

Report on Widening Access 2017-18

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Summary: **This is a revised report.** 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: Principals and Chairs of Scotland's colleges and universities, Scottish Government, students, parents, guardians and the general public

Further information: **Contact:** Stephen Riddell
Job title: Senior Policy Officer/Analyst
Department: Finance Directorate
Email: sriddell@sfc.ac.uk

This is a revised report. The following changes were made to figures concerning the 2017-18 academic session only in the tables and accompanying commentary contained within the original report, which was published on 29 May 2019:

Tables 9, 13, 17, 21 and 24: University retention rates revised to include non-First Degree Undergraduate provision.

Tables 10 and 11: Students with a gender of 'other' have been removed from gender percentage calculations.

Tables 14 and 15: Students of 'Mixed' Ethnicity are now coded as 'Black and Minority Ethnic'.

This is an official statistics publication

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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

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Highlights

SFC Report on Widening Access 2017/18

15.6%

of Scottish domiciled full-time first degree entrants (4,650) to Scottish universities were from the 20% most deprived areas (SIMD20) in Scotland*, up 1.8% (685) from 16/17, **p.9**



42.9%

of entrants to full-time FE and HE courses at colleges and full-time first degree courses at university studying at HE level were from SIMD20 areas, compared to 74.2% of those from the least deprived 20% areas studying at HE level', **p.17**



89.4%

The overall retention rate for Scottish domiciled, full-time first degree SIMD20 entrants completing year 1 and remaining in higher education, up 2.0% from 16/17, **p.22**



2,545

Care experienced entrants across further and higher education, up 475 from 2016/17, **p.42**



*COWA Recommendation 32:

By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education.

Executive Summary

This is the third *SFC Report on Widening Access*, the successor to SFC's *Learning for All* publication. This publication presents data in two separate ways; firstly data specifically relating to the Scottish Government access targets is presented, followed by further access data that is more in line with SFC Outcome Agreement measures. These focus on socio-economic status and protected characteristics such as gender, disability and race. The key points from this report are:

Scottish Government Targets and Related Measures

- The Commission on Widening Access Recommendation 32 states that, by 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education. In 2017-18, 15.6% of Scottish domiciled full-time first degree **entrants** to Scottish universities were from the 20% most deprived areas in Scotland. This represents 4,650 learners – an increase of 685 from 2016-17.
- Students with **care-experienced** backgrounds accounted for 0.8% of **entrants** at full-time first degree level and of all entrants to undergraduate higher education. The latest Scottish Government statistics¹ indicate that 2% of children in Scotland were looked after or on the child protection register.
- The overall **retention** rate for Scottish domiciled full-time first degree entrants completing year 1 and remaining in higher education was 92.5% in 2017-18, compared with the 2016-17 figure of 91.8%.
- The overall **retention** rate for Scottish domiciled full-time first degree entrants completing year 1 and remaining in higher education for SIMD20 entrants was 89.4%, up on the 2016-17 figure of 87.4%. Meanwhile, 87.2% of entrants with care-experienced backgrounds remained in higher education, compared with 87.0% the previous year.
- In 2017-18, 13.4% of Scottish domiciled full-time first degree **qualifiers** from university were from the 20% most deprived areas in Scotland. This represents an increase from the previous year's figure of 13.1%.

¹ [Scottish Government Children's Social Work Statistics 2017-18](#)

Widening Access Update

- Combining the number of entrants to full-time Further Education (FE) and Higher Education (HE) courses at college and full-time first degree courses at university; of those from the most deprived 20%, 42.9% are studying at HE level. Meanwhile, 74.2% of those from the least deprived 20% are studying at HE level.
- Across the levels of study shown in this report, the number of reported care-experienced entrants increased from 2,070 in 2016-17 to 2,545 in 2017-18.

Section 1: Introduction

1. This is the third SFC Report on Widening Access, showing statistics on the equality and diversity of the student population across both the college and university sectors. This report was produced 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". This is in line with further SFC efforts to improve consistency around reporting of data relating to access to higher and further education.
2. After the first [SFC Report on Widening Access](#) was published in September 2017 a consultation was held on the content, structure and other aspects of the report. This consultation was concluded in January 2018 and the results have fed into subsequent updates. The development of the report will continue, with possible future additions including data on subject choice and on the background tables. Users are encouraged to provide feedback on the content and format of the report to the author via the contact details on the front page.
3. SFC has recently published the [Articulation from Scottish Colleges to Scottish Universities](#) report, based on the redeveloped National Articulation Database. This report contains information on students moving from college to university across articulation pathways, including information on the SIMD distribution and articulation outcomes by other protected characteristics.
4. This Report on Widening Access shows data for Scottish-domiciled students only and focuses on undergraduate provision at colleges and universities.
5. Further breakdowns and wider data are available from SFC by contacting datarequests@sfc.ac.uk.

Section 2: Scottish Government Targets and Related Measures

6. As with previous iterations, this report has two separate strands; the first on the key Scottish Government (SG) targets and related measures included within this section, and the second presenting a wider analysis of access to further and higher education. 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 in some cases. The data presented in each of these strands currently differ due to the data specification and focus used. However, changes have been implemented to ensure that the data specification of these strands is more aligned from 2017-18 entrants and onwards when both will use the new [SIMD2016](#) file² for socio-economic analysis.
7. This section presents data for the SG access targets as recommended in the [Final Report](#) of the Commission on Widening Access. It should be noted that the Commission's final report was published, and the targets accepted by SG, late during the 2016-17 admissions cycle. This means the initial impact of the Commission's recommendations and targets would not be apparent in entrant data until 2017-18, so that academic year will be the first in which the impact of this work can be observed. Data from academic years prior to 2017-18 should be viewed as baselines for access targets.

CoWA Recommendation 32

8. 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 and university sectors.
9. And that to drive progress towards 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.

² Please note that SIMD figures can differ slightly from other sources, depending on when SIMD lookup files are created. New postcodes periodically come into existence (e.g. when new housing developments are created). As such the number of students to whom we are able to match to a SIMD ranking can vary from other sources, depending on timing.

10. 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.
11. The following tables show national performance on these measures using the latest four 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.

Key Indicators

12. Table 1 shows the key indicators for entrants to full-time first degree study and all undergraduate HE study at Scottish institutions. In 2017-18, 15.6% of Scottish domiciled full-time first degree entrants to Scottish universities were from the 20% most deprived areas in Scotland. This represents an increase of 1.8 percentage points, or 685 students, from 2016-17. This means that an increase of 0.4 percentage points is required to meet the interim target of 16% by 2021. As noted above, the SG targets and resulting activity were established during the 2016-17 admissions cycle meaning that 2017-18 is the first academic year within which the effects of this work could be observed.
13. For entrants to undergraduate (UG) higher education as a whole, the representation of people from the 20% most deprived areas was higher than at first degree, at 18.9% in 2017-18. This is in part due to the relatively higher percentage of entrants from deprived areas to HE courses at colleges, as shown in [Table 5](#), but also due to the increase in full-time first degree entrants at Universities.
14. The Commission also highlighted the challenges faced by people with 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 in 2017-18. 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 2017-18

COWA Key Indicator - Entrants	2013-14		2014-15		2015-16		2016-17		2017-18	
	FT First Degree	All UG HE	FT First Degree	All UG HE	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	28,885	86,360	29,880	86,000
Entrants from MD20	3,850	14,730	3,965	14,440	4,015	14,740	3,965	14,920	4,650	15,995
% MD20 entrants	13.7%	17.2%	13.9%	17.5%	14.0%	17.7%	13.8%	17.7%	15.6%	18.9%
CE Entrants	145	265	170	325	160	445	170	525	255	680
% CE entrants	0.5%	0.3%	0.6%	0.4%	0.6%	0.5%	0.6%	0.6%	0.8%	0.8%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

15. 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.
16. The overall retention rate for Scottish domiciled full-time first degree entrants was 92.5% in 2016-17, compared to 89.4% for SIMD20 entrants and 87.2% for entrants with care-experience backgrounds.

