

Learner Journey: Analysis of Scottish education and training provision for 15 to 24 year olds

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Introduction and Contents

As part of phase one of the Learner Journey Review a series of five analytical papers were produced to help facilitate discussion and set the scene around current education and training provision for 15 to 24 year olds in Scotland during this first stage. The five papers produced have been collated into this report in their entirety to provide a comprehensive report into the analytical work which supported phase one of the Learner Journey Review.

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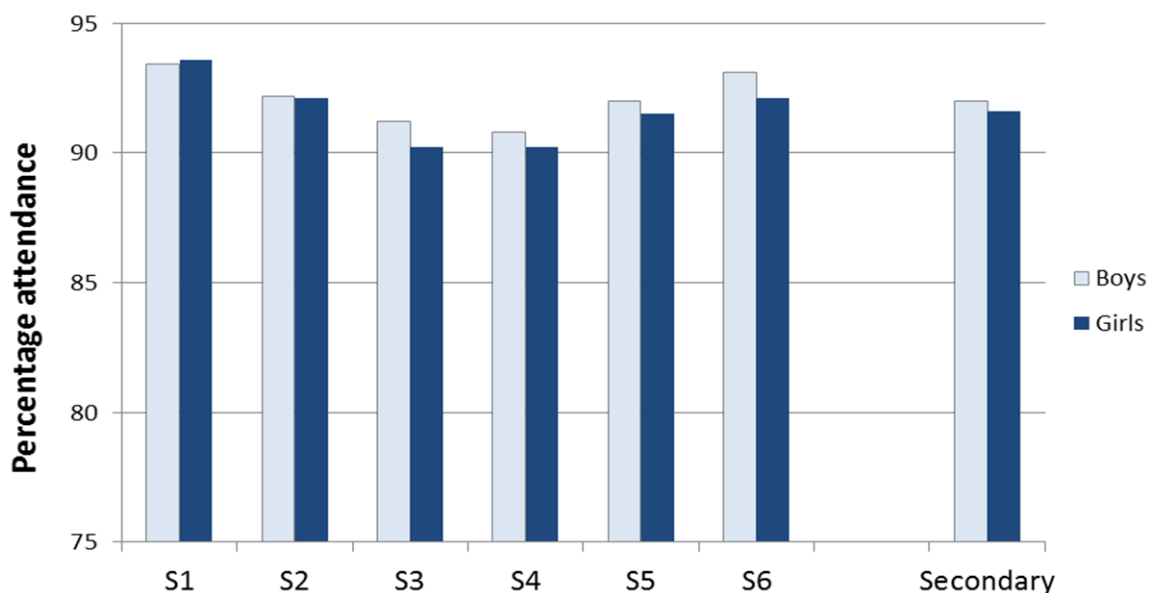
1. School Attainment

As the senior phase of school is the starting point of the Learner Journey, this section examines the available information and evidence around senior phase pupils (S4 to S6) and school pupil attainment.

What are secondary school attendance rates across different stages of schooling?

Chart 1.1 shows the school attendance rates, by stage, for 2014/15. It shows that S6 pupils had better attendance, on average, than secondary school pupils in general and also better attendance rates than those in S5 and S4. Boys had better attendance than girls at every stage except for in S1.

Chart 1.1: School attendance by stage and gender, 2014/15

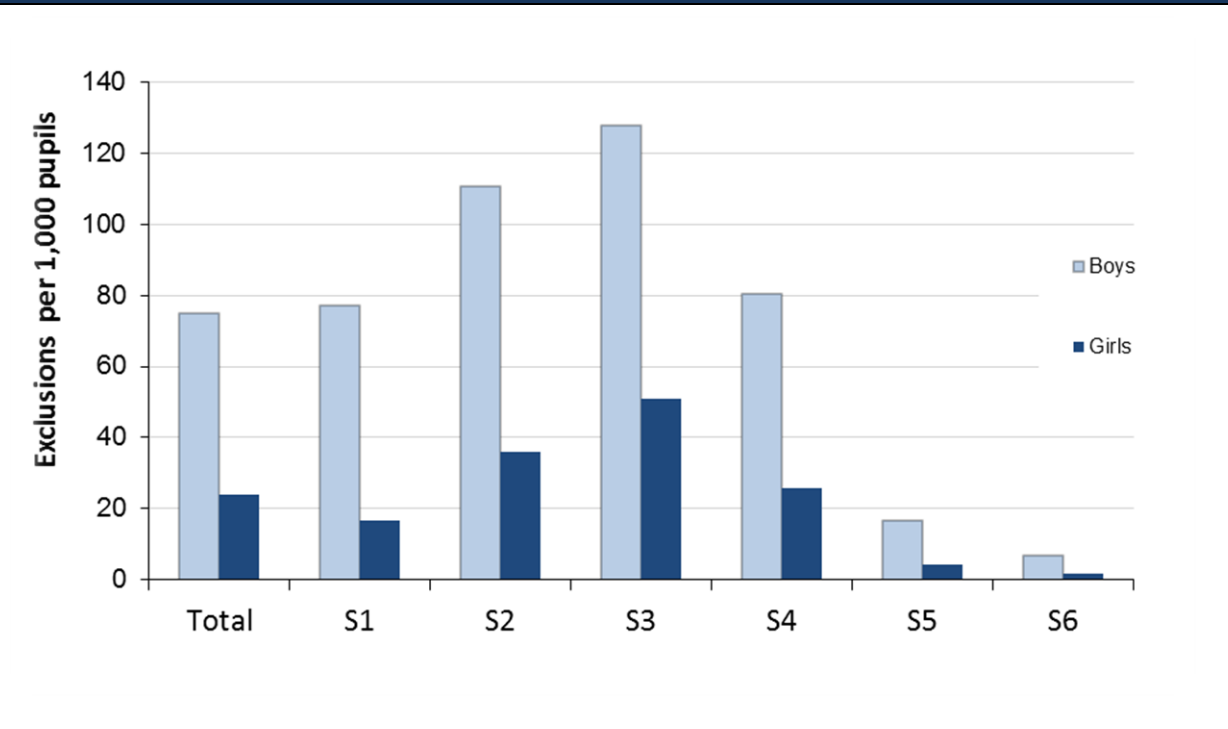


Source: Scottish Government (2015), ['Attendance and Absence 2014/15'](#)

What are the school exclusion rates across learners in different stages of schooling?

Chart 1.2 shows that boys are more likely to be excluded from school than girls at each secondary school stage. It also shows that S5 and S6 pupils are less likely to be excluded from school than pupils in S1 to S4. This is what might be expected as pupils that are likely to be excluded will often leave school early and not stay for S5 and/or S6.

Chart 1.2: Cases of exclusion rate per 1,000 pupils by stage and gender 2014/15

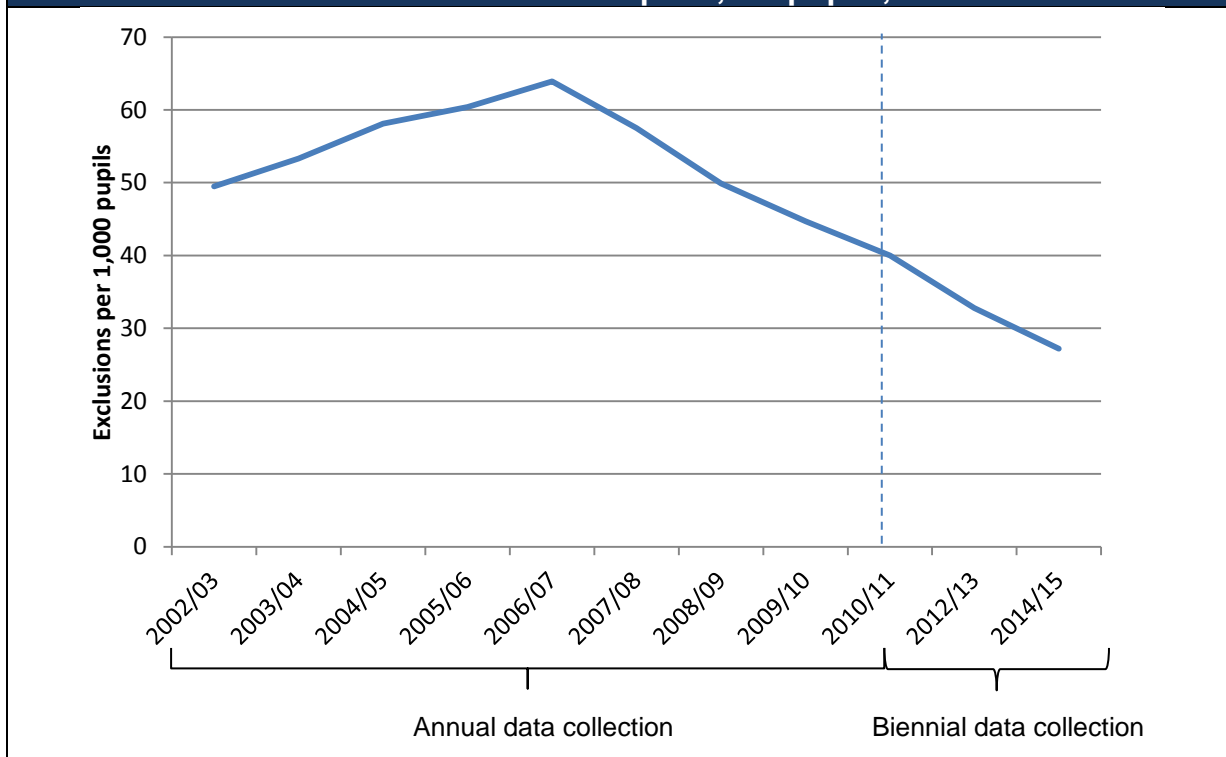


Source: Scottish Government (2016), ['Exclusions dataset 2014/15'](#)

How have exclusion rates changed over time?

Chart 1.3 shows the number of cases of exclusion per 1,000 pupils in the period from 2002/03 to 2014/15. We observe that the cases of exclusion per 1,000 pupils increased between 2002/03 and 2006/07, where it then peaked at 63.9 exclusions per 1,000 pupils. It has then fallen in each of the years to 2014/15 where it reached the lowest rate of this period at 27.2 exclusions per 1,000 pupils.

Chart 1.3: Number of cases of exclusion per 1,000 pupils, 2002/03 to 2014/15



Source: Scottish Government (2016), ['Exclusions dataset 2014/15'](#)

Notes: Data series moved to biennial from 2010/11

Rate per 1,000 based on 2014 pupil census figures (grant-aided pupil numbers not included); all rates are rounded separately and may not therefore sum to the total; 2012/13 data amended on 11 Feb 2014 to include information on 3 Edinburgh and 16 Highland exclusions that were supplied after the publication date; Data was updated in Feb 2016 due to double-counting of 25 pupils in the pupil census data used to calculate the rate of exclusion.

An examination of the data for each year from 2002/03 to 2014/15 by stage shows that the picture has remained the same in each of these years in terms of comparing exclusions across stages. With S6 pupils have consistently been the least likely to be excluded followed by those in S5. S3 pupils have consistently been the most likely to be excluded. This holds true for both boys and girls.

What are the levels of attainment for school leavers?

Table 1.1 provides a general overview of the attainment of school leavers, by highest SCQF level at which one or more passes were achieved, for each year from 2009/10 to 2015/16.

In the most recent year for which data is available, 2015/16, 42.6 per cent of leavers left with at least one pass at SCQF level 6 (Higher or equivalent). An additional 23.9 per cent left with at least one pass at SCQF level 5 (National 5 or equivalent) and nearly one fifth (19.1 per cent) left with at least one pass at SCQF level 7 (Advanced Higher or equivalent). A further 10.7 per cent left with at least one pass at SCQF level 4 (National 4 or equivalent). A small proportion of learners left with no passes at SCQF level 3 or better (2.0 per cent), or with their highest qualification at SCQF level 3 (1.7 per cent).

Attainment in qualifications at SCQF level 6 and 7 has increased between 2009/10 and 2015/16. The proportion of school leavers attaining at least one pass at level 6 has increased from 34.8 per cent of leavers in 2009/10 to 42.6 per cent of leavers in 2015/16. Attainment at level 7 increased from 15.6 per cent of school leavers in 2009/10 to 19.1 per cent in 2015/16. However, it is important to be mindful that there have been increases in staying on rates in recent years and thus more opportunities for pupils to attain qualifications at these levels.

We can also observe a fall in the proportion of school leavers leaving with low level qualifications (no passes at SCQF level 3 or better, or SCQF level 3). In 2009/10, 2.8 per cent of leavers attained at least one pass at level 3 with a further 2.8 per cent of leavers attaining no passes at SCQF level 3 or better. These figures had fallen to 1.7 per cent and 2.0 per cent, respectively, by 2015/16.

Table 1.1: Percentage of school leavers by highest SCQF level at which one or more passes were achieved, 2009/10 to 2015/16							
SCQF Level	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
No passes at SCQF 3 or better	2.8	2.3	1.8	1.5	1.7	2.1	2.0
SCQF level 3	2.8	2.6	2.4	2.2	2.0	1.7	1.7
SCQF level 4	17.3	15.9	14.3	13.6	12.0	11.0	10.7
SCQF level 5	26.7	26.9	25.8	26.9	26.2	24.9	23.9
SCQF level 6	34.8	36.1	38.2	38.1	39.8	41.4	42.6
SCQF level 7	15.6	16.2	17.6	17.6	18.3	18.8	19.1
Number of Leavers	53,134	53,394	49,745	51,647	51,416	52,491	52,305
Source: Scottish Government (2017), ‘Attainment and Leaver Destinations Supplementary Data 15/16’							

What are the levels of attainment for school leavers by SIMD decile?

Table 1.2 shows the percentage of school leavers by highest SCQF level at which one or more passes were achieved, for each SIMD decile.

Table 1.2: Percentage of school leavers by highest SCQF level at which one or more passes were achieved, by SIMD decile, 2015/16

2015/16 SCQF level	1 (most deprived)	2	3	4	5	6	7	8	9	10 (least deprived)	Total
No passes at SCQF 3 or better	4.2	3.3	2.7	2.3	2.1	1.6	1.6	1.1	0.8	0.5	2.0
SCQF level 3	3.8	3.1	2.3	1.9	1.4	1.3	1.0	0.6	0.5	0.4	1.7
SCQF level 4	19.3	17.5	14.8	13.1	11.6	8.6	7.2	5.7	4.8	3.3	10.7
SCQF level 5	32.3	30.9	30.7	27.8	25.4	23.8	21.5	19.1	15.4	11.4	23.9
SCQF level 6	33.3	36.1	38.2	41.2	43.7	44.7	46.4	48.1	49.2	45.1	42.6
SCQF level 7	7.2	9.1	11.1	13.7	15.8	20.0	22.4	25.4	29.2	39.3	19.1
Count of all initial leavers	5,717	5,149	4,986	5,102	5,068	5,252	5,648	5,402	5,365	4,616	52,305

Source: Scottish Government (2017), [‘Attainment and Leaver Destinations Supplementary Data 15/16’](#)

Broadly, it shows that school leavers from the most deprived areas (SIMD deciles 1 and 2) were more likely to leave school with lower level qualifications (those at SCQF level 5 and below) than those from less deprived SIMD deciles. In comparison – the proportion of leavers whose highest level of attainment is at SCQF level 6 and 7 is much larger for the least deprived SIMD deciles compared with those from the most deprived. With 39.3 per cent of leavers in SIMD decile 10 had attainment at SCQF level 7 compared to just 7.2 per cent of leavers in SIMD decile 1.

What are the levels of attainment of school leavers with additional support needs?

Table 1.3 considers the highest qualifications attained by leavers with additional support needs (ASN) compared with the highest qualifications attained by leavers with no additional support needs.

It shows that those with no additional support needs are more likely to attain qualifications at higher SCQF levels (Level 6 and 7) than those with additional support needs. In contrast, those with additional support needs were more likely to have their highest level of attainment at lower SCQF levels compared to those with additional support needs. This is quite stark at SCQF level 4 (equivalent to National 4 qualifications). This was the highest level of attainment for 22 per cent of school leavers with additional support needs yet was the highest level of attainment for only 7.3 per cent of school leavers with no additional support needs – those with no additional support needs were more likely to achieve qualifications at higher levels than this.

Table 1.3: Highest qualifications attained by leavers¹ with Additional Support Needs² from secondary and special schools, 2015/16		
Highest Qualification Attained	Any Additional Support Need (as % of total leavers with any ASN)	No Additional Support Need (as % of total leavers with no ASN)
No NQ Qualifications at Level 2 or better	7.0	1.1
1+ at SCQF Level 2	1.1	0.0
1+ at SCQF Level 3	6.3	0.6
1+ at SCQF Level 4	22.4	7.3
1+ at SCQF Level 5	29.0	21.8
1+ at SCQF Level 6	26.0	46.9
1+ at SCQF Level 7	8.2	22.2
Number of Leavers	12,754	40,413
<i>Source: Scottish Government (2017), ‘Attainment and Leaver Destinations Supplementary Data 15/16’</i>		

There is some disparity in the data when breaking down the additional support needs category into specific reasons for support. For example, when doing this we find that 26.7 per cent of leavers with language or speech disorders left with no NQ qualifications at Level 2 or better which is considerably higher than the figure for leavers with additional support needs in general (7.0 per cent) and the figure of 1.1 per cent for those with no additional support needs.

¹ Includes all leavers from publicly-funded secondary and local authority special schools and leavers from secondary schools with additional support needs.

² ‘Additional Support Needs’ includes learning disabilities; dyslexia; visual impairments; hearing impairments; deafblind; physical and motor impairments; language and speech disorders; autistic spectrum disorders; social, emotional and behavioural difficulties; physical health problems; mental health problems; interrupted learning; English as an additional language; more able pupils.

What are the levels of attainment for school leavers by ethnicity?

Table 1.4 shows the percentage of school leavers with attainment at SCQF level 4 to 6 by ethnicity.

In general, it shows that school leavers from ethnic backgrounds typically had higher levels of attainment than the levels of attainment of white school leavers. For those leavers categorised as 'Asian – Chinese', for example, 91.8 per cent had attainment at level 6 or better. This compares to a figure of 61.7 per cent for all leavers, and a figure of 61.1 per cent for 'White – Scottish' leavers.

