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Report on Widening Access 2018-19
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Summary: This report presents data relating to 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, Protected Characteristic Governance Groups, students, parents, guardians and the general public.

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Executive Summary

This is the fourth SFC *Report on Widening Access*, the successor to SFC's *Learning for All* publication and discusses data relating to the Scottish Government access targets, further access data that reflects SFC Outcome Agreement measures and the evidence base used in SFC's *Gender Action Plan (GAP)* work and *GAP Progression* report, with a focus on socio-economic status and protected characteristics such as gender, disability and ethnicity. The key points from this report are:

- In 2018-19, 15.9% of Scottish-domiciled FTFD entrants (4,900) to Scottish universities were from the 20% most deprived areas (SIMD0-20) in Scotland¹, up from 15.6% (4,650 entrants) in 2017-18.
- There were 8,960 SDUE at college from the 20% SIMD0-20 areas in Scotland in 2018-19, representing 24.8% of all SDUEs at college and up from 24.3% in 2017-18.
- In 2018-19 there were 320 Care-experienced entrants to FTFD level study compared to 255 in 2017-18.
- 91.1% of Scottish-domiciled FTFD entrants completed year 1 and remained in higher education in 2018-19 compared to a retention rate of 92.5% in 2017-18.
- 86.8% of Scottish-domiciled FTFD entrants were retained in higher education in 2018-19 from the 20% most deprived areas, compared to 89.4% in 2017-18.
- 13.9% of Scottish-domiciled FTFD qualifiers were from the 20% most deprived areas in Scotland in 2018-19, up from 13.4% in 2017-18.
- In 2018-19, 21.9% of Scottish-domiciled undergraduate qualifiers from college were from the 20% most deprived areas in Scotland, down from 24.0% in 2017-18.

Key Definitions

<p>Scottish Domiciled Undergraduate Entrant (SDUE)</p> <p>A new entrant domiciled in Scotland prior to study and studying a First Degree or HNC/HND/Diploma/Certificate of Higher Education in a Scottish university or college. This can be on a full or part-time basis.</p>	<p>Scottish Domiciled Full-time First Degree Entrant (FTFD)</p> <p>A new entrant domiciled in Scotland prior to study and studying a First Degree course on a full-time basis.</p>
<p>Higher Education (HE) in the College Sector</p> <p>This is defined as a course at SCQF level 7 or above (with the exception of Advanced Highers) Can be undertaken on a part time (PHE) or full-time (FHE) basis.</p>	<p>Further Education (FE) in the College Sector</p> <p>This is defined as a course at SCQF level 6 or below. Can be undertaken on a part time (PT) or full-time (FT) basis.</p>
<p>Care-experience</p> <p>SFC defines 'care-experienced' as anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short, including adopted children who were previously looked-after. More information here.</p>	
	<p>Articulation with Advanced Standing</p> <p>Articulation is defined here as a student gaining entry to second year of a degree with a Higher National Certificate (HNC) gained at College in the previous 3 years, or into third year with a Higher National Diploma (HND) gained at College in the previous 3 years. Further information here.</p>

¹ The Commission on Widening Access Recommendation 32 states that, by 2030, students from the 20% most deprived areas should represent 20% of entrants to higher education.



Report on Widening Access 2018-19

Entrants

15.9%

of Scottish-domiciled first degree** entrants (4,900) to Scottish universities were from the 20% most deprived areas in Scotland***



↑ 0.2pp* on 2017-18

24.8%

of Scottish-domiciled undergraduate entrants (8,960) to Scottish colleges were from the 20% most deprived areas in Scotland***



↑ 0.5pp* on 2017-18

320

care-experienced entrants to first degree** level study in 2018-19.



Compared to 255 on 2017-18

Retention

91.9%

of Scottish-domiciled first degree** entrants completed year 1 and remained in higher education in 2018-19.



↓ 1.4pp* on 2017-18

86.8%

of Scottish-domiciled first degree** entrants from 20% most deprived areas completed year 1 and remained in higher education in 2018-19



↓ 2.7pp* on 2017-18

Qualifiers

13.9%

of Scottish-domiciled first degree** qualifiers were from the 20% most deprived areas in Scotland in 2018-19.



↑ 0.5pp* on 2017-18

21.9%

of Scottish-domiciled undergraduate higher education qualifiers from college were from the 20% most deprived areas in Scotland.



↓ 2.1pp* on 2017-18

* Percentage points.

** All first degree figures here refer to full-time student.

*** CoWA Recommendation 32: By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education.

Section 1: Introduction

1. This is the fourth *Report on Widening Access (RoWA)*, providing updated statistics relating to equality and diversity of the student population across Scotland's colleges and universities for 2018-19. This report was first produced in consideration of Scottish Government's (SG's) [A Blueprint for Fairness, The Final report of the Commission on Widening Access](#) (CoWA). Recommendation 32 of CoWA states "...the Scottish Funding Council and the Scottish Government should enhance the analysis and publication of data on fair access". This publication is both in line with said recommendation and with further SFC efforts to improve consistency of reporting data relating to many aspects of higher and further education, including access.
2. After the first [RoWA](#) 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, along with further user feedback received since, have fed into subsequent updates.
3. This iteration of the publication covers more stages of the learner journey than previous editions, considering entrants, articulation pathways, university retention and qualifiers, as well as, college completion rates. There is more information in the accompanying background tables covering each of these areas in more detail, along with data relating to college leavers destinations (CLD), attainment at university and university staff. [Section 8](#) of this report is dedicated to the evidence base that feeds into [SFC's Gender Action Plan \(GAP\)](#).
4. The RoWA considers Scottish-domiciled students and focuses on undergraduate provision at universities and colleges as well as other HE level activity at colleges. However, other FE level activity at college is also mentioned throughout.
5. As with previous iterations, this report has separate strands. The first, in [Section 2](#), relates to the key Scottish Government (SG) targets and related measures considering FTFD students (at university) and all Undergraduate Higher education entrants (at both universities and colleges). The second considers a broader analysis of access to further and higher education. These two strands overlap for some measures and, therefore, these areas are presented twice in this report in some cases. This edition also contains a third strand ([Section 8](#)) which relates specifically to the evidence base of SFC's Gender Action Plan.
6. All proportions in this report and the background tables have been derived using unrounded student numbers. However, for reporting purposes, all student figures have been rounded to the nearest five or suppressed if less than 2.5. Furthermore, proportions are suppressed in instances where the population in question is less than 25. This is in line with [HESA's rounding policy](#).

7. 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.
8. Further breakdowns and wider data are available from SFC by contacting datarequests@sfc.ac.uk.

Section 2: Scottish Government (SG) Targets and Related Measures

9. 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, later during the later part of the 2016-17 admission cycle. This means the initial impact of the Commission’s recommendations and targets were not apparent in entrant data until 2017-18 so that academic year was the first in which the impact of this work could be observed. Data from academic years prior to 2017-18 should be viewed as baselines for access targets.

CoWA Recommendation 30

10. Recommendation 30 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 the college and university sectors.
11. 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.; and
 - 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.
12. And 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.
13. The following tables show national performance of these measures using the latest six 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 figures broken down by institution.

Key Indicators

14. Table 1 shows the key indicators for entrants to FTFD study and undergraduate HE study at Scottish institutions (both universities and colleges).

Table 1: Entrants

Scottish-domiciled Full-time First Degree at University and All Undergraduate HE, by 20% Most Deprived (SIMD0-20) Areas and Care Experience (CE), 2013-14 to 2018-19

COWA Key Indicator - Entrants	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	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	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	31,065	86,205
Entrants from MD20	3,850	14,730	3,965	14,440	4,015	14,740	3,965	14,920	4,650	15,995	4,900	16,500
% MD20 entrants *	13.7%	17.2%	13.9%	17.5%	14.0%	17.7%	13.8%	17.7%	15.6%	18.9%	15.9%	19.4%
CE Entrants	145	265	170	325	160	445	170	525	255	680	320	1,045
% CE entrants	0.5%	0.3%	0.6%	0.4%	0.6%	0.5%	0.6%	0.6%	0.8%	0.8%	1.0%	1.2%

**SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. For this reason, some historical figures may differ from other publishing bodies such as HESA. Proportions are derived excluding those with unknown postcodes/SIMD rank. From 2017-18 onwards the Scottish Government SIMD 2016 file has been used instead.*

15. In 2018-19, 15.9% of all Scottish domiciled full-time first degree (FTFD) students to Scottish universities were from the 20% most deprived areas in Scotland, up from 15.6% in 2017-18. In total there were 250 more SIMD0-20 FTFD entrants in 2018-19 compared to 2017-18. At this point an increase of 0.1 percentage points is required to meet the interim target of 16% by 2021.
16. As noted above, the SG targets and resulting activity were established during the 2016-17 admissions cycle meaning that 2017-18 was the first academic year within which the effects of this work could be observed.
17. There was larger representation of students from the 20% most deprived areas for entrants to undergraduate higher education (UGHE) as a whole (19.1%) is higher than the proportion of full-time first degree entrants in 2018-19. This is, in part, due to a higher percentage of entrants from deprived areas entering HE courses at colleges, which is captured in the UGHE measure, Figure 3.
18. 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. This is of particular interest following the launch of [SFC's National Ambition for Care-experienced Students report](#) in January 2020 with the vision of equal outcomes between care-experienced students and their peers by 2030. Further details on the care-experience definition used in these tables can be found in [Section 7](#).
19. Retention rates are a measure of full-time students completing Year 1 of their studies and then remaining in higher education in the following year. Table 2 shows the retention rates for FTFD students from the most deprived SIMD quintile and for care-experienced students compared to the overall retention rate for the sector. Only FTFD students are considered in this measure because retention rates are only used within universities SDUEs include students studying other HE provision at colleges. Caution should be used when comparing the retention rates of care-experienced students due to the comparatively small numbers in the population. It is important to note that although completion rates in colleges are the alternative to retention rates in universities, these measures are **not** comparable.
20. The overall retention rate for Scottish-domiciled FTFD entrants was 91.1% in 2018-19, compared to 86.8% for SIMD0-20 entrants and 92.8% for entrants from care-experienced backgrounds. Both the overall sectoral retention rate and the retention rate for students from SIMD0-20 areas reduced in 2018-19 compared with the previous year. Table 2 shows the retention rate for care-experienced students has increased over recent years, reflecting a particular focus from Scottish Government and other stakeholders on this group which has resulted in policy drive to both recruit CE students into HE and also retain them. The reporting of students from care-experienced backgrounds

has been given more focus meaning that more students are willing to declare themselves as being care-experienced than they may have in the past.

Table 2: Retention Rates

Scottish Domiciled Full-time First Degree Entrants Returning to Study in Year 2 by 20% Most Deprived Areas (SIMD0-20), 2013-14 to 2018-19

COWA Key Indicator - Retention	2012-13 into 2013-14	2013-14 into 2014-15	2014-15 into 2015-16	2015-16 into 2016-17	2016-17 into 2017- 18	2017-18 into 2018-19
Overall Retention Rate	91.7%	91.4%	91.3%	91.8%	92.5%	91.1%
SIMD0-20 Student Retention rate	87.8%**	88.2%**	87.1%**	87.4%**	89.4%**	86.8%**
SIMD0-20 Retained Students *	3,455	3,785	3,900	3,945	3,975	4,615
CE Student Retention Rate	n/a	85.5%	85.2%	87.0%	87.2%	92.8%
CE Retained Students	n/a	140	170	155	165	230

**SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. For this reason, some historical figures may differ from other publishing bodies such as HESA. Proportions are derived excluding those with unknown postcodes/SIMD rank. From 2017-18 onwards the Scottish Government SIMD 2016 file has been used instead. ** The SIMD0-20 retention rates for 2013-14 to 2017-18 have been updated in this edition. Previously, the SIMD lookup used corresponded with the year that students were retained (i.e. students that entered in 2016-17 and were retained in 2017-18 would be matched with the SIMD lookup for 2017-18), however, a new methodology has been implemented to create more consistency between entrants and retained students. Therefore, all retention rates for SIMD0-20 students in Table 2 have been updated so that, students retained have been assigned a SIMD quintile based on the SIMD lookup from when they were entrants in the previous year.*

21. Table 3, below, shows the percentage of qualifiers from deprived areas. The coverage matches that of Table 1 but qualifiers in 2018-19 are reflective of entrants in previous years rather than the 2018-19 population. In 2018-19, 13.9% of Scottish Domiciled full-time first degree qualifiers from university were from the 20% most deprived areas in Scotland. The percentage of FTFD qualifiers that are from SIMD20 areas has continually increased over the time period.