Table 2: Scottish Domiciled Full-time First Degree Entrants Returning to Study in Year 2³ by 20% Most Deprived Areas (MD20), 2013-14 to 2017-18

COWA Key Indicator - Retention	2013-14	2014-15	2015-16	2016-17	2017-18
Overall Retention Rate	91.7%	91.4%	91.3%	91.8%	92.5%
Retention for MD20	87.8%	88.2%	87.1%	87.4%	89.4%
# MD20	3,455	3,785	3,900	3,455	3,975
Retention Rate for CE	n/a	85.5%	85.2%	87.0%	87.2%
# CE	n/a	140	170	155	165

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

³ The academic year referred to relates to the year in which the students were retained. For example, 2017-18 refers to 2016-17 entrants remaining in higher education the following year.

17. Table 3 shows the percentage of qualifiers from deprived areas. The coverage matches that of Table 1, but qualifiers in 2017-18 are reflective of entrants in previous years rather than the 2017-18 population. In 2017-18, 13.4% of Scottish domiciled full-time first degree qualifiers from 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 2017-18

COWA Key Indicator - Qualifiers	2013-14		2014-15		2015-16		2016-17		2017-18	
	FT First Degree	All UG HE	FT First Degree	All UG HE	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	23,475	58,925	23,640	59,605
Qualifiers from MD20	2,620	9,325	2,650	9,450	2,820	9,755	3,055	10,170	3,150	10,745
% MD20 qualifiers	11.7%	16.1%	12.0%	16.6%	12.3%	16.8%	13.1%	17.4%	13.4%	18.0%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

18. The data in Tables 1 to 3 is also presented by institution in the background tables [online](#).

Section 3: Report Content

19. 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 is still developing and is, 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.
20. 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 undergraduate⁴ 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](#). 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 the SFC 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.
21. The table shows data back to academic year 2003-04 to allow the reader to see trends over time. However, the main analysis in this report focuses on 2017-18 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 from 2002-03 is available in the background tables [online](#), with only a selection of the more historical data shown in the main report.

⁴ Postgraduate data is not currently included in this report. For published information on the postgraduate population at Scottish HEIs please see SFC's [Higher Education Students and Qualifiers](#) publication.

Table 4: Scottish-domiciled Entrants to Higher and Further Education in Scotland by Mode, Level and Sector⁵

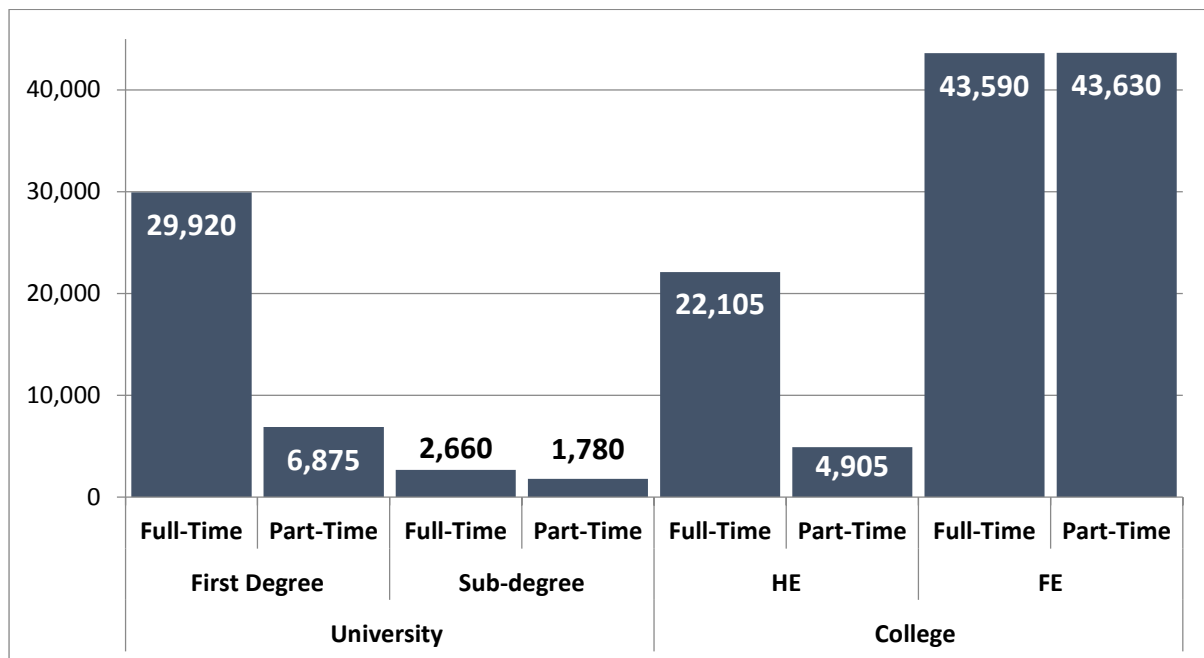
	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2017-18	29,920	6,875	2,660	1,780	22,105	4,905	43,590	43,630
2016-17	28,945	6,295	2,645	1,795	22,285	5,425	44,295	43,730
2015-16	28,860	5,850	2,715	1,605	22,185	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
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
2003-04	26,980	7,190	5,515	1,825	18,540	10,315	43,045	55,235

22. Table 4 shows that there were 29,920 full-time Scottish domiciled first degree entrants to universities in Scotland in 2017-18 with a further 2,660 full-time entrants to sub-degree programmes. There were an additional 22,105 full-time Scottish-domiciled entrants to HE level courses at colleges, contributing to a total 54,685 full-time HE undergraduate student entrants⁶ across the two sectors.
23. Of this group, 59.6% of full-time HE entrants in 2017-18 were to university and 40.4% were to college.
24. SFC's [HE Students and Qualifiers 2017-18](#) publication reported that, when all levels of study (including taught and research postgraduate) are taken into account, there is a different breakdown for the total number of HE entrants to Scottish institutions. Of all HE entrants at all levels, 26.3% were at colleges.
25. Chart 1 below shows the breakdown between level and mode of study at university and college in 2017-18. The chart shows the varying number of student entrants at each level, with FE entrants at college accounting for 56.1% of all entrants shown. Full-time first degree entrants at university accounted for 19.2% of the total, and 43.8% of the total HE entrants.

⁵ 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](#).

⁶ Associate students counted in both sectors (numbers from HES&Q and more information in Annex).

Chart 1: Entrants by Level and Mode of Study, 2017-18



26. Many of the tables in this report focus on the three largest student groups shown in Chart 1 above, 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 and the volume of activity is less comparable with the other groups. Further detail on this can be found in SFC's [College Statistics publication](#).

Section 4: Socio-Economic Status

27. In this section, and the remaining sections of this report, socio-economic status is measured by SFC population weighted SIMD for years prior to 2017-18, meaning it is calculated using a different methodology than those in Section 2 for those years, so figures may differ for this reason. For analyses covering 2017-18, changes have been implemented to ensure that the data specification of these strands is more aligned from 2017-18 entrants and onwards when both will use the new [SIMD2016](#) file⁷ for socio-economic analysis.
28. The method used in this section and the rest of this report for the preceding academic years is in line with SFC's Outcome Agreement Guidance and other SFC work on access that were in place before the Commission on Widening Access (CoWA) reported. For 2017-18 entrants and onwards, the standard Scottish Government SIMD2016 file is being used across both measures. Further details on the differences are given in [Annex A](#).
29. Entrants from the most deprived quintile (the most deprived 20%) are the focus throughout this section. However, various tables in this chapter show the data across all five quintiles in order to show patterns across the whole student population.
30. Table 5, 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.

⁷ Please note that SIMD figures can differ slightly from other sources, depending on when SIMD lookup files are created. New postcodes periodically come into existence (e.g. when new housing developments are created). As such the number of students to whom we are able to match to a SIMD ranking can vary from other sources, depending on timing.