Table 1.4: Percentage of school leavers by attainment at SCQF level 4 to 6, by ethnicity, 2015/16			
Ethnicity	1 or more at SCQF level 4 or better	1 or more at SCQF level 5 or better	1 or more at SCQF level 6 or better
White – Scottish	96.3	85.4	61.1
White – Non-Scottish	96.1	85.6	62.3
Mixed or multiple ethnic groups	96.4	88.9	72.2
Asian – Indian	98.7	94.2	76.5
Asian - Pakistani	99.0	92.1	73.2
Asian – Chinese	99.5	96.4	91.8
Asian – Other	97.8	92.2	76.9
African/Black/Caribbean	99.7	95.4	76.6
All other categories	94.3	82.9	61.7
Not Disclosed/Not Known	93.6	79.9	55.7
All Leavers	96.3	85.6	61.7
<i>Source: Scottish Government (2017), 'SG Attainment and Leaver Publication'</i>			
<i>Notes: Some categories have been grouped together due to small numbers.</i>			
<i>Some categories contain between 100-200 leavers.</i>			

What do we know about the destinations of winter/statutory school leavers?

Statutory leavers are individuals who leave school at their earliest opportunity. Post-statutory leavers, on the other hand, are those that leave at another point in time (including those that stay on until the end of S6).

To investigate the potential impact of school leaving date and other factors such as SIMD classification on post-school destinations, SDS undertook an exploratory cohort analysis which followed the 2012/13 school leaver cohort over time (6 month intervals). This analysis was undertaken using data held within the Opportunities for All shared dataset. The statutory leavers were split into two categories - statutory winter leavers (those that left school between 1st October 2012 and 28th February 2013) and statutory summer leavers (those that left on 31 May 2013). In this analysis, young people are referred to as "participating" when they are in education, employment, or training/other development.

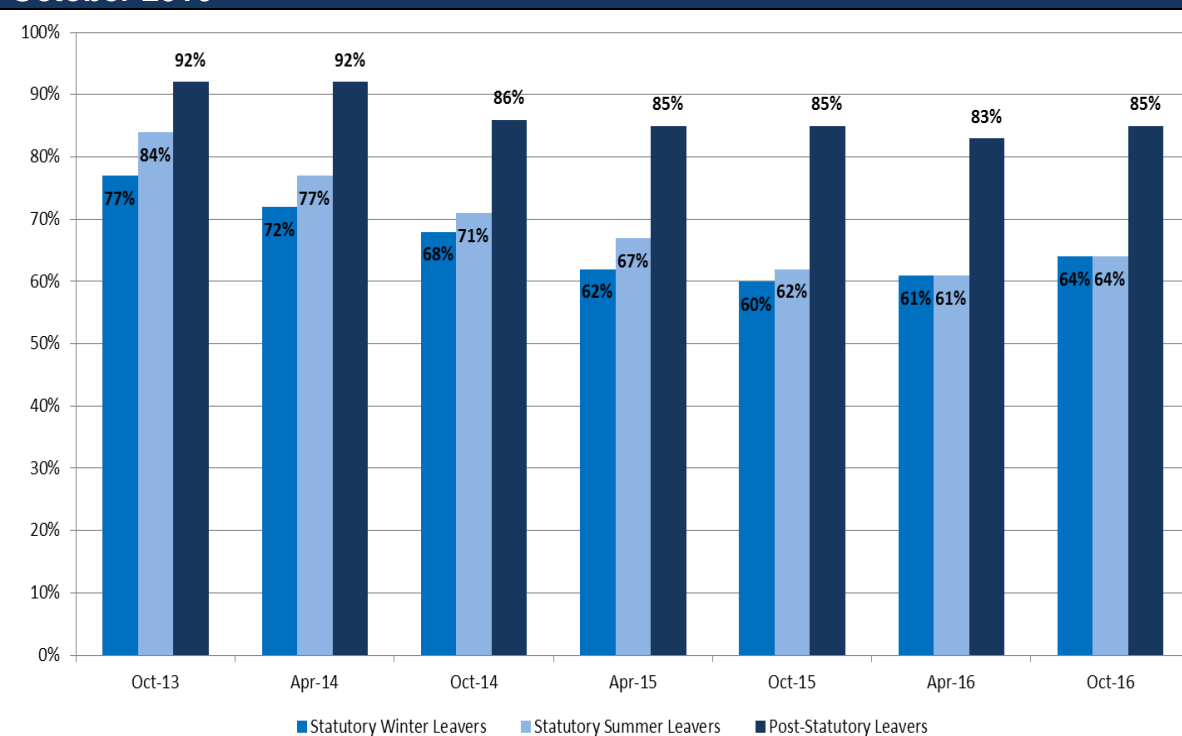
This work provides a starting point for informing our understanding of the destinations and status of statutory and winter leavers compared with post-statutory

leavers. It is important to note that SDS recommend exercising caution when studying these findings as the analysis spans a period when data sharing was not as well-established as it is now. Furthermore the analysis considers only a single school leaver cohort. The analysis also shows that as time passes and the cohort of school leavers become older (approaching the age of nineteen), participation rates start to drop slightly. This is in keeping with the published participation measure results which show the majority of young people reported with an unconfirmed status are 19 years old. It is anticipated that as the participation measure develops, the level of those aged 18-19 with an unconfirmed status will decrease especially as HMRC data sharing will provide more comprehensive data on those in employment.

The key findings of the analysis are presented below:

- The timing of leaving school has a bigger impact upon destinations and participation as further time elapses than living in the most deprived areas of Scotland.
- Post-statutory leavers are most likely to be in a participating status on leaving school and this continues over the subsequent years as they are the most likely to sustain their outcomes. By comparison, statutory leavers (winter and summer) have a more disrupted journey as they are less likely than post statutory leavers to sustain outcomes, as shown in Chart 1.4.
- A lower proportion of statutory leavers enter education or employment at their initial stage of leaving compared to post-statutory leavers. This continues throughout the following years. It is less likely for statutory leavers to remain in post school education outcomes compared to post-statutory leavers which may reflect the shorter duration of the courses entered by statutory leavers. Those who leave on their statutory leave date are also more likely than post-statutory leavers to enter shorter term training and other development statuses. In the later years of the analysis it is very unlikely for statutory leavers to be participating in this type of opportunity.
- Post-statutory leavers are less likely to be in an unconfirmed status – by October 2016 the percentage of post-statutory leavers in an unconfirmed status is almost half of the statutory leaver cohorts.
- Those who remain in school after their statutory leave date have a more stable leaver journey – they are more likely to have fewer transitions after leaving school - see Table 1.5 below.

Chart 1.4: Percentage participating by stage of leaving October 2013 to October 2016



Source: SDS Exploratory Analysis of Outcomes for 2012/13 School Leavers

Table 1.5: Percentage of leavers by total number of transitions – October 2013 to October 2016

Transitions from initial destination	No transition from leaver destination	One	Two	Three	Four	Five	Six
Statutory Winter Leavers	13%	25%	24%	21%	12%	5%	1%
Statutory Summer Leavers	11%	24%	25%	20%	13%	5%	1%
Post Statutory Leavers	39%	27%	19%	10%	4%	1%	0%
All Leavers Cohort	33%	27%	20%	12%	6%	2%	0%

Source: Opportunities for All Shared Dataset

What do we know about the SIMD status of statutory school leavers compared with post-statutory school leavers?

The SDS exploratory analysis of outcomes for 2012/13 school leavers found that statutory leavers were more likely to be from the SIMD 20 per cent most deprived than post-statutory leavers. This is shown below in Table 1.6.

Less than a quarter (23 per cent) of all leavers came from the SIMD 20 per cent most deprived. However, when breaking this figure down into individual cohort categories we find that these individuals were more likely to be Statutory Winter Leavers – with 37 per cent of this group coming from the 20 per cent most deprived - or Statutory Summer Leavers – with 33 per cent coming from the 20 per cent most deprived.

Table 1.6: SIMD 2012 Status of School Leavers, SDS 2012/13 School Leaver Cohort Analysis

Analysis Cohort	SIMD 2012 Status	Count of Leavers	% of Leavers
Statutory Summer Leaver	Not within 20% Most Deprived	3,680	67%
	Within 20% Most Deprived	1,790	33%
	Total	5,470	100%
Statutory Winter Leaver	Not within 20% Most Deprived	2,570	63%
	Within 20% Most Deprived	1,490	37%
	Total	4,060	100%
Post-Statutory Leaver	Not within 20% Most Deprived	24,870	81%
	Within 20% Most Deprived	5,820	19%
	Total	30,690	100%
All Leavers	Not within 20% Most Deprived	31,110	77%
	Within 20% Most Deprived	9,100	23%
	Total	40,210	100%

Source: Opportunities for All Shared Dataset

Note: Figures have been rounded to the nearest 10 leavers. Percentages have been calculated on unrounded numbers.

At what stage are candidates sitting qualifications at each SCQF level?

Table 1.7 shows the breakdown, by stage and qualification type, of SQA candidates. For 'awards' at SCQF Level 1 there is a spread of candidates by stage. Nearly a quarter (24.9 per cent) of entries at this level were not at school or college and are listed as 'Other'.

For National 2, 3, 4, and 5's candidates were from a mix of different stages but for each, were most likely to be S4 pupils. This is most apparent for National 3's where we see that 85.3 per cent of candidates were from S4.

For Highers, the majority of candidates were from S5 or S6. Around half of total entries were from S5 pupils (51.7 per cent) and 39.4 per cent were from S6. For AH's, almost all entries were from S6 pupils (95.7 per cent).

Table 1.7: Stage breakdown of candidates by qualification, 2017

Qualification (SCQF level given in brackets)	S3	S4	S5	S6	Other School	FE	Other
Awards (1)	5.4%	15.3%	21.1%	21.5%	8.8%	3.1%	24.9%
National 2 (2)	4.8%	48.8%	23.2%	12.8%	4.8%	5.7%	-
National 3 (3)	2.1%	85.3%	6.9%	2.5%	0.5%	2.7%	0.0%
National 4 (4)	0.4%	65.6%	22.9%	8.5%	0.3%	2.2%	0.0%
National 5 (5)	0.3%	54.1%	28.4%	12.9%	0.4%	3.7%	0.1%
Higher (6)	0.1%	1.1%	51.7%	39.4%	0.7%	7.0%	0.1%
Advanced Higher (7)	0.1%	0.1%	1.9%	95.7%	1.4%	0.3%	0.5%

Source: SQA (August 2017), [‘Attainment Statistics \(August\) 2017’](#)

Notes: For school candidates the categories are S3, S4, S5 and S6. Where candidates from a school do not fall into any of these categories they are recorded as ‘Other School’. College candidates are classed as ‘FE’. Any remaining candidates, who are not at school or college, are listed under ‘Other’.

What proportion of S6 pupils are studying for Highers and what proportion are studying for Advanced Highers?

The available data does not allow us to sufficiently answer this question but it can provide an indication as to what pupils are doing in S6. The main limitation of our data is that it does not allow us to identify pupils that are studying a combination of qualifications (such as two Highers and two AHs) in one sitting. The evidence would suggest that S6 pupils studying AH qualifications are often studying them alongside other qualifications – given that the majority of AH learners only enter 1 or 2 AH courses which is presumably not enough to fill a school timetable.

The SQA data for 2017 shows there were around 137,700 entries from S6 pupils across National 5, Higher and AH qualifications.³ To provide some context for this, as at September 2016 there were 32,745 S6 pupils on the school roll. This would suggest that, on average, an S6 pupil enters an approximate 4.2 qualifications.⁴

Table 1.8 shows the number of S6 entries in each of these qualification types. Most entries were in Higher qualifications (76,715). We can also observe that there were more S6 entries to National 5 qualifications (37,915) in 2017 than there were in AH qualifications (23,070).

³ SQA data shows that there were S6 entries in other qualification types – these have not been considered here.

⁴ Please note that this is a low estimate given that there were some additional S6 entries in other qualifications which have been omitted here.

Table 1.8: S6 Entries by Qualifications, 2017	
Qualification	Number of S6 Entries
National 5	37,915
Higher	76,715
Advanced Higher	23,070
Total	137,700
<i>Source: SQA (August 2017), 'Attainment Statistics (August) 2017'</i>	
<i>Notes: Number of S6 entries have been calculated based on the SQA estimate of proportion of total entries from S6. Number of entries have been rounded to nearest 5.</i>	

What can we say about attainment and entries by SCQF level?

Table 1.9 shows the numbers for entries and attainment by qualification. It also shows attainment as a proportion of number of entries i.e. the pass rate.

The highest number of entries was in National 5 courses (level 5) in which there were 293,220 entries. There were also a high number of entries for Highers (194,813) and National 4s (116,032).

The pass rate was highest for National 3s and National 4s. At these levels, more than 90 per cent of entries resulted in an award – 90.8 per cent and 92.8 per cent respectively. For National 5s, the pass rate was 79.5 per cent. The pass rate was lower for Highers (77.0 per cent) yet slightly larger for AHs (80.0 per cent).

Table 1.9: Entries and Attainment by Qualification, 2017			
Qualification (SCQF level in brackets)	Entries	Attainment	Attainment Rate
Awards (1)	-	290	-
National 2 (2)	1,896	1,547	81.6%
National 3 (3)	17,114	15,543	90.8%
National 4 (4)	116,032	107,631	92.8%
National 5 (5)	293,220	233,005	79.5%
Higher (6)	194,813	150,010	77.0%
Advanced Higher (7)	24,112	19,283	80.0%
<i>Source: SQA (August 2017), 'Attainment Statistics (August) 2017'</i>			
<i>Notes: Attainment includes those that were awarded a grade A-C.</i>			
<i>Entries are not provided for Awards at SCQF level 1.</i>			

Table 1.10 shows the gender balance of entries, by qualification type, for 2017.

We can observe from the table that for higher level qualifications, such as those at Higher and Advanced Higher level, females make up a higher proportion of the total entries – for both of these qualifications the split is 55 to 45 per cent.

The opposite is true when examining qualifications at lower SCQF levels. This is most stark for National 2 qualifications (SCQF level 2) where 62 per cent of total entries were male.

Table 1.10: Gender Split of Entries by Qualification, 2017

Qualification (SCQF level in brackets)	Percentage of entries that are female	Percentage of entries that are male
Awards (1)*	39%*	61%*
National 2 (2)	38%	62%
National 3 (3)	40%	60%
National 4 (4)	44%	56%
National 5 (5)	52%	48%
Higher (6)	55%	45%
Advanced Higher (7)	55%	45%

Source: SQA (September 2017), [‘Attainment Statistics \(August\) 2017 Male’](#) and SQA (September 2017), [‘Attainment Statistics \(August\) 2017 Female’](#)

Notes: *Figures are for attainment as opposed to entries.

How many learners are currently attaining Highers?

Highers sit at Level 6 in the Scottish Credit and Qualifications Framework (SCQF). Table 1.11 shows the number, and proportion, of Higher entries by stage in 2017. It shows that most Higher entries were from pupils in S5 or S6 of school (91.1 per cent of all entries). The remaining 8.3 per cent of entries were made up of those pupils in S3 and S4, those at FE college, and ‘Other’ entries.

Table 1.11: Higher Entries by Stage, 2017

	S3	S4	S5	S6	Other School	FE college	Other
Number of Entries	135	2,130	100,670	76,715	1,275	13,680	210
As percentage	0.1%	1.1%	51.7%	39.4%	0.7%	7.0%	0.1%

Source: SQA (August 2017), [‘Attainment Statistics \(August\) 2017’](#)

Notes: For school candidates the categories are S3, S4, S5 and S6. Where candidates from a school do not fall into any of these categories they are recorded as ‘Other School’. College candidates are classed as ‘FE’. Any remaining candidates, who are not at school or college, are listed under ‘Other’. Number entries by stage have been calculated based on the proportion of candidates by stage. Total number of higher entries in 2017 was 194,813. Number of entries have been rounded to nearest 5.

The previous tables – that draw upon SQA data – were based on 2017 exam results. The tables to follow are based upon 2016 data as the 2017 data will not be published by SQA until April 2018.

Table 1.12, below, shows the number of Higher entries per learner. Just under a quarter (23.1 per cent) of all Higher candidates entered just one Higher course, 21.5 per cent entered two and 20.2 per cent entered three. The proportion taking four was less, at 15.5 per cent, with around 18.9 per cent entering five. Less than one per cent of learners who entered Highers entered six or seven courses.⁵

These statistics, and those presented in Table 1.7 reflect the many different types of learners entering Higher courses. Some will be S5 pupils sitting five Higher courses in one year with other S5 pupils entering a mixture of Higher and National 4/5

⁵ The numbers relate to the number of courses entered in one sitting.

qualifications. Higher entries are also common for S6 pupils - with some combining these with Advanced Highers or other qualifications in the same sitting.

Table 1.12: Higher Entries, 2016		
Number of Higher Courses Entered	Number of Learners	Proportion of Total Learners (%)
1	15,889	23.1
2	14,730	21.5
3	13,869	20.2
4	10,644	15.5
5	12,984	18.9
6	538	0.8
7	10	0.0
Total	68,664	
<i>Source: SQA (2017), 'Annual Statistical Report 2016'</i>		

Table 1.13 presents the number of grades A to C awarded per learner in 2016. It was most likely for learners to attain just one Higher at grades A to C (27.9 per cent of total learners) which is what we might expect given the highest proportion of learners that entered just one Higher course. 9,265 learners (around 13.5 per cent of the total number of learners taking Higher qualifications) were awarded no Highers at grades A to C.

Table 1.13: Higher Attainment - Grades A to C per Learner, 2016		
Number of Grades A to C Attained	Number of Learners	Proportion of Total Learners (%)
0	9,265	13.5
1	19,157	27.9
2	13,692	19.9
3	9,826	14.3
4	6,709	9.8
5	9,563	13.9
6	443	0.6
7	9	0.0
Total	68,664	
<i>Source: SQA (2017), 'Annual Statistical Report 2016'</i>		

What is the gender split for Higher entries and attainment?

Entries

The 2017 SQA data shows that a higher proportion of Higher entries were from females (55 per cent) than from males (45 per cent). However, there is considerable variation in this split when we examine the data by subject.

There were ten subjects in 2017 where entries from females made up 75 per cent or more of the total number of entries. These were Fashion and Textile Technology (in which 98 per cent of the 282 entries were from females), Dance (in which 97 per cent of the 427 entries were female), Childcare and Development (95 per cent of the

714 entries were female), Care (92 per cent of the 1,181 entries), Health and Food Technology (82 per cent of the 1,438 entries), Art and Design (81 per cent of the 5,369 entries), Italian (79 per cent of the 264 entries), Gaelic – Learners (78 per cent of the 69 entries), Psychology (77 per cent of the 3,666 entries), and French (76 per cent of the 3,918 entries).