Table 3: Qualifiers

Scottish-domiciled Full-time First Degree at University and All Undergraduate HE, by 20% Most Deprived Areas (SIMD 0-20), 2013-14 to 2018-19

COWA Key Indicator - Qualifiers	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	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	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	23,570	59,765
Qualifiers from MD20	2,620	9,325	2,650	9,450	2,820	9,755	3,055	10,170	3,150	10,745	3,270	11,040
% MD20 qualifiers	11.7%	16.1%	12.0%	16.6%	12.3%	16.8%	13.1%	17.4%	13.4%	18.0%	13.9%	18.5%

**SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. For this reason, some historical figures may differ from other publishing bodies such as HESA. Proportions are derived excluding those with unknown postcodes/SIMD rank. From 2017-18 onwards the Scottish Government SIMD 2016 file has been used instead.*

22. The data in Tables 1 to 3 is also presented by institution in the background tables online.

Section 3: Report Content

23. The remaining sections of this report each focus on one of the following access areas: socio-economic status, gender, ethnicity, and care experience. Other characteristics including age; degree related factors, such as subject studied, and institutions attended are intersected with relevant characteristics throughout the chapters.
24. 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, therefore, not included within this report. This report is accompanied by more detailed Excel tables from which the tables and charts in this report are drawn.
25. 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.

Figure 1: University and College Entrants

Overview of entrants to universities and colleges, 2013-14 to 2018-19

26. Figure 1 gives an overview of the number of entrants to universities and colleges over the last six academic years. The number of [Scottish-domiciled Undergraduate Entrants \(SDUEs\)](#) has increased over time as well as the subset of entrants to FTFD. Since 2013-14 the number of SDUEs has increased from 37,835 to 41,860 entrants, an increase of 10.6%. Meanwhile, the number of FTFD entrants has increased from 28,285 to 31,065, an increase of 9.8%.
27. There were 21,420 enrolments to full-time HE (FTHE) college courses in 2018-19, a reduction since 2013-14 of 1.2% (260 enrolments). Furthermore, the number of enrolments to part-time HE (PTHE) at college has reduced by 14.4% (790 enrolments) over the same timeframe. However, the number of students studying via this route is smaller in comparison to other student groups in Figure 1. Therefore a small change in the number of enrolments to PTHE courses could result in a large change proportionally and therefore percentage changes should be treated with caution.
28. Since 2013-14 the number of enrolments to full-time FE (FTFE) courses at college has reduced by 10.2% to 41,700 (4,720 fewer enrolments than in 2013-14). Finally, the number of enrolments to part-time FE (PTFE) courses has increased since 2013-14 by 3,650 enrolments, an increase of 9.2%. Further details on the makeup and coverage of these populations can be found in the [Key Definitions infographic](#).
29. Figure 1 contains data going back to 2013-14 and showing trends over time. However, the main analysis in this report focuses on 2018-19 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 back to 2013-14 is available in the background tables online, with only a selection of the more historical data shown in the main report.
30. Many of the tables in this report focus on Scottish-domiciled FTFD) entrants in the university sector, SDUE in both universities and colleges and full-time college provision. FTFD entrants are a subset of SDUEs but both are discussed as different measures are used across different policy areas relating to Widening Access.
31. Part-time FE is not included as a group of focus due to the nature of this provision. In general part-time activity is not discussed in detail because entrants are measured, in this report, by enrolments. Students studying part-time FE and HE provision are the most likely to be enrolled on multiple courses at one time meaning students in these groups may be counted more than once. Also, the volume of activity tends to be comparable with the other groups. As mentioned in the introduction, this report provides an evidence base for HE access policy context and the number of part-time HE (PTHE) students is relatively small in colleges compared to full-time HE (FTHE). Further detail of

these types of provision can be found in [SFC's College Statistics publication](#), and via SFC's [INFACT](#) tool, which allows users to interrogate college student data. Data relating to PTHE and PTFE can also be found in the background tables.

Section 4: Socio-economic Status

32. In this report, socio-economic status, in years prior to 2017-18, is measured using SFC population weighted SIMD rankings. This means SIMD rankings for those years have been calculated using a different methodology than in Section 2, and so figures may differ for this reason. For analysis covering 2017-18 onwards, changes were introduced to ensure the data specification is more aligned and now all socio-economic analysis is based on the new SIMD2016 file. This is in line with the SFC's Outcome Agreement Guidance and other SFC work on access that were in place before the Commission on Widening Access (CoWA) reported. Further details on the differences are given in Annex A.
33. 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. The measures important for this report are those focusing on increasing the intake of students from the most deprived area and from protected characteristic backgrounds. For example, there are particular measures surrounding gender which also ties in with SFC's Gender Action Plan, Section 8 is dedicated to looking at the data through a gender lens for this purpose. Further details on the OA measures can be found on our [website](#).
34. Entrants from the most deprived quintile (the most deprived 20%) are the focus throughout this section. However, various charts in this chapter show the data across all five quintiles in order to show patterns across the whole student population.

Figure 2: SIMDO-20 Entrants

The proportion of Full-time First Degree, Full-time Higher Education Enrolments and Full-time Further Education Enrolments from SIMDO-20 areas, 2013-14 to 2018-19. Scottish-domiciled undergraduate entrants have been omitted from the graph for clarity due to the very similar figures as those studying Full-time First Degrees; however, the figures have been included in the data table for context.

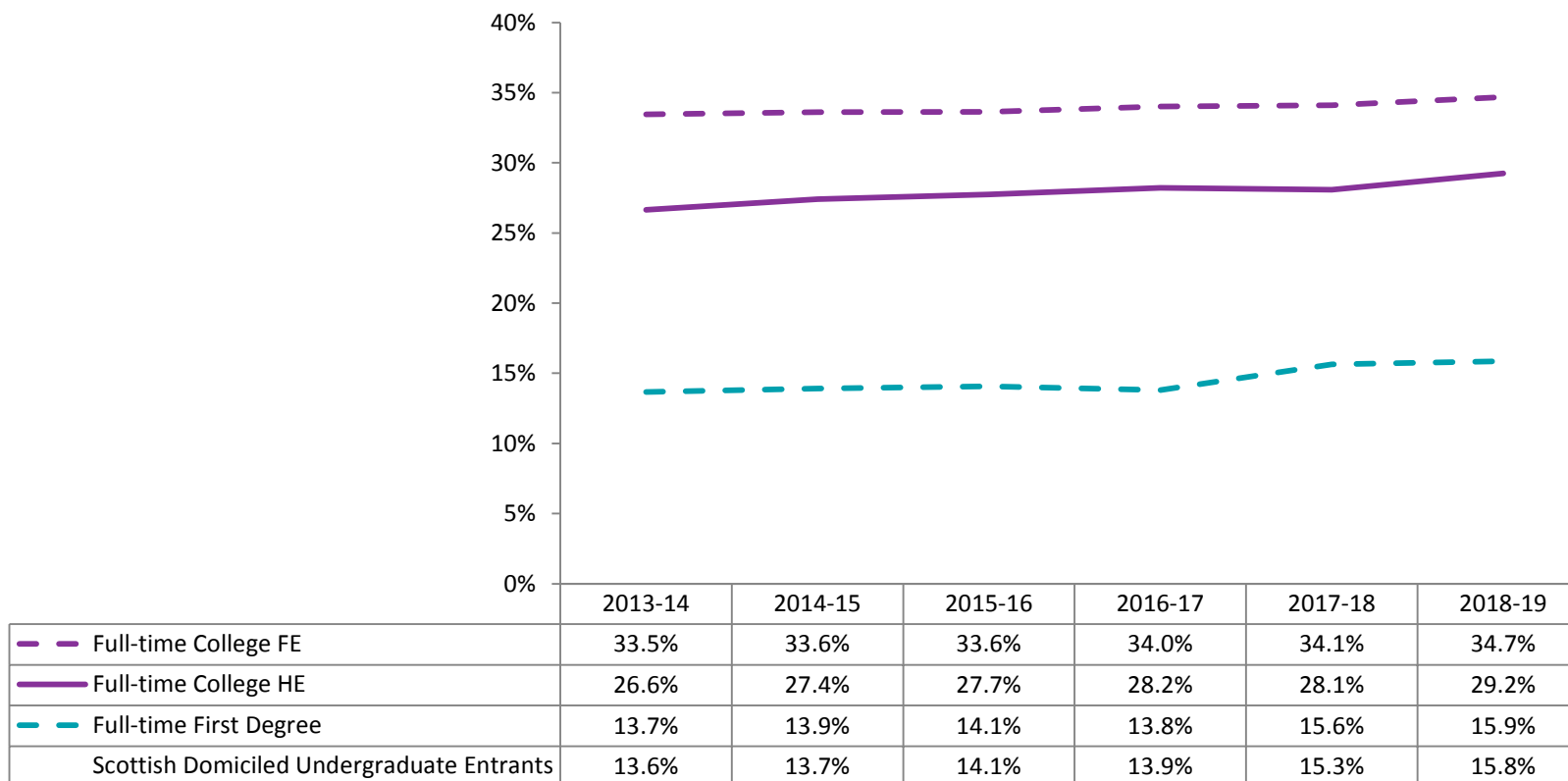


Figure 2, above, displays the proportion of students from the most deprived areas (SIMD0-20) across different levels of study. Since 2013-14 the proportion of students from SIMD0-20 backgrounds has increased for FTFD, FTHE at college and FTFE at college students. For FTFD entrants the proportion of students from SIMD 0-20 areas has increased from 13.7% to 15.9% and similarly for SDUEs from 13.6% to 15.8%. At college, over the same timeframe, the proportion of enrolments from SIMD0-20 areas to FTHE courses has increased from 26.6% to 29.4% and to FTFE provision from 33.5% to 34.7%.

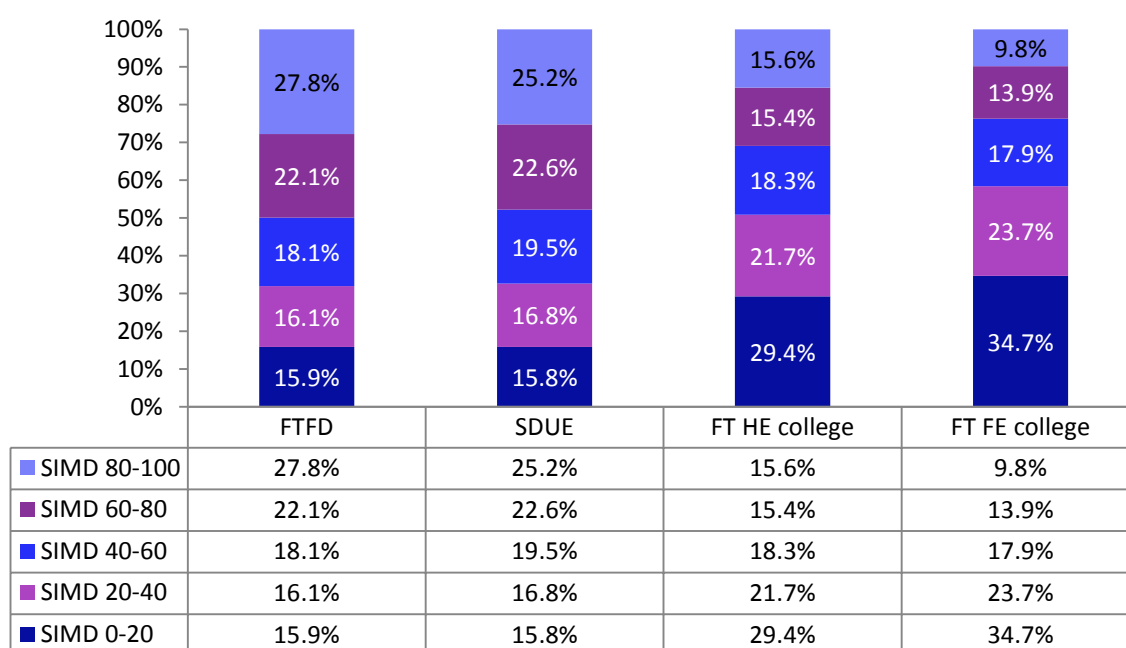
35. For information relating to SIMD quintile and subject area please see the background tables

Socio-economic Status and Level of Study

36. Figure 3, below, shows the proportion of students from each SIMD quintile for different modes and levels of study in 2018-19.