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

	Proportion of Total Entrants by Level and Mode of Study							
	University				College			
	First Degree		Sub-degree		HE		FE	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2017-18	15.6%	16.2%	11.5%	12.1%	28.1%	21.0%	34.1%	31.2%
2016-17	14.6%	17.4%	10.5%	12.3%	28.2%	20.9%	33.9%	30.9%
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%
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%
2003-04	11.1%	13.8%	15.6%	8.6%	24.6%	19.3%	29.0%	23.2%

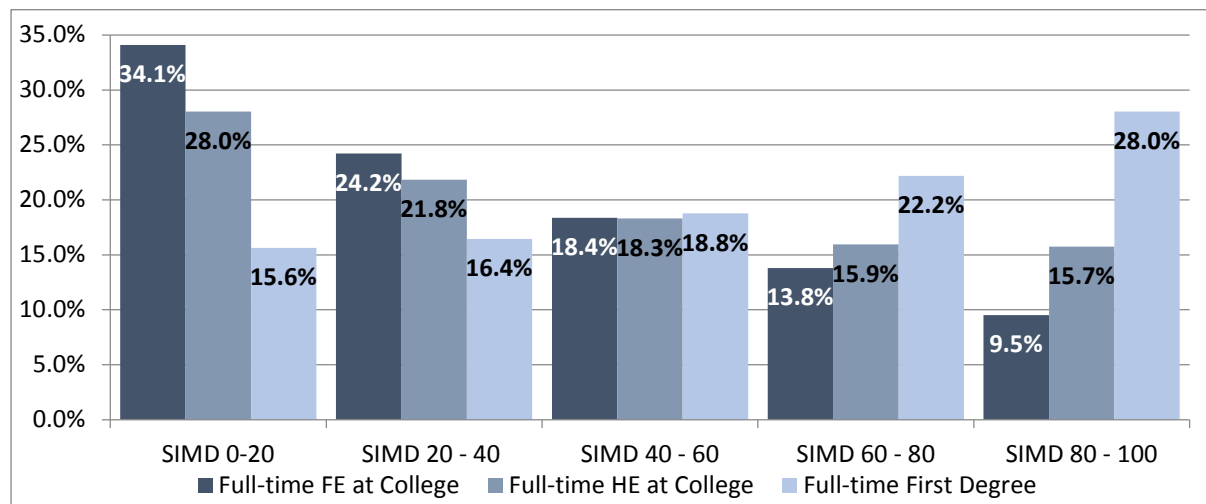
SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

31. More than 20% of entrants to FE and HE college courses at this level are from the most deprived 20%, and the percentage has been increasing over the time period shown. However, the proportion across both levels and both modes of study at university are lower. In 2017-18, the proportion from the most deprived 20% at full-time first degree level was 15.6%, an increase of 1.0 percentage points from 2016-17.
32. In the college sector, we have seen the proportion of full-time HE entrants increase from 24.6% in 2003-04 to 28.1% in 2017-18. However there has been a 0.1 percentage point reduction in proportion of total entrants between 2016-17 and 2017-18 amongst this cohort.
33. Table 5 also shows a reduction in the proportion of students from the most deprived 20% at full-time sub-degree level over the 15 academic year time period. The percentage decreased from 15.6% to 11.5% between 2003-04 and 2017-18. [Table 4](#) shows that the number of students at this level also decreased over this 15 year period, from 5,515 to 2,660. This reflects the overall trend in Table 4, which indicated an increase in students studying at degree level and a reduction in those studying at sub-degree level between 2003-04 and 2017-18.
34. 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.

Socio-economic Status and Level of Study

35. Chart 2, 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.

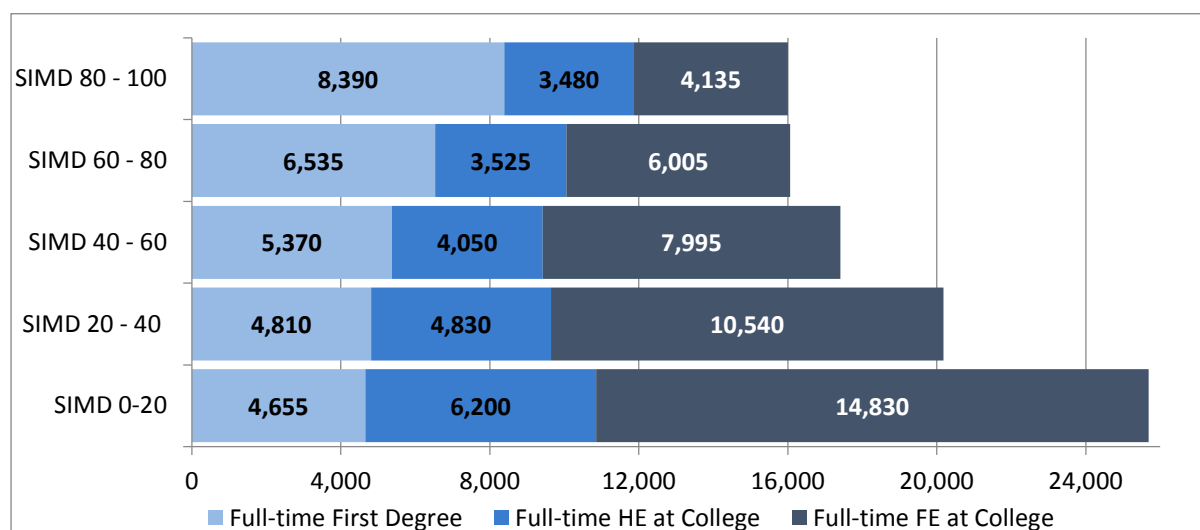
Chart 2: Percentage of Full-time Scottish-domiciled entrants at Each Level of Study by SIMD Quintile, 2017-18



SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

36. Chart 2 shows that those from the most deprived 20% and those from the least deprived 20% have opposing trends in the proportion of entrants at each level of study. Those from the two most deprived quintiles (SIMD 0-20 and SIMD 20-40) have the highest proportion of entrants to full-time FE at college and the lowest proportion of entrants to full-time first degree level at university. The opposite is true for those from the two least deprived quintiles (SIMD 60-80 and SIMD 80-100) with those from the third quintile (SIMD 40-60) almost proportional across each level of study.
37. Chart 3, below, shows that those from the most deprived 20% have the highest number of total entrants across all levels of study. Of the three full-time levels of study shown, there were 25,685 total entrants from the most deprived 20%, and 16,005 from the least deprived 20%.
38. Those from the most deprived 20% have higher numbers at full-time HE than all the other SIMD groups, with the exception of the least deprived 20%. This is shown in the two lighter blue bars in Chart 3 below. However, the combined proportion of full-time HE at college and full-time first degree study varies across the SIMD groups. For those from the most deprived 20%, 42.9% are studying at HE level compared to 74.2% of those from the least deprived 20%.

Chart 3: Full-time Scottish-domiciled entrants by Level of Study and SIMD Quintile, AY 2017-18



SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

Socio-economic Status and Age

39. The [Higher Education Statistics Agency \(HESA\)](#) produces [Performance Indicators \(PIs\)](#) for Widening Access for all institutions across the UK, and shows the proportion of entrants from POLAR3⁸ backgrounds for English institutions. The equivalent figures for Scottish institutions, using SIMD rather than POLAR3, are shown in Table 25 of the Background Tables online. These show the proportion of entrants from the most deprived 20% for the 'young' age group (under 21) and for those aged 21 and over. At sector level in 2017-18, a higher proportion of those aged 21 and over was from the most deprived 20% with 25.1% compared to 11.3% for under 21s.
40. Table 6, below, provides an overview of full-time enrolments in 2017-18 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.

⁸ POLAR3 is an access measure based on participation in HE, rather than socio-economic deprivation.