On the other hand, there were only two subjects in 2017 in which male entries made up more than 75 per cent of total entries – Engineering Science - in which 92 per cent of the 1,126 entries were male and Computing Science, in which 85 per cent of the 4,476 entries were male. Physics, Graphic Communication, and Design and Manufacture technology were other popular options for males with over 70 per cent of total entries from male candidates.

Attainment

The pass rate (grades A to C) in 2017 for females studying Highers is better than the pass rate for males – 80 per cent and 74 per cent respectively. When examining the pass rates by subject, females had higher pass rates for more subjects than males.

Interestingly, for each of the subjects listed above as having 70 per cent or more of their entries from males, female pass rates were higher. The most stark of these is for Design and Manufacture where the pass rate for females was 76 per cent compared to a pass rate for males of 59 per cent.

How many learners attain five As at Higher level in one sitting?

Table 1.14 shows the number of grade As awarded per learner in 2016. 2,362 (3.4 per cent of all those entering Higher qualifications), were awarded five grade As in one sitting. In addition to this, we can observe that 182 learners were awarded six grade A's with a further 3 learners attaining seven Higher qualifications at grade A.

Table 1.12 indicates that there were 13,532 learners entering five, six, or seven Higher courses in 2016. As a proportion of this group (those for who it was possible to attain five grade A's) 19 per cent got five or more grade A's.

Table 1.14: Higher Attainment – Grade As per Learner, 2016

Number of Grade A's Attained	Number of Learners	Proportion of Total Learners (%)
0	39,446	57.4
1	15,297	22.3
2	6,101	8.9
3	3,169	4.6
4	2,104	3.1
5	2,362	3.4
6	182	0.3
7	3	0.0
Total	68,664	

Source: SQA (2017), [‘Annual Statistical Report 2016’](#)

How many learners are currently attaining Advanced Highers?

Advanced Highers (AH) are usually taken in the sixth year of school or college, usually by individuals who have already attained Higher qualifications. Advanced Highers sit at Level 7 in the SCQF.

Whilst SQA data for number of Advanced Higher entries is available for 2017, statistics for the number of learners are not yet available for 2017. The following analysis is therefore carried out with the 2016 data. Table 1.15 highlights that nearly all, 97.6 per cent, of Advanced Higher entries are undertaken at school (95.8 per cent by S6 pupils).

Table 1.15: Advanced Higher Entries by location of student, 2016		
Location of student	Number of Entries	% of Total Entries
School	23,224	98
<i>Of which:</i>		
S3	12	0
S4	56	0
S5	351	1
S6	22,805	96
Other School	282	1
FE College	117	0
Other	171	0
Total	23,794	100
<i>Source: SQA (2017), 'Annual Statistical Report 2016'</i>		
<i>Note: Percentages may not sum due to rounding.</i>		

In 2016, there were 23,794 AH entries from 14,246 learners, with several learners entering more than one AH course. The majority of these entries (22,805) were S6 pupils.

Table 1.16 presents the number of entries per learner in 2016. It shows that it was most common for learners, enrolled in AH courses, to be undertaking a single AH course (51 per cent of learners). Nearly a third (31 per cent) were enrolled on two AH courses with a further 16 per cent entering three AH courses. Only around 1 per cent of learners, entered in AH courses, entered four or five AH courses.

Table 1.16: Advanced Higher Entries per Learner, 2016		
Number of Advanced Higher Courses Entered	Number of Learners	Proportion of Total Learners (%)
1	7,336	51
2	4,462	31
3	2,263	16
4	180	1
5	5	0
Total	14,246	100
<i>Source: SQA (2017), 'Annual Statistical Report 2016'</i>		
<i>Note: Percentages may not sum due to rounding.</i>		

Table 1.17 presents the number of grades A to C awarded per learner in 2016. It shows that 46 per cent of those taking AH qualifications attained one AH qualification, 24 per cent attained two and around 13 per cent attained three.

Of the total number of learners taking AH qualifications 16 per cent (2,242 learners) were awarded no AHs at grades A to C. However, SQA data also indicates that a similar proportion of learners sitting Higher qualifications were awarded none at grades A to C (13 per cent).

Table 1.17: Advanced Higher Attainment – Grades A to C – per Learner, 2016		
Number of Grades A to C Attained	Number of Learners	Proportion of Total Learners (%)
0	2,242	16
1	6,602	46
2	3,457	24
3	1,783	13
4	157	1
5	5	0
Total	14,246	100
<i>Source: SQA (2017), ‘Annual Statistical Report 2016’</i>		
<i>Note: Percentages may not sum due to rounding.</i>		

What is the gender split for Advanced Higher entries and attainment?

Entries

The 2017 SQA Attainment Statistics shows that a higher proportion of Advanced Higher entries were from females (55 per cent) than from males (45 per cent).⁶ However, there is considerable variation in this split when we examine the data by subject.⁷

There were five subjects in 2017 where entries from females made up 75 per cent or more of the total number of entries. These were Health and Food Technology (of which 87 per cent of 38 entries were from females), Art and Design - Expressive (85 per cent of 818 entries were from females), Gàidhlig (79 per cent of 28 entries), Art and Design - Design (79 per cent of 490 entries), and French (76 per cent of 774 entries).

In 2017, there were four subjects which were dominated (75 per cent or more) by male entries - Engineering Science (of which 95 per cent of the 79 entries were male), Computing Science (of which 88 per cent of the 641 entries were male), Mathematics of Mechanics (81 per cent of 272 entries were male), and Physics (79 per cent of 1,861 entries were male).

Whilst the entries to Advanced Higher English and Maths were somewhat more balanced than the subjects listed above, there is still notable disparity between the

⁶ SQA (September 2017), [‘Attainment Statistics \(August\) 2017 Male’](#) and SQA (September 2017), [‘Attainment Statistics \(August\) 2017 Female’](#)

⁷ SQA (2017), [‘Annual Statistical Report 2016’](#)

proportion of entries that came from males versus the proportion of entries that came from female. For Maths, 63 per cent of the 3,586 entries were from males. On the other hand, for English, 72 per cent of the 2,627 entries were from females.

Attainment

The pass rate (grades A to C) in 2017 for females studying Advanced Highers is higher than the pass rate for males – 82 per cent and 77 per cent respectively. When examining the pass rates by individual subject, females were more likely to have higher pass rates than males although there are several subjects where males perform better. Interestingly, for Computing Science, Mathematics of Mechanics, and Physics – identified as being male dominated in terms of number of entries - female pass rates were higher than the pass rates for males.

What proportion of S6 pupils are studying for Highers and what proportion are studying for Advanced Highers?

The evidence would suggest that those S6 pupils studying AH qualifications are often studying them in combination with Highers – or other qualifications – given that the majority of AH learners only enter 1 or 2 AH courses (not enough to fill a school timetable).

Similarly, we would also expect the S6 pupils studying Higher qualifications to be studying them in combination with other types of qualification. However, the SQA data does not allow us to identify these nuances.

How many learners start Advanced Higher qualifications in 6th year but do not complete?

The available data only shows us those who pass (by grade) or fail. Where candidates have been entered for a qualification but were not awarded this may be for a number of reasons. For example, they may have failed the course, been absent on the day of the exam, withdrawn from the course etc. The attainment data cannot be broken down to take account of each such subset.

What do the results of the PISA survey tell us about the skills of Scottish pupils at age 15? How do Scotland's 15 year-olds compare to 15 year-olds in other countries?

The PISA (Programme for International Student Assessment) survey⁸ is an assessment of 15 year-olds' skills carried out under the auspices of the Organisation for Economic Co-operation and Development (OECD). The most recent survey was carried out in Scotland between 3 and 28 March 2015. The pupils tested are generally described as "15-year olds" although the actual age range was 15 years and 2 months to 16 years and 2 months. Students were mostly (87.5 per cent) in the S4 year group.

⁸ Scottish Government (2016), '[PISA survey 2015](#)'

Scotland's scores in the PISA assessments were similar to the OECD average in science, maths and reading.

Science

- In science, Scotland's performance was similar to the OECD average.
- Compared to the 34 OECD countries, plus the three other UK administrations, Scotland performed similarly to 13 countries, including Northern Ireland and the United States, and above 12 countries including Wales and Italy. Twelve countries performed above Scotland, including Canada, Germany, Korea and England.
- In 2015 19.5 per cent of 15 year-olds in Scotland performed below Level 2, the OECD's baseline of ability to participate effectively in society. This is statistically similar to the OECD average of 21.3 per cent.
- The proportion of students who were "higher" achievers (Level 5 and above) was 7.5 per cent, similar to the OECD average of 7.7 per cent.
- The strength of relationship between social disadvantage and a pupil's score in Scotland was similar to the OECD average.

Maths

- In maths, Scotland's performance was similar to the OECD average.
- Of the 34 other OECD countries, and three UK administrations, 14 were statistically above Scotland, 13 similar and 10 below. Of the UK administrations, England and Northern Ireland were similar to Scotland and Wales below.
- The proportion of Scotland's students below Level 2 was 20.5 per cent, statistically smaller than the OECD average of 23.4 per cent.
- At the other end of the distribution, the proportion of Scotland's students who were higher achievers (Level 5 and above) was 8.6 per cent, lower than the OECD average of 10.6 per cent.
- The strength of relationship between social disadvantage and a pupil's score in Scotland was similar to the OECD average.

Reading

- In reading, Scotland's performance in 2015 was at the OECD average.
- Of the 34 other OECD countries, and three UK administrations, 13 were statistically above Scotland, 12 similar and 12 below. Of the UK administrations, England and Northern Ireland were similar to Scotland, with Wales below.
- The proportion of students in Scotland below Level 2, was 17.9 per cent, a significant increase on the 2012 figure of 12.5 per cent, but similar to the 2009 average of 16.3 per cent. However it was lower than the OECD average of 20.0 per cent.
- At the other end of the distribution, the proportion of Scotland's students who were higher achievers (Level 5 and above) was 6.4 per cent, statistically lower than the OECD average of 8.4 per cent.
- The strength of relationship between social disadvantage and a pupil's score was lower in Scotland than the OECD average.

2. Apprenticeships

This section provides a brief overview of Foundation Apprenticeships (FAs) before examining the available information around Modern Apprenticeship (MA) provision in Scotland. MAs combine paid employment and training (for those aged over 16) to achieve industry qualifications at the level required for the job. They are geared towards helping new recruits or existing employees gain invaluable skills and industry recognised vocational qualifications.

What are Foundation Apprenticeships?

Foundation Apprenticeships (FAs) are run by SDS and provide ‘work-based learning opportunities for secondary school pupils making their senior phase subject choices’.⁹ There were 10 FA frameworks available for those starting their FA in academic year 2017/18, with two additional frameworks in Accountancy and Food and Drink Technologies in development for academic year 2018/19. These frameworks are aligned to key sectors of the Scottish economy.

Young people engaging in FAs spend time out of school at college or with a local employer and can also study other subjects alongside their FA, such as National 5s and Highers. FAs are SQA certified at SCQF level 6, this is the same level of learning as a Higher.

FAs were designed to appeal to a range of different learners and is designed to take pupils directly to work, onto a Modern Apprenticeship in the same subject, a Graduate Apprenticeship or onto College or University. They are currently accepted as entry requirements for courses at 18 Scottish Universities.¹⁰

How many FA starts have there been?

FAs were first introduced in 2014 with two initial pathfinder phases (2014-2016 and 2015-2017) followed by two groups of FAs described as Cohort 1 (2016-2018) and Cohort 2 (2017-2019). Further detail on the number of FA starts for Cohorts 1 and 2 can be found in Table 2.1. The Scottish Government’s ambition is to have 2,600 pupils start an FA in academic year 2018/19 rising to 5,000 starts in academic year 2019/20.

⁹ SDS (2018), [‘Foundation Apprenticeships: Early Progress and Learning Insights’](#)

¹⁰ Abertay University, Edinburgh Napier, Glasgow Caledonian University, Glasgow School of Art, Heriot Watt University, Queen Margaret University, Robert Gordon University, Royal Conservatoire of Scotland, Scotland’s Rural College (SRUC), The Open University, University of Aberdeen, University of Dundee, University of Edinburgh, University of Glasgow, University of Stirling, University of Strathclyde, University of the Highlands & Islands and University of the West of Scotland.

Table 2.1 Foundation Apprenticeship Cohort 1 and 2 starts by framework

Framework	Cohort 1 (2016-2018)		Cohort 2 (2017-2019)	
	Starts	% of total	Starts	% of total
Business Skills*	5	1%	67	5%
Civil Engineering	47	14%	87	7%
Creative and Digital Media	~	~	43	3%
Engineering	71	21%	232	19%
Financial Services	38	11%	54	4%
Information Technology: Hardware / System Support	13	4%	40	3%
Information Technology: Software Development	30	9%	130	10%
Scientific Technologies	~	~	20	2%
Social Services and Healthcare	85	25%	107	9%
Social Services Children and Young People	57	16%	465	37%
Grand Total	346	100%	1,245	100%

Source: SDS (2018), ['Foundation Apprenticeships: Early Progress and Learning Insights'](#)
Notes: * The business skills framework was developed late for Cohort 1, leaving a very short time for recruiting starts, which affected take-up and retention rates.
~ The Creative and Digital Media and Scientific Technologies frameworks were not available for Cohort 1 pupils.

How many MA starts have there been each year?

The Scottish Government ambition is to have 30,000 apprenticeship starts a year by 2020. In keeping with this ambition, the MA starts target was increased to 26,000 for 2016/17 up from the 25,500 target in 2015/16 previous years.

Table 2.2 shows the number of MA starts in each year from 2012/13 to 2016/17. The total number of MA starts has only slightly increased over this period with the number of starts remaining consistently over 25,000 in each year.

There were 26,262 MA starts in 2016/17. Additionally, there were 13 Graduate Apprenticeship (GA) starts. Graduate Apprenticeships have been in operation since February 2016 and provide work-based learning opportunities up to Master's degree level for employees. Together, the combined total of MA and GA starts for 2016/17 is 26,275 and from 2017/18 the GA starts will be included in the apprenticeship total and contribute towards the MA starts target.

The growth in MA starts towards the 30,000 target also reflects the policy priority to focus on higher level apprenticeships. The number of starts at level 3 or above increased to 17,263 in 2016/17, an increase of 500 starts (3 per cent increase) on 2015/16. This year, the proportion of starts at level 3 or above was 66 per cent (0.8 percentage points higher than 2015/16). Table 5.1 also shows the increase in the number of Level 4 starts over the period – from 496 in 2012/13 to 1,136 in 2016/17.

Table 2.2: Number of MA Starts by Age and Level between 2012/13 and 2016/17						
Level	Age	2012/13	2013/14	2014/15	2015/16	2016/17
Level 2	16-19	5,705	5,506	5,246	4,794	4,760
	20-24	2,887	2,482	2,368	2,634	2,339
	25+	2,189	1,641	1,521	1,627	1,900
Level 3	16-19	7,013	7,596	7,978	7,989	7,831
	20-24	4,052	4,217	4,410	4,861	4,650
	25+	3,274	2,992	3,081	2,953	3,508
Level 4*	16-24	24	72	121	225	266
	25+	472	654	426	637	870
Level 5*	All Ages	75	124	96	98	138
Total		25,691	25,284	25,247	25,818	26,262

Source: SDS (June 2017), [‘Modern Apprenticeship Statistics, Full Year Report 2016/17’](#)
 *Age bands at levels 4 & 5 have been collapsed to avoid disclosure of small numbers.

What is the gender breakdown for MA starts in 2016/17?

Of the 26,262 MA starts in 2016/17, 60 per cent were male and 40 per cent female. However, when examining the data across the different frameworks we observe considerable variation in the gender split. There are several frameworks where the gender balance is 75/25 or greater. These frameworks are presented in Table 2.3.

Table 2.3: Frameworks where the gender split is 75/25 or worse, 2016/17

Framework	Total Number of Starts	Proportion (%) of total starts by gender	
		Female	Male
Construction: Specialist	257	0	100
Game and Wildlife Management	16	0	100
Gas Industry	35	0	100
Glass Industry Operations	122	0	100
Heating, Ventilation, Air Conditioning and Refrigeration	103	0	100
Industrial Applications	30	0	100
Land-based Engineering	59	0	100
Maritime Operations	30	0	100
Rail Engineering	9	0	100
Trees and Timber	15	0	100
Electrical Installation	743	1.1	98.9
Construction: Building	1,527	2.0	98.0
Construction: Technical Apprenticeship	597	2.3	97.7
Automotive	1,099	2.4	97.6
Horticulture	214	2.8	97.2
Construction: Technical	905	3.9	96.1
Social Services (Children & Young People)	1,319	96.0	4.0
Extractive and Mineral Processing	270	5.2	94.8
Engineering	864	5.4	94.6
Hairdressing and Barbering	889	93.0	7.0
Agriculture	64	7.8	92.2
Sustainable Resource Management	65	7.7	92.3
Freight Logistics	1,089	9.7	90.3
Upstream Oil and Gas Production	57	12.3	87.7
Social Services and Healthcare	1,171	85.5	14.5
IT and Telecommunications	900	15.6	84.4
Equine	47	80.9	19.1
Social Services and Healthcare Technical Apprenticeship	73	80.8	19.2
Print Industry Operations	22	22.7	77.3
Travel Services	70	77.1	22.9
All Frameworks	26,262	39.8	60.2

Source: SDS (June 2017), [‘Modern Apprenticeship Supplementary Tables 2016/17 Q4’](#)
Notes: Table ordered by size of gender split.

SDS highlight in their MA Statistics Full Year Report that on-going MA expansion to 30,000 starts per year is mainly in sectors/frameworks related to areas such as STEM and Construction.

In 2016/17, over a third of all MA starts (37%) were in STEM frameworks. SDS note that these are areas which show marked gender segregation in the workforce, and

this is therefore reflected in MA starts. It is stated in the report that if we are to consider 'Construction & Related' frameworks separately, 2 per cent of starts were female and 98 per cent male. The gender breakdown in the remaining occupational groupings (i.e. excluding Construction & Related) is 51 per cent female and 49 per cent male.¹¹

It is useful to compare the gender split in MAs with current participation in employment and education, along with University and college enrolments. For context, as set out by SDS in their MA Full Year Report, gender preferences are evident across subject choices at school and in the participation (in education, employment or training) of those aged 16-19. Annual Participation Measure data for 2016 shows that females aged 16-19 are more likely to participate in education than males (75.9 per cent of females in education in comparison with 66.9 per cent of males). Conversely, males are more likely to participate in employment than females (20.3 per cent compared to 13.4 per cent respectively).