Figure 3: Entrants by SIMD quintile

The distribution of Full-time First Degree, Scottish-domiciled Undergraduate Entrants, Full-time Higher Education at College Enrolments and Full-time Further Education at College Enrolments by SIMD Quintile, 2018-19



37. Entrants from the 20% most deprived areas accounted for the largest proportion of FTFE at college enrolments and the smallest proportion of FTFD enrolments. Meanwhile, those from the 20% least deprived areas accounted for the largest proportion of entrants to FTFD courses and the smallest proportion of enrolments to FT FE college courses. Generally, FTFD entrants are spread most evenly across SIMD quintiles and FTFE college enrolments least evenly. As expected, the distribution of FTFD entrants and SDUEs are very similar given that these measures are closely linked, with FTFD being a subset of SDUE.

Socio-economic Status and Age

Table 4: Entrants by Age

Scottish domiciled Full-time First Degree (FTFD) and Undergraduate Entrants (SDUE) by Age and SIMD Quintile, 2018-19

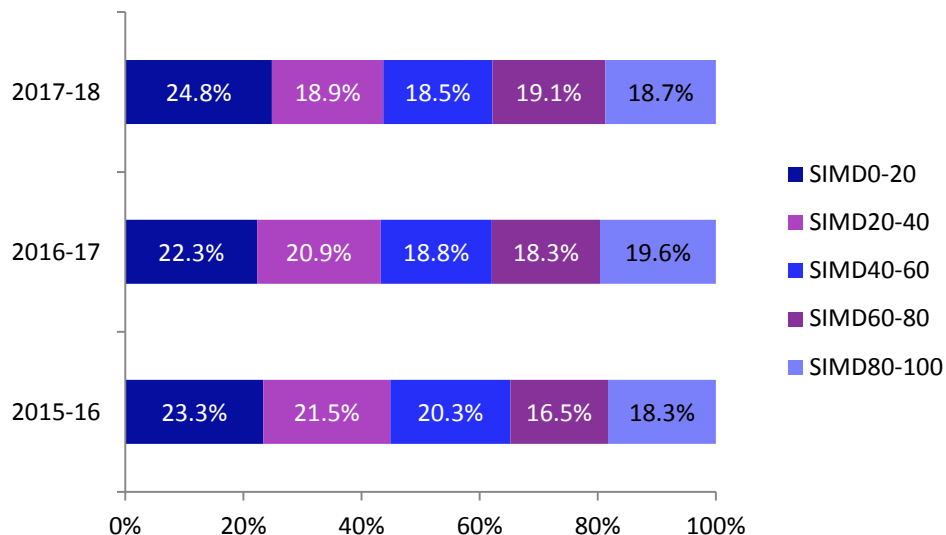
Type of study	Age Group	SIMD Quintile				
		SIMD 0-20	SIMD20-40	SIMD40-60	SIMD60-80	SIMD80-100
FTFD	Under 21	11.9%	13.9%	17.8%	24.2%	32.3%
	Over 21	25.4%	21.3%	19.0%	17.2%	17.1%
SDUE	Under 21	11.8%	14.1%	18.4%	24.6%	31.0%
	Over 21	21.4%	20.5%	21.1%	19.7%	17.3%

38. Table 4, above, shows the proportion of entrants from each SIMD quintile for the 'young' age group (under 21) and for those aged 21 and over for FTFD entrants and SDUEs.
39. In 2018-19, a higher proportion of FTFD entrants aged 21 and over were from SIMD0-20 areas (25.4%) compared to under 21s (11.9%). Furthermore 21.4% of SDUEs aged over 21 were from SIMD0-20 areas compared to 11.8% of under 21s. Colleges play a key role in preparing students from the most disadvantaged backgrounds to enter HEIs at a later stage in life which may explain the higher proportion of SIMD20 SDUE entrants in the 21 and over age group compared to FTFD entrants.
40. The Higher Education Statistics Agency (HESA) produces [Participation Indicators \(PIs\) for Widening Access](#) for all institutions across the UK, and shows the proportion of entrants from POLAR3 backgrounds for English institutions. The equivalent figures for Scottish institutions using SIMD rather than POLAR 3 are presented in Table 15 in the background tables, online.

Socio-economic status and Articulation

Figure 4: SIMD Quintile and Articulation

Students Articulating with Advanced Standing by SIMD Quintile, 2015-16 to 2017-18



41. As discussed in SFC's [Articulation from Scottish Colleges to Scottish Universities, 2017-18](#) report, in 2017-18 41.8% of First Degree entrants from the SIMD0-20 areas arrived via articulation.
42. Of all students [articulating](#), 51.4% did so with advanced standing in 2017-18. Figure 4, above, shows that of those articulating with advanced standing in 2017-18, 24.8% were from SIMD0-20 areas (995 students). Meanwhile 18.7% of students articulating with advanced standing were from SIMD80-100 areas (750 students) in 2017-18.

Socio-economic status, College Success and University Retention

43. As well as the entrant population, this report also considers measures of success in the sector. Due to the differing nature and duration of courses between the college and university sectors, this is shown by a different method for each sector.
44. 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 that either obtain a qualification in year 1 or return in Year 2.
45. For the purpose of this report, measures of success in the college sector follow the [College Performance Indicators \(PIs\)](#) methodology and in the university sector measures of retention follow the Outcome Agreement methodology which, by definition, includes only full-time students as retention data is only

collected for full-time students. This methodology includes full-time first degree and SDUE provision. College success rates for splits other than FTHE are available in the background tables.

- 46. Figure 5, below, shows successful completion rates for full-time enrolments to HE courses by SIMD quintile. The most deprived and least deprived quintiles are shown here, along with the sector figures but the full breakdown is available in the background tables. In 2018-19 the successful completion rate for students from the least deprived quintile (73.3%) was above the sector level (69.8%) and the completion rate for those from the most deprived areas (66.6%) was below the sector level. The gap between those from SIMD0-20 and SIMD80-100 areas was 6.7pp in the most current year which has reduced over time. However, success rates in general have declined over time.

Figure 5: College Completion rates

Completion rates of Full-time HE students from the 20% Most and Least Deprived Areas in Scotland compared to the sector, 2013-14 to 2018-19

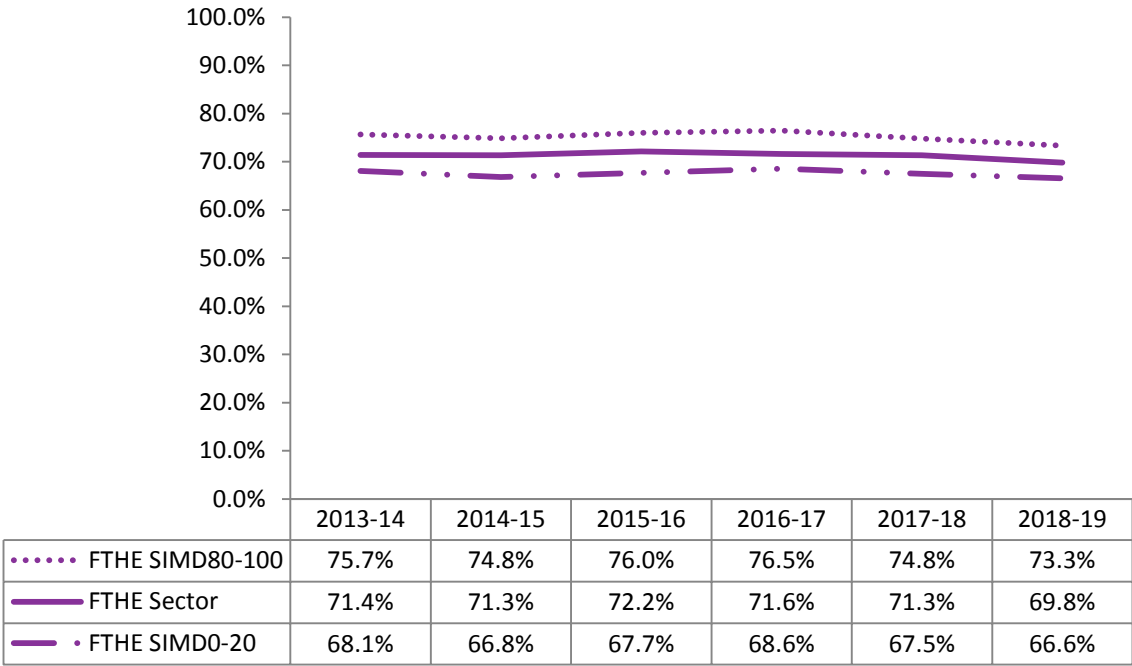
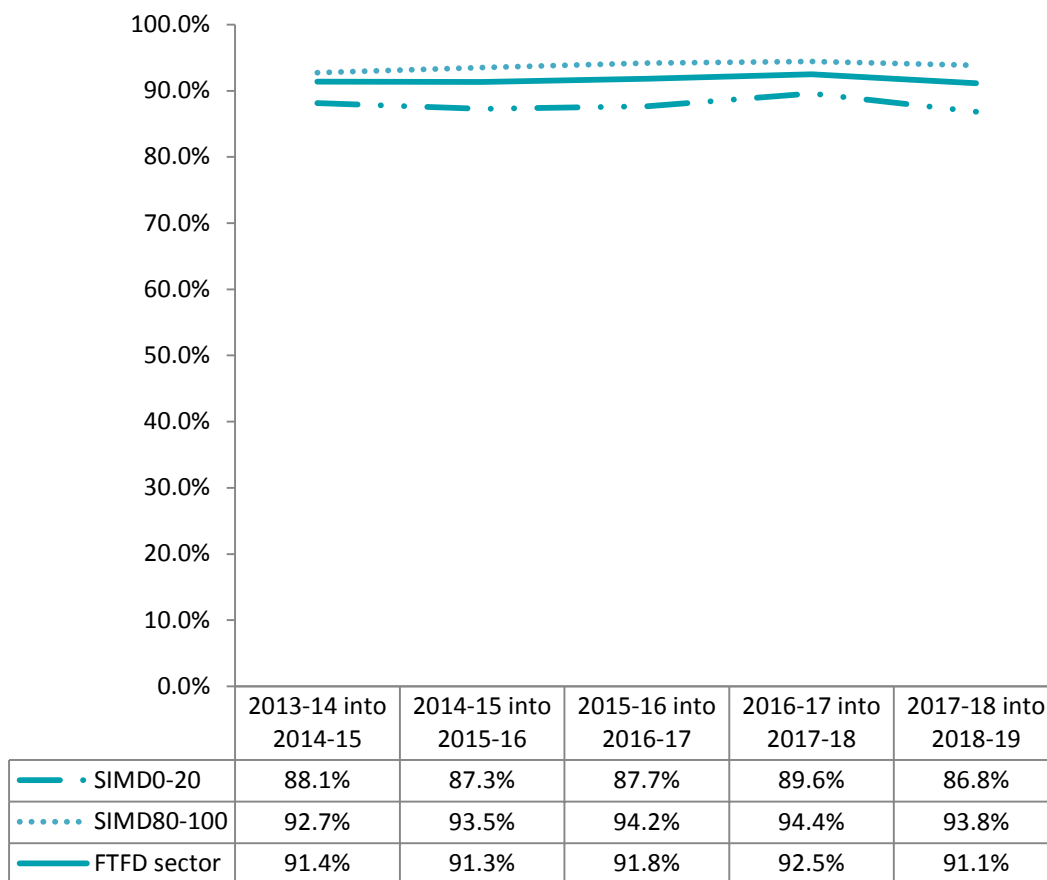


Figure 6: Retention rate by SIMD Quintile

Percentage of Full-time First Degree Students Retained from the 20% Most and Least Deprived Areas in Scotland compared to the Sector, 2013-14 to 2017-18



47. The university retention data in Figure 6, above, shows that the gap in retention rates between those from the 20% most and least deprived areas in Scotland has increased over time. In 2018-19 the overall retention rate decreased on the previous year. The retention rate of SIMD80-100 students was 2.7pp above that of the sector whilst the retention rate of SIMD0-20 students was 4.3pp below the sector.

