register between August 2015 and July 2016. Further details on the care experience definition used in these tables can be found in the [Care Experienced Learners Section](#).

Table 1: Scottish Domiciled Entrants, Full-time First Degree at University and All Undergraduate HE, by 20% Most Deprived (MD20) Areas and Care Experience (CE), 2013-14 to 2015-16

COWA Key Indicator - Entrants	2013-14		2014-15		2015-16	
	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE
Total Entrants	28,285	86,650	28,640	84,175	28,770	84,600
Entrants from MD20	3,850	14,730	3,965	14,440	4,015	14,740
% MD20 entrants	13.7%	17.2%	13.9%	17.5%	14.0%	17.7%
CE Entrants	145	265	170	325	160	445
% CE entrants	0.5%	0.3%	0.6%	0.4%	0.6%	0.5%

14. Retention rates are a measure of full-time students completing Year 1 and remaining in higher education. Table 2 shows the retention rates for full-time first degree students from the most deprived SIMD quintile and for care experienced students compared to the overall retention rate for the sector. Caution should be used when comparing the retention rates of care experienced students due to the comparatively small numbers in the population.
15. Retention rates are lower for care experienced students and those from the most deprived 20%. In 2015-16, the difference in retention rates for care experienced students and the overall sector total was 6.1 percentage points. For those from the most deprived 20% it was 4.2 percentage points, which is an increase from 3.9 in 2013-14.

Table 2: Scottish Domiciled Full-time First Degree Entrants Returning to Study in Year 2 by 20% Most Deprived Areas (MD20), 2013-14 to 2015-16

COWA Key Indicator - Retention	2013-14	2014-15	2015-16
Overall Retention Rate	91.7%	91.4%	91.3%
Retention for MD20	87.8%	88.2%	87.1%
# MD20 students	3,455	3,785	3,900
Retention Rate for CE	n/a	85.5%	85.2%
# CE students	n/a	140	170

16. Table 3 shows the percentage of qualifiers from deprived areas. The coverage matches that of Table 1, but qualifiers in 2015-16 are reflective of entrants in previous years rather than the 2015-16 population. In 2015-16, 12.3% of Scottish domiciled full-time first degree qualifiers to university were from the 20% most deprived areas in Scotland.

Table 3: Scottish Domiciled Qualifiers, Full-time First Degree at University and All Undergraduate HE, by 20% Most Deprived Areas (MD20), 2013-14 to 2015-16

COWA Key Indicator - Qualifiers	2013-14		2014-15		2015-16	
	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE
Total Qualifiers	22,515	57,935	22,145	57,060	22,970	58,240
Qualifiers from MD20	2,620	9,325	2,650	9,450	2,820	9,755
% MD20 qualifiers	11.7%	16.1%	12.0%	16.6%	12.3%	16.8%

17. This data is available by institution in the background tables online.

Section 3: Report Content

18. The remaining sections of this report each focus on one of the following access areas: socio-economic status, gender, ethnicity, disability and care experience. Other characteristics, namely age, and degree related factors such as subject studied and institution attended, are intersected with relevant characteristics throughout the chapters. The [Equality Act 2010](#) extended the number of protected characteristics to cover further areas including religion and belief and sexual orientation, however, data coverage in these areas are still developing and are therefore not included within this report. This report is accompanied by an Excel document of more detailed tables, from which the tables in this report are drawn.
19. The data in the remaining sections is presented on a similar basis to the data used for Outcome Agreements, in line with previous SFC reports on widening access. Table 4, below, shows the overall numbers of Scottish-domiciled entrants in each of the modes and levels of study that are included in this report measured by enrolments. Further details on the makeup and coverage of these populations can be found in [Annex A](#), but broadly 'Sub-degree' provision shows only specific qualifications comparable to HE study at colleges, and activity at college is restricted to only those studying for greater than 160 hours, in line with SFC [College Performance Indicators](#) National Statistics publication. This is consistent throughout the rest of the report. This table is repeated in each of the following chapters, showing the relevant proportions for that characteristic.
20. The table shows data back to academic year 2002-03, but the main analysis in this report focuses on 2015-16 to give a deeper understanding of the makeup of entrants to further and higher education in the most recent academic year for which data is available. The full-time series is available in the background tables online, with only a selection of the more historical data shown in the main report.

Table 4: Scottish-domiciled Entrants to Higher and Further Education in Scotland by Mode, Level and Sector¹

	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2015-16	28,860	5,850	2,715	1,605	22,185	5,915	44,435	41,725
2014-15	28,735	5,040	3,000	1,540	21,935	5,645	45,775	41,825
2013-14	28,400	5,280	2,845	1,455	21,680	5,480	46,415	39,495
2012-13	27,195	5,955	2,120	1,210	21,795	5,465	44,120	37,640
2009-10	29,490	6,105	3,040	1,830	20,120	7,550	45,910	50,560
2006-07	25,735	5,555	5,105	2,815	17,780	8,920	39,640	57,210
2002-03	26,410	4,230	5,485	1,600	18,755	11,095	41,955	57,475

21. Many of the tables in this report focus on the three largest student groups, excluding part-time FE provision. Part-time FE provision is not included as a group of focus due to the nature of the provision and the fact that entrants are measured in this report by enrolments. Students studying part-time FE provision are the most likely to have multiple enrolments, meaning students in this group are likely counted more than once. Further detail on this can be found in SFC's [College Statistics publication](#). Therefore, of focus in this report are those studying full-time first degree provision at university, and full-time FE and HE at college.
22. Table 4 shows that there were 28,860 full-time Scottish domiciled first degree entrants to universities in Scotland in 2015-16 with a further 2,715 full-time entrants to sub-degree programmes. There were an additional 22,185 full-time Scottish-domiciled entrants to substantive HE level courses at colleges, contributing to a total 53,760 full-time HE undergraduate student entrants.
23. Of this group, 59% of full-time HE entrants in 2015-16 were to university and 41% were to college. SFC's [HE Students and Qualifiers](#), 2015-16 publication reported a similar breakdown, showing that of all HE students, 28% were at college. However, as this report focuses on *entrants* as opposed to *total students*, the proportion of HE entrants to colleges is higher due to the shorter duration of college courses.

¹ Specifically this is entrants to substantive higher and further Education, referring to the qualification aims and duration of study included within the sub-degree and college populations. Full details of the coverage can be found in [Annex A](#).

Section 4: Socio-Economic Status

24. Socio-economic status is measured in this report using the Scottish Index of Multiple Deprivation (SIMD). SIMD is a relative measure of deprivation across small areas in Scotland: it identifies deprived areas, rather than individuals. SIMD also identifies multiple deprivation: so ‘deprived’ can mean people have fewer resources and opportunities, for example in health and education, not just low income. Clear trends can be seen across those from the most deprived SIMD quintile compared to those from the least deprived quintile. This is supported by the findings in the [CoWA technical paper](#). Further information on SIMD methodology can be found on the [Scottish Government website](#).
25. In the remaining sections of this report, socio-economic status is measured by SFC population weighted SIMD, meaning it is calculated using a different methodology than those in [Section 2](#). The method used in this section and the rest of this report is in line with SFC’s Outcome Agreement Guidance and other SFC work on Access to education that were in place before the Commission reported. In the following years of measuring data towards the 2021, 2026 and 2030 CoWA targets, work is being conducted to align these methodologies. Further details on the differences are given in [Annex A](#). Entrants from the most deprived quintile (the most deprived 20%) are focused on, but in various tables this chapter shows the data across all five quintiles in order to increase understanding of the whole student population.
26. Table 2, below, shows the proportion of the students from [Table 4](#) that are from the most deprived SIMD quintile. The actual numbers of students, along with the complete time series, are shown in the background tables online.