Table 2.4 highlights the gender balance across MA's, university HEI students and college enrolments in 2015/16. These figures are for individuals across all age groups. The table would suggest that MAs may be more appealing to males whereas university, in particular, attracts more females. To illustrate scale, information on the number of students in each stage has been provided. We observe that there are larger numbers participating in college and university study than undergoing an MA.

Table 2.4 Males and females in MA training compared to University and College in Scotland, 2015/16

Gender	MA's in training as at 31 st March 2016		HEI students		College enrolments	
	Number	Proportion	Number	Proportion	Number	Proportion
Female	10,732	30%	136,545	58%	142,738	51%
Male	25,639	70%	98,905	42%	138,160	49%
Total	36,371	100%	235,565	100%	281,051	100%

Sources: SDS (June 2016), ['Modern Apprenticeship Summary Information by age breakdown'](#) SFC (March 2017), ['Higher Education Students and Qualifiers'](#) – the total figure includes 79 students whose gender is not reported or was reported as 'Other' and has been rounded to the nearest 5. SFC (January 2017), ['College Statistics 2015-16'](#) – the total figure includes 153 enrolments for whom the gender identity was declared as 'other', or was not declared at all.

¹¹ SDS (June 2017), ['Modern Apprenticeship Statistics, Full Year Report 2016/17'](#)

What do we know about other equalities breakdowns for MA starts?

Disability

SDS highlight that in 2016/17, the proportion of all MA starts self-identifying an impairment, health condition or learning difficulty was 8.6 per cent (equivalent to 2,178 starts)¹². Apprentices were asked to provide further details of their disability from a list of options. Of those self-identifying, 'specific learning difficulty' (46.6 per cent) was the most common followed by 'mental health' (17.6 per cent) and 'not covered by list' (11.1 per cent).¹³

SDS provide some context to this, referring to the Annual Population Survey (for January 2016 to December 2016) where the proportion of individuals who are disabled¹⁴ in the 16-24 Scottish population is 12.5 per cent.

Ethnicity

Table 2.5 provides a breakdown of MA starts by ethnic group. 1.7 per cent of all MA starts self-identify as being from a Mixed or Multiple; Asian; African; Caribbean or Black; or other ethnic group.

Table 2.5: Proportion of MA starts by self-identified ethnic group, 2016/17

Ethnic Group	Number of MA Starts (known)	% of MA starts (known)
White	25,282	98.3%
Asian	217	0.8%
Mixed or multiple	94	0.4%
African	56	0.2%
Other ethnic group	55	0.2%
Caribbean or Black	14	0.1%
Total Known	25,718	100%
<i>Prefer not to say</i>	544	-

Source: SDS (June 2017), ['Modern Apprenticeship Statistics, Full Year Report 2016/17'](#)

To provide context, according to the APS, 6.1 per cent of 16-24 year olds in Scotland report being from a Mixed or Multiple; Asian; African; Caribbean or Black; Arab; and Other ethnic group.

How many school leavers are progressing to MA's?

Tables 2.6 and 2.7 shows the initial and final destination statistics for school leavers progressing to MAs for each year from 2013/14 to 2015/16. The tables show that, as a proportion of their school leaver cohort, S5 school leavers are more likely to progress to MA's (15.5 per cent of the cohort) and S6/adult learners leavers are least likely (5.5 per cent). However, the numbers of leavers entering MAs from S5 and S6

¹² SDS (June 2017), ['Modern Apprenticeship Statistics, Full Year Report 2016/17'](#)

¹³ SDS are investigating the reasons for the relatively high proportion not covered by the options on the monitoring form.

¹⁴ It is not clear if this definition of 'disabled' is the same as the one used by SDS.

are broadly the same. The number and proportion of leavers progressing to MA's is higher in the follow-up destination statistics than in the initial destination statistics.

The follow-up destination statistics for 2015/16 show that 12.2 per cent of S3 and S4 leavers, 16.9 per cent of S5 leavers, and around 7 per cent of S6 leavers transitioned to MA's. These proportions have remained largely the same over the considered three year period.

Table 2.6: School Leavers whose Initial Destination is Modern Apprenticeship (MA), 2013/14 to 2015/16

Stage		Number		Percentage	
		MA	Other destinations	MA	Other destinations
2013/14	S3 & S4	689	5,342	11.4	88.6
	S5	1,982	10,792	15.5	84.5
	S6, S9 & AD	1,808	30,803	5.5	94.5
2014/15	S3 & S4	637	5,218	10.9	89.1
	S5	1,866	11,307	14.2	85.8
	S6, S9 & AD	1,806	31,657	5.4	94.6
2015/16	S3 & S4	575	5,248	9.9	90.1
	S5	1,863	11,306	14.1	85.9
	S6, S9 & AD	1,694	31,619	5.1	94.9

Source: Scottish Government (2017), School leaver destination statistics

AD – Adult learners; S9 is also adult learners, often when they come back to repeat S6.

Table 2.7: School Leavers whose Follow-up Destination is Modern Apprenticeship (MA), 2013/14 to 2015/16

Stage		Number		Percentage	
		MA	Other destinations	MA	Other destinations
2013/14	S3 & S4	722	5,285	12.0	88.0
	S5	2,067	10,668	16.2	83.8
	S6, S9 & AD	1,987	30,564	6.1	93.9
2014/15	S3 & S4	700	5,121	12.0	88.0
	S5	2,014	11,120	15.3	84.7
	S6, S9 & AD	2,045	31,337	6.1	93.9
2015/16	S3 & S4	706	5,085	12.2	87.8
	S5	2,219	10,898	16.9	83.1
	S6, S9 & AD	2,315	30,890	7.0	93.0

Source: Scottish Government (2017), School leaver destination statistics

AD – Adult learners; S9 is also adult learners, often when they come back to repeat S6.

What are the entry routes to MA's?

The SDS MA Intermediate Outcomes Survey (2016)¹⁵ outlines that just over half (51 per cent) of all MA's had been recruited specifically as a MA. However, younger MA's such as school leavers, were more likely to be recruited specifically for the apprenticeship with three-quarters (75 per cent) of under 20's reporting they were taken on as MA's.

What are the levels of prior qualifications for those undertaking an MA? Are there any qualification requirements for those undertaking an MA?

A previous SDS report on MA Outcomes undertaken in 2012 provides information around highest prior qualification by MA level. This is shown below in Table 2.8.

Highest prior qualification	Level 2	Level 3	Level 4
Other/unsure	9%	7%	19%
No formal qualifications	5%	3%	3%
National certificate	2%	2%	5%
General Standard Grade, Int1, SVQ 1	18%	16%	3%
Credit Standard Grade, Int2, SVQ 2, GCSEs	25%	30%	10%
Highers/Advanced Highers	28%	25%	9%
HNC/SVQ L3	6%	9%	21%
Degree/HND/SVQ L5	7%	8%	30%

Source: SDS (2013), 'Modern Apprenticeship Outcomes 2012'
Note: This survey was undertaken before the introduction of National 4 and National 5 qualifications.

What can be said about the level of MA achievements?

Table 2.9 shows the number and proportion of MA achievements by local authority. There is some variation in the rate of achievements across the local authorities, although all are between 72 per cent and 93 per cent. The average rate of achievements is 78 per cent.

¹⁵ SDS (2016), '[Modern Apprenticeship Intermediate Outcomes 2016](#)'

Table 2.9: Number and Proportion of MA Achievements by Local Authority, 2016/17

Local Authority	Achievements	Achievements as a % of All Leavers
Aberdeen City	670	77%
Aberdeenshire	986	79%
Angus	517	80%
Argyll & Bute	268	75%
Clackmannanshire	239	85%
Dumfries & Galloway	655	78%
Dundee City	505	75%
East Ayrshire	635	83%
East Dunbartonshire	307	81%
East Lothian	362	76%
East Renfrewshire	217	79%
Edinburgh, City of	1,089	72%
Falkirk	757	82%
Fife	1,359	77%
Glasgow City	2,175	77%
Highland	1,061	81%
Inverclyde	280	78%
Midlothian	372	75%
Moray	367	80%
Na h-Eileanan Siar	72	83%
North Ayrshire	664	79%
North Lanarkshire	1,754	81%
Orkney Islands	121	93%
Perth & Kinross	665	78%
Renfrewshire	728	79%
Scottish Borders	290	77%
Shetland Islands	168	88%
South Ayrshire	381	76%
South Lanarkshire	1,311	78%
Stirling	313	82%
West Dunbartonshire	452	80%
West Lothian	609	76%
Outwith Area	55	85%
Grand Total	20,404	78%

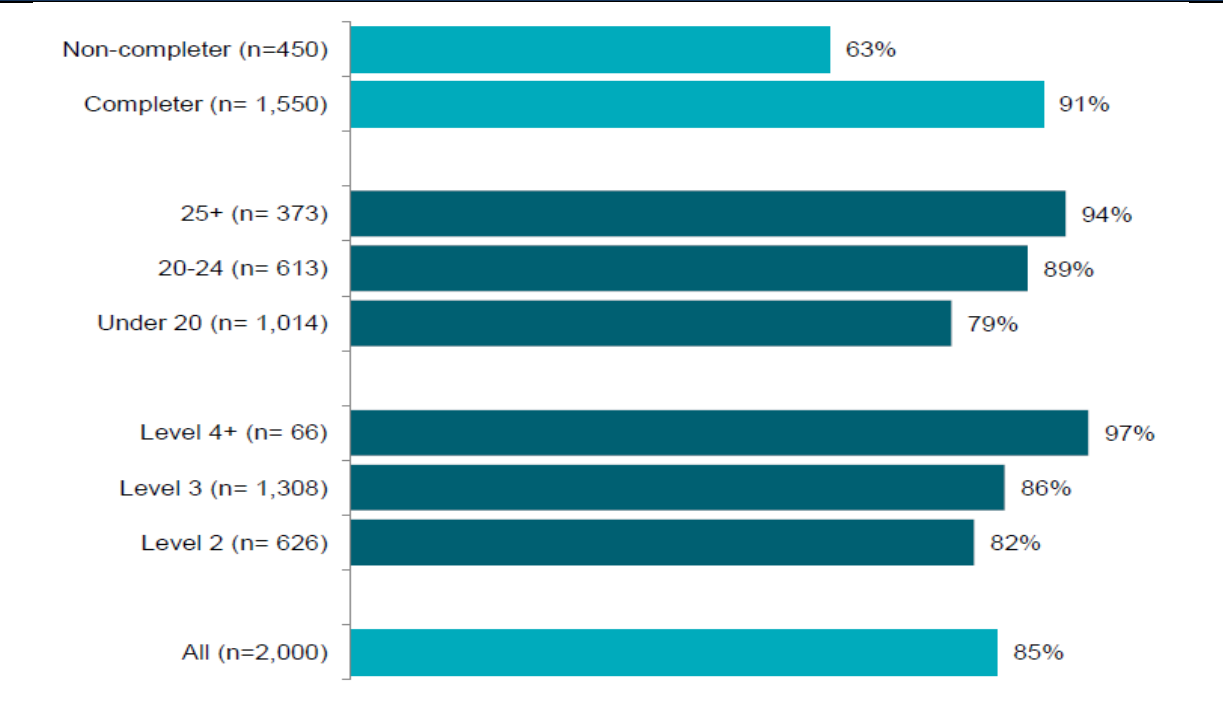
Source: SDS (June 2017), [‘Modern Apprenticeship Statistics, Full Year Report 2016/17’](#)

What are the outcomes for MA’s?

The following section provides an overview of the results from The SDS Modern Apprenticeship Intermediate Outcomes Survey (2016). The survey found that older apprentices and those undertaking apprenticeships at higher levels are more likely to be in work around six months after leaving their apprenticeship. Similarly, completers are much more likely to be in work than non-completers.

For completers and non-completers in 2016, 85 per cent were in work around six months after leaving their apprenticeship, (86 per cent in 2012). Furthermore, 90 per cent of all apprentices were either in work or education, the same as 2012. Chart 2.1 summarises the work outcomes for all MAs and also examines the differences by age, level and completion status.

Chart 2.1: Work Outcomes at 6 Months Out, 2016



Source: SDS (2016), [‘Modern Apprenticeship Intermediate Outcomes 2016’](#)

Note: n is number of respondents.

What are the MA outcomes by age?

Those apprentices aged 25+ were more likely to be in work six months after leaving or completing their MA than those aged 20-24 and those aged under 20.

- 94 per cent of apprentices aged over 25 years old were in work around six months after leaving or completing their apprenticeship, showing no change from 2012.
- For those aged under 20 years and those aged 20 to 24 years old, the corresponding figures were 79 per cent and 89 per cent respectively. This compares with 2012 findings of 81 per cent for those under 20 years and 91 per cent for 20 to 24 year olds.
- Six months after completion, 94 per cent of those aged 25 years and over, 94 per cent of 20 to 24s and 92 per cent of under 20s were in work or education.

What are the MA outcomes by gender?

The survey found there to be little difference in outcomes by gender. 86 per cent of males were in work six months after leaving or completing their apprenticeship with this rising to 92 per cent if we also include those in education.

For females, 84 per cent were in work six months after leaving or completing their apprenticeship, rising to 94 per cent if we also include those in education.

What are the MA outcomes for other equalities breakdowns?

The SDS Modern Apprenticeship Statistics Full Year Report 2016/17 provides information on achievement rates for equalities groups.

Disability

During 2016/17, the achievement rate of disabled MAs was 65 per cent, compared to an overall achievement rate of 78 per cent, and a rate of 79 per cent for MAs who were not disabled. SDS have measures in place - outlined in the MA Equality Action Plan – to optimise the chances of disabled MAs succeeding in their MA.

Ethnicity

The achievement rate of MA starts who self-identify as 'White' (79 per cent) and the overall achievement rate (78 per cent) is slightly higher than those who self-identify as being Mixed or Multiple; Asian; African; Caribbean or Black; or Other ethnic group (77 per cent).

What are the differences in MA outcomes by the level of the MA?

Of those undertaking a Level 4 MA 97 per cent were in work six months after leaving or completing their apprenticeship. For those at Level 2 and those at Level 3, the corresponding figures were 82 per cent and 86 per cent respectively.

When looking at those in education or work, these figures rise to 90 per cent of Level 2 MAs, 93 per cent of Level 3 MAs, and 98 per cent of Level 4 MAs.

What are the differences in outcomes for MA completers and MA non-completers?

The SDS MA Intermediate Outcomes survey 2016 also highlights that:

- Of those who completed their MA 91 per cent were in work around six months after completing compared with 63 per cent of non-completers. This is in line with 2012 results (92 per cent completers in work and 66 per cent non-completers in work in 2012).

- Just over two thirds (67 per cent) of all completers were still employed with the same employer. Once again, there is no significant change from the 2012 findings (70 per cent).
- However, there was a significant increase in the proportion of non-completers in work or education – 80 per cent up from 70 per cent in 2012.
- Most non-completers who were working six months or so after leaving their MA were now working for a different employer (78 per cent). Conversely, the majority of MAs who had completed their MA and were employed six months later were with the same employer (75 per cent) they undertook their MA with.

3. College Provision in Scotland

This section examines the available information around college provision in Scotland, with a focus on Further Education (FE) courses.

How many individuals are studying FE courses or qualifications?

Table 3.1 shows the number and proportion of FE students, by age, in 2015/16. The age category with the largest number of students is those aged 25+ in which there were around 81,380 students – 43.9 per cent of the total number of FE students.

By examining the younger age categories, we can observe that there were more students aged under 16 than there were aged 16 or aged 17. Just less than 12 per cent of total FE students were aged under 16 compared to 6.9 per cent aged 16 and 9.2 per cent aged 17.

Table 3.1: Number of FE Students by Age, 2015/16		
Age of Student in December	Number of Students	Proportion of Total Students (%)
Under 16	21,815	12
16	12,720	7
17	17,045	9
18-19	25,365	14
20-24	27,080	15
25 & over	81,380	44
OVERALL	185,405	

*Source: SFC, ['Infact database'](#) [Accessed 6 February 2018]
 Number of students, by age of student (in December incl 16 17), by level of study (2015/16).
 Figures have been rounded to the nearest 5. Proportions calculated on unrounded figures.*

The figures presented in Table 3.1 include MA's and school-based students (such as senior phase pupils studying a course at college or primary pupils on school-link programmes). If we are to omit these students from the table, to better represent the cohort that are college based we find that the proportion of total pupils from the younger age categories is lower. Table 3.2 highlights that of this cohort 1 per cent of these students aged under 16 with less than 5 per cent aged 16. More than half of these students are aged 25 and over.

Table 3.2: Number of FE Students by Age with omission of school-based students/MA's, 2015/16

Age of student in December	Number of Students	Proportion of Total Students (%)
Under 16	1,265	1
16	6,005	4
17	10,550	7
18-19	21,885	15
20-24	23,820	17
25 & over	80,260	56
Total	143,790	

Source: SFC, '[Infact database](#)' Number of students, by age of student (in December incl 16 17), by level of study (2015/16) [accessed 6 February 2018]

Note: Students categorised as school-based, primary school "students", other school-link students, and MA's have been omitted.

Figures have been rounded to the nearest 5. Proportions calculated on unrounded figures.

How many school leavers are progressing to FE?

Table 3.3 shows the number and percentage of school leavers progressing to FE in each year between 2009/10 and 2015/16. The proportion of school leavers progressing to FE has remained broadly consistent over this period although it has slightly decreased for the most recent two years. In 2015/16, 22.4 per cent of total school leavers progressed to FE.

Table 3.3: Number and percentage of school leavers whose follow-up destination category is FE, 2009/10 to 2015/16

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Number	12,889	13,099	12,320	12,606	12,464	12,269	11,661
Percentage	24.3	24.6	24.8	24.5	24.3	23.4	22.4

Source: Scottish Government (2017), '[Attainment and Leaver Destinations Supplementary Data 15/16](#)'

Table 3.4 examines school leavers progressing to FE by stage of leaving. It shows that S4 leavers were most likely to progress to FE with 38 per cent of total S4 leavers advancing to FE compared to 33 per cent of S5 leavers and just 15 per cent of S6 leavers.

Table 3.4: School leavers whose follow-up destination category is FE by stage of leaving, 2015/16

Student stage	Total number of leavers	Number progressing to FE	Proportion of total leavers progressing to FE (%)
S4	5,755	2,165	38
S5	13,117	4,338	33
S6	33,186	5,140	15

Source: Scottish Government (2017), '[Attainment and Leaver Destinations Supplementary Data 15/16](#)'

What can be said about the levels of attainment for those school leavers progressing to FE?

