



# SFC Statistical publication

## College Leaver Destinations 2016-17 Supplement: SIMD, Rurality, Gender and Special Interest Groups

Issue date: 9 October 2018

Reference: SFC/ST/07/2018

Summary: To inform stakeholders of the publication of the 2016-17 College Leaver Destinations (CLD) measurements.

FAO: Principals and Directors of Scotland's colleges, students and parents.

Further information: **Contact:** Dr Scott Montgomery, Senior Policy/Analysis Officer  
**Directorate:** Finance  
**Tel:** 0131 313 6656  
**Email:** [smontgomery@sfc.ac.uk](mailto:smontgomery@sfc.ac.uk)



Scottish Funding Council  
Promoting further and higher education

Scottish Funding Council  
Apex 2  
97 Haymarket Terrace  
Edinburgh  
EH12 5HD  
T 0131 313 6500  
F 0131 313 6501  
[www.sfc.ac.uk](http://www.sfc.ac.uk)

## College Leaver Destinations 2016-17 Supplement: SIMD, Rurality, Gender and Special Interest Groups

### S1.0 SIMD<sup>9</sup> (2012) and Urban Rural Classification

#### S1.0.1 SIMD Analysis for whole cohort

65. Positive destinations for qualifiers in each of the Scottish Index of Multiple Deprivation deciles (SIMD) were in the range 94.5% to 96.3%. However there were more notable differences in the breakdown between further study and employment destinations with those from the more deprived deciles continuing to be more likely to progress into further study. This may be explained by these groups starting college with lower level qualifications (on average) and experiencing a longer learner journey to reach the required level of qualification for their chosen career path.
66. There is not an equal distribution of qualifiers across all SIMD deciles, with those from the most deprived SIMD, decile one, outnumbering those from the least deprived, decile 10, by around three and a half to one: 7,768 to 2,188.

Table S1.0: Study versus work by SIMD (2012) decile

		SIMD 2012 Decile									
		Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
		<b>7,768</b>	<b>6,325</b>	<b>5,488</b>	<b>4,859</b>	<b>4,313</b>	<b>3,846</b>	<b>3,496</b>	<b>3,139</b>	<b>2,977</b>	<b>2,188</b>
	Further Study	79.1%	77.9%	75.9%	74.1%	73.0%	71.6%	72.4%	71.9%	74.2%	74.1%
	Work	15.8%	17.6%	18.8%	20.9%	21.7%	23.3%	22.1%	23.0%	22.1%	21.2%
	Other destination	1.4%	1.3%	1.3%	1.3%	1.3%	1.3%	1.1%	1.1%	0.9%	1.2%
	Negative destination	3.7%	3.2%	4.0%	3.7%	4.0%	3.8%	4.4%	4.0%	2.8%	3.4%

#### S1.0.2 Urban Rural Classification<sup>10</sup>

67. The Urban Rural Classification was introduced last year and provides an interesting aspect of Scottish colleges since Scotland has an extremely urban central belt and large areas of rurality. Confirmed destinations by the Urban Rural Classification in the 2015-16 CLD ranged from 85.4% (index one) to 91.7% (index eight); this year the gap between the extremes closed to within 1.0pp:

<sup>9</sup> [Scottish Index of Multiple Deprivation 2012](#): the Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation, combining in a single index several different aspects of deprivation. The new SIMD 2016 has not been used in this publication for reasons of comparison. Note: population weighted SIMD is used in this publication.

<sup>10</sup> <http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification> gives detail of Rural Classification and its assignment.

95.6% (index one) to 96.6% (index eight). The middle indexes 4, 5 and 6 had the lowest positive destinations at 93.2%, 93.5% and 93.9% respectively.

68. Further study was more likely at the urban end of the scale, peaking at 78.0% in index one compared with the lowest study rate of 61.2% in index eight. Movement to work at the most rural index was more than twice the proportion of the most urban index: 35.4% in index eight (up from 29.3% in 2015-16) compared with 17.6% in index one (up from 16.7%). See Table S1.1.