Section 5: Sex

48. The collection of sex data was updated in 2012-13, so that data on students' sex is now returned with the possible options of male, female and other. Due to the small number of students identifying their sex as 'other' these students are not included in the analysis presented in this report.
49. At universities, females outweigh males in terms of SDUEs (60:40 in 2018-19) which has been consistent over time. However the sex balance varies by level and mode of study at colleges. Males accounted 52.6% of PTHE enrolments whilst females accounted for 57.5% of FTHE enrolments, 52.1% of FTFE enrolments and 54.2% of PTFE enrolments in 2018-19.

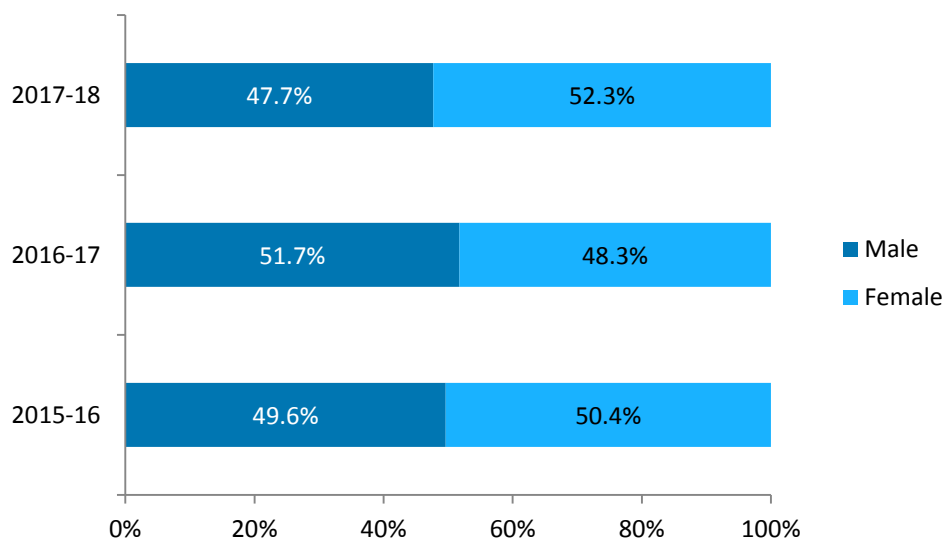
Socio-economic Status and Sex

50. Since 2013-14 there has been little change in the SIMD makeup for males, however, for females there has been a shift away from the less deprived quintiles towards the more deprived quintiles. In 2018-19 16.9% of female FTFD entrants were from SIMD0-20 areas compared to 14.3% of males whilst 25.3% of female FTFD entrants were from SIMD80-100 areas compared to 31.3% of males. There is a similar trend for SDUEs with 17.0% of female entrants coming from SIMD0-20 backgrounds compared to 14.1% of males. There is further analysis specifically relating to the Gender Action Plan in Section 8.

Sex and Articulation

Figure 7: Articulation by Sex

Split of males and female college students articulating to university with advanced standing, 2015-16 to 2017-18



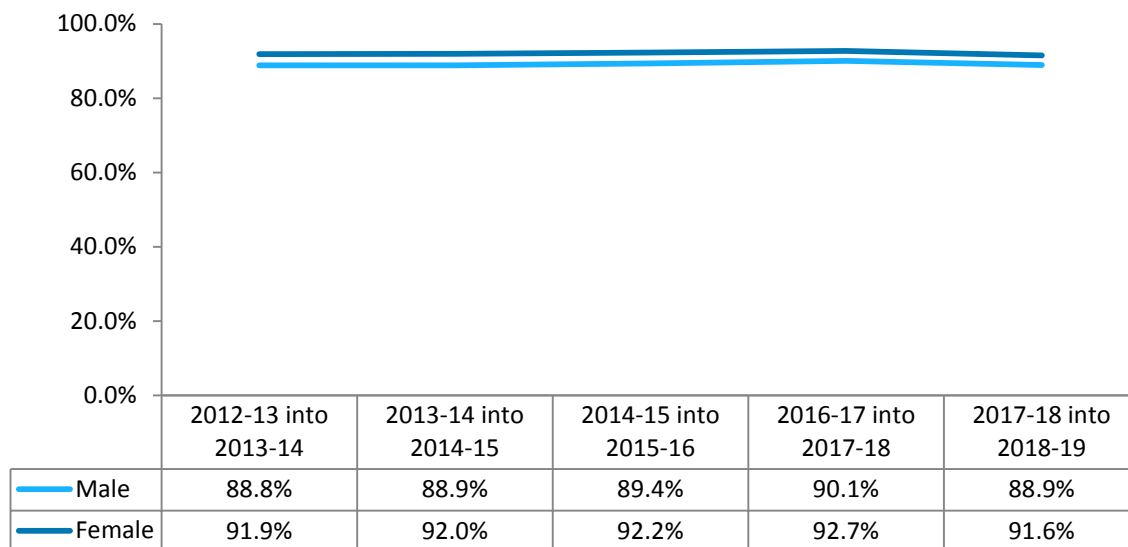
51. Overall the number of males (1,915) and number of females (2,105) articulating with advanced standing has increased over the last three years. Figure 7 shows that in 2017-18 the majority of students articulating to university with advanced standing were female (52.3%), however, this has fluctuated over time. There is more in depth analysis relating to sex in Section 8 which looks specifically at the population relevant for SFC's Gender Action Plan.

Sex, College Success and University Retention

52. Generally females have higher retention rates than males at university. This stands true for both SDUEs and FTFDs. The focus here is on SDUEs but the same information can be found for FTFDs in the background tables. In 2017-18 (students returning in 2018-19) the retention rate for females was 91.6% compared to 88.9% for males.

Figure 8: Retention Rates by Sex

Comparison of retention rates for male and female SDUEs (full-time), 2013-14 to 2017-18



53. Figure 8 shows that since 2013-14 the retention rates for female SDUEs have been consistently higher than male SDUEs. However, both have followed the same trend with a reduction in 2018-19 on 2017-18 of 1.2pp for both males and females.
54. When looking at SIMD quintile, by sex, retention rates increase across SIMD quintiles (from the most deprived to the least deprived) for both males and females. The retention rate gap between those from the least deprived and most deprived areas was larger for males (8.3pp) than for females (6.7pp) in 2018-19. This trend has been consistent over the timeframe.
55. Successful completion rates for all students, regardless of sex have reduced over time. In 2013-14 the successful completion rate for females was 75.4% compared to 66.9% for males. Six academic years later, in 2018-19, the completion rates for females was 72.6% compared to 66.5% for males.
56. Table 5 below shows this gender gap in successful completion rates of full-time students over time. In all years since 2013-14 the successful completion rate of FTHE students has been higher for females than males. Although the gender gap in successful completion rates has reduced by 2.4pp over this time Figure 9 would suggest that this has been driven by the reduction in the successful completion rates for female students.
57. For students studying FTFE courses the completion rates for males and females are more comparable. In 2018-19 more males completed successfully (65.4%) compared to females (65.0%). However, this has changed over time; in 2013-14 more females successfully completed their course (66.5%) than males (65.2%).

Table 5: Gender gap in successful completion rates at College

*Gender Gap between Successful Completion Rates of Males and Females Studying Full-time Higher Education and Further Education courses at college, 2013-14 to 2018-19 *Successful completion rates of male students higher than female students, otherwise female student completion rate higher than male rate.*

Mode and level of study	Gender Gap in successful completions					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
FTHE	8.4pp	7.6pp	6.5pp	6.9pp	5.9pp	6.0pp
FTFE	1.3pp	1.4pp	0.1pp*	0.2pp*	0.0pp	0.4pp*

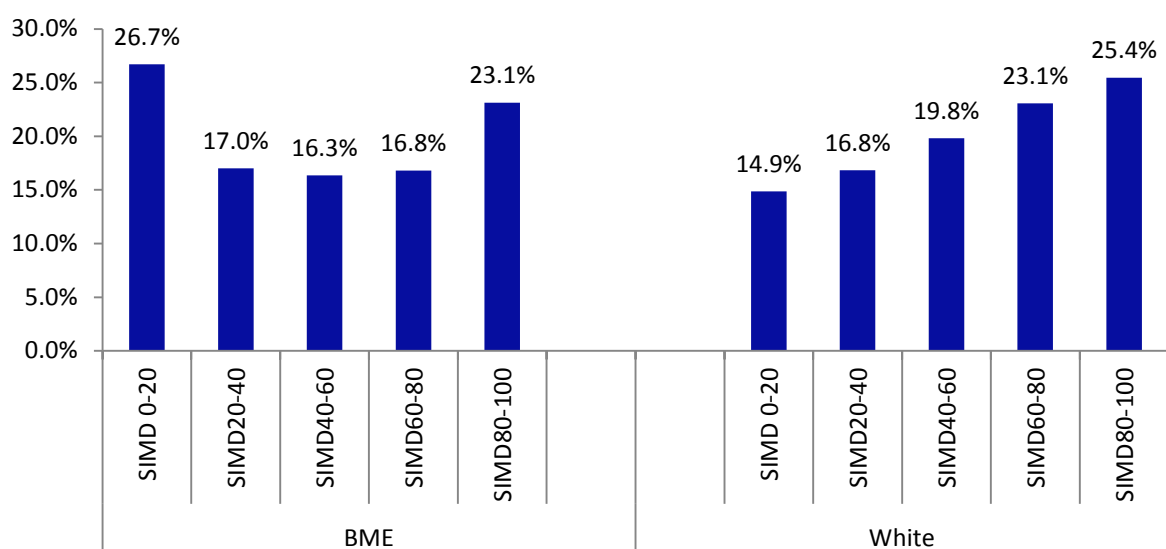
Section 6: Ethnicity

Socio-economic Status and Ethnicity Entrants

58. The distribution of students across SIMD quintiles varies within different ethnic groups. High level ethnicity groups of Black or Minority Ethnic (BME) and White students are discussed here but more detailed splits are discussed in conjunction with sex in Section 8 and are available in the background tables.