Table 5: Proportion of Scottish-domiciled Entrants from the Most Deprived SIMD Quintile by Mode, Level and Sector

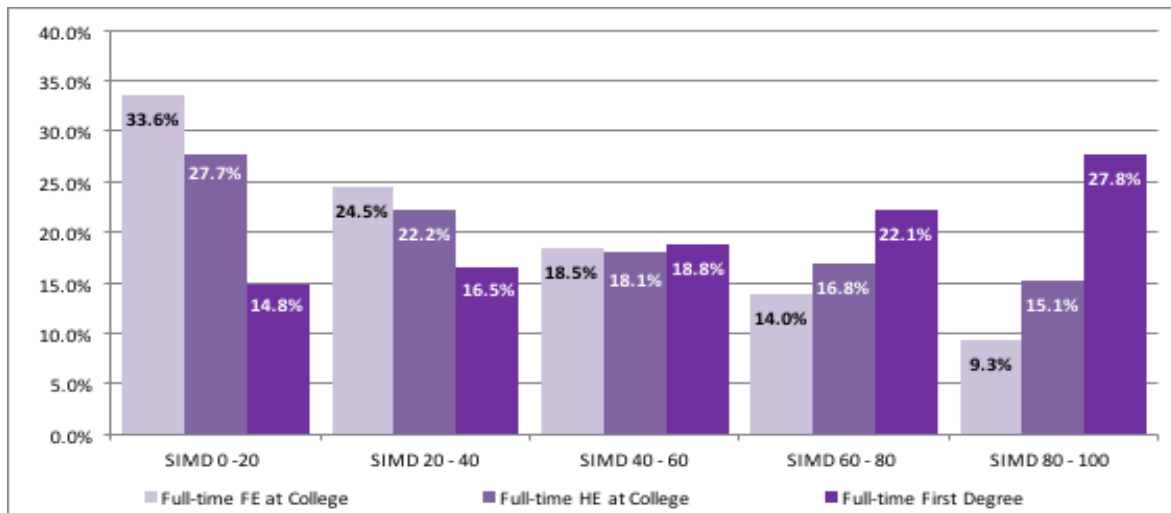
	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2015-16	14.8%	17.5%	10.0%	12.1%	27.7%	20.9%	33.6%	30.3%
2014-15	14.7%	15.6%	10.3%	13.7%	27.4%	18.9%	33.5%	31.4%
2013-14	14.4%	17.0%	11.0%	10.6%	26.5%	20.0%	33.3%	30.5%
2012-13	13.6%	16.7%	9.7%	12.3%	25.9%	21.3%	32.3%	29.3%
2009-10	11.6%	15.0%	16.2%	9.5%	25.9%	22.1%	32.3%	29.8%
2006-07	11.4%	14.1%	16.0%	13.7%	25.3%	20.7%	30.8%	29.0%
2002-03	10.7%	11.2%	16.7%	9.7%	24.6%	17.9%	29.3%	23.7%

27. More than 20% of entrants to FE and HE college courses at this level are from the most deprived quintile, and the proportion has been increasing over the time period shown. However, the proportion across both levels and both modes of study at university are lower and, despite the proportion increasing at full-time first degree level over the time period, in 2015-16 the proportion from the most deprived 20% was 14.8%.
28. The Outcome Agreement (OA) framework, introduced in academic year 2012-13 for both the college and university sectors, enable SFC to set and monitor clear national ambitions, several of which relate to widening access. Important for this report are those focusing on increasing the intake of students from the most deprived areas and from protected characteristic backgrounds. Further details on the [OA measures](#) can be found on our website.
29. For [universities](#), OA Measure 2 captures:
 - The number and proportion of Scotland-domiciled undergraduate entrants from the 20% most deprived postcode areas.
 - The number and proportion of Scotland-domiciled undergraduate entrants from the 20-40% most deprived postcode areas.
30. For [colleges](#), OA Measure 1C captures:
 - Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas.

Socio-economic Status and Level of Study

31. Chart 1, below, shows the variation in specific levels of study across all five SIMD quintiles, focusing on the three largest student groups, excluding part-time FE provision as described above.

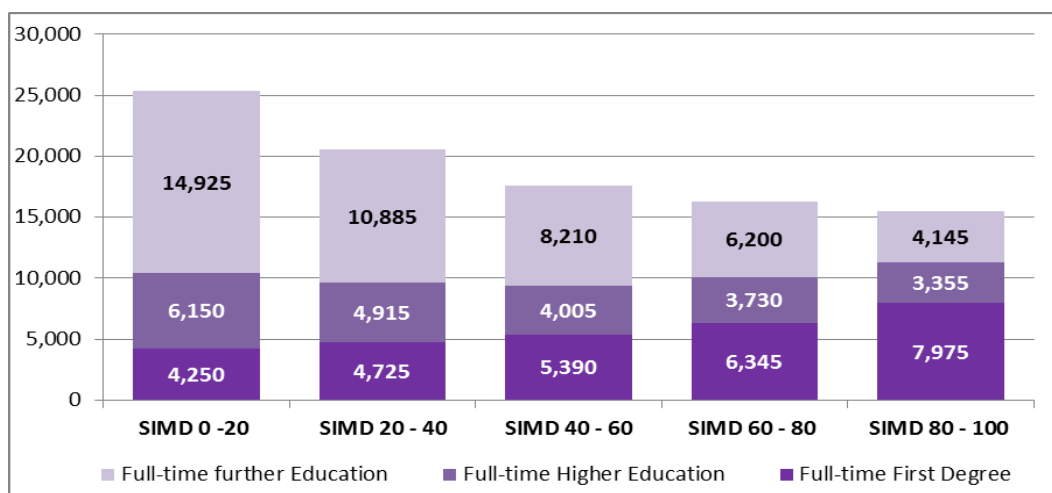
Chart 1: Proportion of Full-time Scottish-domiciled entrants by Level of Study and SIMD Quintile, AY 2015-16



32. The chart shows that those from the most deprived quintile and those from the least deprived quintile have opposing trends in the proportion of entrants at each level of study. Those from SIMD 0–20 and SIMD 20-40 communities have the highest proportion of entrants to full-time FE at college and the lowest proportion of entrants to full-time first degree at university. The opposite is true for those from the least deprived and second least deprived quintiles, with those from Quintile 3 (SIMD 40-60) almost proportional across each level of study.

33. Chart 2, below, shows that those from the most deprived quintile have the highest number of total entrants across all levels of study. Of the three full-time levels of study shown, there were 25,230 total entrants from the most deprived quintile, and 15,475 from the least deprived quintile.

Chart 2: Full-time Scottish-domiciled entrants by Level of Study and SIMD Quintile, AY 2015-16



34. The combined proportion of full-time HE at college and full-time first degree study for all quintiles is around 40%, the equivalent of around 10,000 entrants from each quintile. The proportion of this between college and university varies of course, as discussed above, but the overall numbers are remarkably similar.

Socio-economic Status and Age

35. Table 6, below, provides an overview of full-time enrolments in 2015-16 by level of study, age and by the proportion of that age from the 20% most deprived areas. The data is presented by single year age to identify the progression from school to college and university and to examine how the likely school leaver population compares with the older age groups. The Scottish Government's *Summary Statistics for Attainment, Leaver Destinations and Healthy Living* [publication](#) gives detailed information on the destinations of school leavers which can be used to inform the following tables.