Table 6: Scottish-domiciled Entrants by Level of Study, Age and the Proportion from the Most Deprived SIMD Quintile, AY 2017-18

	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	0.0%	0	100.0%	1,400	30.5%
16	130	14.1%	380	17.1%	5,280	29.8%
17	5,790	10.8%	3,105	20.7%	7,730	30.3%
18	10,250	9.5%	4,845	21.8%	6,905	32.0%
19	3,095	14.1%	2,870	26.5%	3,845	33.9%
20	2,315	18.5%	1,820	29.1%	2,275	35.1%
21	1,400	20.3%	1,130	32.7%	1,605	33.4%
22	1,010	22.4%	790	33.1%	1,330	35.5%
23	775	25.5%	695	30.5%	1,130	38.0%
24	620	24.6%	675	36.9%	1,030	38.3%
25	530	27.0%	530	31.8%	1,005	38.1%
26	445	27.4%	480	37.4%	875	39.3%
27	355	28.5%	420	38.0%	765	37.3%
28	330	34.2%	335	37.9%	715	43.4%
29	305	29.3%	345	33.4%	720	38.9%
30	260	26.9%	315	39.7%	655	45.5%
Over 30	2,315	30.3%	3,375	35.1%	6,315	39.1%
All ages	29,920	15.6%	22,105	28.1%	43,590	34.1%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

41. Those aged between the ages of 16 to 18 are highlighted because, although not all will have entered straight from school, they are the likely school leaving cohort and make up 45.7% of full-time FE entrants, 37.7% of full-time HE entrants at college, and 54.0% of full-time first degree entrants, making them a key group to understand. It also shows that between approximately 45% and 62% of entrants at each level of study are not within the likely school leavers' cohort.
42. The Scottish Government (SG) [Summary Statistics for Attainment, Leaver Destinations and Healthy Living](#) publication gives detailed information on the

destinations of school leavers. This publication shows that for 2016-17 school leavers, the potential 2017-18 college and university entrants, 20,471 went on to higher education as an initial destination and 13,208 went on to further education. The number of 16 to 18 year olds above is higher than these figures, meaning that not all 16 to 18 year olds in the table above entered straight from school.

43. The SG publication for 2014-15 provided a breakdown of leavers to HE by whether or not they went on to HE at university or college. This breakdown is no longer published but if the proportion from 2014-15 is applied to the 2016-17 leavers, around 13,500 of the Scottish domiciled full-time first degree entrants could be assumed to be school leavers. This is equivalent to almost half of the total full-time first degree entrants.
44. Table 6 shows that at full-time first degree level at universities, those aged 17 and 18 have a lower proportion of entrants from the most deprived quintile, with the proportion as low as 9.5% for 18-year-old full-time first degree entrants.
45. Table 7, below, shows those from the most deprived SIMD quintile intersected with key protected characteristics over the time series from 2003-04. A full-time series of this information is available in the background tables online.

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

	2003-04	2006-07	2009-10	2013-14	2014-15	2015-16	2016-17	2017-18
Male	10.7%	10.5%	11.0%	13.2%	13.6%	13.7%	13.3%	14.3%
Female	11.6%	12.1%	12.0%	15.2%	15.4%	15.6%	15.5%	16.6%
Declared disability	15.8%	16.3%	12.3%	13.8%	14.3%	14.8%	13.6%	15.9%
No Known Disability	11.0%	11.3%	11.4%	14.4%	14.7%	14.8%	14.7%	15.6%
BME	14.7%	16.2%	20.2%	24.2%	24.6%	24.9%	25.5%	26.5%
Non-BME	10.8%	10.9%	10.8%	13.5%	13.9%	13.9%	13.5%	14.6%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

46. The trend across all groups has been an increase in the proportion of entrants from the most deprived SIMD quintile. For comparison, Table 5 shows that, in 2017-18, 15.6% of the total full-time first degree entrants were from the most deprived areas.

47. The gap between males and females from SIMD20 communities has increased from 2.2 percentage points in 2016-17 to 2.3 percentage points in 2017-18. The proportion of male entrants from SIMD20 increased from 13.3% to 14.3% between 2016-17 and 2017-18. The gap between BME and non-BME entrants from SIMD20 is larger than any other group, at 11.9 percentage points in 2017-18. In 2017-18, a higher proportion of Scottish-domiciled full-time first degree entrants with a declared disability were from SIMD20 area than those without a declared disability.

College Success and University Retention

48. 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.
49. Table 8, below, shows successful completion rates for full-time enrolments by level of study and SIMD decile. SIMD deciles (10%) 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.
50. Table 8 shows the varying gap in attainment between those from the most deprived SIMD deciles and those from the least deprived SIMD deciles. In 2017-18 there was a 6.5 percentage point difference at FE and a 7.7 percentage point difference at HE level between those in the most and least deprived deciles.

Table 8: Full-time Successful Completion Rates (PI definition) by Level of Study and SIMD Decile – College Sector⁹

Level	AY	SIMD0-10	SIMD10-20	SIMD80-90	SIMD90-100
Full-time further Education	2017-18	63.2%	64.7%	70.3%	69.7%
	2016-17	62.0%	63.7%	70.7%	69.4%
	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	2017-18	66.7%	68.3%	75.2%	74.4%
	2016-17	68.5%	68.6%	74.9%	76.2%
	2015-16	67.3%	67.4%	74.7%	76.1%
	2014-15	66.7%	66.6%	74.8%	74.8%
	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%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

51. Table 9, below, shows retention rates for university undergraduate students by level of study and SIMD quintile.
52. The university retention data shows a similar gap between SIMD quintiles that was evident in Table 8 above on successful completion in colleges. In 2017-18, there was a 5.0 percentage point gap in retention between those from the most deprived SIMD quintile and those from the least deprived quintile. However this has narrowed from the 6.4 percentage point gap observed in 2016-17.

⁹ PI data for 2014-15 and 2015-16 has been updated and does not match what was published in the 2015-16 Report on Widening Access. This is as a result of a data improvement process and further details can be found in the [PI publication](#).

Table 9: Full-time Retention¹⁰ 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	2017-18	88.9%	89.7%	90.9%	92.4%	93.9%
	2016-17	87.2%	89.6%	90.4%	92.3%	93.6%
	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%

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SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

¹⁰ The academic year referred to relates to the year in which the students were retained. For example, 2017-18 refers to 2016-17 entrants remaining in higher education the following year.

Section 5: Gender

53. The data collection of sex and gender was updated from 2012-13, so that data on students' sex is now returned with the possible options of male, female and other. In 2017-18, there were 25 students in the HESA population and 290 in the college data reported in this publication that identified their sex as 'other'. Due to the small numbers, these students are not included in the analysis presented in this section.
54. 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
2017-18	58.9%	62.7%	55.8%	61.5%	57.8%	43.8%	51.9%	53.9%
2016-17	58.1%	64.1%	52.5%	57.4%	56.8%	43.0%	52.7%	52.6%
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%
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%
2003-04	54.9%	67.3%	67.9%	56.5%	53.5%	56.0%	51.6%	57.6%

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55. Table 10 shows that in 2017-18, females had a higher proportion of entrants at all levels and modes of study, other than at part-time HE in colleges where males accounted for 56.2% of entrants. The highest proportion of females was at first degree level where females accounted for 62.7% of part-time students and 58.9% of full-time entrants at this level.
56. There was a 0.8 percentage point increase in the proportion of females at full-time first degree level between 2016-17 and 2017-18 and the gender imbalance at first degree level has been increasing since 2003-04.
57. In August 2016 SFC published its [Gender Action Plan \(GAP\)](#) which set out the ambition that, by 2030, the gap between male and female participation, across the total of the four levels and modes of study shown in Table 10, will be reduced to 5%. The data in the background tables online shows that in 2017-18,

the overall gap was 10.0 percentage points - a reduction on the 2016-17 gap of 17.2 percentage points.

58. However, the gap varies across levels of study, from 17.8 percentage points at full-time first degree to 15.6 percentage points at full-time HE level in College, and 3.8 percentage points at full-time FE level in College.
59. The gender gap is largest at part-time first degree level, at 25.4 percentage points in 2017-18. Males make up a higher proportion of entrants to part-time HE study at college with the gap at 12.4 percentage points. The gender balance at both part-time and full-time FE has remained relatively stable and balanced over the time period shown.