Figure 9: Entrants by SIMD Quintile and Ethnic Group

Distribution of Scottish-domiciled Undergraduate Entrants across SIMD Quintiles by Ethnic Group, 2018-19



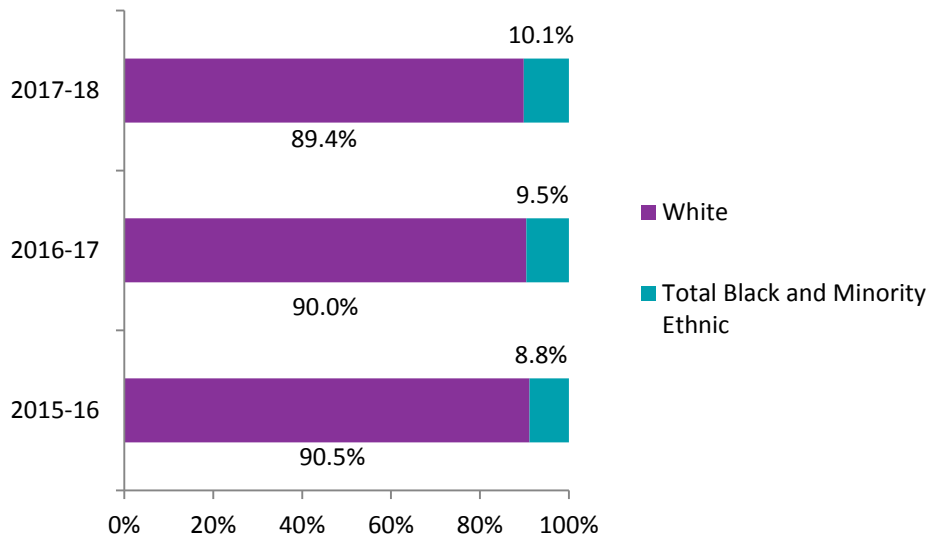
59. Figure 9 shows that the distribution of SDUEs across SIMD quintiles differs for students of BME ethnicity compared to those who are White. In 2018-19 there were two spikes in the distribution of BME SDUEs, with 26.7% of BME students coming from SIMD0-20 areas and 23.1% coming from SIMD80-100 areas. Meanwhile, the distribution of White students was skewed towards less deprived areas with 25.4% from SIMD 80-100 areas compared with 14.9% from SIMD20 areas. This pattern has been consistent over time and is similar for FTFD students which can be seen in the background tables.

Articulation and Ethnicity

60. Since 2015-16 the number of students [articulating](#) with advanced standing has increased across ethnic groups. Overall, the number of students of BME ethnicity articulating with Advanced standing (AS) has increased by 65 students and of White ethnicity by 95 students. Figure 10 below, shows that of all AS students, 89.4% were of White ethnicity in 2017-18 compared to 90.5% in 2015-16. Meanwhile the proportion of AS students of BME ethnicity increased from 8.8% in 2015-16 to 10.1% in 2017-18.

Figure 10: Articulation and Ethnicity

Proportion of Students Articulating with Advanced Standing by Ethnicity, 2015-16 to 2017-18



Ethnicity, College Success and University Retention

61. College success and university retention rates also vary from across different ethnic groups. Retention rates for both White and BME students increase across SIMD quintiles (from most to least deprived). Table 6 shows that from 2013-14 to 2018-19 students from SIMD80-100 had a higher retention rate regardless of ethnicity in comparison to those from SIMD0-20 areas. In 2018-19 the retention rate across SIMD quintiles was higher for BME students than White students and this has been the case for most years in the time period.

Table 6: Retention rate by SIMD quintile* and Ethnic Group

Retention Rate of Scottish-domiciled Undergraduate Entrants by SIMD Quintile and Ethnic Group, 2013-14 into 2014-15 to 2017-18 into 2018-19.

**Unknown SIMD Quintile Exclude.*

Ethnicity	Year	SIMD Quintile					Total
		SIMD 0-20	SIMD20-40	SIMD40-60	SIMD60-80	SIMD80-100	
BME	2013-14 into 2014-15	91.6%	89.2%	87.1%	94.6%	91.4%	90.7%
	2014-15 into 2015-16	88.8%	92.3%	90.9%	94.4%	94.3%	92.0%
	2015-16 into 2016-17	90.2%	91.8%	90.3%	93.7%	94.7%	92.0%
	2016-17 into 2017-18	92.4%	93.7%	91.9%	93.1%	95.6%	93.3%
	2017-18 into 2018-19	89.8%	91.1%	91.9%	94.5%	94.5%	92.2%
White	2013-14 into 2014-15	87.0%	88.5%	90.8%	91.8%	92.3%	90.6%
	2014-15 into 2015-16	86.5%	88.3%	90.4%	92.0%	93.0%	90.6%
	2015-16 into 2016-17	86.8%	89.4%	90.5%	92.2%	93.5%	91.0%
	2016-17 into 2017-18	88.5%	89.2%	90.8%	92.7%	93.8%	91.5%
	2017-18 into 2018-19	85.7%	88.2%	90.2%	91.1%	93.4%	90.3%

62. The completion rates of student by SIMD quintile and ethnicity differ across the mode and level of study combination.
63. Table 7 below shows the gap in successful completion rates for White and BME students over time. Successful completion rates of students studying FTHE courses were similar for BME students (69.5%) and White students (69.8%) in 2018-19. This represents an increase for BME students of 1.2pp and a decrease for White students of 1.8pp.

Table 7: Ethnicity Gap in successful completion rates

*Gap between Successful Completion Rates of Black or Minority Ethnic (BME) and White students Studying Full-time Higher Education and Further Education courses, 2013-14 to 2018-19 *Successful completion rates of White students higher than BME students, otherwise BME student completion rate higher than White student completion rate.*

Mode and level of study	Gap in successful completion rate of BME and White students at college					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
FTHE	3.3pp*	0.9pp	0.5pp	1.8pp*	0.7pp*	0.3pp*
FTFE	1.3pp	2.1pp	3.4pp	1.3pp	2.1pp	2.5pp

Section 7: Care Experienced Learners

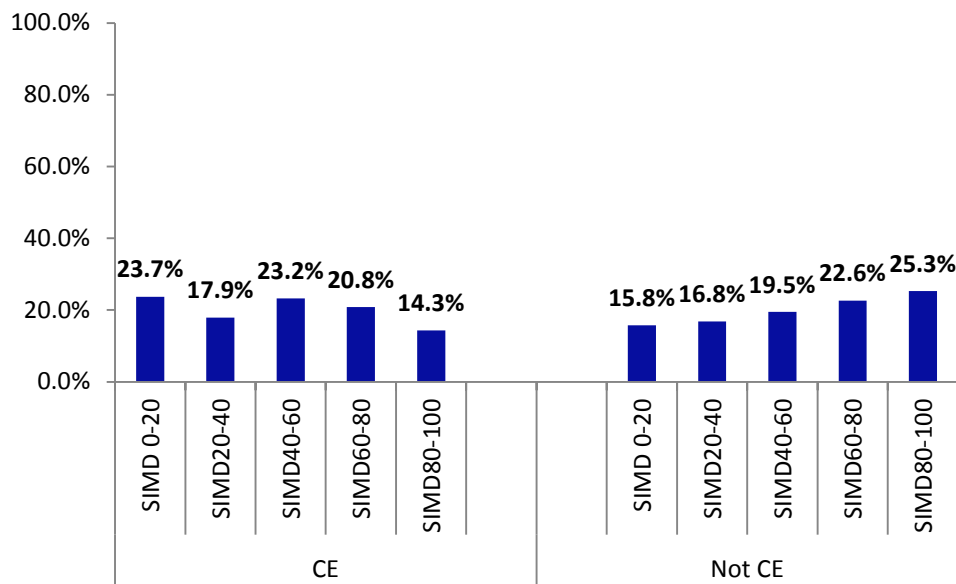
64. According to Scottish Government's [Children's social work statistics 2017-2018](#) there were an estimated 14,738 children and young people who were looked-after in Scotland at 31st July 2018. SFC considers a wider group of individuals than the legal definitions of 'looked-after' and 'care leaver' when referring to care-experience for data collection purposes in order to capture all age groups, all nationalities, and all those who have been in care or looked-after during their childhood even if it were for a short period of time. SFC defines 'care-experienced' as anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short, including adopted children who were previously looked-after. This care may have been provided in one of many different settings, such as in residential care, foster care, kinship care or through being looked after at home with a supervision requirement. As discussed in [Section 2](#) SFC has a national ambition for care experienced students to have equal outcomes with their peers by 2030. More information can be found in [SFC's National Ambition for Care Experience Students report](#).
65. The number of care-experienced SDUEs has more than doubled since 2013-14 (440 care-experienced SDUEs in 2018-19 compared to 205 in 2013-14). Of those, 320 were FTFD students compared to 145 in 2013-14. At colleges, in 2018-19, there were 485 FTHE, 35 PTHE, 2,275 FTFE and 1,350 PTFE care-experienced students. All of these were increases on previous years.

Socio-economic Status and Care-Experience Entrants

66. Across SIMD quintiles there have been increases in the number of SDUEs from care-experienced backgrounds since 2013-14.
67. Figure 11, below, shows that of all care-experienced SDUEs 23.7% were from SIMD 0-20 backgrounds (100 entrants) compared to 15.8% of Non care-experienced students (6,460 entrants) in 2018-19. Whereas 14.3% of care-experienced students were from SIMD80-100 areas (60 entrants) compared to 25.3% of Non CE students (10,375 entrants). This has changed over time, however, due to the smaller number of care-experienced students these proportions are more susceptible to volatility.

Figure 11: Entrants across SIMD quintile by Care-Experience Status

Distribution of Scottish-domiciled Undergraduate Entrants across SIMD quintiles by care experience (CE), 2018-19



Articulation and Care-experience

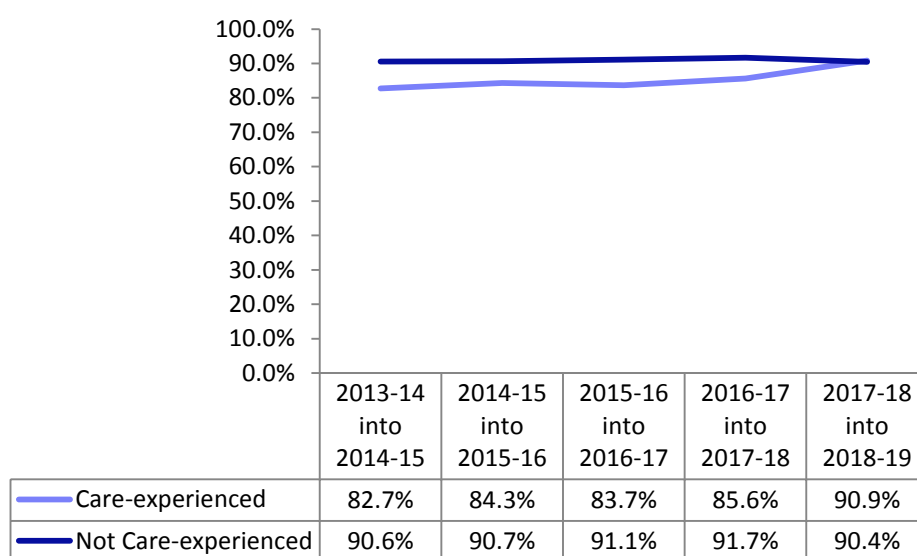
68. In 2017-18 care-experienced students accounted for 0.8% of all students articulating with advanced standing. It is important to note that care-experienced individuals account for a very small proportion of the population. However, in 2015-16 there were 25 AS articulating students, a number which had increased by 37.5% to 35 by 2017-18.

Care-experience, College Success and University Retention

69. Figure 12, below, shows the retention rates for care-experienced and Non care-experienced SDUEs over time. The retention rates for care-experienced and Non care-experienced SDUEs were very similar in 2018-19 when 90.9% of care-experienced students continued into year 2, and 90.4% of Non care-experienced students continued. Since 2013-14 the retention rate of care-experienced students has gone up (by 8.2pp) whilst the retention rate of non care-experienced students has reduced (-0.2pp) over the same time period. However, as is the case with all care-experienced measures, a smaller cohort size means that this measure is susceptible to fluctuations year on year.