Table 6: Scottish-domiciled Entrants by Level of Study, Age and the Proportion from the Most Deprived SIMD Quintile, AY 2015-16

	University		College			
	Full-time First Degree		Full-time Higher Education		Full-time Further Education	
	Number of students	% from most deprived quintile (SIMD 0-20)	Number of students	% from most deprived quintile (SIMD 0-20)	Number of students	% from most deprived quintile (SIMD 0-20)
Under 16	0		5		1,455	34.0%
16	95	13.6%	375	18.5%	5,210	29.1%
17	5,880	9.4%	3,215	20.5%	8,235	29.1%
18	9,885	9.3%	5,210	22.1%	7,485	31.0%
19	2,965	12.2%	2,925	27.1%	3,795	33.0%
20	2,105	19.6%	1,685	29.5%	2,395	36.4%
21	1,445	19.3%	1,155	27.8%	1,675	34.9%
22	1,015	21.3%	865	35.9%	1,425	34.0%
23	765	22.8%	780	31.9%	1,305	35.8%
24	575	21.8%	605	33.3%	1,130	38.5%
25	455	25.8%	500	33.7%	1,010	35.2%
26	385	30.3%	460	35.1%	840	40.8%
27	355	33.4%	415	37.2%	835	41.1%
28	310	29.3%	370	38.2%	695	41.9%
29	290	28.4%	335	37.5%	705	42.4%
30	250	32.9%	305	39.2%	590	42.0%
Over 30	2,090	29.2%	2,975	34.5%	5,650	39.8%
All ages	28,860	14.8%	22,180	27.7%	44,435	33.6%

36. Those aged between the ages of 16 to 18 are highlighted because they are the likely school leaving cohort and make up 47% of full-time FE entrants, 40% of full-time HE entrants at college, and 55% of full-time first degree entrants, making them a key group to understand. It also shows that between 45% and

60% of entrants at each level of study are not within the likely school leavers' cohort.

37. Table 6 shows that at every level, those aged 16 to 18 have the lowest proportion of entrants from the most deprived quintile, with the proportion as low as 9.3% for 18-year-old full-time first degree entrants.
38. Although overall the total number of entrants to full-time FE is much higher than entrants to full-time HE at college and to full-time first degree level, the numbers of particularly 17 and 18 year old entrants are much closer. The highest number of 18 year old enrolments in Table 3 is to full-time first degree level study at university, which is also the age group with the lowest proportion of students from the most deprived quintile.
39. Table 7, below, shows those from the most deprived SIMD quintile intersected with key protected characteristics over the time series from 2002-03. Full-time series data is available in the background tables online.

Table 7: Scottish-domiciled Full-time first degree university entrants from the Most Deprived SIMD Quintile

	2002-03	2006-07	2009-10	2012-13	2013-14	2014-15	2015-16
Male	10.2%	10.5%	11.0%	12.7%	13.2%	13.6%	13.7%
Female	11.2%	12.1%	12.0%	14.3%	15.2%	15.4%	15.6%
Declared disability	9.6%	16.3%	12.3%	12.0%	13.8%	14.3%	14.8%
No Known Disability	10.8%	11.3%	11.4%	13.8%	14.4%	14.7%	14.8%
BME	14.1%	16.2%	20.2%	23.6%	24.2%	24.6%	24.9%
Non-BME	10.5%	10.9%	10.8%	12.8%	13.5%	13.9%	13.9%

40. The trend across all groups has been an increase in the proportion of entrants from the most deprived SIMD quintile. The gap between males and females from SIMD20 communities has increased from 1 percentage point in 2009-10 to 1.9 percentage points in 2015-16. The gap between BME and non-BME entrants from SIMD20 is larger than any other group, at 11 percentage points in 2015-16 increased from a 9.4 percentage point gap in 2009-10. In 2015-16, there was no difference in the proportion of SIMD20 entrants between those with a declared disability and those without.
41. The following chapters continue to look at SIMD intersected with other characteristics.

College Success and University Retention

42. This report looks at measures of success in the sector, as well as the entrant population. Due to the differing nature and duration of courses between the college and university sectors, this is shown by a different method in each sector. In the college sector, success is measured as the proportion of entrants

who successfully complete their course, and in the university sector this is measured as the proportion of entrants who return to study in Year 2. For the purpose of this report, measures of success in the college sector follow the [College Performance Indicators](#) (PIs) methodology and are shown for full-time students only and in the university sector, measures of retention follow the [Outcome Agreement methodology](#) which, by definition, includes only full-time students. This methodology includes full-time first degree and the sub-degree provision included in the entrant tables above.

43. Table 8, below, shows successful completion rates for full-time enrolments by level of study and SIMD decile. SIMD deciles are used here in line with the College PIs. Only the two most deprived and two least deprived deciles are shown here but the full breakdown is available in the background tables online.

Table 8: Full-time Successful Completion Rates (PI definition) by Level of Study and SIMD decile – College Sector

Level	AY	SIMD0-10	SIMD10-20	SIMD80-90	SIMD90-100
Full-time further Education	2015-16	63.4%	62.4%	70.1%	70.4%
	2014-15	60.9%	61.2%	68.1%	67.9%
	2013-14	63.3%	64.1%	68.2%	68.9%
	2012-13	63.2%	63.1%	68.8%	68.4%
	2011-12	60.6%	61.5%	65.8%	65.4%
Full-time Higher Education	2015-16	67.5%	67.9%	75.3%	76.6%
	2014-15	66.8%	66.8%	75.1%	74.5%
	2013-14	68.4%	67.8%	75.5%	75.9%
	2012-13	66.3%	67.0%	73.6%	74.1%
	2011-12	65.1%	65.1%	73.0%	72.6%

44. Table 8 shows the varying gap in attainment between those from the most deprived SIMD deciles and those from the least deprived SIMD deciles. Successful completion has increased for all groups, at both levels of study, when comparing 2011-12 to 2015-16, although the trend has not been consistent.
45. The gap in attainment between the most and least deprived deciles for full-time FE students increased from 4.8 percentage points in 2011-12 to 7.0 percentage points in 2015-16. The gap in attainment between these groups at full-time HE level increased from 7.5 percentage points to 9.1 percentage points.
46. Table 9, below, shows retention rates for university undergraduate students by level of study and SIMD quintile.

Table 9: Full-time Retention Rates for Scottish-domiciled Undergraduate Entrants by Level of Study and SIMD Quintiles – University Sector

Level	AY	SIMD0-20	SIMD20-40	SIMD40-60	SIMD60-80	SIMD80-100
Full-time Undergraduate Entrants	2015-16	86.7%	88.6%	90.4%	92.0%	93.1%
	2014-15	87.5%	88.6%	90.5%	91.9%	92.2%
	2013-14	87.7%	87.9%	91.0%	92.8%	93.7%
	2012-13	87.2%	88.1%	90.2%	92.2%	93.4%
	2011-12	84.6%	86.6%	88.6%	91.4%	92.1%

47. Table 9 shows a similar pattern to that in Table 8, as retention rates for all SIMD quintiles have increased comparing 2011-12 to 2015-16 but the trend has not been consistent. However, the gap between those from the most deprived and the least deprived quintile has decreased from 7.5 percentage points in 2011-12 to 6.4 percentage points in 2015-16.