Table S1.1: Confirmed Destinations by Urban Rural Classification

		Urban Rural Classification							
		Urban		Increasing Rurality					
		1	2	3	4	5	6	7	8
		<b>16,029</b>	<b>17,639</b>	<b>3,740</b>	<b>797</b>	<b>431</b>	<b>4,205</b>	<b>882</b>	<b>642</b>
	Further Study	78.0%	75.6%	73.1%	69.1%	64.5%	70.7%	65.3%	61.2%
	Work	17.6%	19.4%	21.6%	24.1%	29.0%	23.3%	28.9%	35.4%
	Other destination	1.2%	1.2%	1.5%	1.4%	1.6%	1.4%	1.4%	1.4%
	Negative destination	3.2%	3.8%	3.9%	5.4%	4.9%	4.6%	4.4%	2.0%

69. In terms of gender, 76.5% of females continued to further study in 2016-17, an increase of 0.2pp, while males saw a decrease in continued study (down 1.1pp) in favour of entering work where 22.0% entered work up from 21.0% last year. Female movement to work remained unchanged at 18.5%, so this year males continue to be more likely to enter work than females. See Table S1.2.

Table S1.2: Broad Destination Split by Gender (confirmed)

		Gender	
		Male	Female
		<b>19,254</b>	<b>25,412</b>
	Further Study	73.1%	76.5%
	Work	22.0%	18.5%
	Other Destination	0.7%	1.7%
	Negative Destination	4.2%	3.3%

Table S1.3: Full-time versus part-time destinations by gender (confirmed)

	Male		Female	
	<b>19,254</b>		<b>25,412</b>	
ENGAGED IN FULL-TIME FURTHER STUDY, TRAINING OR RESEARCH	71.0%	<b>89.7%</b>	74.3%	<b>87.5%</b>
WORKING FULL-TIME	18.7%		13.2%	
ENGAGED IN PART-TIME FURTHER STUDY, TRAINING OR RESEARCH	2.1%	<b>5.4%</b>	2.1%	<b>7.3%</b>
WORKING PART-TIME	3.3%		5.2%	
DUE TO START A JOB BY THE 31ST MARCH	0.0%	<b>0.0%</b>	0.0%	<b>0.0%</b>
TEMPORARILY SICK OR UNABLE TO WORK/LOOKING AFTER THE HOME OR FAMILY	0.4%		1.5%	
TAKING TIME OUT IN ORDER TO TRAVEL	0.2%	<b>0.7%</b>	0.2%	<b>1.7%</b>
PERMANENTLY UNABLE TO WORK/RETIRED	0.1%		0.0%	
UNEMPLOYED AND LOOKING FOR WORK	3.9%		2.9%	
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT, FURTHER STUDY OR TRAINING	0.3%	<b>4.2%</b>	0.5%	<b>3.4%</b>

70. Table S1.3 shows males entering full-time work or study 2.2pp more than females, although this gap has narrowed by 0.2pp from the 2.4pp difference last year. For part-time destinations, females enter part-time destinations 1.9pp more than males. This gap for part-time is unchanged from last session.

### S1.1.0 Special Interest Groups

71. The following special interest groups have been identified in the dataset since the 2014-15 CLD collection: those with disabilities, those with caring responsibilities and various special interest groups such as Care Experienced (*Care Leavers and Looked After Children*), those on the *Bereaved Children Scheme* and those from a Black and Minority Ethnic background. This section also deals with figures for deaf/partially deaf and blind/partially sighted.

### S1.1.1 Disability

72. Of the 50,298 qualifiers, 8,595 declared<sup>11</sup> one or more disabilities (17.1% of the cohort, up from 16.7%). Of those with flagged disability we obtained confirmed destinations for 7,740.

Table S1.4: Confirmed Destinations by Disability Status

	One or more disability	No disability
	<b>7,740</b>	<b>36,976</b>
Further Study	78.3%	74.3%
Work	15.1%	21.0%
Other destination	1.6%	1.2%
Negative destination	5.0%	3.4%

73. In terms of confirmed positive destinations, for qualifiers with disabilities we see 93.3% finding positive destinations compared with the 95.4% in the remaining cohort. Breaking this down, we see an increase in study destinations for those with disability (+ 1.1pp), while the remaining group's study destinations dropped by 0.6pp. Movement to work shows the inverse directional move: 15.1% with disabilities found work (down from 15.8%) compared to 21.0% of those with no disability (up from 20.3%) – see Table S2.4.

74. Overall for people with disabilities, educational opportunities have yet to translate into like for like destinations with those without disability. This is most evident when comparing the proportion with disabilities in negative destinations 5.0% to those with no disabilities (3.4%) - although the gap has closed some from last year when it was 5.3% compared with 3.5%.