Gender and Age

60. 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 2017-18¹¹

Age Category	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	50.0%	50.0%	0	0.0%	100.0%	1,400	59.7%	40.3%
16	130	42.3%	57.7%	380	43.4%	56.6%	5,280	55.8%	44.2%
17	5,790	40.4%	59.6%	3,105	43.9%	56.1%	7,730	54.7%	45.3%
18	10,250	42.6%	57.4%	4,845	46.3%	53.7%	6,905	54.9%	45.1%
19	3,095	40.0%	60.0%	2,870	48.4%	51.6%	3,845	54.0%	46.0%
20	2,315	44.0%	56.0%	1,820	46.5%	53.5%	2,275	53.3%	46.7%
21	1,400	45.1%	54.9%	1,130	47.5%	52.5%	1,605	51.3%	48.7%
22	1,010	47.1%	52.9%	790	46.1%	53.9%	1,330	47.3%	52.7%
23	775	43.0%	57.0%	695	45.4%	54.6%	1,130	42.6%	57.4%
24	620	44.7%	55.3%	675	39.6%	60.4%	1,030	41.1%	58.9%
25	530	43.4%	56.6%	530	44.8%	55.2%	1,005	39.0%	61.0%
26	445	38.4%	61.6%	480	40.1%	59.9%	875	37.5%	62.5%
27	355	38.1%	61.9%	420	36.8%	63.2%	765	36.9%	63.1%
28	330	44.8%	55.2%	335	34.5%	65.5%	715	33.5%	66.5%
29	305	30.9%	69.1%	345	38.0%	62.0%	720	32.9%	67.1%
30	260	33.1%	66.9%	315	32.7%	67.3%	655	34.0%	66.0%
over 30	2,315	30.7%	69.3%	3,375	27.1%	72.9%	6,315	28.8%	71.2%
All ages	29,920	41.1%	58.9%	22,105	42.2%	57.8%	43,590	48.1%	51.9%

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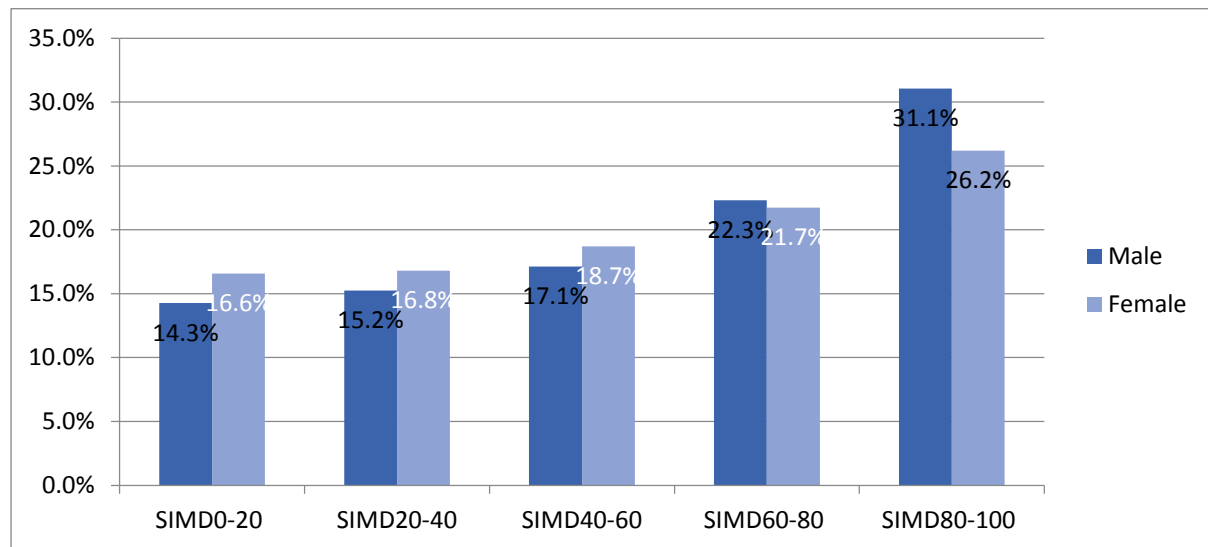
61. Table 11 shows that the gender imbalances across each level of study vary by age. The proportion of females reaches over 67% at all levels for entrants aged over 30. For 18 year old entrants to both full-time HE and FE at college and full-time first degree study, there are a higher proportion of males at this age group compared to the proportion of males at all ages. The opposite is true for students aged over 30 years old, where the proportion of females in this age group is higher than the proportion of females of all ages.
62. Chart 4, below, shows the proportion of entrants by level of study and gender for those from the most deprived quintile.

¹¹ Proportions exclude those where gender is Other due to small numbers

Chart 4: Proportion of Scottish-domiciled Entrants from the Most Deprived 20% by Level of Study and Gender, AY 2017-18

63. [Table 5](#) showed that, overall, those from the most deprived quintile accounted for 15.6% of full-time first degree entrants. Chart 4 shows that this proportion is higher for females (16.6%) and lower for males (14.3%). This suggests that males from the most deprived quintile are more under-represented at this level of study compared to females. Chart 5, below, draws this out further, showing the number and proportion of full-time first degree entrants across each SIMD quintile by gender.
64. Chart 5 shows that the proportion of males is lower than females in the three quintiles that are most deprived. Males have a higher proportion of entrants from the two least deprived quintiles and 31.1% of males at full-time first degree level are from the least deprived quintile. This is the largest gap between males and females across all quintiles.

Chart 5: Proportion of Scottish-domiciled full-time First Degree Entrants by SIMD Quintile and Gender, AY 2017-18



Gender and Subject

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

College Success and University Retention

66. Table 12, 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.

67. Females have higher successful completion at both levels, but the difference is greater for FE students. In 2017-18, there was a 1.0 percentage point gap between successful completion of males and females from the most deprived quintile at full-time FE level, and a 1.2 percentage point gap for males and females from the least deprived quintile at full-time FE level. The respective gaps at full-time HE level were 6.5 and 6.4 percentage points.

Table 12: Full-time Successful Completion Rates (PI definition) by Level of Study, Selected SIMD Quintiles and Gender – College Sector ¹²

Level	AY	Males		Females	
		SIMD 0 -20	SIMD 80 - 100	SIMD 0 -20	SIMD 80 -100
Full-time further Education	2017-18	63.3%	69.5%	64.3%	70.7%
	2016-17	62.1%	69.2%	63.3%	71.3%
	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	2017-18	63.6%	71.6%	70.1%	78.0%
	2016-17	64.0%	71.3%	71.8%	79.8%
	2015-16	61.7%	71.2%	71.3%	79.8%
	2014-15	61.4%	69.8%	70.4%	79.6%
	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%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

68. Table 13, below, shows retention rates for university undergraduate students from the most and least deprived quintiles by level of study and gender. The table shows that females have higher rates of retention at full-time undergraduate level in universities, most noticeable in those from the most deprived SIMD quintile. The gender gap between males from the most deprived quintile and females from the least deprived quintile is 7.8 percentage points.

¹² PI data for 2014-15 and 2015-16 has been updated and does not match what was published in last year's RWA. This is as a result of a data improvement process and further details can be found in the [PIs publication](#).

Table 13: Scottish-domiciled Full-time Retention¹³ Rates for Undergraduate Entrants, by Selected SIMD Quintiles and Gender – University Sector