Section 5: Gender

48. The data collection of sex and gender was updated from 2012-13, so that data on students' sex is now returned to HESA and through FES with the possible options of male, female and other. In 2015-16, there were 18 students in the HESA population and 46 in the college data reported in this publication that identified their sex as 'other'. Due to these small numbers, these students are excluded from analysis in this section.
49. Table 10, below, shows the proportion of the students in [Table 4](#) that are female. The online tables show the actual figures and proportions for both male and female students.

Table 10: Proportion of Overall Scottish-domiciled Entrants that are Female

	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2015-16	58.3%	63.8%	52.2%	59.5%	55.5%	40.1%	53.6%	51.7%
2014-15	57.9%	58.4%	52.2%	57.9%	56.9%	41.6%	54.4%	49.3%
2013-14	56.9%	59.3%	50.4%	58.5%	55.2%	41.7%	53.8%	50.7%
2012-13	57.5%	60.1%	47.9%	56.6%	54.1%	46.2%	54.2%	48.7%
2009-10	57.1%	62.7%	53.8%	66.4%	54.7%	45.6%	55.6%	53.1%
2006-07	55.2%	65.4%	69.6%	58.3%	56.0%	49.8%	55.4%	55.3%
2002-03	54.9%	74.7%	69.8%	59.8%	55.0%	53.5%	51.2%	56.6%

50. In 2015-16, females had a higher proportion of entrants at all level, other than at part-time HE in colleges where males accounted for 59.9% of entrants and females accounted for 40.1%, as shown above, in Table 7. The highest proportion of females is at first degree level where females accounted for 58.3% and this imbalance has been increasing since 2002-03. As the proportion of females at full-time first degree level has been increasing, the high proportion of females at part-time first degree and at both full-time sub-degree provision at university decreased considerably between 2002-03 and 2009-10.
51. In August 2016 SFC published its [Gender Action Plan \(GAP\)](#) which set the target that by 2030 the gap between male and female participation, across the total of the four levels and modes of study shown in Table 7, will be reduced to 5%. Currently in 2015-16, the overall gap is 15.4%. However, the gap varies across levels of study, from 16.6 percentage points at full-time first degree to 11.0 percentage points at full-time HE level, and 7.2 percentage points at full-time FE level.

52. Part-time activity follows a different pattern, with the gender gap at part-time first degree level increasing to 27.6 percentage points, but as stated above, males make up a higher proportion of entrants to part-time HE study at college with the gap at 19.8 percentage points for males.

Gender and Age

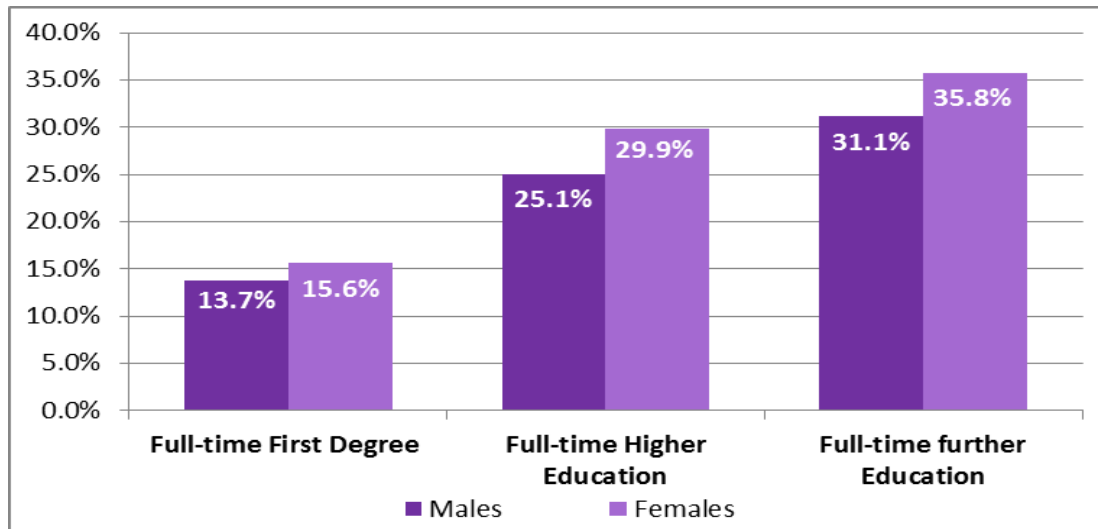
53. Table 11, below, shows the proportion of males and females by level of study and a detailed age breakdown.

Table 11: Scottish-domiciled Entrants by Level of Study, Age and Gender, AY 2015-16

	University			College					
	Full-time First Degree			Full-time Higher Education			Full-time Further Education		
	Number of students	Proportion Male	Proportion Female	Number of students	Proportion Male	Proportion Female	Number of students	Proportion Male	Proportion Female
under 16	0	n/a	n/a	5	n/a	n/a	1,455	52.5%	47.5%
16	95	27.2%	72.8%	375	43.9%	56.1%	5,210	53.6%	46.4%
17	5,880	39.9%	60.1%	3,215	45.4%	54.6%	8,235	51.9%	48.1%
18	9,885	43.0%	57.0%	5,210	48.4%	51.6%	7,485	50.8%	49.2%
19	2,965	41.2%	58.8%	2,925	47.8%	52.2%	3,795	49.9%	50.1%
20	2,105	45.3%	54.7%	1,685	48.4%	51.6%	2,395	50.3%	49.7%
21	1,445	46.4%	53.6%	1,155	47.8%	52.2%	1,675	46.9%	53.1%
22	1,015	45.5%	54.5%	865	49.0%	51.0%	1,425	43.5%	56.5%
23	765	41.8%	58.2%	780	45.4%	54.6%	1,305	43.6%	56.4%
24	575	41.6%	58.4%	605	43.8%	56.2%	1,130	42.3%	57.7%
25	455	45.2%	54.8%	500	41.1%	58.9%	1,010	38.4%	61.6%
26	385	41.8%	58.2%	460	43.5%	56.5%	840	36.6%	63.4%
27	355	40.1%	59.9%	415	39.3%	60.7%	835	34.1%	65.9%
28	310	37.5%	62.5%	370	36.6%	63.4%	695	35.0%	65.0%
29	290	38.5%	61.5%	335	38.6%	61.4%	705	33.4%	66.6%
30	250	31.9%	68.1%	305	36.3%	63.7%	590	33.3%	66.7%
over 30	2,090	33.3%	66.7%	2,975	32.3%	67.7%	5,650	31.2%	68.8%
All ages	28,860	41.6%	58.4%	22,180	44.5%	55.5%	44,435	46.4%	53.6%