Table 3.5 shows the percentage of school leavers by highest SCQF level at which one or more passes were achieved and follow-up destination category.

The data shows that those leavers who have no passes at SCQF 3 or better, or their highest qualification is at either SCQF level 3, 4 or 5, were much more likely to progress to FE than HE. On the contrary, those leavers with qualifications at SCQF level 6 or 7 were much more likely to progress to HE than FE.

Those leavers whose highest qualification was at SCQF level 5 – equivalent to SQA National 5's - were most likely to progress to FE (41.4 per cent) followed by those whose highest qualification was at SCQF level 4 (34.1 per cent). Leavers with one or more qualifications at SCQF level 7 – equivalent to Advanced Higher qualifications - were least likely of all groups to progress to FE (3.8 per cent).

Table 3.5: Percentage of school leavers by highest SCQF level at which one or more passes were achieved and follow-up destination category, 2015/16

Follow-up Destination	No passes at SCQF 3 or better (%)	SCQF level 3 (%)	SCQF level 4 (%)	SCQF level 5 (%)	SCQF level 6 (%)	SCQF level 7 (%)	Total (%)
Higher Education	1.2	-	0.3	2.0	48.6	84.0	37.3
Further Education	21.1	27.2	34.1	41.4	17.0	3.8	22.4
Training	6.7	*	6.0	2.3	0.5	*	1.7
Employment	18.5	18.6	30.9	42.4	29.7	10.1	28.7
Voluntary Work	0.5	*	0.5	0.3	0.4	0.7	0.4
Activity Agreement	7.8	9.2	3.8	0.6	0.1	*	0.9
Positive Destinations	55.8	63.4	75.6	89.1	96.2	98.7	91.4
Unemployed Seeking	22.9	22.1	17.9	7.7	2.5	0.9	5.8
Unemployed Not Seeking	17.0	11.1	4.7	2.1	0.7	0.4	1.9
Unknown	4.3	3.4	1.9	1.2	0.6	0.1	0.9
Other Destinations	44.2	36.6	24.4	10.9	3.8	1.3	8.6
Number of Leavers	1,061	861	5,561	12,470	22,195	9,965	52,113

Source: Scottish Government (2017), ['Attainment and Leaver Destinations Supplementary Data 15/16'](#)
Notes: 1. Percentages may not total 100 due to rounding. 2. In April 2011 the Scottish Government rolled out the use of Activity Agreements.
*Percentages based on less than 5 have been suppressed for disclosure and quality reasons.
MA's are included in the 'employment' category.

How has the number of individuals completing sub-degree qualifications, such as HNC/D's and other undergraduate degrees changed over time?

Table 3.6 shows the number of Scottish domiciled qualifiers and enrolments on HNC's, HND's and 'other undergraduate degrees' in the period from 2007/08 to 2015/16. The table shows that the number of qualifiers from HNC and HND programmes has remained broadly stable over this period but has increased slightly in the most recent three years. The number of enrolments has also remained fairly constant.

For those doing 'other undergraduate degrees' the number of qualifiers and enrolments has fallen significantly over the period. In 2007/08 there were 33,345 enrolments in other undergraduate degrees. This had fallen to 13,245 by 2015/16. While the number of qualifiers has also fallen from 6,395 in 2007/08 to 3,765 by 2015/16 proportionally more people are now qualifying, with 28 per cent of enrolments in 2015/16 resulting in a qualification in comparison to 19 per cent in 2007/08.

Table 3.6: Scottish domiciled enrolments and qualifiers on other undergraduate degrees at Scottish HEI's (incl. Open University)

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Enrolments									
HNC, HND	4,850	4,530	4,370	3,915	3,685	3,510	4,690	4,750	4,745
Other undergraduate degrees	33,345	33,465	29,960	26,410	22,785	20,915	17,185	14,855	13,245
Qualifiers									
HNC, HND	1,865	1,645	1,605	1,700	1,765	1,830	2,180	2,235	2,485
Other undergraduate degrees	6,395	5,910	4,775	5,340	5,540	5,590	4,500	3,970	3,765
<i>Source: SG Analysis of HESA Student Data Figures have been rounded to the nearest 5.</i>									

What are the destinations of college leavers?

Table 3.7 provides an overview of the destinations of successful full-time FE college qualifiers in 2015/16. The destinations were confirmed for 88.7 per cent of leavers.

The destination statistics below are for percentage of all qualifiers, rather than just for those with confirmed destinations. It shows that 84.1 per cent of FE leavers are in positive destinations compared to 4.5 per cent that are in negative destinations (with 11.3 per cent unconfirmed).

The majority of FE leavers progress to further study with 38.1 per cent entering further study at FE level and 31.2 per cent entering further study at HE level. A very small proportion (0.3 per cent) progressed to FE training, with a further 14.5 per cent entering employment.

Table 3.7 also shows that 4.5 per cent of FE leavers progressed to negative destinations with 2.9 per cent becoming unemployed and looking for work and 1.6 per cent unavailable for work.

Table 3.7: Overview of the destinations of those in Further Education in colleges in 2015/16	
FE full-time qualifiers in the 2015/16 session	33,019
FE confirmed destinations:	88.7%
FE unconfirmed destinations:	11.3%
Percentage of FE leavers in positive destinations:	
FE qualifiers entering further FE study:	38.1%
FE qualifiers entering further HE study:	31.2%
FE qualifiers moving into FE training:	0.3%
FE qualifiers entering employment:	14.5%
Total:*	84.1%
Percentage of FE leavers in negative destinations:	
FE leavers unemployed and looking for work:	2.9%
FE leavers unavailable for work:	1.6%
Total:*	4.5%
<i>Source: SFC (2017), 'College Leaver Destinations 2015/16'</i>	
<i>* Total percentages may differ from component percentages as a result of rounding to one decimal place.</i>	

The SFC College Leavers Destinations publication also provides statistics for HE full-time qualifiers. The results of which are presented in Table 3.8.

Table 3.8 shows that over 50 per cent of HE college qualifiers progressed to further study with 22.9 per cent progressing from a HND to university, 18.1 per cent from a HNC to an HND, and 10.8 per cent from a HNC to university. A further 21.9 per cent of HE qualifiers entered employment upon leaving.

The proportion of HE qualifiers entering negative destinations was very slightly lower than the proportion of FE qualifiers entering negative destinations (4.2 per cent versus 4.5 per cent).

Table 3.8: Overview of the destinations of those in Higher Education in colleges in 2015/16	
HE full-time qualifiers in the 2015/16 session	17,663
HE confirmed destinations	84.4%
HE unconfirmed destinations	15.6%
Percentage of HE leavers in positive destinations:	
HNC to HND:	18.1%
HNC to university (or equivalent level):	10.8%
HND to university (or equivalent level):	22.9%
Other HE leavers' Progress:	6.5%
HE qualifiers entering employment:	21.9%
Total*:	80.2%
Percentage of HE leavers in negative destinations:	
HE qualifiers unemployed and looking for work:	3.0%
HE qualifiers unavailable for work:	1.2%
Total*:	4.2%
Source: SFC (2017), 'College Leaver Destinations 2015/16'	
*Total percentages may differ from component percentages as a result of rounding to one decimal place.	

What are the destinations of qualifiers leaving the college sector?

In 2015/16, 18,062 qualifiers from full-time courses - with confirmed destinations - left the college sector. This is around 40 per cent of all qualifiers with confirmed destinations.

The destinations of these qualifiers, who left the sector, are shown in Table 3.9 below.

It is evident that of the 18,062 who exited Scotland's colleges with confirmed destinations the main moves were into positive destinations, specifically university and work. University accounted for 39.7 per cent (7,171) of those leaving the sector while almost half, 47.9 per cent, went into work (8,646).

SFC believe that the secured destinations of those leaving the college sector reveal a positive value for securing both work and university educational opportunities. College education is not university education, but the destinations show a system which moves people positively on their journeys.

Table 3.9: Qualifiers leaving the college sector (confirmed destinations)

External Destination	Number of qualifiers (confirmed destinations)	% of all qualifiers leaving college sector	% of all qualifiers
FE to University	1,027	5.7%	2.3%
HE to University	6,144	34.0%	13.9%
FE/HE into work	8,646	47.9%	19.6%
Unemployed	1,499	8.3%	3.4%
Unavailable for work	746	4.1%	1.7%
Total	18,062	100%	40.9%

Source: SFC (2017), '[College Leaver Destinations 2015/16](#)'

What were the destinations of college leavers by gender?

Table 3.10 shows that for the 2015/16 college leaver cohort, a slightly higher proportion of females (76.3 per cent) progressed to further study than males (74.2 per cent). The opposite is true when considering the progressing to 'work' with males (21.0 per cent) slightly more likely to take this route than females (18.5 per cent).

Table 3.10: Broad Destination Split by Gender, 2015/16

	Male	Female	All
Qualifiers with confirmed destinations	19,228 (43.6%)	24,923 (56.4%)	44,183
Further Study	74.2%	76.3%	75.4%
Work	21.0%	18.5%	19.6%
Other Destination	0.7%	1.7%	1.2%
Negative Destination	4.1%	3.6%	3.8%

Source: SFC (2017), '[College Leaver Destinations 2015/16](#)'
Note: As the all column contains Male/Female/Other/Not Specified, totals may not sum.

What do we know about the destination of college leavers by SIMD status?

Table 3.11 looks at the confirmed destinations of college leavers by SIMD decile. SFC state that positive destinations for qualifiers in each of the SIMD deciles were in the range from 94.2 per cent to 96.1 per cent. However, there were more notable differences in the breakdown between further study and employment destinations. Those from the most deprived deciles were less likely to progress to work and more likely to progress to further study than those from least deprived deciles. SFC believe that this may be explained by these groups starting college with lower level qualifications (on average) and experiencing a longer learner journey to reach the required level of qualification for their chosen career path.

Table 3.11 also shows that those from more deprived SIMD deciles were slightly more likely to progress to negative destinations than those from the least deprived SIMD deciles.

Table 3.11: Confirmed Destinations by 2012 SIMD Decile

	1 (most deprived)	2	3	4	5	6	7	8	9	10 (least deprived)	Total
Number of Qualifiers	7,449	6,185	5,515	4,834	4,360	3,769	3,366	3,223	3,015	2,176	44,183
Further Study	79.1%	77.6%	76.3%	73.7%	74.2%	72.8%	73.3%	73.3%	74.7%	76.5%	75.4%
Work	15.7%	17.4%	18.3%	20.5%	21.0%	21.7%	22.2%	21.9%	20.7%	19.6%	19.6%
Other Destination	1.1%	1.1%	1.4%	1.2%	1.1%	1.4%	1.5%	1.3%	0.8%	1.2%	1.2%
Negative Destination	4.1%	3.8%	3.9%	4.6%	3.6%	4.2%	3.1%	3.4%	3.8%	2.7%	3.8%

Source: SFC (2017), ['College Leaver Destinations 2015/16'](#)

Total percentages may differ from component percentages as a result of rounding to one decimal place.

What do we know about the destination of college leavers by Disability Status?

Table 3.12 examines the destination of college leavers by their Disability Status. Of the 50,682 qualifiers in 2015/16, 8,476 declared one or more disabilities (16.7 per cent of the cohort). Of these, the destinations were confirmed for 7,504 qualifiers.

In Table 3.12 we can observe that a slightly higher proportion of those with one or more disability progressed to further study (77.2 per cent) compared to those with no disability (75.0 per cent). Additionally, a slightly higher proportion of those with one or more disability (5.3 per cent) progressed to a negative destination than those with no disabilities (3.5 per cent).

'Work' was more likely to be the destination of a college leaver with no disability (20.3 per cent) than it was for a leaver with one or more disability (15.8 per cent).

Table 3.12: Confirmed Destinations by Disability Status, 2015/16

	One or more disability	No disability
Number of Qualifiers	7,504	36,679
Further Study	77.2%	75.0%
Work	15.8%	20.3%
Other destination	1.7%	1.1%
Negative Destination	5.3%	3.5%
<i>Source: SFC (2017), 'College Leaver Destinations 2015/16'</i>		
<i>*Total percentages may differ from component percentages as a result of rounding to one decimal place.</i>		

What do we know about the destination of college leavers with caring responsibilities?

The SFC College Leaver Destinations publication for 2015/16 notes that students with caring responsibilities accounted for 4.0 per cent of the total college leaver population – 2,034 of a total leaver cohort of 50,682.¹⁶

The SFC go on to say that of those with confirmed destinations, carers reached positive destinations 93.6 per cent of the time. College leavers that are carers were more likely to progress to further study and less likely to move into employment than those with no caring responsibilities. 78.4 per cent of leavers with caring responsibilities continued to further study and 15.2 per cent with caring responsibilities moved onto employment.

¹⁶ SFC (2017), '[College Leaver Destinations 2015-16](#)'

What do we know about the destinations of college leavers that are from a Black and Minority Ethnic (BME) background?

Those from a Black and Minority Ethnic background (BME) made up 6.0 per cent of the 2015/16 full-time qualifying cohort – 3,065 college leavers.¹⁷

The SFC state that of those individuals with a BME background and confirmed destination 79.7 per cent to further study which is 4.3 percentage points higher than the progression to further study for those not from a BME background. A lower proportion of the BME cohort progressed to work (15.1 per cent) than those not from a BME background (19.6 per cent).

What are the completion/drop-out rates for FE courses?

Table 3.13 provides a breakdown of outcomes for student enrolments on recognised FE qualifications. The statistics show that those studying part-time qualifications were more likely to successfully complete (74.3 per cent), or complete their qualification with partial success (16.4 per cent), than those studying for full-time qualifications – completion rate of 65.5 per cent and partial success completion rate of 9.0 per cent.

Table 3.13: Breakdown of outcome for student enrolments on a recognised qualification 2015/16				
	Full Time		Part Time	
	Number	%	Number	%
Enrolments	49,955		99,720	
Completed Successful	32,730	65.5%	74,120	74.3%
Completed Partial Success	4,485	9.0%	16,380	16.4%
Further withdrawal	8,260	16.5%	6,115	6.1%
Early withdrawal	4,475	9.0%	3,105	3.1%

Source: SFC (2017), 'College Performance Indicators 2015/16'
Figures have been rounded to the nearest 5. Percentages calculated on unrounded figures.

Table 3.14 provides a further breakdown of outcomes for student enrolments by subject of study. Students enrolled in Nautical Studies were most likely to complete with 88.8 per cent of the 2015/16 enrolments doing so successfully and 6.2 per cent completing with partial success.

Withdrawals were highest for those studying Hairdressing, Beauty and Complementary Therapies in which 18.2 per cent of enrolments resulted in 'further withdrawal' and 9.4 per cent resulted in 'early withdrawal'. A combined withdrawal rate of 27.6 per cent. Other subjects which had a combined withdrawal rate (further withdrawal + early withdrawal) of more than 25 per cent were Social Subjects, Science, and Sport and Leisure.

¹⁷ SFC (2017), 'College Leaver Destinations 2015/16'

Table 3.14: Outcomes for student enrolments by Education Scotland subject groupings on FE courses lasting 160 hours or more, 2015/16

Education Scotland Subject	Number of Students	% Completed Successfully	% Completed with Partial Success	% Further Withdrawal	% Early Withdrawal
Nautical studies	500	88.8	6.2	-	-
Languages & ESOL	7,025	77.7	6.8	9.4	6.1
Engineering	13,035	75.8	8.8	10.0	5.4
Land-based industries	2,945	74.6	12.0	8.5	4.9
Construction	9,405	73.0	9.7	11.2	6.1
Special Programmes	6,280	72.4	10.5	11.6	5.5
Computing & ICT	4,085	67.7	13.5	12.0	6.8
Performing arts	1,325	67.3	8.4	16.7	7.6
Art & design	3,115	66.6	9.6	15.9	7.9
Hospitality & tourism	5,220	65.9	9.2	16.2	8.6
Education & training	2,915	64.7	12.7	15.6	7.0
Hairdressing, Beauty and Complementary Therapies	8,320	63.8	8.5	18.2	9.4
Sport & Leisure	3,365	63.2	10.6	17.5	8.7
Business, management & administration	5,040	62.5	19.9	10.7	6.9
Media	1,510	62.1	16.0	12.7	9.2
Care	14,150	59.2	20.7	14.0	6.1
Science	3,805	53.8	21.2	15.0	10.1
Social subjects	4,315	53.7	20.6	16.2	9.5

*Source: SFC supplementary data to the on College Leavers Destinations 2015/16 publication
 Figures have been rounded to the nearest 5. Percentages calculated on unrounded figures.*

Table 3.15 shows an alternative breakdown by age group. It shows that those aged 25 and over were most likely to successfully complete their course (70.1 per cent completed successfully) and those aged under 16 least likely to successfully complete (63.5 per cent successful completion rate). If we look at combined completion (“completed successfully” and “completed with partial success”) we also find that those aged 25 and over are most likely to complete and students aged 16-19 are least likely to complete.

In terms of withdrawals, those aged 16-19 are more likely than any other age group to be “further withdrawals” and also most likely to withdraw in general (further

withdrawals + early withdrawals). Those aged 20-24 were most likely to be “early withdrawals” (7.8 per cent).

Table 3.15: Outcomes for student enrolments by age group on FE courses lasting 160 hours or more, 2015/16

Age	Number of Students	% Completed Successfully	% Completed with Partial Success	% Further Withdrawal	% Early Withdrawal
Under 16	4,605	63.5	17.5	12.6	6.4
16-19	46,560	65.2	12.7	15.2	6.9
20-24	17,530	68.5	11.2	12.5	7.8
25 and over	27,650	70.1	13.3	9.9	6.6

*Source: SFC supplementary data to the on College Leavers Destinations 2015/16 publication
Figures have been rounded to the nearest 5. Percentages calculated on unrounded figures.*

Table 3.16 considers outcomes by gender. Males were more likely to successfully complete their course than females yet females were more likely to complete with partial success than males.

Table 3.16: Outcomes for student enrolments by gender on FE courses lasting 160 hours or more, 2015/16

Gender	Number of Students	% Completed Successfully	% Completed with Partial Success	% Further Withdrawal	% Early Withdrawal
Male	47,315	69.5	12.0	12.2	6.4
Female	48,975	64.9	13.6	13.9	7.5
Other	55	63.0	13.0	11.1	13.0

*Source: SFC supplementary data to the on College Leavers Destinations 2015/16 publication
Figures have been rounded to the nearest 5. Percentages calculated on unrounded figures.*

Table 3.17 considers outcomes by SIMD10 status. The majority of student enrolments were not from SIMD10. It shows that those from SIMD10 were less likely to successfully or partially complete than those not from SIMD10. Those from SIMD10 were also more likely to be early or further withdrawals.

