

## Triennial Review on Widening Access - Technical guidance

### Summary

1. This document is a technical guide to tables and figures in the [Triennial Review on Widening Access](#) (TR). It has been produced to add clarity and understanding of the data used in the review and to help explain why the figures presented in this publication may differ from those published elsewhere.
2. The data included was analysed and presented with a view to demonstrating the impact that SFC has on further and higher education in Scotland. The focus was on places available through SFC for Scottish-domiciled students, and on the characteristics of the students that have taken up these places in the 4 academic years covered. Sometimes this meant taking a wider view than previous published sources, and sometimes it meant taking a more restricted view. For this reason this data may not completely align with other published sources.
3. By concentrating on the Scottish population within the FE and HE sectors we can more readily compare our results against the wider Scottish population. For example, if we know the proportion of the Scottish population with a disability by age band we can compare these results against the Scottish population within our Colleges and HEIs. This is an access publication and the demographic information available for the Scottish population is an essential component in understanding the challenges facing the sector.
4. Differences between figures reported in the TR and other SFC publications can largely be explained due to differences in the student population of focus. A number of SFC publications make use of SFC Outcome Agreement definitions, which exclude the Open University in Scotland (OUS). However, as the TR looks at the whole university sector, data from the OUS is included unless otherwise stated.
5. Analyses included are based on data from Scotland's colleges and universities from the academic years 2011-12 to 2014-15.
6. Missing data / unknowns are not displayed in the TR. Unless it is otherwise stated, only confirmed cases were included in the analyses.
7. Analyses included are based on Scottish Index of Multiple Deprivation (SIMD) quintiles for universities as university sector targets are based on quintiles.
8. Analyses included are based on SIMD deciles for colleges as college sector targets are based on deciles.

## **Tables**

### **Table 1**

Table 1 shows the number of funded Full-time Equivalent (FTE). The figures are aligned with the SFC Baseline Report (2014-15) and the SFC Equality and Mainstreaming Report (2017).

### **Table 2**

Table 2 shows student numbers measured in SFC-funded FTEs and enrolments at Scotland's colleges and HEIs. The analyses are based on Scottish-domiciled students only.

### **Table 3**

Table 3 shows a breakdown of Scottish-domiciled students at Scotland's colleges and HEIs by level of study. Student numbers were measured in SFC-funded FTEs.

### **Table 4**

Table 4 shows a breakdown of Scottish-domiciled entrants measured in SFC-funded FTEs at Scotland's colleges and HEIs.

### **Table 5**

Table 5 shows the proportion of Scottish-domiciled entrants who are school leavers. Student numbers were measured in SFC-funded FTEs.

### **Table 6**

Table 6 shows a breakdown of undergraduate entrants measured in FTEs at Scotland's colleges and HEIs by SIMD decile.

College - All college students who were studying in Year 1 of their HE-level course were included in the analyses, apart from associate students.

University - All Scottish-domiciled entrants, including first degree students plus sub-degree level students, were part of the analyses.

### **Table 7**

Table 7 shows a breakdown of HE graduates at Scotland's colleges and HEIs by SIMD decile. University - All graduates who were assessed and completed their degrees successfully were included in the analyses. College – All qualifiers of that year were included in the analyses apart from associate students.

### **Table 8**

Table 8 shows Scottish-domiciled undergraduate entrants (SDUE) by protected characteristics. For these analyses the outcome agreement definition for undergraduate students was used. Undergraduate students are defined as students who are studying for their first degree or specific courses with other course aims (e.g. HNC, HND).

The figures in this table differ from those in Table 25 in Learning for All – Measures of Success (LfA, 2016), as Table 25 in LfA excludes data from the OUS.

### **Tables 9-12**

The tables show a breakdown of SDUE by SIMD quintile and age (Table 9), disability (Table 10), ethnicity (Table 11), and gender (Table 12). Undergraduate students are defined as students who are studying for their first degree or courses with other course aims like HNC or HND. The figures include the OUS.

### **Table 13**

Table 13 shows the highest SCQF level at which one or more passes were achieved by Scottish school leavers by SIMD decile.

### **Table 14**

Table 14 shows the proportion of FTEs delivered by protected characteristics at Scottish colleges. All college students were included in the analyses. The figures of some variables (i.e. age, ethnicity) differ between Table 14 of the TR and Table 9 of LfA:

- Age: The TR used the students' ages on 31 August, while LfA used students' ages on 31 December of the year in question.
- Ethnicity: LfA used a wider group of students for ethnicity analysis; the TR used only students who had declared their ethnicity.

### **Table 15**

Table 15 shows a breakdown of FTEs delivered at colleges by level of study. All students were included in the analyses. The totals shown here differ from those shown in Table 3 of the TR. While Table 3 is based on SFC-funded FTEs, Table 15 is based in FTEs which include all students.

### **Table 16**

Table 16 shows the proportion of FTEs delivered by level of study and gender. All students were included in the analyses.

### **Table 17**

Table 17 shows the proportion of FTEs delivered at colleges by SIMD deciles, level of study and age. All students were included in the analyses.

### **Table 18**

Table 18 shows the proportion of FTEs delivered at colleges by SIMD deciles, level of study and disability. All students were included in the analyses.