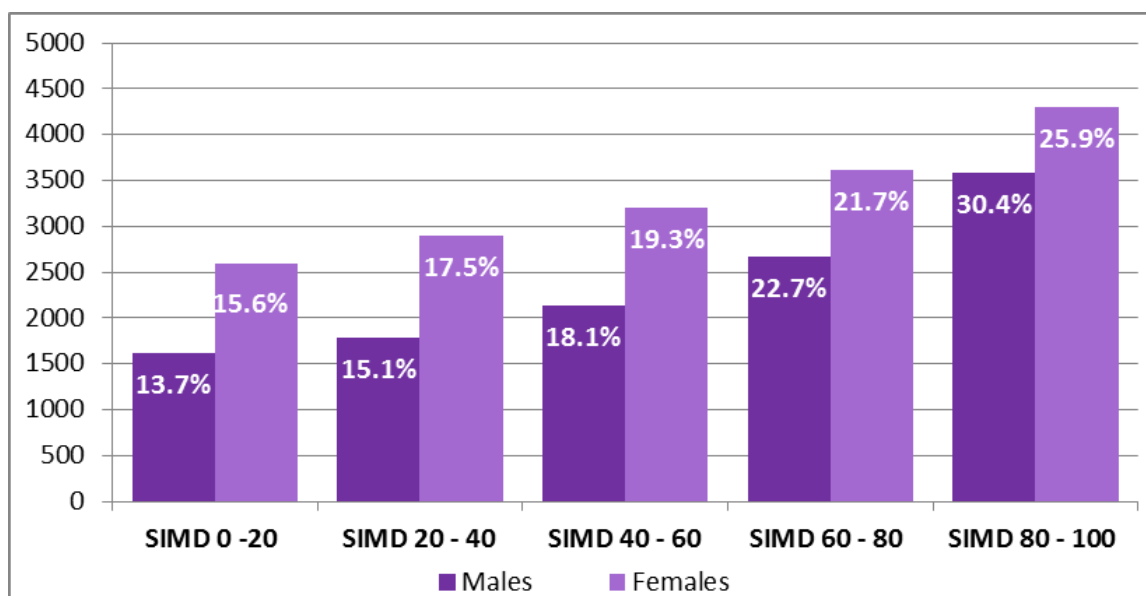
54. Table 11 shows that the gender imbalances across each level of study vary by age. The proportion of females at all levels is highest for entrants aged over 30. For 18 year old entrants to both full-time HE at college and full-time first degree study, there is a higher proportion of males at this age group compared to the proportion of males at all ages. However, for 17 year olds at full-time first degree level, the proportion of males is lower than the proportion of males over all ages.
55. Chart 3, below, shows the proportion of entrants by gender and level of study for those from the most deprived quintile.

Chart 3: Proportion of Scottish-domiciled Entrants from the Most Deprived 20% by Level of Study and Gender, AY 2015-16



56. [Chart 1](#) showed that overall those from the most deprived quintile accounted for 14.8% of full-time first degree entrants. Chart 3 shows that this proportion is higher for females (15.6%) and lower for males (13.7%). Showing that males from the most deprived quintile are more under-represented at this level of study compared to females. Chart 4, below, draws this out further, showing the number and proportion of full-time first degree entrants across each SIMD quintile by gender.

Chart 4: Proportion of Scottish-domiciled Full-time First Degree Entrants by SIMD Quintile and Gender, AY 2015-16



57. Females have higher numbers of entrants from each SIMD quintile, but the gap in participation varies across each quintile, with the largest gap in the least

deprived quintile, where males have a 4.5 percentage point higher proportion of entrants than females.

Gender and Subject

58. Underlying the differences at sector level between males and females strong imbalances in subjects studied also exist. SFC’s Gender Action Plan (GAP) also set subject level targets, specifically that by 2030 no college or university subject will have an imbalance of greater than 75% of one gender. The GAP analysis focuses on the 10 most imbalanced subject groupings in each sector, shown in Table 12 below.

Table 12: GAP Subjects of Focus in Colleges and University

<p>Female underrepresentation in colleges: Construction (general) Building/Construction Operations Building Services Engineering/Technology (general) Mechanical Engineering Electrical Engineering IT: Comp Science/Programming/Systems Vehicle Maintenance/Repair</p>	<p>Male underrepresentation in colleges: Child Care Services Hair/Personal Care Services</p>
<p>Female underrepresentation in universities: Architecture, Building and Planning Engineering Technologies Computer Sciences</p>	<p>Male underrepresentation in universities: Social Studies Nursing Training teachers Psychology</p>

Source: SFC [Gender Action Plan \(GAP\)](#)

59. The college analysis in this report will not match that of the GAP, since the GAP focuses on all activity by 16-24 year olds in line with the DYW Key Performance Indicator, and this report excludes short courses requiring less than 160 hours of learning. Although the sum of the university activity shown in this report is equivalent to that in the GAP, the focus is on full-time first degree level study. This means that rather than repeating the analysis in the GAP, this report will supplement it by showing the imbalances across more substantive levels of study. The subject level gender imbalances for the student populations in this report are shown in the background tables online.

College Success and University Retention

60. Table 13, below, shows the successful completion rates for full-time college students from the most and least deprived SIMD quintiles by their level of study and gender.

Table 13: Full-time Successful Completion Rates (PI definition) by Level of Study, Selected SIMD Quintiles and Gender – College Sector

Level	AY	Males		Females	
		SIMD 0 -20	SIMD 80 - 100	SIMD 0 -20	SIMD 80 -100
Full-time further Education	2015-16	62.4%	69.3%	63.3%	71.3%
	2014-15	59.8%	67.7%	61.9%	68.4%
	2013-14	62.7%	67.1%	64.4%	70.1%
	2012-13	62.8%	68.5%	63.5%	68.8%
	2011-12	62.7%	67.1%	64.4%	70.1%
Full-time Higher Education	2015-16	62.1%	71.9%	71.6%	80.2%
	2014-15	61.6%	70.1%	70.5%	79.7%
	2013-14	62.6%	71.3%	72.4%	80.2%
	2012-13	61.5%	69.4%	70.7%	78.5%
	2011-12	62.6%	71.3%	72.4%	80.2%

61. Females have higher successful completion at both levels, but the difference is greater for HE students. In 2015-16 the gap between males and females at FE level was 0.9 percentage points for those from the most deprived quintile, and 2.0% for those from the least. The equivalent differences between genders and quintiles at HE level in 2015-16 were 9.5 and 8.3 respectively. This shows that although males and females have similar rates of success at FE level; females have considerably higher rates of success at full-time HE level.
62. Table 14, below, shows retention rates for university undergraduate students from the most and least deprived quintiles by level of study and gender.

Table 14: Scottish-domiciled Full-time Retention Rates for Undergraduate Entrants by Level of Study, Selected SIMD Quintiles and Gender – University Sector

Level	AY	Males		Females	
		SIMD0-20	SIMD80-100	SIMD0-20	SIMD80-100
Full-time Undergraduate Entrants	2015-16	84.7%	91.3%	87.9%	94.6%
	2014-15	84.9%	90.4%	89.3%	93.7%
	2013-14	86.5%	92.9%	88.5%	94.4%
	2012-13	84.9%	91.9%	88.6%	94.7%
	2011-12	81.0%	90.8%	86.9%	93.4%

63. Females have higher rates of retention at full-time undergraduate level in universities. In 2015-16, female retention was 3.2 percentage points higher than males for those from the most deprived quintile and 3.3 percentage points higher for those from the least deprived. The difference in retention rates for

males from the most and least deprived quintiles has closed from 9.8 percentage points in 2011-12 to 6.6 percentage points in 2015-16. However, this gap has marginally increased for females, increasing from 6.5 percentage points between the quintiles in 2011-12 to 6.7 percentage points in 2015-16.

Section 6: Ethnicity

Black and Minority Ethnic (BME)

64. BME is widely recognised as an appropriate way to report and analyse ethnicity, and is the method used in this section. However, there are limitations to this definition, particularly the assumption that minority ethnic students are a homogeneous group. Where possible, this section presents data disaggregated by the more detailed ethnic groups as outlined in the [2011 Census](#). The Census categories of ethnicity are aggregated into the 6 following groups: White, Black, Asian, Chinese, Mixed and Other Ethnic Background.
65. Table 15, below, shows the proportion of the students in [Table 4](#) from a BME background. The online tables show the actual figures and proportions over the full-time series.