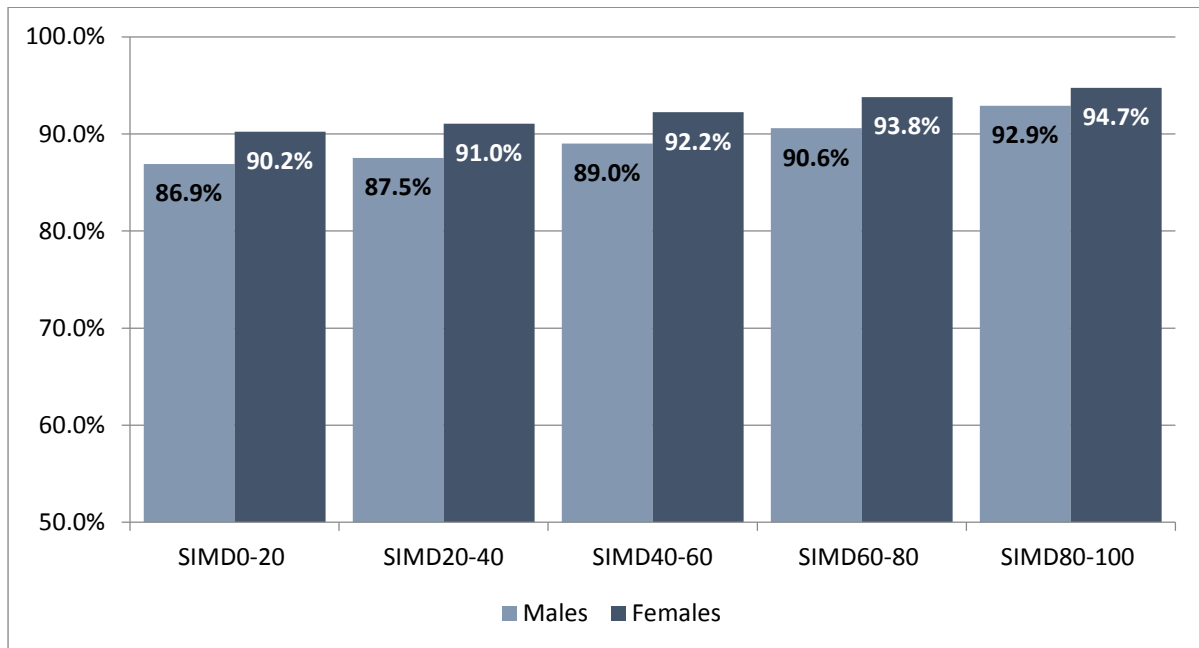
Level	AY	Males		Females	
		SIMD0-20	SIMD80-100	SIMD0-20	SIMD80-100
Full-time Undergraduate Entrants	2017-18	86.9%	92.9%	90.2%	94.7%
	2016-17	83.9%	92.3%	89.4%	94.6%
	2015-16	84.7%	91.3%	87.9%	94.6%
	2014-15	84.9%	90.4%	89.3%	93.7%
	2013-14	86.5%	92.9%	88.5%	94.4%
	2012-13	84.9%	91.9%	88.6%	94.7%
	2011-12	81.0%	90.8%	86.9%	93.4%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

69. Chart 6 shows this data by each quintile for 2017-18. There is a gender gap in retention of 1.8 percentage points in the least deprived quintile. The gender gap is much wider for the two most deprived quintiles, at 3.3 percentage points for SIMD0-20 and 3.5 percentage points for SIMD20-40 in 2017-18.

¹³ The academic year referred to relates to the year in which the students were retained. For example, 2017-18 refers to 2016-17 entrants remaining in higher education the following year.

Chart 6: Scottish-domiciled Full-time Retention Rates for Undergraduate Entrants, by SIMD Quintile and Gender, 2017-18



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SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

Section 6: Ethnicity

Black and Minority Ethnic (BME)

70. 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](#).
71. Table 14, 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 14: Proportion of Overall Scottish-domiciled Entrants from a BME Background

	Number of 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
2017-18	2,615	235	90	50	1,415	235	2,630	5,200
2016-17	2,315	240	90	55	1,375	195	2,255	4,700
2015-16	2,290	265	85	65	1,375	185	2,150	4,240
2014-15	2,020	225	80	55	1,290	170	2,060	3,920
2013-14	2,135	210	85	35	1,160	160	2,015	3,525
2009-10	1,770	255	100	35	985	320	1,870	3,675
2006-07	1,420	135	140	105	895	345	1,560	4,460
2003-04	1,265	150	120	25	690	285	1,485	2,960

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72. Table 14 shows that the proportions vary across mode and level of study and, in general, have been increasing over the time period since 2003-04. The highest proportion of BME students, at 12.1%, is at part-time FE study at college, followed by full-time first degree level, where 8.8% of entrants in 2017-18 were from a BME background. In the [2011 Census](#), the BME population in [Scotland](#) was 4%, an increase from 2% from the [2001 Census](#), and this can be used as a relevant comparison for the time series shown.

BME breakdown and Socio-economic Status

73. Table 15, 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 and proportion who are female across the three full-time levels of study of focus.

Table 15: Scottish-domiciled Entrants by BME Background, Level of Study, Proportion Female and the Proportion from the Most Deprived SIMD Quintile, AY 2017-18

	University				College							
	First Degree				Higher Education				Further Education			
Ethnicity	Full time students	Proportion all students	SIMD 0 -20	Proportion Female	Full time students	Proportion all students	SIMD 0 -20	Proportion Female	Full time students	Proportion all students	SIMD 0 -20	Proportion Female
White	27,060	90.4%	14.6%	59.5%	20,645	93.4%	27.5%	58.1%	40,785	93.6%	33.4%	52.0%
Black	465	1.5%	62.0%	61.1%	385	1.8%	57.4%	51.9%	780	1.8%	62.7%	46.8%
Asian	1,290	4.3%	20.8%	49.5%	645	2.9%	27.8%	52.4%	985	2.3%	32.3%	51.2%
Chinese	205	0.7%	13.7%	52.9%	70	0.3%	18.3%	38.0%	150	0.3%	24.7%	59.3%
Mixed	565	1.9%	14.4%	56.6%	190	0.9%	19.7%	51.6%	275	0.6%	28.8%	50.4%
Other	90	0.3%	31.8%	50.6%	125	0.6%	45.2%	54.0%	445	1.0%	49.5%	44.4%
Total BME	2,615	8.7%	26.5%	53.4%	1,415	6.4%	35.9%	51.6%	2,630	6.0%	43.4%	49.1%
Total Students	29,675	99.2%	15.6%	58.9%	22,060	99.8%	28.0%	61.0%	43,420	99.6%	34.0%	54.8%

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SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

74. Across all levels of study shown, there is a higher proportion of BME entrants from the most deprived SIMD 20% compared to entrants from a White ethnic background, but as Table 15 also shows, there is significant variation between the BME groups. Asian entrants have the highest number of entrants within the BME groups, at all levels of study, with the highest proportion (4.3%) at full-time first degree level. Black entrants have a higher proportion of entrants from the most deprived SIMD 20% than other BME groups, with over 62% of Black entrants coming from this quintile at all levels of study. The gender balance for students from BME backgrounds is more even compared to that for all students, for example, females make up 53.4% of

entrants to full-time first degree level study that are from a BME background compared to 59.5% of entrants at this level from a white background.

75. 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 report suggested that almost 45% of those with African ethnicity lived in the 20% 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

76. Table 16, below, shows the successful completion rates for full-time college students from a BME background and the proportions from the most and least deprived SIMD quintiles by level of study.
77. Table 16 shows that BME students from the most deprived quintile have higher successful completion than the overall sector, higher by 3.0 percentage points at full-time FE level and by 0.5 percentage points at full-time HE level in 2017-18. The opposite is true for those from the least deprived quintile where the proportion of successful completion is lower by 3.8 percentage points at full-time FE level and 4.2 percentage points at full-time HE level.

Table 16: Full-time Successful Completion Rates (PI definition) by Level of Study and Selected SIMD Quintiles for BME Students – College Sector¹⁴

Level	AY	BME		Difference to Sector	
		SIMD 0 -20	SIMD 80 - 100	SIMD 0 -20	SIMD 80 -100
Full-time further Education	2017-18	66.8%	66.2%	3.0%	-3.8%
	2016-17	66.7%	66.3%	3.9%	-3.9%
	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	2017-18	68.0%	70.6%	0.5%	-4.2%
	2016-17	68.7%	73.6%	0.2%	-1.9%
	2015-16	68.9%	69.3%	1.5%	-6.0%
	2014-15	70.0%	73.6%	3.4%	-1.1%
	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%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

78. Table 17, below, shows retention rates for university undergraduate students by ethnicity group, showing the proportions for the total population and for those from the 20% most deprived areas.
79. The BME group generally has higher retention at both the total and SIMD20 breakdowns. In 2017-18 retention for BME students was 1.6 percentage points

¹⁴ PI data for 2014-15 and 2015-16 has been updated and does not match what was published in last year's RWA. This is as a result of a data improvement process and further details can be found in the [PIs publication](#).

higher than White students, and for BME students from SIMD20 areas retention was 4.4 percentage points higher.

80. The BME grouping has fewer students than the White grouping shown in the table below, and this may contribute to the fluctuations across the BME data. For context, there were 575 students in the BME SIMD 20 retention population in 2017-18 and as few as 330 in 2011-12. There were also 2,380 in the BME total retention population and as few as 1,760 in 2011-12.