Figure 7: Retention Rates by Care-experience

Retention Rate of Scottish-domiciled Undergraduate Entrants by Care-experience Status, 2013-14 into 2014-15 to 2017-18 into 2018-19



70. The successful completion rate of care-experienced students studying FTHE courses tend to be lower than for non care-experienced students. Table 8, below, displays the gap in completion rates between care-experienced and Non care-experienced students. In 2018-19 58.1% of care-experienced students studying FTHE successfully completed their course compared to 70.1% of Non care-experienced students.
71. Since 2013-14 the completion rate of TFE care-experienced students has increased by 5.1pp whilst the successful completion rate of Non care-experienced students has reduced by 1.4pp over the same time period. Meanwhile the successful completion rate for care-experienced students studying FTFE courses has increased by 4.8pp to 58.0% in 2018-19 whilst for Non care-experienced students the completion rate has reduced by 0.3pp to 65.6%.

Table 8: Gap in Completion Rates by Care-experience

Gap between Successful Completion Rates of Care-experienced and Non-experienced students enrolled on Full-time Higher Education and Further Education courses, 2013-14 to 2018-19
**Successful completion rates of male students higher than female students, otherwise female student completion rate higher than male rate.*

Mode and level of study	Gap in Successful Completion rates for CE and Non CE students					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
FTHE	18.5pp*	5.4pp*	7.0pp*	6.2pp*	10.5pp*	12.0pp*
FTFE	12.7pp*	11.6pp*	11.4pp*	13.2pp*	15.6pp*	7.6pp*

Section 8: Gender Action Plan Evidence Base

72. This section provides an update of the evidence used for measuring progress towards SFC's [Gender Action Plan \(GAP\)](#). In previous years a GAP technical report has been published to supplement the GAP progress report produced by SFC's Access team. However, going forward the GAP evidence base will be reported in a chapter of the RoWA report instead, replacing the previously produced GAP technical report.
73. This section explores data for college and university entrants since 2011-12. This is a longer time period that used in other section of the report which stems from 2011-12 being the baseline year for GAP work. Previously there have been three GAP technical reports published, for academic years 2014-15, 2015-16 and 2016-17. This section includes updated data for 2017-18 and 2018-19.
74. The two parts in this section are dedicated to enrolments to colleges and Scottish-domiciled undergraduate entrants² (SDUEs) to universities. **It is important to note that this definition differs from the other sections of this report which consider SDUEs from across both sectors (universities and colleges).**
75. Although this evidence base relates to the Gender Action plan, all data here refers to sex (male and female) as this is what is reported in the data returns, students who do not identify as male or female are not included here due to very small numbers. The term gender is used throughout this section in line with the mission of the action plan.

Colleges

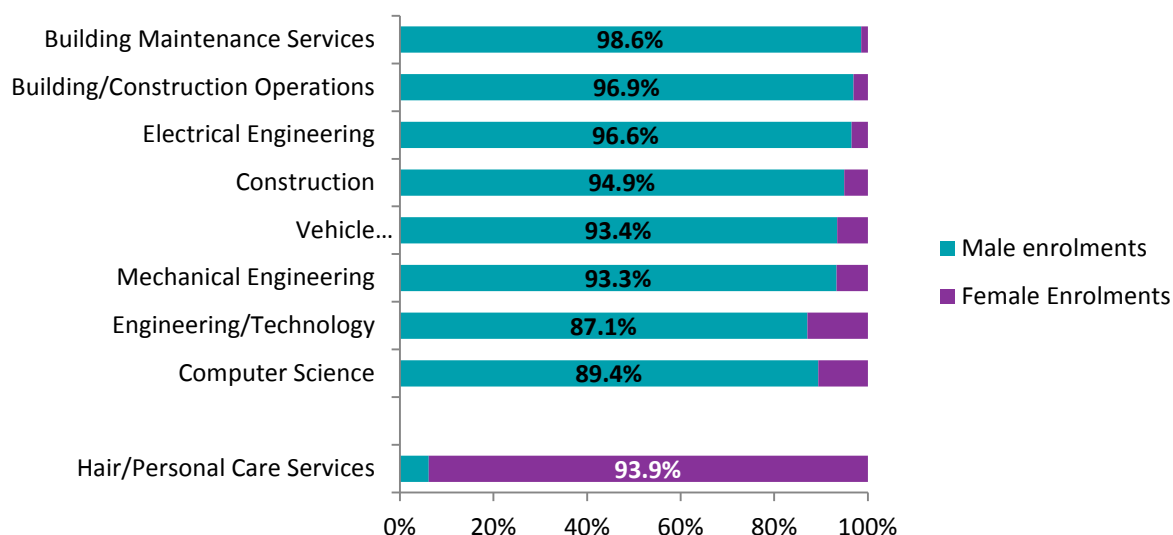
76. The age group "16-24 year olds" is the focus group for the first Key Performance indicator (KPI) that underpins the GAP in Scotland's colleges. Therefore, the analysis of the college sector, in this section, relates only to students aged 16-24.
77. In 2018-19 there were more males than females enrolling in colleges from this age group as has been the case throughout the time period. Males accounted for 56.6% of 16-24 year olds enrolled at college in 2018-19 (up 1.2pp on 2017-18). Therefore, the gender gap is now 13.2pp compared to 10.8pp in the previous year.

² The Gender Action Plan evidence base does not include the Open University in Scotland due to comparability issues with the rest of the university sector. However, the Open University in Scotland does have a separate Gender Action Plan and works with the Scottish Funding Council to address gender imbalances.

78. The second GAP KPI for colleges comes from KPI 8 of the Developing the Young Workforce (DYW) programme, to “increase by five percentage points (pp) the minority gender share in each of the ten largest and most imbalanced superclasses among 16-24 year olds by 2021”. Therefore, the GAP has focused on these ten subject areas (superclasses) up until now. However, data relating to Childcare Services for 2017-18 and 2018-19 has had to be omitted from this update as this superclass has been discontinued. There is ongoing work to identify the best way to capture this subject area appropriately in future analyses. Therefore, this section focuses on the nine most imbalanced superclasses identified at the time of the creation of the KPI (Figure 14). It is important to note that these subjects are fixed, any changes to which subjects are the most imbalanced year on year are not reflected.

Figure 13: Gender balance of College Enrolments

Gender Split of 16-24 Year Olds at All Levels of Study in Colleges in the Most Gender Imbalanced Subject Areas, 2018-19



79. Figure 13, above, shows that eight of the nine superclasses had a male majority, whilst one, Hair/Personal Care Services, had a female majority in 2018-19. The gender gap was most prominent in the Building/Maintenance Services superclass where 98.6% of the 1,530 enrolments were from male students.

80. Table 9, below, shows the gender split of these nine superclass subjects from the baseline year, 2011-12 compared to the most recent year 2018-19. As seen in Table 9 changes across superclass subjects have varied. For example, males accounted for 6.1% of Hair/Personal care enrolments in 2018-19 compared to 3.5% in 2011-12. Females made up 12.9% of the cohort to Engineering / Technology in 2018-19 compared to 10.9% in 2011-12. However, in other superclasses including; Computer Science, Building Maintenance Services, Construction and Electrical Engineering the gender imbalance has increased over the same time period.

Table 9: Progress towards KPI 8 Update: 2011-12 and 2018-19

Minority Gender Share of 16-24 year olds in College in 2011-12 compared to 2018-19 and Progress towards KPI8

	Minority Share 2011-12	Minority Share 2018-19	Progress towards KPI 8
GAP Superclass			
Hair/Personal Care Services	3.5%	6.1%	2.6%
Computer Science	12.2%	10.6%	-1.6%
Engineering/Technology	10.9%	12.9%	2.0%
Mechanical Engineering Vehicle	6.1%	6.7%	0.6%
Maintenance/Repair/Serviceing	5.1%	6.6%	1.5%
Construction	6.6%	5.1%	-1.5%
Electrical Engineering	4.1%	3.4%	-0.7%
Building/Construction Operations	2.5%	3.1%	0.6%
Building Maintenance Services	3.0%	1.4%	-1.6%

Gender Split of Enrolments by Different Characteristics

Table 10: Majority gender of enrolments by SIMD Quintile

Majority gender of students aged 16-24 at College by SIMD quintile, 2016-17 to 2018-19.

**Male Majority Otherwise Female Majority*

SIMD Quintile	Majority Gender		
	2016-17	2017-18	2018-19
SIMD 0-20	52.6%*	50.7%*	51.2%*
SIMD 20-40	55.7%*	54.2%*	55.4%*
SIMD 40-60	57.6%*	57.2%*	58.1%*
SIMD 60-80	58.6%*	58.5%*	59.1%*
SIMD 80-100	59.8%*	58.5%*	60.1%*

81. Table 10, above, displays the majority gender by SIMD quintile for college students aged 16-24 for the last three academic years. In all cases there has been a larger proportion of males than females, however, the gap has reduced over the time period for students from SIMD 0-20 and SIMD20-40 areas. For all other SIMD quintiles the gender gap has increased. Furthermore, in 2018-19 the smallest gender gap existed for students from SIMD20 backgrounds and the largest gap existed for students from SIMD80-100 backgrounds.

Table 11: Majority Gender Share of Enrolments by Ethnic Group

*Majority Gender Share of Enrolments from Students Aged 16-24 by Ethnic Group, 2016-17 to 2018-19. *Male Majority otherwise Female Majority.*

Ethnic Group	Majority Gender Share		
	2016-17	2017-18	2018-19
Asian, Asian Scottish or Asian British	61.2%*	61.9%*	62.0%*
Black, African or Caribbean	57.3%*	60.1%*	64.6%*
Mixed or Multiple ethnic group	55.4%*	52.2%*	51.9%*
Other ethnic group	67.5%*	69.8%*	66.7%*
White	52.6%*	53.2%*	54.9%*

82. Table 11, above, displays the majority gender share within ethnic groups for college students aged 16-24 from 2016-17 to 2018-19. In all cases there was a larger proportion of males than females. In 2018-19 the largest gender gap existed for students from Other Ethnic Groups (33.5pp) followed by Black, African or Caribbean students (29.1pp). The smallest gender gap existed for students of Mixed or Multiple ethnicities (3.9pp). However, it is important to note that the number of students in each ethnic group varies which will account for some of the swings in percentage changes year on year.

Table 12: Majority Gender Share of Enrolments by disability group

*Majority Gender Share of Enrolments from Students Aged 16-24 by Disability Group, AY 2016-17 to 2018-19. *Male majority otherwise female majority.*

Disability Type	Majority Gender Share		
	2016-17	2017-18	2018-19
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	51.8%*	52.5%*	54.3%*
A mental health condition, such as depression, schizophrenia or anxiety disorder	70.2%	72.8%	69.6%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	51.3%*	51.8%*	61.5%
A social/communication impairment such as Asperger’s syndrome/other autistic spectrum disorder	68.7%*	68.1%*	67.9%*
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	60.5%*	59.9%*	61.1%*
Blind or a serious visual impairment uncorrected by glasses	58.8%*	52.4%*	57.7%*
Deaf or a serious hearing impairment	51.7%	50.7%*	51.0%*
Two or more impairments and/or disabling medical conditions	54.2%*	51.8%*	51.3%*
No known disability	56.4%*	55.8%*	57.4%*

83. Table 12, above, displays the majority gender of 16-24 year olds enrolled in colleges by different disability groups. In the majority of cases there was a larger proportion of males than females. However, for students with a mental health condition there has been a larger proportion of females than males over the last three academic years. Furthermore, in a few instances where the gender balance is nearer a 50/50 split the majority gender has fluctuated over different years. In 2018-19 the largest gender gap existed amongst those students with a mental health condition. The smallest gender gap exists for students who are deaf or have a serious hearing impairment which has reduced by 1.3pp over the time period. It is important to note that the numbers of enrolments from most disability categories are likely to fluctuate given the population size.