Table 15: Proportion of Overall Scottish-domiciled Entrants from a BME Background

	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2015-16	8.0%	4.6%	3.1%	4.2%	6.2%	3.1%	4.8%	10.2%
2014-15	7.1%	4.6%	2.6%	3.6%	5.9%	3.0%	4.5%	9.4%
2013-14	7.6%	4.1%	3.0%	2.4%	5.3%	2.9%	4.3%	8.9%
2012-13	7.1%	4.5%	4.3%	3.4%	5.1%	3.5%	4.1%	8.6%
2009-10	6.1%	4.5%	3.5%	2.1%	4.9%	4.2%	4.1%	7.3%
2006-07	5.9%	2.7%	2.9%	4.1%	5.0%	3.9%	3.9%	7.8%
2002-03	4.7%	2.0%	2.6%	1.0%	3.4%	1.6%	3.4%	5.8%

66. Table 15 shows that, again, the proportions vary across mode and level of study and, in general, have been increasing over the time period since 2002-03. The highest proportion of BME students is at part-time FE study at college, although the number at this level is likely inflated by multiple enrolments that are more frequent at this level of study. The second highest proportion of BME students is at full-time first degree level, where 8.0% of entrants in 2015-16 were from a BME background. In the [2011 Census](#), the BME population in Scotland was 4%.

BME breakdown and Socio-economic Status

67. Table 16, below, shows the number of entrants to each of the Census BME categories and the proportion of entrants from each group from the most deprived SIMD quintile across the three full-time levels of study of focus.

Table 16: Scottish-domiciled Entrants by BME Background, Level of Study and the Proportion from the Most Deprived SIMD Quintile, AY 2015-16

Ethnicity	University			College					
	First Degree			Further Education			Higher Education		
	Full time students	Proportion all students	SIMD 0 -20	Full time students	Proportion all students	SIMD 0 -20	Full time students	Proportion all students	SIMD 0 -20
White	26,390	92.1%	13.9%	42,205	95.0%	33.4%	20,790	93.7%	27.3%
Black	360	1.2%	58.8%	585	1.3%	60.1%	365	1.6%	64.7%
Asian	1,085	3.8%	19.5%	925	2.1%	26.3%	640	2.9%	22.5%
Chinese	220	0.7%	15.5%	130	0.3%	29.0%	80	0.4%	22.2%
Mixed	470	1.6%	14.3%	250	0.6%	26.9%	175	0.8%	18.6%
Other	160	0.6%	29.0%	335	0.8%	44.5%	135	0.6%	38.8%
Total BME	2,270	8.0%	24.9%	2,230	5.0%	38.0%	1,390	6.3%	34.8%
Total Students	28,860	100%	14.8%	44,435	100%		22,185	100%	

68. Across all levels of study shown, there is a higher proportion of BME entrants from the most deprived SIMD quintile compared to entrants from a White ethnic background, but as Table 16 also shows, there is significant variation between the BME groups. Asian entrants have the highest proportion of entrants within the BME groups, at all levels of study, with the highest proportion (3.8%) at full-time first degree level. Black entrants have significantly higher proportion of entrants from the most deprived SIMD quintile, with over 60% of Black entrants coming from this quintile at both FE and HE at college and 58.8% of full-time first degree entrants.
69. The [SFC Triennial Review on Widening Access](#) shows, in Figure 3, the proportion of the people of living in Scotland’s 20% most deprived SIMD datazones by ethnicity using data from the 2011 Census. This data shows that almost 45% of those with African ethnicity lived in the 10% most deprived datazones. This data is necessary to understand the significant variation between the BME groups in the proportion of the student population from the most deprived SIMD quintile.

College Success and University Retention

70. Table 17, below, shows the successful completion rates for full-time college students from a BME background showing the proportions from the most and least deprived SIMD quintiles by level of study.

Table 17: Full-time Successful Completion Rates (PI definition) by Level of Study and Selected SIMD Quintiles for BME Students – College Sector

Level	AY	BME		Difference to Sector	
		SIMD 0 -20	SIMD 80 - 100	SIMD 0 -20	SIMD 80 -100
Full-time further Education	2015-16	67.9%	72.4%	5.0%	2.2%
	2014-15	67.7%	63.4%	6.7%	-4.6%
	2013-14	68.0%	64.4%	4.3%	-4.1%
	2012-13	67.3%	63.2%	4.1%	-5.4%
	2011-12	61.7%	66.2%	0.7%	0.5%
Full-time Higher Education	2015-16	69.0%	71.0%	1.3%	-4.9%
	2014-15	70.2%	73.6%	3.3%	-1.3%
	2013-14	68.1%	75.0%	0.0%	-0.7%
	2012-13	65.7%	70.8%	-0.9%	-3.1%
	2011-12	62.5%	71.9%	-2.6%	-1.0%

71. Table 17 shows that although there is a gap between rates of successful completion for BME students from the most and least deprived SIMD quintile at full-time FE and HE level, it is smaller than the gap at sector level. BME students from the most deprived quintile have higher successful completion rates than the sector average at both FE and HE level. BME students from the least deprived quintile, however, have lower successful completion rates at full-time HE than the sector average.
72. Table 18, below, shows retention rates for university undergraduate students from a BME background showing the proportions from the most and least deprived SIMD quintiles by level of study.

Table 18: Scottish-domiciled Full-time Retention Rates for Undergraduate Entrants by Level of Study & Selected SIMD Quintiles for BME Students – University Sector

Level	AY	BME		Difference to Sector	
		SIMD0-20	SIMD80-100	SIMD0-20	SIMD80-100
Full-time Undergraduate Entrants	2015-16	88.8%	94.3%	2.2%	1.2%
	2014-15	91.6%	91.4%	4.0%	-0.8%
	2013-14	90.1%	95.5%	2.4%	1.8%
	2012-13	90.4%	92.5%	3.3%	-0.9%
	2011-12	91.5%	92.5%	6.9%	0.4%

73. Table 18 shows that BME students from the most and least deprived quintiles also have higher retention rates than the total sector rates. The gap between

the most and least deprived quintiles for BME students is 5.5 percentage points, compared to the gap of 6.4 percentage points at sector level.

Section 7: Disability

74. Table 19, below, shows the proportion of students with a declared disability at each level of study from the totals shown in [Table 4](#), excluding those with unknown disability status. This is only relevant in the earlier years of the time series as HESA and FES reporting on disabilities changed from 2010-11 so that students had to return disability information, and from 2011-12 the coding frame changed.

Table 19: Proportion of Overall Scottish-domiciled Entrants with a Declared Disability

	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2015-16	11.5%	14.2%	17.3%	17.2%	12.0%	6.4%	20.1%	16.4%
2014-15	10.6%	14.6%	14.5%	14.3%	10.9%	6.5%	19.3%	15.5%
2013-14	10.1%	12.6%	13.6%	11.0%	10.2%	7.5%	17.5%	16.2%
2012-13	9.0%	14.8%	13.2%	13.2%	10.3%	7.1%	16.9%	17.3%
2009-10	8.3%	10.0%	9.6%	12.3%	8.5%	7.4%	14.6%	17.2%
2006-07	3.2%	7.8%	3.7%	4.6%	8.7%	6.2%	13.8%	14.3%
2002-03	2.6%	2.0%	2.7%	3.4%	4.3%	2.9%	7.9%	9.1%

75. The large increases shown in Table 19 from 2002-03 and the earlier years are largely a result of increased reporting data collection improvements. Comparisons across the shorter time series are more appropriate, and therefore, the focus in this section is the data from 2009-10.
76. Over the shorter time series, the general trend is one of increasing rates of disclosed disability. Across all full-time modes of study, the proportion of entrants with a declared disability has increased between 2009-10 and 2015-16. However, for part-time study at FE and HE level at college the rates have decreased over the same period, from 7.4% to 6.4% at part-time HE level, and from 17.2% to 16.4% of FE level. Taking both full and part-time activity together, the proportion of entrants with a declared disability at both HE and FE level has increased between 2009-10 and 2015-16.