Table 17: Scottish-domiciled Full-time Retention¹⁵ Rates for Undergraduate Entrants by Selected SIMD Quintiles for BME Students – University Sector

Level	AY	BME		White	
		Total	SIMD0-20	Total	SIMD0-20
Full-time Undergraduate Entrants	2017-18	93.3%	92.7%	91.5%	88.3%
	2016-17	92.0%	90.3%	90.9%	86.7%
	2015-16	92.0%	88.8%	90.6%	86.5%
	2014-15	90.7%	91.6%	90.5%	87.0%
	2013-14	92.6%	90.1%	91.2%	87.3%
	2012-13	89.9%	90.4%	91.0%	86.9%
	2011-12	90.9%	91.5%	89.7%	84.5%

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SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

81. It is important to note that retention and successful completion rates can vary across the different ethnicity groups within the BME category. This information can be made available from SFC on request.

¹⁵ The academic year referred to relates to the year in which the students were retained. For example, 2017-18 refers to 2016-17 entrants remaining in higher education the following year.

Section 7: Disability

82. Table 18, 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 18: 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
2017-18	12.9%	15.9%	16.7%	17.5%	14.6%	8.3%	22.5%	17.3%
2016-17	12.3%	14.1%	17.3%	16.8%	12.6%	7.5%	20.3%	16.5%
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%
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%
2003-04	2.6%	3.0%	3.9%	4.0%	5.7%	3.6%	9.5%	10.1%

83. The highest proportion of students with a declared disability in 2017-18, and in each of the last five academic years, was at full-time FE level in colleges where 22.5% of entrants had a declared disability. At colleges, there was a higher proportion of students with a declared disability studying full-time compared to part-time in 2017-18. The reverse was true at universities.
84. Contributing to the large increases shown in Table 18 from 2003-04, and the earlier years, is the increased reporting and improved collection of data on disabilities. Comparisons across the shorter time series are more appropriate in this section.
85. Over the shorter time series, across all full-time modes of study, the proportion of entrants with a declared disability has increased from 2013-14 to 2017-18.

Disability Breakdown, Age and Socio-economic Status

86. Table 19 shows disability type by level of study, alongside the proportion from the most deprived SIMD quintile and the proportion aged 16 to 24 years old. Annex 1 of [SFC's Triennial Review](#) shows the proportion of college and university students that have a declared disability by age compared to the proportion of the Scottish population which is extremely relevant context for the table below.

Table 19: Scottish-domiciled Entrants by Disability, Level of Study, Age and the Proportion from the Most Deprived SIMD Quintile, AY 2017-18

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	360	1.2%	16.9%	73.6%	235	1.1%	32.5%	63.7%	450	1.0%	33.5%	63.9%
A mental health condition	795	2.7%	20.5%	75.3%	770	3.5%	29.7%	63.0%	1,715	3.9%	35.1%	66.0%
A physical impairment or mobility issues	120	0.4%	22.0%	67.8%	85	0.4%	41.4%	55.2%	190	0.4%	34.6%	62.1%
A social/communication impairment	245	0.8%	15.9%	92.3%	170	0.8%	32.7%	94.6%	715	1.6%	28.7%	94.0%
A specific learning difficulty	1,615	5.4%	11.9%	83.6%	1,055	4.8%	23.6%	79.0%	3,275	7.5%	30.8%	81.4%
Blind/serious visual impairment uncorrected by glasses	50	0.2%	20.8%	81.3%	40	0.2%	41.0%	64.1%	85	0.2%	32.5%	75.9%
Deaf/serious hearing impairment	80	0.3%	19.2%	71.8%	60	0.3%	33.9%	62.9%	165	0.4%	34.1%	70.1%
A disability, impairment/medical condition not listed above	315	1.1%	16.8%	77.8%	155	0.7%	25.5%	62.7%	625	1.4%	32.4%	73.7%
Two or more impairments/disabling medical conditions	280	0.9%	19.5%	73.7%	655	3.0%	26.8%	68.7%	2,575	5.9%	32.6%	77.8%
Total Disabilities	3,860	12.9%	15.9%	79.5%	3,225	14.6%	27.8%	70.8%	9,795	22.5%	32.2%	76.8%
No known disability	26,050	87.1%	15.6%	85.6%	18,880	85.4%	28.1%	74.3%	33,795	77.5%	34.6%	69.9%
Total Students	29,915	100.0%	15.6%	84.8%	22,105	100.0%	28.1%	73.8%	43,590	100.0%	34.1%	71.4%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

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

87. The most prevalent disability type at all levels was a specific learning difficulty, such as dyslexia, dyspraxia or AD(H)D. The age profile of entrants with a specific learning difficulty was also low compared to the average proportion for students with a disability, shown by a higher proportion between the ages of 16 and 24.

College Success and University Retention

88. Table 20, 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.

89. Table 20 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 for students with a declared disability and the sector is much greater for students from the most deprived SIMD quintile, at 7.4 percentage points in 2017-18.

Table 20: Full-time Successful Completion Rates (PI definition) by Level of Study & Selected SIMD Quintiles for Students with a Declared Disability – College Sector ¹⁶

Level	AY	Declared Disability		Difference to Sector	
		SIMD 0 -20	SIMD 80-100	SIMD 0 -20	SIMD 80 -100
Full-time further Education	2017-18	62.4%	72.3%	-1.5%	2.3%
	2016-17	61.6%	69.6%	-1.2%	-0.5%
	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	2017-18	60.0%	71.8%	-7.4%	-3.0%
	2016-17	60.8%	72.3%	-7.8%	-3.2%
	2015-16	62.1%	71.7%	-5.2%	-3.6%
	2014-15	59.7%	74.4%	-7.0%	-0.3%
	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%

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

¹⁶ PI data for 2014-15 and 2015-16 has been updated and does not match what was published in 2015-16 Report on Widening Access. This is as a result of a data improvement process and further details can be found in the [PIs publication](#).

90. Table 21, below, shows retention rates for university undergraduate students by disability status, showing the proportions for the total population and for those from the most deprived SIMD 20%.
91. In 2017-18, the retention of students with a declared disability was 1.3 percentage points lower than students with no known disability. The gap has narrowed from 1.8 percentage points the previous year (2016-17). For students with a declared disability from SIMD20 areas, there was a gap of 1.4 percentage points from students with no known disability from SIMD20 areas. This gap has risen from 0.7 percentage points the previous year (2016-17).

Table 21: Scottish-domiciled Full-time Retention¹⁷ Rates for Undergraduate Entrants by Selected SIMD Quintiles for Students with a Declared Disability – University Sector

Level	AY	Declared disability		No Known Disability	
		Total	SIMD0-20	Total	SIMD0-20
Full-time Undergraduate Entrants	2017-18	90.5%	87.7%	91.8%	89.1%
	2016-17	89.4%	86.6%	91.2%	87.3%
	2015-16	89.4%	85.8%	90.8%	86.8%
	2014-15	89.3%	86.4%	90.7%	87.6%
	2013-14	89.6%	85.6%	91.5%	87.9%
	2012-13	89.4%	84.2%	91.0%	87.4%
	2011-12	88.4%	84.0%	89.5%	84.6%

Revised December 2019

SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. Proportions are derived excluding those with unknown postcodes/SIMD rank. 2017-18 uses the Scottish Government SIMD2016 file.

92. It is important to note that retention and successful completion rates can vary across the different disability groups within the total population with a declared disability. This information can be made available from SFC on request.

¹⁷ The academic year referred to relates to the year in which the students were retained. For example, 2017-18 refers to 2016-17 entrants remaining in higher education the following year.

Section 8: Care-Experienced Learners

93. SFC and HESA began collecting data on care-experienced learners at colleges and universities in academic year 2013-14 meaning there are five available years of data for this section.
94. 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 academic years, especially in the college sector. Further years of data are required before the figures can be considered robust and trend analysis is possible. SFC teams continue to work with institutions 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](#).
95. Table 22, below, shows the proportion of entrants to each level and mode of study with declared care experience. The 2017-18 [Scottish Government statistics](#) show that 2% of children were looked after or on the child protection register. 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 2.9% of students at full-time FE level, use a wider definition than the Scottish Government social work statistics of 2%.