Table 3.17: Outcomes for student enrolments from 10% most deprived data zones on FE courses lasting 160 hours or more, 2015/16

SIMD10 Status	Number of Students	% Completed Successfully	% Completed with Partial Success	% Further Withdrawal	% Early Withdrawal
Not from SIMD10	79,200	67.7	13.0	12.8	6.6
From SIMD10	17,145	64.8	12.2	14.3	8.7

*Source: SFC supplementary data to the on College Leavers Destinations 2015/16 publication
Figures have been rounded to the nearest 5. Percentages calculated on unrounded figures.*

To what extent do individuals undertaking FE courses repeat the same level of study?

The SFC College Leaver Destinations (CLD) publication¹⁸ notes that ideally progression upwards in SCQF should be evident as students move from one course to another, however it is not as clean cut as this as some students require learning at a similar level for a different skill.

College Leavers Progression (HE and FE)

The SFC statistics in Table 3.18 show that , 33,141 qualifiers in 2015/16 went onto further study. Of these, 84.9 per cent (28,121) moved up one or more SCQF level, 11.3 per cent (3,760) remained at the same level while 3.8 per cent (1,260) moved down or remained at the same level. SFC note that examination of those moving sideways - i.e. remaining at the same level - indicates complementing skills with comparable levelled skills, for example plumbing at SCQF level 5 moving to Gas Plumbing and Installation at SCQF level 5; others indicate changes in direction of study. Those dropping in SCQF level often demonstrate refinement and supplementing of a higher-level course e.g. HND Mechanical Engineering to HNC Aircraft demonstrates the planned industry the student wishes to pursue.

Qualifying Course SCQF Level	Destination SCQF Level						Total
	Lower		Unchanged		Higher		
	Number	Proportion	Number	Proportion	Number	Proportion	
1	0	0.0%	20	33.9%	39	66.1%	59
2	8	1.9%	175	42.0%	234	56.1%	417
3	40	4.7%	179	21.2%	624	74.0%	843
4	78	2.1%	597	15.7%	3,129	82.3%	3,804
5	355	4.0%	1,312	14.9%	7,167	81.1%	8,834
6	403	4.5%	875	9.8%	7,644	85.7%	8,922
7	153	2.7%	328	5.9%	5,107	91.4%	5,588
8	185	4.1%	245	5.5%	4,040	90.4%	4,470
9	7	4.3%	17	10.6%	137	85.1%	161
10	31	72.1%	12	27.9%	0	0.0%	43
All	1,260	3.8%	3,760	11.3%	28,121	84.9%	33,141

Source: SFC (2017), '[College Leaver Destinations 2015/16](#)'

Notes: Where a programme is not formally SCQF credit rated a 'broadly comparable' level can be assigned. This has been done by either comparing across to SCQF from other national frameworks if the programme has a level on another framework or if this is not the case, using the SCQF Level Descriptors to identify the most appropriate level of learning for the programme of study.

¹⁸ SFC (2017), '[College Leaver Destinations 2015/16](#)'

College Leavers Progression (HE and FE) by individual age

The CLD publications do not provide a breakdown of the SCQF level progression by individual age. This information has been obtained separately from SFC and is presented in Table 3.19 below. Please note that Table 3.19 is based on the 2014/15 CLD publication rather than the 2015/16 one and additionally the statistics should be treated as experimental.

These statistics show that younger college leavers (i.e. those aged 15-19) are more likely to progress at lower or unchanged SCQF levels than older leavers (i.e. those aged 20-24). Of those progressing to further study, those aged 15 are more likely to progress to lower or unchanged level study than any other age. With 30 per cent of 15 year olds progressed their studies at lower or unchanged levels compared to 17 per cent across the whole 15-24 cohort.

A similar story is told when considering the progression of leavers to higher SCQF levels. Those aged 15-19 are less likely to progress their studies at higher SCQF levels than those aged 20-24. Progression to higher levels is lowest for those aged 15 and 16 – with 70 per cent of 15 year olds progressing to higher levels and 75 per cent of 16 year olds. This compares to an average higher level progression rate across the whole 15-24 group of 82 per cent.

Table 3.19: Proportion of 2014/15 Full-time Qualifiers Entering Further Study by Individual Age and SCQF Movement (for Confirmed Destination Course SCQF Levels)

Age	Lower	Unchanged	Higher
15	8%	22%	70%
16	5%	20%	75%
17	5%	13%	82%
18	4%	11%	84%
19	5%	20%	75%
20	4%	11%	86%
21	4%	8%	87%
22	3%	10%	87%
23	3%	8%	89%
24	3%	11%	86%
Total	4%	13%	82%

Source: SFC supplementary data to the College Leavers Destination 2014/15 publication

4. Articulation between HNQs at College and University Degrees

This section looks to examine the available information around articulation between HNQs at College and University Degrees. Articulation is the movement of students from Higher National Qualifications (HNQs) at college into second or third year of a university degree.

When an individual enters a university degree, following completion of a HNQ, there are a number of ways in which previous study is recognised. These are:

- **Progression** – where a student enters first year of a degree programme with an HNC/D, therefore receiving no recognition for prior HE study.
- **Advanced Progression** – where a student, typically, enters second year of a degree programme with a HND, therefore receiving only partial credit for prior HE study.
- **Advanced Standing** – where a student enters second year of a degree programme with a HNC or third year of a degree programme with a HND, therefore receiving full credit for prior HE study.¹⁹

The Scottish Funding Council's (SFC) vision for articulation is to support colleges and universities in the development and maintenance of articulation pathways and routes that ensures no loss of time for the student and value for public money. Their ambition is for articulating students to grow from the current - less than 50 per cent - of HN entrants to 75 per cent over the next ten years. Articulation provision could grow from 11 per cent to 25 per cent of all provision but in order to do that, provision may have to come from the universities that currently have lower numbers of articulating pathways.²⁰

It should be noted that 2013/14 articulation data is used throughout the paper as more recent data is not yet available. The SFC are however currently developing a National Articulation Database and they are expecting more recent articulation levels to be higher than previous years.

How many HNQ students are moving to degree provision with Advanced Standing or partial credit for previous study?

SFC articulation data highlights that that in 2013/14, just under half (47 per cent) of HNC/D leavers who go on to university do so with Advanced Standing (full academic credit), as shown in Table 4.1. A further 7 per cent of HNC/D leavers only receive partial credit for their prior study and 41 per cent of HNC/D leavers entering university do not articulate and receive no academic credit for their HNC/D level study, entering university at year 1.

¹⁹ SFC (2016) '[Learning for All: Measures of Success](#)'

²⁰ SFC (February 2016) '[Articulation: mapping of activity and draft vision and 10-year strategy](#)'

Table 4.1: Number and proportion of HNC/D entry to HEI undergraduate courses 2008/09 to 2013/14

	Unknown		Progression		Advanced Progression		Advanced Standing		Total
	Number	%	Number	%	Number	%	Number	%	
2008/09	382	6	2,217	37	746	13	2,583	44	5,928
2009/10	490	7	2,630	39	763	11	2,932	43	6,815
2010/11	522	8	2,649	38	702	10	3,046	44	6,919
2011/12	413	6	2,848	41	645	9	3,095	44	7,001
2012/13	533	7	2,978	38	738	9	3,578	46	7,827
2013/14	479	6	3,364	41	537	7	3,871	47	8,251

Source: SFC (February 2016) '[Articulation: mapping of activity and draft vision and 10-year strategy](#)'

SFC highlight three main reasons why a student may receive partial or no credit for prior HE study, these are:

- **Student choice** – student preferred to enter at lower level of degree study.
- **Mismatch of curriculum** – student may have changed course of study so degree does not match HN study.
- **University choice** – student was not allowed to use HN as entry to higher level, even if there was a curriculum match.

The first two reasons are largely out with an individual institutions control, although it is likely that confidence may play a large part in students preferring to enter at a lower level of degree study. This could potentially be supported and developed through transition, with a focus on improving the required academic skills for degree study.

For the third reason, this is an area that is within the control of individual institutions – both colleges and universities – to maximise the articulation opportunities available to students applying for degree programmes. This can be achieved by shaping curriculums and degrees to match where possible.

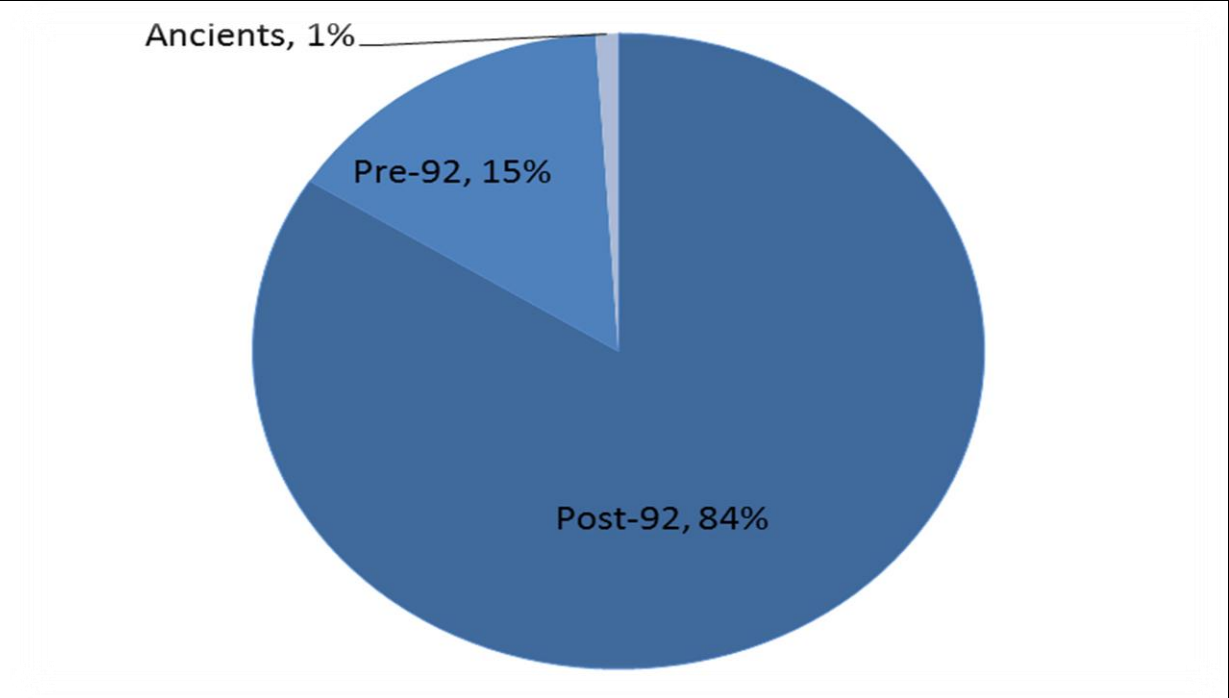
What are articulation rates across different institutions?

The majority, 84 per cent, of articulation activity is undertaken by the post-92 institutions²¹, as shown in Chart 4.1. SFC highlight that there are a number of reasons for this namely that “they have a clearer understanding of HNQs; they have closer relationships with local colleges; and they are hosts for the regional articulation hubs thus enhancing their reputation”.²² However, SFC believe that it is not sustainable for the same institutions to bear the responsibility for meeting the largest share of a national target.

²¹ Abertay University, Glasgow Caledonian University, Edinburgh Napier University, Queen Margaret University, Robert Gordon University and University of the West of Scotland.

²² SFC (February 2016) '[Articulation: mapping of activity and draft vision and 10-year strategy](#)'

Chart 4.1: Current percentage share of articulation activity – AY 2013/14 – by category of institution



Source: SFC (February 2016), [‘Articulation: mapping of activity and draft vision and 10-year strategy’](#)

What is the percentage share of articulation activity by age?

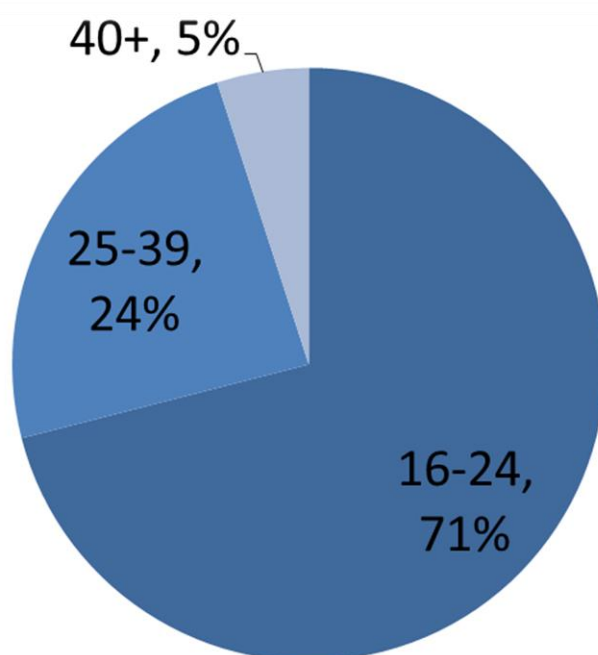
Chart 4.2 provides a breakdown by age band for all articulating students in Scotland in 2013/14. The largest proportion of those – at 2,748 students – are in the 16-24 age band, which is equivalent to 71 per cent of all articulating students. The SFC highlight that this is both the highest percentage and number of students in this age band since 2008/09.

The SFC go on to say that the smallest proportion is for the 40+ age band, with only 175 students (5 per cent of all articulating students). This is lower than in 2008/09 and is the lowest percentage and number of students in this age band since 2010/11, when there were 234 students aged 40 and over articulating, making them 8 per cent of the overall articulation activity.

The middle age band of 25-39 is just under 1,000 students and sits at 24 per cent of the overall articulation activity. This is the same as in 2008/09 but lower than in 2012/13, when they accounted for 27 per cent of activity.

In terms of widening access on the basis of age group, articulation serves across the board. However, the SFC note that it is not surprising that it is the 16-24 age band who are most prevalent as articulating students, as this age band also makes up the largest number of HN leavers from colleges.

Chart 4.2: Percentage share of articulation activity by age – AY 2013/14



Source: SFC (February 2016), '[Articulation: mapping of activity and draft vision and 10-year strategy](#)'

What is the gender split of articulation activity?

In 2013/14, articulating students were more likely to be males than females with a gender split of 53 per cent versus 47 per cent respectively. The reverse is true when considering the gender balance in universities for undergraduate entry in 2013/14 where we find that a higher proportion of entrants are female than male.²³

SFC note that the gender split for articulation activity is considered to be positive in terms of tackling gender imbalance in degree study.

What is the percentage share of articulation activity by ethnicity?

Table 4.2 provides the ethnicity breakdown for all articulating students in 2013/14. The majority of articulating students were categorised as white (89 per cent).

To provide context, the SFC Learning for All 2015 publication²⁴ provides detail on the proportionate split between Scottish domiciled White and Black/Minority Ethnic (BME) students at universities in 2013/14. It finds that the ratio is 93.6 per cent white and 6.4 per cent BME. This would therefore suggest that a slightly larger proportion of articulating students identify as BME (at least 9 per cent), than the wider university population.

²³ SFC (February 2016), '[Articulation: mapping of activity and draft vision and 10-year strategy](#)'

²⁴ SFC (2015), '[Learning for All: Measures of Success](#)'

Table 4.2: Percentage share of articulation activity by ethnicity – AY 2013/14

Ethnicity	Proportion of all articulating students
White	89%
Asian/Asian British	5%
Black/Black British	2%
Chinese	1%
Mixed	1%
Not Known	1%

Source: SFC (February 2016), 'Articulation: mapping of activity and draft vision and 10-year strategy'

What is the percentage share of articulation activity for those students who self-identify as having a disability?

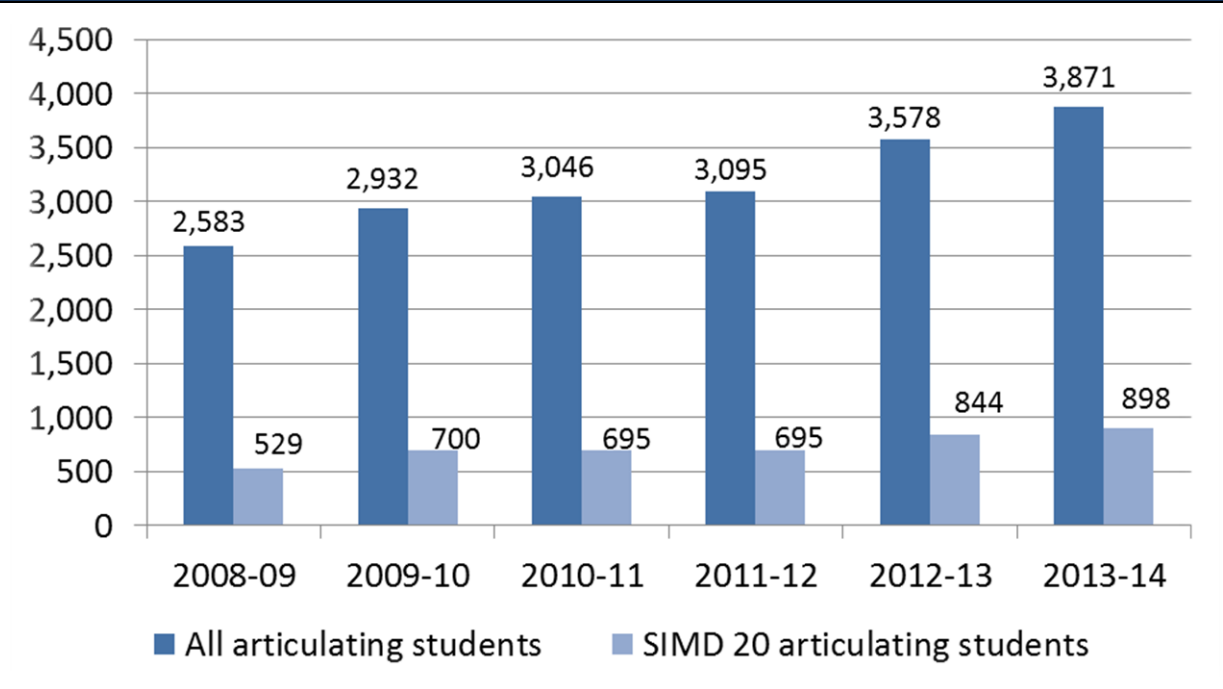
Disability, as with all other protected characteristics, relies on self-declaration by the student. In recent years, there has been a general rise in the numbers of declarations made and this can be attributed to an improvement environment of disclosure within institutions, as a result of legislation and understanding on the needs of disabled learners.