Table 13: Successful Completion Rates at College by Gender

Successful Completion Rates of males and females aged 16-24 Studying Full-time Higher Education, Further Education, Part-time Higher Education and Part-time Further Education courses, 2011-12 to 2018-19.

Level of Study	Mode of Study	Gender	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Higher Education	Full-time	Male	66.1%	68.0%	68.7%	69.0%	70.2%	69.9%	70.4%	68.0%
		Female	75.5%	77.7%	78.6%	77.4%	77.8%	78.1%	76.7%	75.2%
	Part-time	Male	75.2%	77.0%	77.9%	81.3%	79.6%	77.4%	77.9%	79.4%
		Female	65.2%	70.7%	70.4%	72.2%	74.5%	72.1%	74.2%	74.9%
Further Education	Full-time	Male	68.2%	69.0%	69.8%	68.1%	70.6%	70.0%	68.2%	67.0%
		Female	67.7%	69.5%	69.5%	67.5%	68.7%	67.9%	68.1%	66.4%
	Part-time	Male	73.8%	69.4%	71.5%	70.4%	74.8%	74.9%	73.3%	77.4%
		Female	70.1%	65.6%	66.7%	62.2%	65.1%	64.1%	70.8%	74.0%

84. Table 13, above, displays the completion rates at colleges for males and females aged 16-24 by mode and level of study from 2011-12 to 2018-19. In 2018-19 males had the highest completion rates when studying part-time HE (79.4%) which has increased by 4.3pp since 2011-12. Males had the lowest completion rates when studying full-time further education (67.0%) which has reduced by 1.3pp since 2011-12. For females studying FTHE 75.2% completed successfully in 2018-19, a reduction of 0.3pp since 2011-12 and they had the lowest completion rates when studying full-time FE (66.4%), also down 1.3pp over the same time period. The most notable change was the increase in completion rates for females studying part-time HE which has increased by 9.7pp since 2011-12.

Completion Rates

Table 14: Gender Gap in Successful completion rates

*Gap between Successful Completion Rates for Males and Females by Subject, 2016-17 to 2018-19/ *Male majority otherwise Female Majority.*

Subject Area	2016-17	2017-18	2018-19
Computer Science	0.8pp	5.6pp	9.5pp
Hair/Personal Care Services	5.0pp	7.5pp	0.7pp
Construction	16.3pp	1.1pp	8.8pp
Building/Construction Operations	36.6pp*	11.7pp*	2.4pp
Building Maintenance Services	39.8pp*	48.6pp*	17.2pp*
Engineering/Technology	13.1pp	11.9pp	11.7pp
Mechanical Engineering	8.2pp	7.8pp	11.0pp
Electrical Engineering	30.4pp*	15.9pp*	6.3pp
Vehicle Maintenance/Repair/Service	3.4pp*	8.5pp*	3.1pp

85. Table 14, above, displays the gender gap in completion rates by subject at colleges. The largest gap in 2018-19 existed in Building Maintenance where males had a successful completion rate of 60.7% compared to 43.5% for females (a gap of 17.2pp); however this has reduced since last year, 2017-18 when the gender gap was 48.6pp. The smallest gap existed for Hair/Personal care with males successfully completing in 67.3% of cases and females 66.6%. This represents a 7.5pp reduction from 2017-18. It is important to keep in mind that for those subject groups with a particularly large gap in completion rates, in many cases, the minority gender will likely account for a small number of enrolments and, therefore, completion rates are likely to fluctuate year on year.

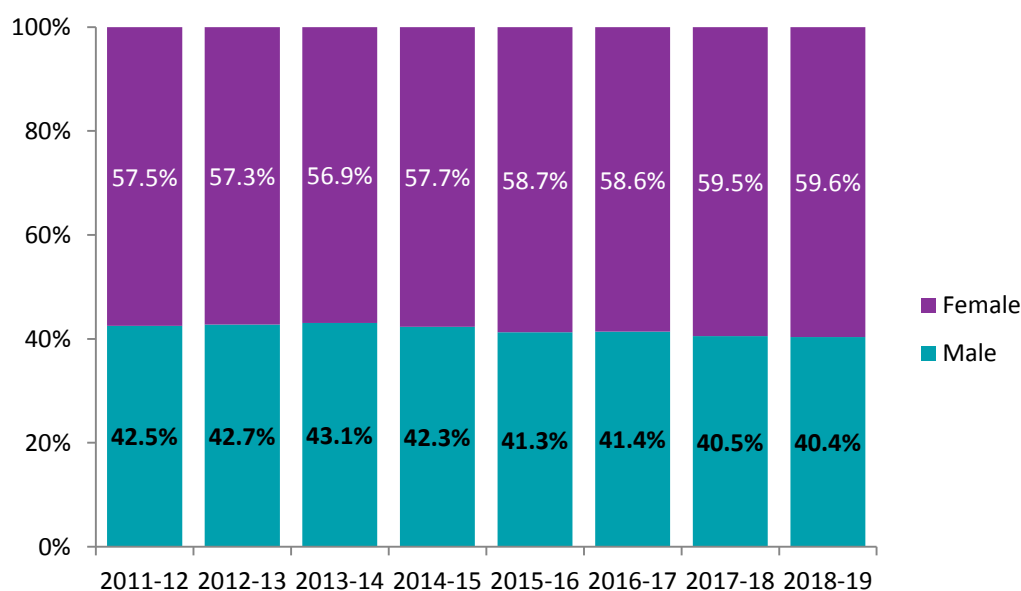
Universities

Entrants

86. The GAP also addresses the overall gender imbalance, at universities, of Scottish-domiciled undergraduate entrants (SDUE) and subject level imbalances in selected JACS Group³ subjects.
87. Figure 14, below, shows the gender balance of SDUEs since 2011-12. In AY 2018-19, the gender gap between male and female SDUEs at university was 19.3pp. Females accounted for 59.6% of total enrolments, an increase of 2.1pp since 2011-12.

Figure 14: Overall Gender Split of University Entrants

Gender split of Scottish-domiciled Undergraduate Entrants to university, 2011-12 to 2018-19



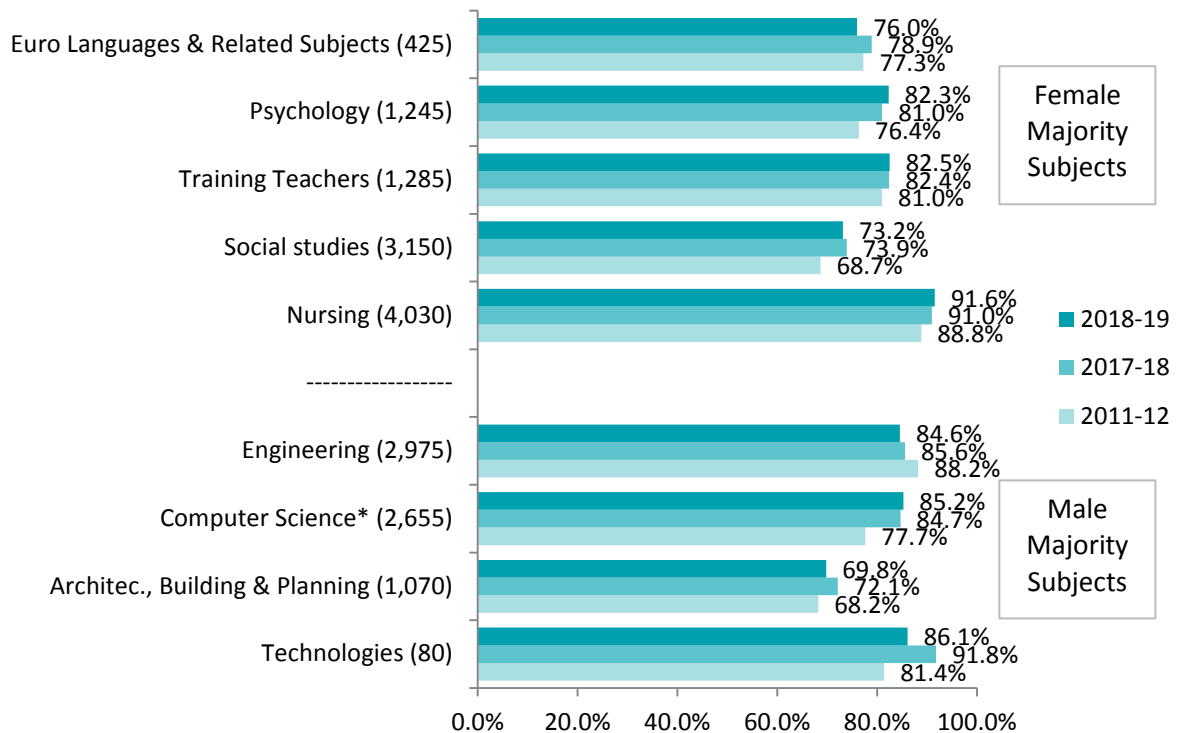
88. One of the aims of the GAP is to reduce the sector level gender gap for SDUEs to 5pp (reference). Figure 16 above, shows that in 2011-12 females accounted for 57.5% of enrolments compared to 59.6% in 2018-19, meaning the gender gap has increased by 4.3pp over the time period.
89. Figure 15, below, considers the nine GAP subjects* for SDUEs, showing the proportion of the majority gender by academic year in comparison to the baseline year, 2011-12, and the two most recent AYs 2017-18 and 2018-19. In Figure 15 the subjects from Engineering to Technologies have a male majority,

³ The Joint Academic Coding System used to define subject groups in HEIs.

whilst Nursing to European languages and related subjects have a female majority.

Figure 15: Majority Gender Share of Entrants to GAP Subjects in Universities

Majority Gender Share of Scottish-domiciled Undergraduate Entrants to Universities by GAP subject, 2011-12, 2017-18 and 2018-19. The figure in brackets shows the number of students in the most recent year, 2018-19. *Computer Science was 'Mathematical and Computer Science' in 2011-12.

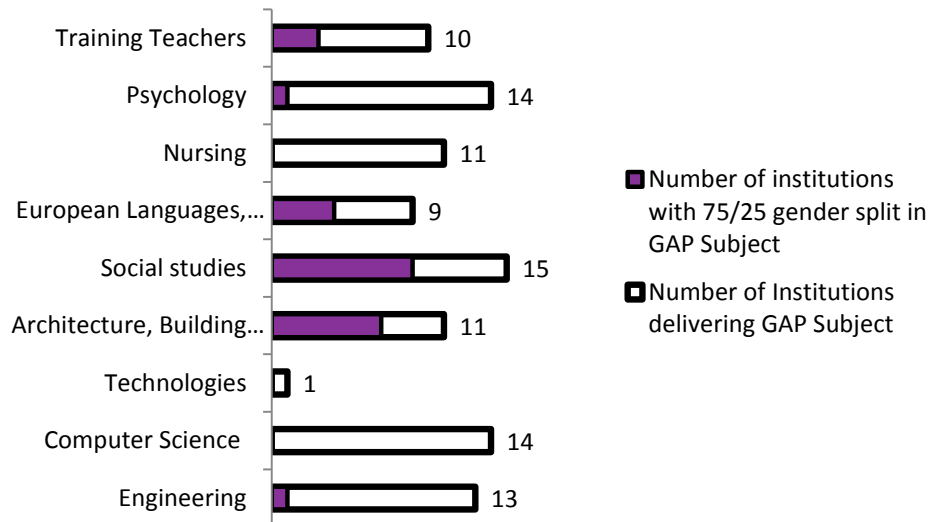


90. Figure 15 shows that since the baseline year, 2011-12, the gender gap has reduced in two of the GAP JACS subjects and increased in the other seven subjects GAP subjects. The gender gap has reduced in Engineering since 2011-12 (by 3.6pp), however, has increased in the three other male majority subjects of interest.