**Tables 19-20**

The tables show the proportion of FTEs delivered at colleges by SIMD deciles and ethnicity. These proportions are displayed separately for HE-level (Table 19) and FE-level courses (Table 20). All college students were included in the analyses.

**Table 21**

Table 21 shows the proportion of FTEs delivered at colleges by SIMD deciles, level of study and gender. All students were included in the analyses.

**Tables 15-21** show FTEs by level of study and/or protected characteristics. The FTE totals vary between tables due to missing data. Unknowns were deleted and only confirmed cases are part of the analyses. For protected characteristics where the number of missing values is typically higher (e.g. ethnicity) the totals shown are lower than for protected characteristics with a low number of missing values (e.g. gender).

**Table 22**

Table 22 shows the retention (from Year 1 into 2) rates of SDUE by protected characteristics. Analyses on retention rates only include students who study full-time. Some figures shown in Table 22 of the TR differ from retention figures shown in Table 32 of LfA. The LfA figures are based on retention rates of first degree students while the table in the TR is based on undergraduate students following the outcome agreement definition (i.e. first degree students plus students studying for other course aims like HND). The figures exclude the OUS.

**Tables 23-26**

The tables show the retention rates (from Year 1 to 2) of SDUE by SIMD quintiles (Table 23), institution type and deprivation (Table 24), disability type (Table 25) and ethnic group (Table 26). Data from the OUS was not included in the analyses on retention rates (Tables 22-26) as the OUS only offers part-time courses and retention rates are based on full-time students only.

**Table 27**

Table 27 shows the proportion of Scottish-domiciled undergraduate leavers entering positive destinations. The figures exclude OUS.

**Tables 28-30**

The tables show the proportion of Scottish-domiciled undergraduate leavers entering positive destinations by age (Table 28), disability (Table 29), and ethnicity (Table 30). The figures exclude OUS.

Due to the distinct nature of provision at the OUS and the known differences in graduate destinations between part-time and full-time university students, the OUS

was excluded from these analyses. This means the data shown in Tables 27-30 is comparable with the Outcome Agreement Measures on Graduate Destinations.

**Table 31**

Table 31 shows the proportion of enrolments of full-time students who successfully achieved a recognised qualification by age and level of study. The figures exclude OUS.

**Table 32**

Table 32 shows a comparison of destinations of college leavers for two academic years. The figures only include confirmed destinations.

**Table 33**

Table 33 shows college leaver destinations by protected characteristics. The figures are based on confirmed destinations only.

**Figures**

**Figure 1**

Figure 1 shows university subjects with severe gender imbalances on national level (SFC Gender Action Plan (GAP)).

**Figures 2-3**

The figures show the percentage of Scotland's population living in the 10% (Figure 2) and 20% (Figure 3) most deprived data zones by ethnicity. The numbers are based on Scotland Census data (National Records of Scotland).

**Figure 4**

Figure 4 shows college subjects with severe gender imbalances at national level (SFC Gender Action Plan (GAP)).

**Figure 5**

Figure 5 shows the proportion of Scottish-domiciled undergraduate leavers entering positive destinations by academic year. The OUS was not included in the analyses.

**Figure 6**

Figure 6 shows destination outcomes for Scottish-domiciled undergraduate leavers. The OUS was not included in the analyses.

**Figure 7**

Figure 7 shows the proportion of Scottish-domiciled undergraduate leavers going into positive destinations by gender. The OUS was not included in the analyses.

## **Figures 8-12**

The figures show the proportions of enrolments of full-time students who successfully achieved a recognised qualification by level of study (Figure 8), deprivation and level of study (Figure 9), disability and level of study (Figure 10), ethnicity and level of study (Figure 11), gender and level of study (Figure 12).

## **Figure 13**

Figure 13 shows a comparison of College Leaver Destination (CLD) for two academic years. All qualifiers were included in the analyses.

## **Annexes**

### ***Annex A***

#### **Figure 1**

Figure 1 compares disability by age among college and university students (headcounts) compared to national disability rates.

#### **Table 1**

Table 1 shows a breakdown of SDUE by disability type. Open University was included in the analyses.

#### **Table 2**

Table 2 shows a breakdown of Scottish-domiciled college students (headcounts) by disability type.

#### **Table 3**

Table 3 shows a breakdown of Scotland's population by disability type based on data from the Scotland Census (2011).

### ***Annex B***

#### **Table 1**

Table 1 shows a breakdown of the Scottish population by ethnicity (Scotland Census, 2011).

#### **Figure 1**

Figure 1 shows a breakdown of minority ethnic groups in Scotland by council area (Scotland Census, 2011).

#### **Table 2**

Table 2 shows a breakdown of SDUE and Scottish-domiciled college students (headcounts) by ethnicity and student domicile.

**Table 3**

Table 3 shows a breakdown of SDUE by ethnicity and institution. The OUS was not included in the analyses.

**Table 4**

Table 4 shows a breakdown of FTEs delivered at Scottish colleges by ethnicity and region.

***Annex C***

Annex C shows a breakdown of Scottish-domiciled graduates' (headcounts) positive destinations by institution type. The OUS was not included in the table.