SFC believe this improvement has translated into articulation as well, as disability figures for all articulating students mirror those of all university students in 2013/14. 89 per cent of all articulating students declared no disability versus 89.3 per cent of all Scottish domiciled students declaring no disability in the Learning for All 2015 publication. Therefore there is no difference to be seen in disability declarations between articulating students and other students.

What do we know about articulation activity by SIMD categorisation?

Chart 4.3 displays both the total number of articulating students as well as the number of these students from SIMD 20 postcodes for each year from 2008/09 to 2013/14. Table 4.3 provides this information as proportions.

Chart 4.3: All articulating students and number which are SIMD 20, 2008/09 - 2013/14



Source: SFC (February 2016), [‘Articulation: mapping of activity and draft vision and 10-year strategy’](#)

Table 4.3: Proportion of all articulating students that are SIMD 20, 2008/09 – 2013/14

Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
% of articulating students from SIMD20	20.5%	23.9%	22.8%	22.5%	23.6%	23.2%

Source: SFC (February 2016), [‘Articulation: mapping of activity and draft vision and 10-year strategy’](#)

In the most recent year, 2013/14, of the total 3,871 articulating students in universities, 898 of them were from SIMD 20 postcodes (23.2 per cent). The Learning for All 2015 publication provides the comparable figure for Scottish-domiciled students in Scottish universities from SIMD 20 postcodes in 2013/14 is 12 per cent. Whilst the proportion of articulating students from SIMD 20 postcodes has increased since 2008/09 (20.5 per cent), we can observe that the proportion has remained broadly consistent over the considered period.

SFC believe this demonstrates that articulation provides a clear widening access route to degree for students.

What are the outcomes for individuals who articulate with Advanced Progression or Advanced Standing? Do they differ from those who have entered with just progression or straight from School?

Scottish Government analysts have undertaken an initial draft analysis of the HESA data set to track a cohort of individuals through their first degree. Five groups were examined. These individuals are all Scottish Domiciles and full-time and started studying for a four year first degree in 2011/12:

- Entry into first year and aged 17 and under (those typically from S5).
- Entry into first year and aged 18 (those typically from S6).
- Entry into first year and aged under 20.
- Articulation with advanced standing or advanced progression and aged under 20.
- Direct entry to second or third year university from School.

Table 4.4 shows the level of qualification awarded to each of these groups of learners based on graduating at any point within five years. It shows that 10.9 per cent of those that articulated from college graduated with first class honours which is less than any other group. It also shows that articulating students were more likely than any other group to graduate as “unclassified”. With 18.8 per cent of articulating students graduating as “unclassified” compared to just 5.9 per cent of the group which entered university typically from S6. Articulating students were also less likely to be awarded upper second class honours than any other group yet more likely to be awarded lower second class honours.

Table 4.4: Qualifier rates for full-time first degree Scottish domiciled at Scottish HEI from 2011/12 entrants, entering a four year course and graduating at any point within five years

	Aged 17 and under	Aged 18	Under 20	Articulation College	School to 2nd /3rd year
First class honours	20.9	18.5	18.6	10.9	21.6
Upper second class honours	46.6	55.2	54.4	38.3	51.4
Lower second class honours	15.5	15.7	15.8	28.1	13.5
Third class honours/Pass	3.4	1.4	1.5	3.1	4.5
Unclassified	10.7	5.9	6.2	18.8	5.4
Classification not applicable	2.9	3.4	3.4	0.8	2.7

Source: Initial Scottish Government draft analysis of HESA statistics

Note: small cohorts of people for articulation, school to 2nd /3rd year and aged 17 years and under categories.

*Age taken at 28th February to best match school year.

What do we know about the retention of articulating students versus non-articulating students?

The SFC found that for the 2013/14 articulating cohort, the retention rate – i.e. those continuing to the next year of university study – was 91 per cent. This is just short of the 91.8 per cent percentage of all retained students in the Scottish university sector for 2013/14.²⁵

However, a 2016 Applied Quantitative Methods Network paper considers student retention in Scotland.²⁶ One of the key findings of this work was that articulating students are more likely to drop out from HE than other students. It is noted that this finding indicates that the transition into degree programmes is challenging for these students and additional support is required for college graduates who progress to HE. The academic demands at university are likely to be different from the ones experienced at college and may require a better preparedness of students who use the college route to gain access to university.

What do we know about the retention of articulating students by SIMD20 status?

As noted above, the SFC found that 23.2 per cent of articulating students in 2013/14 were from SIMD 20 postcodes. Of these 898 SIMD20 articulating students, 818 were retained – a retention rate of 91 per cent which is just short of the retention rate for all other articulating students as a whole.

What do we know about retention of articulating students by gender?

The SFC analysis found that of the 3,526 articulating students who were retained in 2013/14, 1,686 were female (48 per cent) and 1,839 were male (52 per cent). For context, the gender split for the 2013/14 articulating cohort as a whole is 53 per cent male and 47 per cent female.

The SFC go on to note that of the 322 who were not retained (8 per cent of all articulating students), the highest proportion were male at 188 students (58 per cent) versus 134 female students (42 per cent).

²⁵ SFC (February 2016), '[Articulation: mapping of activity and draft vision and 10-year strategy](#)'

²⁶ AQMEN (2016), '[Beyond access to HE: Widening Access Initiatives and Student Retention in Scotland](#)'

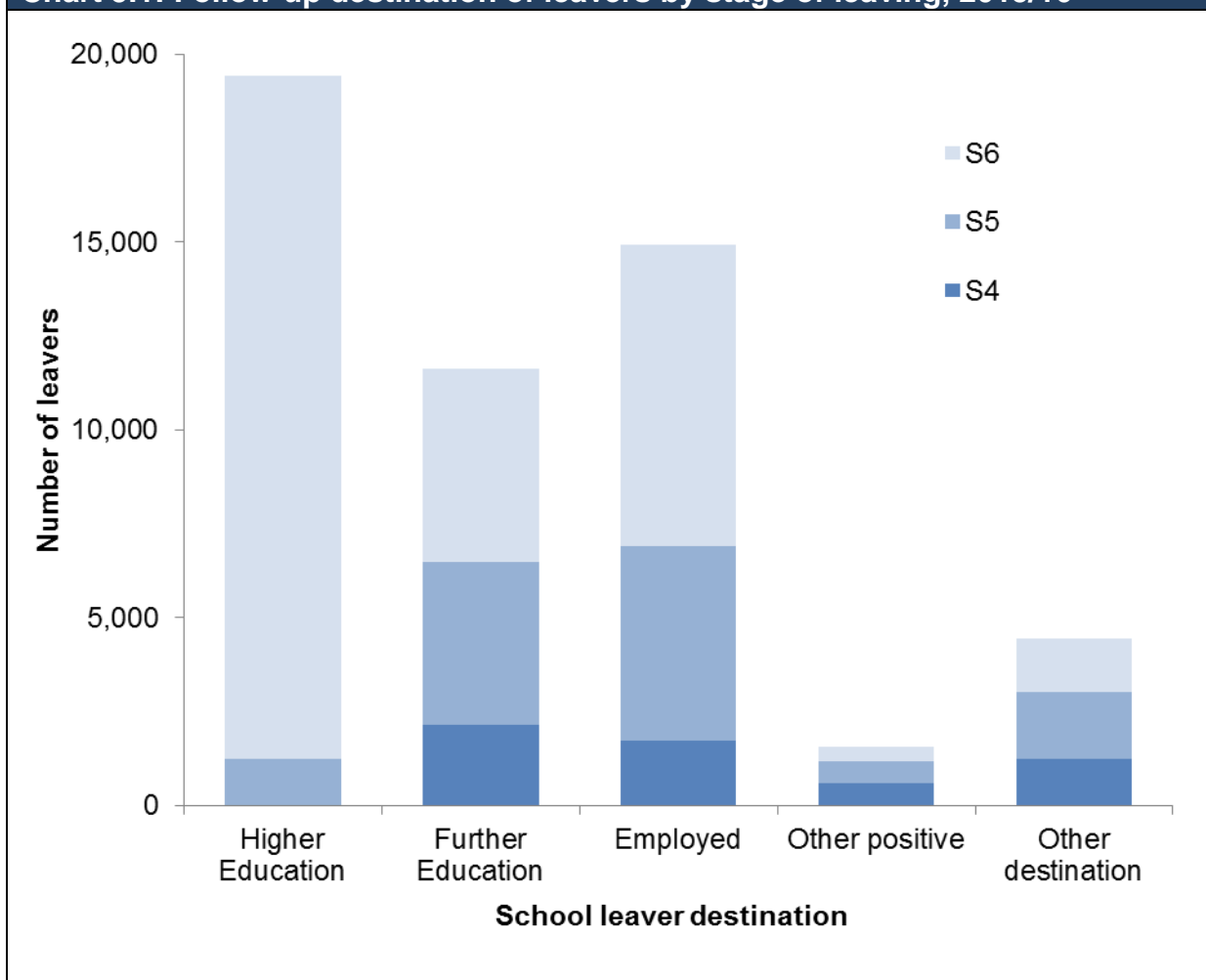
5. Transition between School and University

This section examines the available information around the transition between school and university.

What proportion of school leavers progress to Higher Education?

Chart 5.1 shows the follow-up destination of leavers by stage of leaving in 2015/16. It shows that school leavers were most likely to continue in education, with S6 leavers most likely to go to Higher Education.

Chart 5.1: Follow-up destination of leavers by stage of leaving, 2015/16



Source: Scottish Government (2017) [‘Attainment and leaver publication’](#)

Notes: ‘Other Positive’ includes activity agreements, training and voluntary work; ‘Other Destination’ includes unemployed seeking, unemployed not seeking, and unknown.

What are the destinations of school leavers by gender?

Table 5.1 considers the follow-up destinations of school leavers, by gender, for 2015/16. The most noteworthy figures here are for progression to Higher Education and Employment. Female school leavers were more likely to progress to Higher Education than males (43.1 per cent of females compared to 31.7 per cent of males). For employment the opposite is true, with a higher proportion of males progressing to work (32.6 per cent) than females (24.6 per cent).

Table 5.1: Percentage of school leavers from publically funded secondary schools in Scotland by follow-up destination category and gender, 2015/16

Destination	Male	Female	Total
Higher Education	31.7	43.1	37.3
Further Education	22.9	21.9	22.4
Training	2.1	1.3	1.7
Employment	32.6	24.6	28.7
Voluntary Work	0.4	0.5	0.4
Activity Agreement	0.9	0.9	0.9
Positive Destinations	90.6	92.2	91.4
Unemployed Seeking	6.7	4.8	5.8
Unemployed Not Seeking	1.6	2.2	1.9
Unknown	1.1	0.8	0.9
Other Destinations	9.4	7.8	8.6
Number of Leavers	26,495	25,618	52,113

Source: Scottish Government (2017) [‘Attainment and Leaver Destinations Supplementary Data 15/16’](#)

What are the destinations of school leavers by SIMD classification?

Table 5.2 shows the follow-up destinations of school leavers by SIMD decile for 2015/16. The proportion of school leavers progressing to Higher Education increases as we move up SIMD deciles from most to least deprived.

For SIMD 1 (most deprived), 19.8 per cent of school leavers progressed to Higher Education. On the other hand, for SIMD 10 (least deprived), this figure is 61.7 per cent. The reverse is true for Further Education with those from more deprived SIMD deciles more likely to progress to FE than those from less deprived SIMD deciles. At SIMD 1 (most deprived), 30.2 per cent of leavers progressed to FE. This compares to 12.2 per cent of leavers from SIMD 10.

Table 5.2: Percentage of school leavers from publically funded secondary schools in Scotland by follow-up destination category and 2012 SIMD Decile, 2015/16

Destination	1 (most deprived)	2	3	4	5	6	7	8	9	10 (least deprived)	Total
Higher Education	19.8	24.0	26.9	30.7	33.7	38.3	40.7	47.1	52.7	61.7	37.3
Further Education	30.2	29.5	27.2	24.9	24.3	21.0	19.5	18.2	15.7	12.2	22.4
Training	3.6	3.0	2.3	2.2	1.3	1.1	1.0	0.9	0.6	0.7	1.7
Employment	27.7	28.6	30.6	31.3	30.9	31.2	31.3	27.5	25.8	21.5	28.7
Voluntary Work	0.2	0.4	0.4	0.3	0.2	0.4	0.5	0.8	0.5	0.6	0.4
Activity Agreement	1.6	1.5	1.3	1.2	0.9	1.0	0.6	0.3	0.3	0.2	0.9
Positive Destinations	83.2	87.0	88.7	90.6	91.4	93.1	93.6	94.8	95.6	96.8	91.4
Unemployed Seeking	11.7	9.2	7.6	6.6	5.6	4.4	4.0	3.3	3.0	2.0	5.8
Unemployed Not Seeking	3.2	2.4	2.3	2.0	1.9	1.8	1.7	1.3	1.0	0.9	1.9
Unknown	1.9	1.3	1.3	0.8	1.1	0.7	0.7	0.6	0.4	0.3	0.9
Other Destinations	16.8	13.0	11.3	9.4	8.6	6.9	6.4	5.2	4.4	3.2	8.6
Number of Leavers	5,700	5,137	4,978	5,093	5,044	5,229	5,616	5,378	5,343	4,595	52,113

Source: Scottish Government (2017) '[Attainment and Leaver Destinations Supplementary Data 15/16](#)'

What are the destinations of school leavers by disability?

Table 5.3 shows the follow-up destination of school leavers by disability. We observe that those declared or assessed disabled were less likely (17.7 per cent) to progress to Higher Education than those not declared or assessed disabled (37.8 per cent). They were also less likely to progress to employment than those not declared or assessed disabled.

School leavers declared or assessed disabled were more likely to advance to Further Education (43.0 per cent) than other leavers (21.9 per cent).

Those declared or assessed disabled were more likely to be 'Unemployed Not Seeking' (7.6 per cent) compared to those not declared or assessed disabled (1.8 per cent).

Table 5.3: Percentage of school leavers from publically funded secondary schools in Scotland by follow-up destination category and whether declared or assessed disabled, 2015/16

Follow-up Destination	Declared or Assessed Disabled		Total
	Yes	No	
Higher Education	17.7	37.8	37.3
Further Education	43.0	21.9	22.4
Training	3.4	1.7	1.7
Employment	17.6	29.0	28.7
Voluntary Work	0.8	0.4	0.4
Activity Agreement	1.5	0.9	0.9
Positive Destinations	84.0	91.6	91.4
Unemployed Seeking	7.5	5.7	5.8
Unemployed Not Seeking	7.6	1.8	1.9
Unknown	0.9	0.9	0.9
Other Destinations	16.0	8.4	8.6
Number of Leavers	1,218	50,895	52,113

Source: Scottish Government (2017) 'Attainment and Leaver Destinations Supplementary Data 15/16'

What are the destinations of school-leavers by ethnic background?

Table 5.4 shows the percentage of school leavers by follow-up destination category and ethnic background.

In terms of progression to Higher Education, 71.5 per cent of school leavers from an 'Asian – Chinese' background and 58.7 per cent of those from an 'Asian – Indian' background progressed to HE. These are the two ethnic groups with the highest proportions of school leavers progressing to HE.

School leavers from a 'White – Scottish' background were the least likely of all ethnic groups to progress to Higher Education followed by those from a 'White – Non-

Scottish' background –with 36.3 per cent and 39.3 per cent progressing respectively.²⁷

Whilst the proportion progressing to positive destinations is broadly the same across all ethnic groups, 'White – Scottish' school leavers were slightly less likely to progress to positive destinations than all other ethnic groups, with the exception of those in 'All other categories' or 'Not Disclosed/Not Known'. Progression to positive destinations was best for those from an 'Asian – Indian' ethnic background where 96.9 per cents follow-up destination were positive.

²⁷ It is worth noting that these two ethnic groups make up the majority of the school leaver cohort with around 88 per cent categorised as 'White-Scottish' and 6.4% categorised as 'White – non-Scottish' – around 94 per cent combined.

Table 5.4: Percentage of school leavers from publically funded secondary schools in Scotland by follow-up destination category and ethnic background, 2015/16

Follow-up Destination	White – Scottish	White – non-Scottish	Multiple ethnic groups	Asian – Chinese	Asian – Indian	Asian – Pakistani	Asian – Other	African/ Black/ Caribbean	All other categories	Not Disclosed / Not Known	Total
Higher Education	36.3	39.3	48.3	71.5	58.7	55.7	56.2	56.7	43.9	34.6	37.3
Further Education	22.1	26.8	15.6	15.0	19.3	22.8	25.7	22.0	21.4	27.3	22.4
Training	1.8	1.1	2.5	-	*	*	*	*	*	1.5	1.7
Employment	29.8	23.5	25.2	7.8	17.5	11.8	11.7	10.7	19.7	24.0	28.7
Voluntary Work	0.4	0.8	*	*	*	0.9	*	*	-	*	0.4
Activity Agreement	0.9	1.0	*	*	-	*	-	*	*	*	0.9
Positive Destinations	91.3	92.5	92.7	95.9	96.9	92.5	95.1	92.3	87.9	88.8	91.4
Unemployed Seeking	5.9	4.0	4.8	2.6	2.2	5.9	3.0	5.7	8.1	7.6	5.8
Unemployed Not Seeking	1.9	2.3	1.4	*	*	*	*	*	*	2.3	1.9
Unknown	0.9	1.2	1.1	*	*	*	*	*	*	1.3	0.9
Other Destinations	8.7	7.5	7.3	4.1	3.1	7.5	4.9	7.7	12.1	11.2	8.6
Number of Leavers	45,810	3,326	441	193	223	786	265	300	173	596	52,113

Source: Scottish Government (2017), [‘Attainment and Leaver Destinations Supplementary Data 15/16’](#)

Notes: ‘African/Black/Caribbean’ category includes ‘African’, ‘African – Other’, and the ‘Caribbean or Black’ categories.

*Percentages based on less than 5 have been suppressed for disclosure and quality reasons.

What are the levels of attainment for school leavers?

Table 5.5 provides a general overview of the attainment of school leavers, by highest SCQF level at which one or more passes were achieved, for each year from 2009/10 to 2015/16.