Table 22: 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
2017-18	0.8%	0.6%	1.4%	1.3%	1.2%	0.5%	2.9%	1.5%
2016-17	0.6%	0.7%	1.4%	1.0%	0.7%	0.6%	2.4%	1.3%
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%

96. Table 22 shows that the proportions of care experience students across both sectors are small, but generally increasing. Table 23 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 23: 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
2017-18	255	45	40	25	265	25	1255	635
2016-17	170	40	35	20	165	30	1045	565
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

97. Table 23 shows large increases in the numbers of care-experienced entrants, particularly in the college sector. Across all levels of study shown the number of care-experienced entrants increased from 2,070 in 2016-17 to 2,545 in 2017-18. Table 23 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

98. Table 24 below shows college success and university retention for care-experienced students compared to students who are not care experienced. At all levels, care-experienced students have lower success rates. There is a performance difference of 6.0 percentage points for retention at university, and the largest gap is in successful completion of full-time FE courses at college where the gap is 15.6 percentage points.

Table 24: University Retention¹⁸ and College Successful Completion for Care-Experienced Students, AY 2017-18

	CE Students	Non-CE Students	Performance Gap
Retention - Full-time Undergraduate Entrants	85.6%	91.7%	-6.0%
Successful Completion - Full-time HE	60.9%	71.4%	-10.5%
Successful Completion - Full-time FE	51.0%	66.6%	-15.6%

Revised December 2019

99. 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.

¹⁸ The academic year referred to relates to the year in which the students were retained. For example, 2017-18 refers to 2016-17 entrants remaining in higher education the following year.

Section 9: Feedback and Future Publications

100. There is a feedback form available on the publication page on the SFC website where users can continue to feedback on the coverage of this report. We welcome comments on how we can increase and improve access to data in this area.

101. If you have any questions or comments please contact:

Contact: Stephen Riddell

Job title: Senior Policy Officer/Analyst

Department: Finance Directorate

Email: sriddell@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. In 2017-18, this group made 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 16.6% of all first degree activity at universities in 2017-18 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)¹⁹.
 - 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

College student activity can be measured in a number of different ways, and a full explanation of these measurements can be found in Annex A of SFC’s [College Statistics Report for 2017-18](#). 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 HE and FE level.

4. In line with the definition used in the SFC [College Performance Indicators](#) National Statistics publication the college entrants shown include only those

¹⁹ Including Diploma Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body.

students who completed 4 or more Credits.²⁰ 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

5. 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

6. College success is reported in SFC's [College Performance Indicators](#) (PI) publication. The College PIs for 2017-18 were published in January 2018 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.

University Qualifiers

7. Figures relating to qualifiers from universities count those students successfully achieving a qualification at the stated level. It should be noted that the qualification achieved can differ from the initial level of study. It can take varying lengths of time for students to achieve a qualification, depending on length of course and individual circumstances.

Articulation

8. Articulation is a key route for Access to education. SFC has recently rebuilt the National Articulation Database (NAD) on a more advanced statistical platform. The new platform enables 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. In the meantime, information and trend analysis is available via the [Articulation from Scottish Colleges to Scottish Universities 2017-18](#) report.

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.

²⁰ 1 credit equates to 40 notional hours of learning.

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. When a college and HEI share responsibility for students, for example, when a HEI acts as the awarding body for a course that is partly delivered at college, these students appears in both the HEI and college data and are known as Associate Students. There were 1,480 Associate Students in 2017-18 who have been reported on in both sectors in this publication, following the practice of treating them in this way, decided in SFC's [HE Students and Qualifiers publication](#).
11. 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 file is used. For AY 2007-08 to 2010-11, SIMD2009 and for AY 2011-12 to 2016-17, SIMD2012 is used. For 2017-18, SIMD2016 is used.
12. 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. The recently updated SIMD2016 file has been brought into use and all figures relating to deprivation in this report for the 2017-18 academic session use this lookup file in attributing a deprivation decile or quintile to a learner.
13. 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.

14. 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.
15. 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 2017-18](#).

Metadata

Metadata Indicator	Description
Publication Title	Report on Widening Access, 2017-18
Description	Includes up to sixteen academic years of data on Higher Education students, entrants and qualifiers in Scottish Higher Education Institutions and Colleges presented as time series, covering selected periods between 2002-03 to 2017-18 (as appropriate)
Theme	Further and Higher Education, Widening Access
Topic	Student Information
Format	PDF and Excel Tables
Data Source(s)	This publication contains information on students from both colleges and higher education institutions (HEIs) who are attending Higher Education courses in Scotland. These statistics are collected by the Higher Education Statistics Agency (HESA) from HEIs and by SFC from further education colleges (colleges). Population data used to calculate the Higher Education Initial Participation Rate is sourced from National Records Scotland Mid-Year Population Estimates .
Date that data are acquired	College statistics: 05/10/2018 HEI data: 23/11/2018
Release date	29/05/2019
Frequency	Annual
Timeframe of data and timeliness	Trend data are presented over various time periods between 2002-03 and 2017-18, as appropriate.
Continuity of data	This report has two separate strands; the first on the key Scottish Government (SG) targets and related measures included within this section, and the second presenting a wider analysis of access to further and higher education. 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 in some cases. The data presented in each of these strands currently differ

	<p>due to the data specification and focus used. However, changes have been implemented to ensure that the data specification of these strands is more aligned from 2017-18 entrants and onwards when both will use the new SIMD2016 file²¹ for socio-economic analysis.</p> <p>Data from Scottish colleges continues to exclude those students who do not complete the first 25% of their course (the point at which they become eligible for funding).</p>
Revisions statement	The below noted tables have been revised on 03 December 2019
Revisions relevant to this publication	<p>Figures relating to the 2017-18 academic session in the following tables and associated commentary have been revised:</p> <p>Tables 9, 13, 17, 21 and 24: University retention rates revised to include non-First Degree Undergraduate provision.</p> <p>Tables 10 and 11: Students with a gender of ‘other’ have been removed from gender percentage calculations.</p> <p>Tables 14 and 15: Students of ‘Mixed’ Ethnicity are now coded as ‘Black and Minority Ethnic’.</p>
Relevance and key uses of these statistics	HESA is the official UK agency for the collection, analysis and dissemination of quantitative information about higher education at higher education institutions. SFC collects data on provision at colleges in Scotland through the Further Education Statistics (FES) data collection.
Accuracy	The procedures followed by HESA to ensure quality of the data are provided on the HESA website. The guidance issued by SFC for the submission of the Scottish college records is on the SFC website.
Comparability	HESA collects student enrolment data from all publicly funded UK HEIs, so comparison with other countries within the UK is possible. The Statistical First Release Higher Education Student Enrolments and Qualifications Obtained at Higher Education Institutions in the UK provides information on this topic although not all tables in this report are directly comparable, due to differences in student populations used.
Accessibility	SFC has a style guideline which sets out options to make all publications as accessible to potential readers as possible.

²¹ Please note that SIMD figures can differ slightly from other sources, depending on when SIMD lookup files are created. New postcodes periodically come into existence (e.g. when new housing developments are created). As such the number of students to whom we are able to match to a SIMD ranking can vary from other sources, depending on timing.

	More information relating to accessibility of the website .
Coherence and clarity	This statistical publication is pre-announced and then published on the SFC website. It is accompanied by more detailed tables available in Excel format on the website only which is a freely available resource.
Value type and unity of measurement	Number, percentage, percentage points
Disclosure	In all tables in this release, figures have been rounded to the nearest 5, and 0, 1 and 2 have been rounded to 0. Unknown values are not displayed individually in tables but are included in totals. Figures may not sum to totals due to rounding and the inclusion of unknown values. Figures and percentages in the text and charts are calculated from rounded values. This is to mitigate the risk of identification of individuals.
Official Statistics designation	Official Statistics
UK Statistics Authority Assessment	This publication has not been assessed by the UK Statistics Authority. However other Scottish Funding Council publications were assessed as part of the Assessment of compliance with the Code of Practice for Official Statistics undertaken in 2013 by UK Statistics Authority, as part of Assessment Report 255.
Last published	30/05/2018
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Date of first publication	The Scottish Funding Council first published the Report on Widening Access in 2017. This is the successor publication to 'Learning for All', which was published annually between 2007 and 2016.
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