Disability Breakdown, Age and Socio-economic Status

77. Table 20 below shows the breakdown of disability types by level of study, the proportion from the most deprived SIMD quintile and the proportion aged 16 to 24 years old.

Table 20: Scottish-domiciled Entrants by Disability, Level of Study, Age and the Proportion from the Most Deprived SIMD Quintile, AY 2015-16

Type of Disability	University				College							
	First Degree				Higher Education				Further Education			
	Full time students	Proportion	SIMD 0 -20	Proportion Aged 16 -24	Full time students	Proportion	SIMD 0 -20	Proportion Aged 16 -24	Full time students	Proportion	SIMD 0 -20	Proportion Aged 16 -24
A long standing illness or health condition	345	1.2%	17.3%	77.1%	225	1.0%	26.7%	64.6%	550	1.2%	34.6%	64.1%
A mental health condition	545	1.9%	17.5%	77.9%	505	2.3%	33.6%	62.8%	1,385	3.1%	33.4%	66.6%
A physical impairment or mobility issues	95	0.3%	15.1%	71.0%	105	0.5%	30.8%	57.2%	190	0.4%	35.1%	68.7%
A social/communication impairment	205	0.7%	12.5%	96.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
A specific learning difficulty	1,540	5.3%	12.0%	82.9%	895	4.0%	23.6%	81.8%	3,195	7.2%	31.2%	86.3%
Blind/serious visual impairment uncorrected by glasses	35	0.1%	17.6%	88.2%	45	0.2%	22.7%	80.7%	105	0.2%	39.8%	82.2%
Deaf/serious hearing impairment	60	0.2%	22.6%	77.4%	55	0.3%	26.3%	66.3%	190	0.4%	36.5%	67.2%
above	275	1.0%	15.7%	76.0%	370	1.7%	27.7%	74.4%	1,315	3.0%	31.2%	87.0%
Two or more impairments/disabling medical conditions	220	0.8%	22.2%	69.9%	470	2.1%	34.0%	63.6%	1,980	4.5%	33.0%	78.8%
Total Disabilities	3,320	11.5%	14.8%	80.4%	2,670	12.0%	28.5%	72.9%	8,920	20.1%	32.5%	77.3%
No known disability	25,540	88.5%	14.8%	86.3%	19,515	88.0%	27.6%	76.2%	35,515	79.9%	33.9%	72.5%
Total Students	28,860	100.0%	14.8%	85.7%	22,185	100.0%	27.7%	75.8%	44,435	100.0%	33.6%	73.5%

Further details of the specific disabilities within each group are given in [Annex A](#)

78. Students with a specific learning difficulty, such as dyslexia, dyspraxia or AD(H)D, have the highest proportion of entrants at all levels. At full-time first degree level, the proportion of students from the most deprived SIMD quintile with a declared disability and those with no known disability is the same at 14.8%.

College Success and University Retention

79. Table 21, below, shows the successful completion rates for full-time college students with a declared disability with the proportions from the most and least deprived SIMD quintiles by level of study.

Table 21: Full-time Successful Completion Rates (PI definition) by Level of Study & Selected SIMD Quintiles for Students with a Declared Disability – College Sector

Level	AY	Declared Disability		Difference to Sector	
		SIMD 0 -20	SIMD 80-100	SIMD 0 -20	SIMD 80 -100
Full-time further Education	2015-16	61.2%	68.5%	-1.7%	-1.7%
	2014-15	60.3%	68.1%	-0.7%	0.0%
	2013-14	63.5%	70.4%	-0.2%	1.9%
	2012-13	63.6%	68.9%	0.4%	0.2%
	2011-12	60.7%	67.1%	-0.3%	1.5%
Full-time Higher Education	2015-16	62.7%	72.0%	-4.9%	-3.9%
	2014-15	59.9%	74.9%	-6.9%	0.0%
	2013-14	62.0%	74.9%	-6.2%	-0.7%
	2012-13	62.7%	75.2%	-3.9%	1.4%
	2011-12	61.5%	73.0%	-3.5%	0.2%

80. Table 21 shows that students with a declared disability have lower rates of successful completion compared to the overall sector rate, and this difference is more pronounced at HE level. At HE level, the difference between successful completion rates for students with a declared disability and the sector is greater for students from the most deprived SIMD quintile. However, the gap between the most and least deprived quintiles for students with a declared disability has narrowed from 11.5 percentage points in 2011-12 to 9.3 percentage points in 2015-16.
81. Table 22, below, shows retention rates for university undergraduate students with a declared disability showing the proportions from the most and least deprived SIMD quintiles by level of study.

Table 22: Scottish-domiciled Full-time Retention Rates for Undergraduate Entrants by Level of Study & Selected SIMD Quintiles for Students with a Declared Disability – University Sector

Level	AY	Declared Disability		Difference to Sector	
		SIMD0-20	SIMD80-100	SIMD0-20	SIMD80-100
Full-time Undergraduate Entrants	2015-16	85.8%	92.2%	-0.8%	-0.9%
	2014-15	86.4%	91.1%	-1.1%	-1.1%
	2013-14	85.6%	93.2%	-2.0%	-0.5%
	2012-13	84.2%	93.5%	-3.0%	0.2%
	2011-12	84.0%	92.7%	-0.6%	0.5%

82. Table 22 shows a similar pattern, with students with a declared disability having lower retention rates than the sector total.

Section 8: Care Experienced Learners

83. SFC and HESA began collecting data on care experienced learners at colleges and universities in academic year 2013-14 meaning there are three available years of data for this section.
84. In the initial years of collection it was expected that the data under-represented the numbers of Care Experienced (CE) students in colleges. This has been substantiated by a large increase in numbers between 2014-15 and 2015-16. Further years of data are required before the figures can be considered robust and trend analysis is possible. SFC teams continue to work with colleges to improve data quality and reporting in this area, which will enable better informed analysis of the participation and attainment of students from a care experienced background at college to be carried out. The national ambition for care experienced learners is provided in SFC's [Outcome Agreement Guidance](#).
85. Table 23, below, shows the proportion of entrants to each level and mode of study with declared care experience. The [Scottish Government statistics](#) show that 2% of children were looked after or on the child protection register between August 2015 and July 2016. The figures shown here include anyone who has been in care or is from a looked after background, and young people in care. This includes people who have been in foster care, kinship care, and those who are looked after at home with a supervision requirement. This means that the figures shown below, reaching 1.6% of students at full-time FE level, use a wider definition than the Scottish Government social work statistics of 2%.

Table 23: Proportion of Overall Scottish-domiciled Entrants with Care Experience

	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2015-16	0.6%	0.5%	0.9%	1.1%	0.6%	0.3%	1.6%	0.9%
2014-15	0.6%	0.6%	0.8%	1.0%	0.2%	0.1%	0.4%	0.3%
2013-14	0.5%	0.6%	0.8%	0.5%	0.1%	0.1%	0.4%	0.4%

86. Table 23 shows that the proportions of Care Experience students across both sectors are small, but generally increasing. Table 24 shows the actual numbers of Care Experience students included within these entrant populations, in order to provide a greater understanding of the improvements in reporting.