91. Similarly of the five female majority subjects the gender gap has reduced in European Languages & Related Subjects (by 1.3pp) since 2011 but has increased for the other four subjects considered. It is important to note that the Technologies cohort is substantially smaller than the other subject areas and, therefore, more volatility in proportional changes is to be expected.

Figure 16: Progress of Institutions towards Gender Split Target across GAP subjects, AY 2018-19

The Number of Institutions Delivering Each JACS Subject/Subject Group and the number of Institutions within the aim of no more than a 75/25 gender divide.

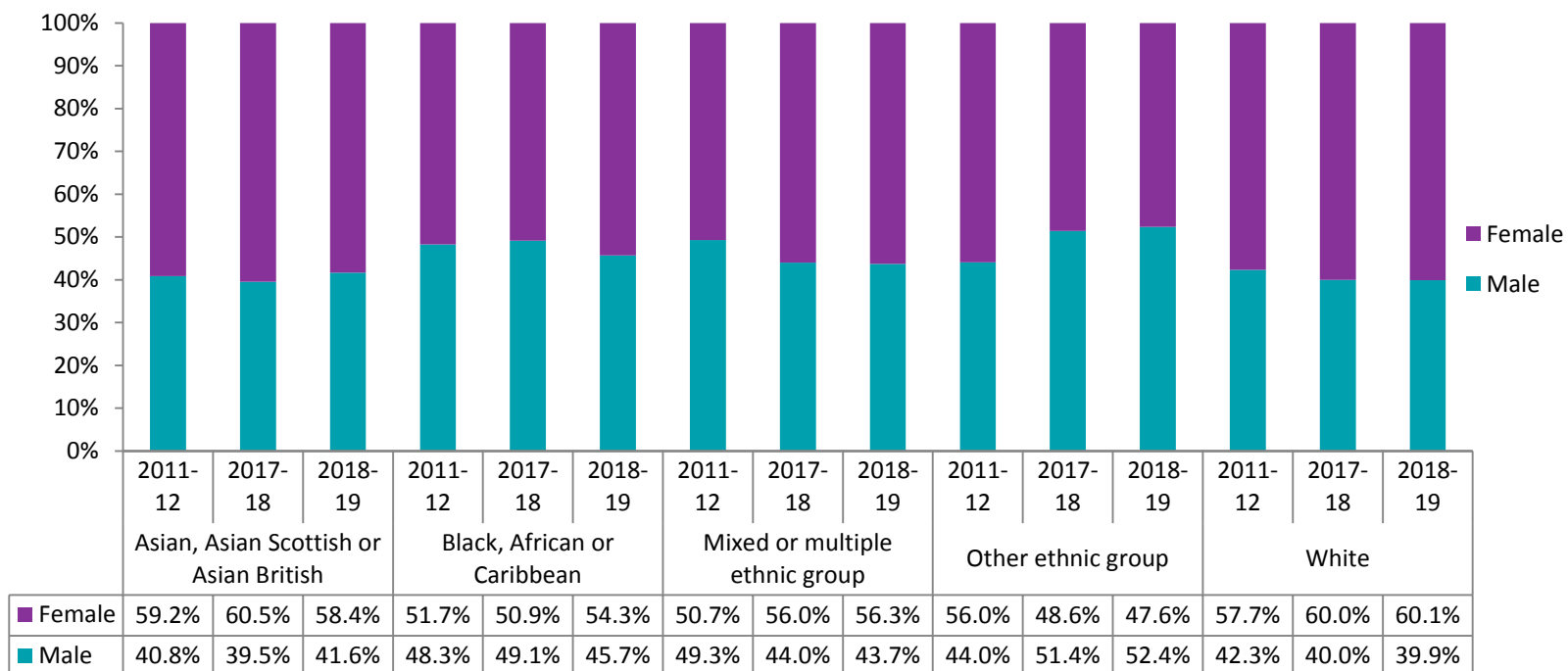


92. Figure 16, above, shows the number of institutions delivering each of the GAP university subjects in 2018-19. Social studies was the most widely available subject group, delivered at 15 institutions whilst Technologies was the most uncommon, delivered at only one institution. The number of institutions meeting the gender split target in each GAP subject varies. Of the 11 institutions that deliver Architecture, Building and Planning courses seven (63.6%) were within the gender split target in 2018-19. This was followed by Social Studies with nine of 15 (60.0%) meeting the target. No institutions met the target for Nursing, Computer Science or Technologies in 2018-19.

93. Figure 17, below displays the gender split across SDUEs to university from different ethnic backgrounds comparing the baseline year, 2011-12, to the two most recent years 2017-18 and 2018-19. In 2018-19 the smallest gender gap existed for those of other Ethnicities, with males accounting for 52.4% of SDUEs of Other Ethnicities. Since 2011-12 the gender imbalance has switched from a female majority to a male majority. However, the number of students in this ethnic group (230) is smaller than in others which could result in some volatility. The largest imbalance exists for those of White ethnicity where females accounted for 60.1% of White SDUEs, an increase of 12.5pp since 2011-12. For more detail please see the background tables.

Figure 17: Gender Balance of Entrants to University by Ethnicity

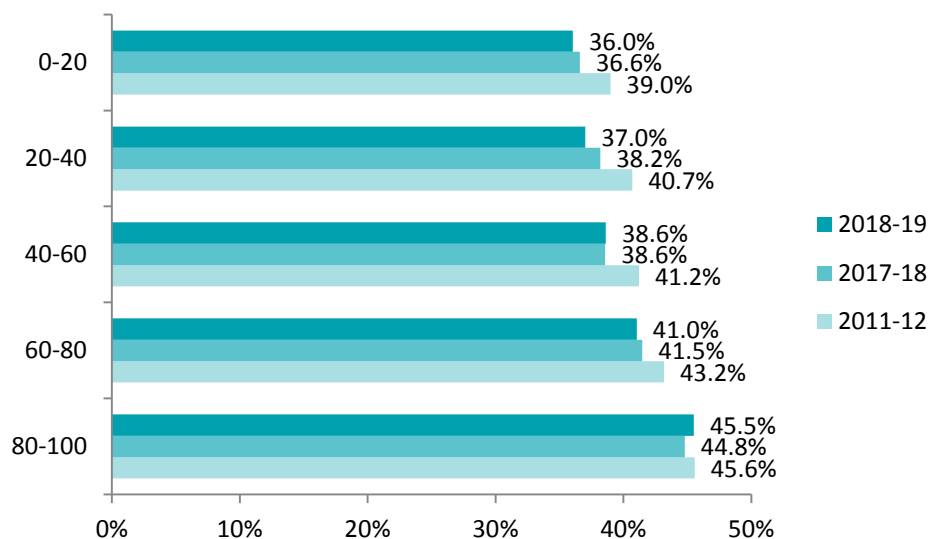
Gender Split of Scottish-domiciled Undergraduate Entrants to University across Ethnic Groups, 2011-12, 2017-18 and 2018-19



94. Figure 18, below, displays the proportion of the minority sex of SDUEs across SIMD quintiles comparing the baseline year (2011-12) to the two most recent years, 2017-18 and 2018-19. In all cases males accounted for the minority gender. The largest gender gap exists between entrants from the 20% most deprived areas where, in 2018-19, males accounted for 36.0% of entrants (compared to 39.0% in 2011-12). Meanwhile, the gender gap was smallest for those from the 20% least deprived areas where males accounted for 45.5% of SDUEs, which is comparable to 2011-12 (-0.1pp). The gender gap has increased across all SIMD quintiles over the timeframe. For more information surrounding student numbers and detail of the gender gap please see the background tables. Similarly data relating to the gender split of subjects by different protected characteristics and SIMD quintile are also in the background tables.

Figure 18: Proportion of Minority Gender University Entrants by SIMD Quintile

Proportion of Minority Gender (male in all cases) Scottish-domiciled Undergraduate Entrants to Universities across SIMD Quintiles, 2011-12, 2017-18 and 2018-19



Annex A: Report Content and Coverage

University entrants – Section 3 onwards

95. The Commission on Widening Access covers all higher education but pays specific attention to Scottish domiciled full-time first degree (FTFD) entrants to university and is the main group of university students of focus in this report.
96. There is, of course, a variety of additional activity provided by universities to students outwith this group. Further detail on these groups, where not shown in this report, is available in the background tables online or by request. 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.
97. “Sub-degree” for this purpose includes the following qualifications:
- Certificate of Higher Education (CertHE).
 - Higher National Certificate (HNC).
 - Diploma of Higher Education (DipHE)⁴.
 - Higher National Diploma (HND).

College entrants – Section 3 onwards

98. 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.
99. In line with the definition used in the SFC [College Performance Indicators](#) National Statistics publication the college entrants shown include only those students who completed 4 or more Credits.⁵ 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.

⁴ Including Diploma Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body.

⁵ 1 credit equates to 40 notional hours of learning.

University Retention

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

College Success

101. College success is reported in SFC's [College Performance Indicators](#) (PI) publication. The College PIs for 2018-19 were published in January 2020 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 and further breakdowns are provided.

University Qualifiers

102. 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

103. In [A Blueprint for Fairness](#) the Commission on Widening Access made recommendations relating to articulation and these pathways are also a focus in outcome agreement work. SFC has a commitment to articulation policy as part of a ten year strategy. The definition of articulation for the purposes of this report includes students articulating from college with advanced standing via a Higher National (HN) route achieved in the three years prior to articulating. This is consistent with the approach taken in compiling SFC's National Articulation Database (NAD). For further details please see SFC's [Articulation from Scottish Colleges to Scottish Universities 2017-18 publication](#) which contains information on the most recent data available.
104. 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

105. All counts of students have been rounded to the nearest five, to protect the confidentiality of individuals, in accordance with SFC policy in line with HESA. Totals are based on unrounded values. Percentages are based on students who have known data for the characteristic reported. Percentages based on a population of 22.5 or fewer students have been suppressed to protect against over interpretation of small numbers.
106. 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 appear 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](#).
107. The SIMD files are updated periodically to reflect changing levels of deprivation in areas and the SIMD data 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.
108. 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.
109. 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.
110. 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 onwards.
111. 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, 2018-19
Description	Includes up to eight 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 2011-12 to 2018-19 (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).
Date that data are acquired	College statistics: October 2019 HEI data: November 2019
Release date	07/04/2020
Frequency	Annual
Timeframe of data and timeliness	Trend data are presented over various time periods between 2011-12 and 2018-19, as appropriate.
Continuity of data	<p>This report has separate strands. The first, relates to the key Scottish Government (SG) targets and related measures considering Full-time First Degree students (at university) and all Undergraduate Higher education entrants (at both universities and colleges), the second consider broader analysis of access to further and higher education. These two strands overlap for some measures and, therefore, these areas are presented twice in this report in some cases. This edition also contains a third strand (Section 8) which relates specifically to the evidence base of SFC's Gender Action Plan.</p> <p>The data presented in each of these strands currently differ due to the data specification and focus used. However, changes have been implemented to</p>

	<p>ensure that the data specification of these strands is more aligned from 2017-18 entrants and onwards where both use the new SIMD2016 file⁶ 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	Table 2 Full-time First retention figures for SIMD0-20 students
Revisions relevant to this publication	The SIMD0-20 retention rates for 2013-14 to 2017-18 have been updated in this edition. Previously, the SIMD lookup used corresponded with the year that students were retained (i.e. students that entered in 2016-17 and were retained in 2017-18 would be matched with the SIMD lookup for 2017-18), however, a new methodology has been implemented to create more consistency between entrants and retained students. Therefore, all retention rates for SIMD0-20 students in Table 2 have been updated so that students retained have been assigned a SIMD quintile based on the SIMD lookup from when they were entrants in the previous year.
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. 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.

⁶ 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.

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	29/05/2019 and updated December 2019
Next published	March 2021 - exact date to be confirmed.
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.
Help email	datarequests@sfc.ac.uk
Date form completed	31/03/2020