### S1.1.2 Carers

75. Students with caring responsibilities accounted for 4.8% of the total population (2,431/50,298). The proportion is up 0.8pp from the previous year.

76. Of those with confirmed destinations, 93.4% of carers reached positive destinations (down 0.2pp), with 75.2% continuing to further study (down 3.2pp) and 18.3% moving into employment (up 3.0pp). Four percent went on to negative destinations, down from 4.2% last year, with a further 2.6% in other destinations up from 2.2% last year and 1.9% the previous year.

77. In keeping with last year's destination distribution for this group there is more part-time work and study compared to the national: part-time work was 4.7% compared with the national 3.9% and part-time study was 2.8% compared with

<sup>11</sup> Clarification: all disability data comes from self-declaration from students themselves.

1.9%. It is evident that the responsibilities of this group have consequences for their destination options.

### ***S1.1.3 Care Experienced***

78. The number of Care Experienced (*Care Leavers and Looked After Children*) rose this year due to a continued increase in flagging in the data<sup>12</sup>. The proportion of Care Experienced in the cohort was 1.5% (770/50,298) up from 1.1% last session. Of the confirmed destinations, 94.1% went on to positive destinations; 78.3% continued to further study (up from 75.4%) compared with 75.0% in the national figure. Where this group differs is in those moving into work (15.7% compared with the national 20.0%) and those moving into negative destinations: 4.4% compared with the national 3.7% but a decrease of 0.6pp from the previous year.

### ***S1.1.4 Bereaved Children Scheme***

79. A group identified as concerning in the 2014-15 CLD publication and followed each session is the *Bereaved Children Scheme*. Although the proportion of students in this category had a high level of unconfirmed destinations, for those we have destinations for this session all achieved positive destinations. Low numbers mean percentages have little value, but there has been progress made over the last two years.

### ***S1.1.5 Black and Minority Ethnic***

80. Those from a Black and Minority Ethnic background (BME) made up 6.1% of the 2016-17 full-time qualifying cohort, (3,070/50,298), up 0.1pp over the previous year.

81. The proportion of confirmed destinations for the group was marginally lower than the overall average with 88.7% destinations confirmed compared to the average of 88.9%. For confirmed destinations, 95.6% moved into positive destinations, 0.6pp above the cohort average of 95.0%.

82. When examining the breakdown of work, study and negative destinations, 82.4% of the group moved into further study post-qualification, up from 79.7% and considerably higher than the national average of 75.0%, while 13.2% moved into work (from 15.1%), 6.8pp below the average. Negative destinations decreased this session to 2.7% from 3.8% last session. This is near a full percentage point below the national average for negative destinations.

---

<sup>12</sup> We continue to work to improve the accuracy of this flagging through improved guidance issued to the colleges. Our confidence in the accuracy of the flagging is not as high as we would like at this point.

### S1.2.0: Blind/Partially Sighted & Deaf/Partially Deaf

83. Paragraph 98 of the Scottish Parliament’s publication *Attainment of pupils with a sensory impairment*<sup>13</sup> discusses the importance of post-school destinations for blind/partially sighted and deaf/partially deaf learners. Table S1.5 is included to give a comparison for these groups with the national figures for the 2016-17 CLD.

Table S1.5 Blind/Visually Impaired and Deaf/Partially Deaf

<b>Positive v. Negative (confirmed)</b>	<b>National</b>	<b>Blind/VI</b>	<b>Deaf/PD</b>
Confirmed Destinations	44,716	239	297
Unconfirmed	5,582	23	48
<b>Total</b>	<b>50,298</b>	<b>262</b>	<b>345</b>
Positive Destination	95.0%	94.1%	94.6%
All Other Destinations	5.0%	5.9%	5.4%
	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Broad Destination (confirmed)</b>			
Further Study	75.0%	82.8%	79.8%
Work	20.0%	11.3%	14.8%
Other	1.3%	0.8%	1.0%
Negative	3.7%	5.0%	4.4%
<b>Confirmed Destinations</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<sup>13</sup> [http://www.parliament.scot/S4\\_EducationandCultureCommittee/Reports/ECS042015R10.pdf](http://www.parliament.scot/S4_EducationandCultureCommittee/Reports/ECS042015R10.pdf)