Table 24: Scottish-domiciled Entrants with Care Experience

	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2015-16	160	30	25	20	140	20	715	390
2014-15	170	30	25	15	40	5	175	105
2013-14	145	30	25	10	20	5	165	160

87. Table 24 shows large increases in the numbers of Care Experienced entrants, particularly in the college sector, and also highlights the small numbers across the levels of study that make further breakdowns difficult for data protection reasons. However, despite the small numbers, the comparatively poor success and completion rates are apparent across all years of available data.

College Success and University Retention

88. Given the large increase in numbers between 2014-15 and 2015-16 and the impact this has on the reliability of trend data, one year of university retention and college successful completion data for Care Experienced and Non-Care Experienced students is shown in Table 25 below.

Table 25: University Retention and College Successful Completion for Care Experienced Students, AY 2015-16

	CE Students	Non-CE Students	Performance Gap
Retention - Full-time Undergraduate Entrants	84.3%	90.7%	-6.4%
Successful Completion - Full-time HE	64.6%	72.2%	-7.6%
Successful Completion - Full-time FE	52.7%	65.7%	-13.0%

89. Table 25 shows that the largest gap in performance exists at full-time FE level, gaps of 7.6 and 6.4 percentage points also exist for Care Experience students at full-time college HE level and at university undergraduate level, respectively.

90. The Scottish Government has accepted the CoWA recommendation that, by 2017, those with care experience who meet the access threshold should be entitled to the offer of a place at a Scottish university; and it has committed to provide these students with a full bursary for the duration of their programme of study. Further statistics on Care Experience students are shown in the [CoWA Key Indicators](#) Section.

Section 9: Conclusion and Future Publications

91. As stated in the introduction, this is an interim report and we will seek to finalise content and coverage between now and the next *SFC Report on Widening Access* update. The data presented is a balance between the SFC Outcome Agreement measures, the new CoWA targets and wider Access activity across both sectors.
92. A public consultation on this data and the report itself will be launched shortly, allowing users to feed into the next *SFC Report on Widening Access* and comment on the changes from the previous *Learning for All* publication. In the interim, if you have any questions or comments please contact:

Contact: Cathy Mitchell

Job title: Senior Policy Officer/Analyst

Department: Finance Directorate

Email: cmitchell@sfc.ac.uk

Team email: datarequests@sfc.ac.uk

Annex A: Report Content and Coverage

University entrants – Section 3 onwards

1. The Commission on Widening Access covers all higher education but pays specific attention to Scottish domiciled full-time first degree (FTFD) entrants to university. This group makes up 73% of the entrants to university shown in [Table 4](#), and is the main group of university students of focus in this report.
2. There is, of course, a variety of additional activity provided by universities to students outwith this group. Part-time activity at first degree level at university accounted for 17% of all first degree activity at universities in 2015-16 and this route is an important one for many. Also of importance is the sub-degree level provision at university shown in [Table 4](#). Further detail on these groups, where not shown in this report, is available in the background tables online or by request. “Sub-degree” for this purpose includes the following qualifications:
 - Certificate of Higher Education (CertHE).
 - Higher National Certificate (HNC).
 - Diploma of Higher Education (DipHE)².
 - Higher National Diploma (HND).
3. The tables in Section 3 onwards therefore do not include the other sub-degree level activity in universities, which is made up mostly of professional qualifications and courses not leading to a qualification. The full definition can be found on the [HESA website](#). This definition of sub-degree provision is used here in line with the provision included in the [SFC Outcome Agreement definition](#) of students. However, as this report covers all activity in the sector the numbers will vary from the reported [OA figures](#) as the data in this report includes the Open University whereas the OA measures do not.

College entrants – Section 3 onwards

4. College student activity can be measured in a number of different ways, and a full explanation of these measurements can be found in Section 2 of SFC’s [Baseline Report for 2014-15](#). College data here is shown only in enrolments. The college data within this report includes only Scottish domiciled entrants, and is shown by full and part-time activity at Higher Education (HE) and Further Education (FE) level. FE is defined as study at Scottish Credit and Qualifications Framework (SCQF) levels 1-6, whilst HE is defined as study at SCQF levels 7 or above. HE study includes the qualifications in the definition above and also a wider list of qualifications.

² Including Diploma Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory bod

5. In line with the definition used in the SFC [College Performance Indicators](#) National Statistics publication the college entrants shown include only those students who completed 4 or more Credits.³ This is an important addition on the college data when measuring entrant activity in enrolments as otherwise very short courses, of often only a few hours, are counted in the same way as courses with much longer durations.

University Retention

6. University retention measures whether a student, studying at first degree or the sub-degree level university provision included in this publication, stays in higher education after their first year of study. The full definition can be found in the [OA Technical Guidance](#).

College Success

7. College success is reported in SFC's [College Performance Indicators](#) (PI) publication. The College PIs for 2015-16 were published in January 2017 and contain data on successful completion for students from a range of access criteria including age, gender and disability. The intention of this publication is not to reproduce this data but key success indicators are provided and further breakdowns are provided.

Articulation

8. Articulation is a key route for Access to education. SFC is currently rebuilding the National Articulation Database (NAD) on a more advanced statistical platform meaning current data is not available to publish at this time. The new platform will enable more analysis of this data, and we expect to include this more detailed analysis in future *SFC Reports on Widening Access* along with further analysis and reporting on progress and transitions across both sectors.

Data Specifics

9. All counts of students have been rounded to the nearest five, to protect the confidentiality of individuals, in accordance with SFC policy in line with HESA. Totals are based on unrounded values. Percentages are based on students who have known data for the characteristic reported. Percentages based on a population of 22.5 or fewer students have been suppressed to protect against over interpretation of small numbers.
10. The SIMD files are updated periodically to reflect changing levels of deprivation in areas and the SIMD date series in this report use the SIMD2006, SIMD2009 and SIMD2012 files. For academic years (AY) 2002-03 to 2006-07 the SIMD2006

³ 1 credit equates to 40 notional hours of learning

file is used. For AY 2007-08 to 2010-11, SIMD 2009 and for AY 2011-12 to 2015-16, SIMD 2012 is used.

11. Section 2 uses the standard SIMD files, all three years based on SIMD2012. Section 3 onwards uses the SFC weighted SIMD files, consistent with all other analysis conducted by SFC on socio-economic status. Once the recently updated SIMD2016 file is brought into use, methodologies across the analysis in both sections will be consistent.
12. The disability categories in [Table 20](#) are shown under shortened titles. The full disability titles, giving examples of the specific conditions in each group are below:
 - A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy.
 - A mental health condition, such as depression, schizophrenia or anxiety disorder.
 - A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches.
 - A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder.
 - A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D.
 - Blind or a serious visual impairment uncorrected by glasses.
 - Deaf or a serious hearing impairment.
 - Personal care support.
 - A disability, impairment or medical condition that is not listed above.
 - Two or more impairments and/or disabling medical conditions.
13. Students at the former land-based colleges of Barony, Elmwood and Oatridge, which merged with the Scottish Agricultural College (SAC) to form SRUC in October 2012, were still recorded through the college reporting until 2012-13. They are included in the figures for colleges for 2012-13 but are included with the SRUC and HEI related figures from 2013-14.
14. A number of institution mergers happened across the university and college sectors over the time period shown in this publication. Full details of these are described in [Annex A: HE Students and Qualifiers 2014-15](#).