In the most recent year, 2015/16, 42.6 per cent of leavers left with at least one pass at SCQF level 6 (Higher or equivalent). An additional 23.9 per cent left with at least one pass at SCQF level 5 (National 5 or equivalent) and nearly one fifth (19.1 per cent) left with at least one pass at SCQF level 7 (Advanced Higher or equivalent). A further 10.7 per cent left with at least one pass at SCQF level 4 (National 4 or equivalent). A small proportion of leavers left with no passes at SCQF level 3 or better (2.0 per cent), or with their highest qualification at SCQF level 3 (1.7 per cent).

Attainment in qualifications at SCQF Level 6 and 7 has increased between 2009/10 and 2015/16. The proportion of school leavers attaining at least one pass at level 6 has increased from 34.8 per cent of leavers in 2009/10 to 42.6 per cent of leavers in 2015/16. Attainment at level 7 increased from 15.6 per cent of school leavers in 2009/10 to 19.1 per cent in 2015/16. However, it is important to be mindful that there have been increases in staying on rates in recent years and thus more opportunities for pupils to attain qualifications at these levels.

We can also observe a fall in the proportion of school leavers leaving with low level qualifications (no passes at SCQF level 3 or better, or SCQF level 3). In 2009/10, 2.8 per cent of leavers attained at least one pass at level 3 with a further 2.8 per cent of leavers attaining no passes at SCQF level 3 or better. These figures had fallen to 1.7 per cent and 2.0 per cent, respectively, by 2015/16.

Table 5.5: Percentage of school leavers from publically funded secondary schools in Scotland by highest SCQF level at which one or more passes were achieved, 2009/10 to 2015/16

SCQF Level	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
No passes at SCQF 3 or better	2.8	2.3	1.8	1.5	1.7	2.1	2.0
SCQF level 3	2.8	2.6	2.4	2.2	2.0	1.7	1.7
SCQF level 4	17.3	15.9	14.3	13.6	12.0	11.0	10.7
SCQF level 5	26.7	26.9	25.8	26.9	26.2	24.9	23.9
SCQF level 6	34.8	36.1	38.2	38.1	39.8	41.4	42.6
SCQF level 7	15.6	16.2	17.6	17.6	18.3	18.8	19.1
Number of Leavers	53,134	53,394	49,745	51,647	51,416	52,491	52,305

Source: Scottish Government (2017) '[Attainment and Leaver Destinations Supplementary Data 15/16](#)'

How many learners are currently attaining Advanced Highers?

Advanced Highers (AH) are usually taken in the sixth year of school, or college, usually by individuals who have already attained Higher qualifications. Advanced Highers sit at Level 7 in the SCQF.

Whilst SQA data for number of Advanced Higher entries is available for 2017, statistics relating to the number of learners is not yet available for 2017. The following analysis is therefore carried out with the 2016 data. Table 5.6 highlights that nearly all, 98 per cent, of Advanced Higher entries are undertaken at school (96 per cent by S6 pupils).

Table 5.6: Advanced Higher Entries by location of student, 2016		
Location of student	Number of Entries	% of Total Entries
School	23,224	98
<i>Of which:</i>		
S3	12	0
S4	56	0
S5	351	1
S6	22,805	96
Other School	282	1
FE College	117	0
Other	171	0
Total	23,794	100
<i>Source: SQA (2017), 'Annual Statistical Report 2016'</i>		
<i>Note: Percentages may not sum due to rounding.</i>		

In 2016, there were 23,794 AH entries from 14,246 learners, with several learners entering more than one AH course. The majority of these entries (22,805) were S6 pupils.

Table 5.7 presents the number of entries per learner in 2016. It shows that it was most common for learners, enrolled in AH courses, to be undertaking a single AH course (52 per cent of learners). Nearly a third (31 per cent) were enrolled on two AH courses with a further 16 per cent entering three AH courses. Only around 1 per cent of learners entered four or five AH courses.

Table 5.7: Advanced Higher Entries per Learner, 2016		
Number of Advanced Higher Courses Entered	Number of Learners	Proportion of Total Learners (%)
1	7,336	51
2	4,462	31
3	2,263	16
4	180	1
5	5	0
Total	14,246	100
<i>Source: SQA (2017), 'Annual Statistical Report 2016'</i>		
<i>Note: Percentages may not sum due to rounding.</i>		

Table 5.8 presents the number of grades A to C awarded per learner in 2016. It shows that 46 per cent of those taking AH qualifications attained one AH qualification, 24 per cent attained two and around 13 per cent attained three.

Nearly 16 per cent of the total number of learners taking AH qualifications (2,242 learners) were awarded no AH's at grades A to C. However, SQA data also indicates that a similar proportion of learners sitting Higher qualifications were awarded none at grades A to C (13 per cent).

Table 5.8: Advanced Higher Attainment - Grades A to C - per Learner, 2016		
Number of Grades A to C Attained	Number of Learners	Proportion of Total Learners (%)
0	2,242	16
1	6,602	46
2	3,457	24
3	1,783	13
4	157	1
5	5	0
Total	14,246	100
<i>Source: SQA (2017), 'Annual Statistical Report 2016'</i>		
<i>Note: Percentages may not sum due to rounding.</i>		

What is the gender split for Advanced Higher entries and attainment?

Entries

The 2017 SQA Attainment Statistics shows that a higher proportion of Advanced Higher entries were from females (55 per cent) than from males (45 per cent)²⁸. However, there is considerable variation in this split when we examine the data by subject.²⁹

There were five subjects in 2017 where entries from females made up 75 per cent or more of the total number of entries. These were Health and Food Technology (of which 87 per cent of 38 entries were from females), Art and Design - Expressive (85 per cent of 818 entries were from females), Gàidhlig (79 per cent of 28 entries), Art and Design - Design (79 per cent of 490 entries), and French (76 per cent of 774 entries).

In 2017, there were four subjects which were dominated (75 per cent or more) by male entries - Engineering Science (of which 95 per cent of the 79 entries were male), Computing Science (of which 88 per cent of the 641 entries were male), Mathematics of Mechanics (81 per cent of 272 entries were male), and Physics (79 per cent of 1,861 entries were male).

Whilst the entries to Advanced Higher English and Maths were somewhat more balanced than the subjects listed above, there is still notable disparity between the

²⁸ SQA (September 2017), '[Attainment Statistics \(August\) 2017 Male](#)' and SQA (September 2017), '[Attainment Statistics \(August\) 2017 Female](#)'

²⁹ SQA (2017), '[Annual Statistical Report 2016](#)'

proportion of entries that came from males versus the proportion of entries that came from female. For Maths, 63 per cent of the 3,586 entries were from males. On the other hand, for English, 72 per cent of the 2,627 entries were from females.

Attainment

The pass rate (grades A to C) in 2017 for females studying Advanced Highers is higher than the pass rate for males – 82 per cent and 77 per cent respectively. When examining the pass rates by individual subject, females were more likely to have higher pass rates than males although there are several subjects where males perform better. Interestingly, for Computing Science, Mathematics of Mechanics, and Physics – identified as being male dominated in terms of number of entries - female pass rates were higher than the pass rates for males.

How many learners start Advanced Higher qualifications in 6th year but do not complete?

The available data only shows us those who pass (by grade) or fail. Where candidates have been entered for a qualification but were not awarded this may be for a number of reasons. For example, they may have failed the course, not turned up for the exam, been withdrawn from the course etc. The attainment data cannot be broken down to take account of each such subset.

What can be said about the current delivery of Advanced Highers in Scottish schools?

Table 5.9 shows the 2015/16 AH provision for S6 pupils in Scottish secondary schools. As of September 2015, there were a total of 351 secondary schools in Scotland with S6 provision. Based on this we can calculate the proportion of total schools offering each subject at AH level.

AH Mathematics was delivered by 90 per cent of secondary schools delivered, which is more than any other subject. Chemistry, English, Music, Biology and Physics were other popular offerings, all with over 75 per cent of secondary schools offering them for at least one pupil.

Table 5.9 also shows that there were several subjects in which less than 50 per cent of schools were delivering at AH. This included Geography (47 per cent of total schools), Modern Studies (40 per cent), Computing Science (32 per cent), Spanish (28 per cent), and German (12 per cent).

Table 5.9: S6 Advanced Higher provision in Scottish Secondary Schools 2015/16, School Leavers Cohort

Advanced Higher Subject	Number of S6 entries	Number of schools with S6 entries in that subject	Proportion of total schools offering subject
Mathematics	2,740	313	89%
Chemistry	2,156	304	87%
English	2,008	299	85%
Music	1,513	296	84%
Biology	1,961	291	83%
Physics	1,645	273	78%
History	1,271	234	67%
Art & Design: Expressive	758	229	65%
French	543	179	51%
Art and Design: Design	482	175	50%
Geography	725	163	46%
Graphic Communication	653	149	42%
Modern Studies	695	138	39%
Computing Science	414	110	31%
Drama	440	98	28%
Spanish	360	97	28%
Business Management	232	69	20%
Physical Education	194	50	14%
German	108	42	12%
Applied Mathematics	119	38	11%
Religious, Moral & Philosophical Studies	140	35	10%
Design and Manufacture	55	23	7%
Engineering Science	59	15	4%
Chinese Languages	19	12	3%
Gàidhlig	29	12	3%
Gaelic (Learners)	21	11	3%
Health & Food Technology	22	9	3%
Accounting	23	8	2%
Classical Studies	20	7	2%
Latin	17	6	2%
Italian	8	5	1%
Economics	4	1	0%
Product Design	1	1	0%

Source: Data provided by the Scottish Government Learning Directorate.

Notes: There is a difference between the data above and the SQA S6 Advanced Higher entries (22,805). This could be due to learners attending college to do Advanced Highers (not counted here) but are presented for the exam at a school (counted as S6 by SQA).

What providers – other than schools - are delivering Advanced Highers (or equivalent level qualifications) to school pupils?

Table 5.10 shows the number of school pupils (school-college partnership students) enrolled in SCQF Level 7 qualifications in colleges. There were 815 such school pupil enrolments in 2015/16. Most of these students were studying for AH qualifications or HNC (or equivalent) qualifications but there were also a small number of school pupils studying for a Scottish Baccalaureate or SVQ: Level 3 qualification.

Table 5.10: School-College Partnership students at SCQF Level 7 by Qualification Aim, 2015/16	
Qualification Aim	Enrolments
Advanced Higher (Group Award)	120
Of which:	
Age 16-17	115
Age 18-19	*
Highest level of study (course or unit) Advanced Higher	315
Of which:	
Age 16-17	305
Age 18-19	10
HNC or Equivalent	345
Of which:	
Age under 16	15
Age 16-17	325
Age 18-19	5
Scottish Baccalaureates	20
Of which:	
Age 16-17	20
SVQ: Level 3	15
Of which:	
Age under 16	*
Age 16-17	15
Age 18-19	*
TOTAL	815
<i>Source: SFC analysis of school-college partnership data</i> <i>Notes: * is shown where student numbers are less than five.</i> <i>'Highest level of study (course or unit) Advanced Higher' differs from 'Advanced Higher (Group Award)' as it means not all units are completed in college, some provision is completed in school.</i> <i>Figures have been rounded to the nearest 5.</i>	

What do we know about collaborative approaches in the current provision for senior phase pupils?

This section looks to examine two of the current collaborative approaches for senior phase provision in Scotland. It is not an exhaustive examination of all the collaborative approaches for senior phase provision.

Perth City Campus

The aim of the Perth City Campus (PCC) project was to give senior phase pupils at the four high schools in Perth wider access to AHs, Highers, and college courses - as well as virtual learning. The PCC allows breadth of curriculum options to become more equitable across Perth City and to ensure that lower demand subjects continue to be offered. The PCC has been in place since June 2013 and is primarily available to S6 pupils.

The city campus website provides details of the courses being offered by each of the four high schools. Perth College UHI is an additional partner, also delivering courses to school pupils. Through the PCC, pupils at any of the four schools can study courses offered by another school or by the college. It would appear that the four high schools have taken a consortium approach to timetabling to allow this to take place with PCC courses delivered in columns D or E across the four schools.

Table 5.11 provides a summary of what options are currently available at each of the participating schools. It shows that there is good breadth of provision available to pupils in Perth, particularly at AH level.

Table 5.11: Perth City Campus Courses Available at Participating Schools			
Perth Academy	Perth High School	Perth Grammar School	St John's Academy
AH Computing	AH Art	AH Biology	AH Graph Comm
AH History	AH Drama	AH English	AH PE
AH Geography	AH Maths	AH Applied Maths	AH Modern Studies
AH Physics	AH Spanish	AH Chemistry	H Psychology
AH Music	AH English	AH Design & Manufacture	H/N5 ESOL (English for Speakers of Other Languages)
N4/5 Gaelic	AH Health and Food Technology	AH French	
	Mandarin for beginners	H/N5 Politics	

Source: ['Perth Academy Courses'](#)

In addition to this, Perth College offers a variety of additional options which school pupils can also select. This includes Highers in Philosophy, Photography, Musical Theatre and Beauty Therapy; Skills for Work courses in Hospitality and Retail; Nat 5 Hairdressing; HNC modules in Computing as well as an AH in Health Studies.

Aberdeen City Campus

The Aberdeen City Campus School Links project at North East Scotland College is essentially the same as the PCC in terms of its aim and set-up. It also has a consortium approach to timetabling with a common timetable in place on a Monday and Wednesday or Tuesday and Thursday afternoon equalising the choice for pupils across the city. It started in the 2011/12 session.³⁰

This City Campus differs from the one at Perth in the sense that it is open to pupils from all stages of the senior phase. The Perth model was designed for S6 pupils, with S5 pupils only admitted to courses in special circumstances. The breadth of provision at the Aberdeen City Campus is therefore much larger.

The Aberdeen City Campus currently offers around 15 AHs, 13 Highers, 6 Foundation Apprenticeships, a selection of National Progression Awards and Skills for Work courses, as well National 4 and 5 courses. In addition to this, Robert Gordon University offers a variety of Access to Programmes Courses such as in Access to Nursing & Midwifery or in Access to Health Professions.

What other provision is being offered in colleges for Senior Phase school pupils?

School-college partnership data shows that colleges are collaborating with schools to deliver a range of qualifications for school pupils in addition to the SCQF Level 7 provision discussed above. This is presented in Table 5.12 below. The Level 7 qualifications have been highlighted in grey.

³⁰ [North East Scotland College: School Links'](#)

Table 5.12: School-College Partnership students by Qualification Aim, 2015/16

Qualification Aim	Enrolments
Course not leading to recognised qualification (including most non-vocational courses)	8,145
SQA Higher/Skills for Work Higher	2,975
Intermediate 1 (course or unit)	2,805
National 4's	2,470
National 5's	1,870
Intermediate 2 (course or unit)	1,605
Other Non-Advanced Certificate, Diploma or equivalent	1,400
Access Award	1,020
Any other recognised qualification	520
National Certificate modules alone	510
SVQ (Levels 1 and 2)	435
Advanced Highers	435
National 1's and 2's	355
HNC or Equivalent	345
National 3's	285
HN Units	135
NVQ's (Levels 1, 2 and 3)	40
Scottish Baccalaureates	20
SVQ: Level 3	15
Other	15
TOTAL	25,400
<i>Source: SFC analysis of school-college partnership data. 'Other' includes 'GSVQ/GNVQ:Level 3 qualifications', 'blank', 'SVQ or NVQ Level 5' and 'Other SCE/GCE/GCSE examination only'. 'Highest level of study (course or unit) Advanced Higher' and 'Advanced Higher (Group Award)' have been combined in this table by qualification aim. Figures have been rounded to the nearest 5.</i>	

Table 5.12 shows the wide range of qualifications being delivered by colleges to school pupils with a total of 25,400 school-college partnership enrolments. This breadth in provision shows that schools and colleges are working in partnership to deliver qualifications for many different cohorts of school pupils.

The qualification aim with the largest number of enrolments, 8,145, is for courses not leading to recognised qualifications. Work undertaken by SG analysts in 2016, as part of the DYW programme, identified that some colleges were offering subject tasters, short courses, and sessions on employability topics for school pupils. This type of provision is likely to be reflected here.

Table 5.12 shows that there were a greater number of school-college partnership enrolments in Higher, Intermediate 1 & 2, National 4 and National 5 qualifications than there were in Advanced Higher qualifications. The work, mentioned above, which was undertaken by analysts as part of DYW would suggest that this is likely to be a reflection of the demand from schools for particular, popular courses – such as Higher Psychology - to be delivered by colleges on their behalf. This work also found that colleges are sometimes providing Highers and National qualifications, on the

behalf of schools, to compensate for a lack of teachers in particular subjects – providing computing qualifications due to a lack of computing teachers was an example provided by one of the case study colleges spoken to.

What provision is being offered by universities for school pupils?

This section looks to examine three of the offers for school pupils made by universities in Scotland. It is not an exhaustive examination of all the university provision for school pupils.

Queen Margaret University Academies

Queen Margaret University currently deliver an academies project (the South East Scotland Academies Partnership (SESAP)) which presents senior school pupils from a range of schools in East Lothian, Midlothian, City of Edinburgh and the Scottish Borders with opportunities for skills, educational and career development. The academies help pupils move seamlessly from school to college, university, or directly into employment.³¹

The project is composed of three separate academies. These are detailed in Table 5.13 below.

³¹ [South East Scotland Academies Partnership](#)

Table 5.13: QMU Academies Provision

Academy Name	About/Qualifications Studied	Entry Requirements
Creative Industries Academy	<p>Provides the knowledge and relevant work experience needed for work in areas such as TV, film or visual and performing arts.</p> <p>Students may have the opportunity to obtain a NPA in Film and Media or a NPA in Acting and Performance and Professional Theatre Preparation</p>	Students will require National 5 English at grade C or above and ideally be working towards Higher English.
Health and Social Care Academy	<p>Provides the knowledge and skills needed for work in health and social care.</p> <p>Students will also develop many transferable and work related skills.</p>	No entry requirements.
Hospitality and Tourism Academy	Provides the knowledge and relevant work experience needed for work in hotel or restaurant management, customer services, marketing and public relations, or events organisation and management.	Students need to be studying for a minimum of 1 Higher in any subject to be eligible for this Academy
<i>Source: 'South East Scotland Academies Partnership'</i>		

Open University: Young Applicants in Schools (YASS)

YASS gives S6 students in Scotland the opportunity to study a range of university level modules in school alongside their other studies. It is designed to bridge the gap between school and university, college, or employment. It encourages independent learning and builds confidence³².

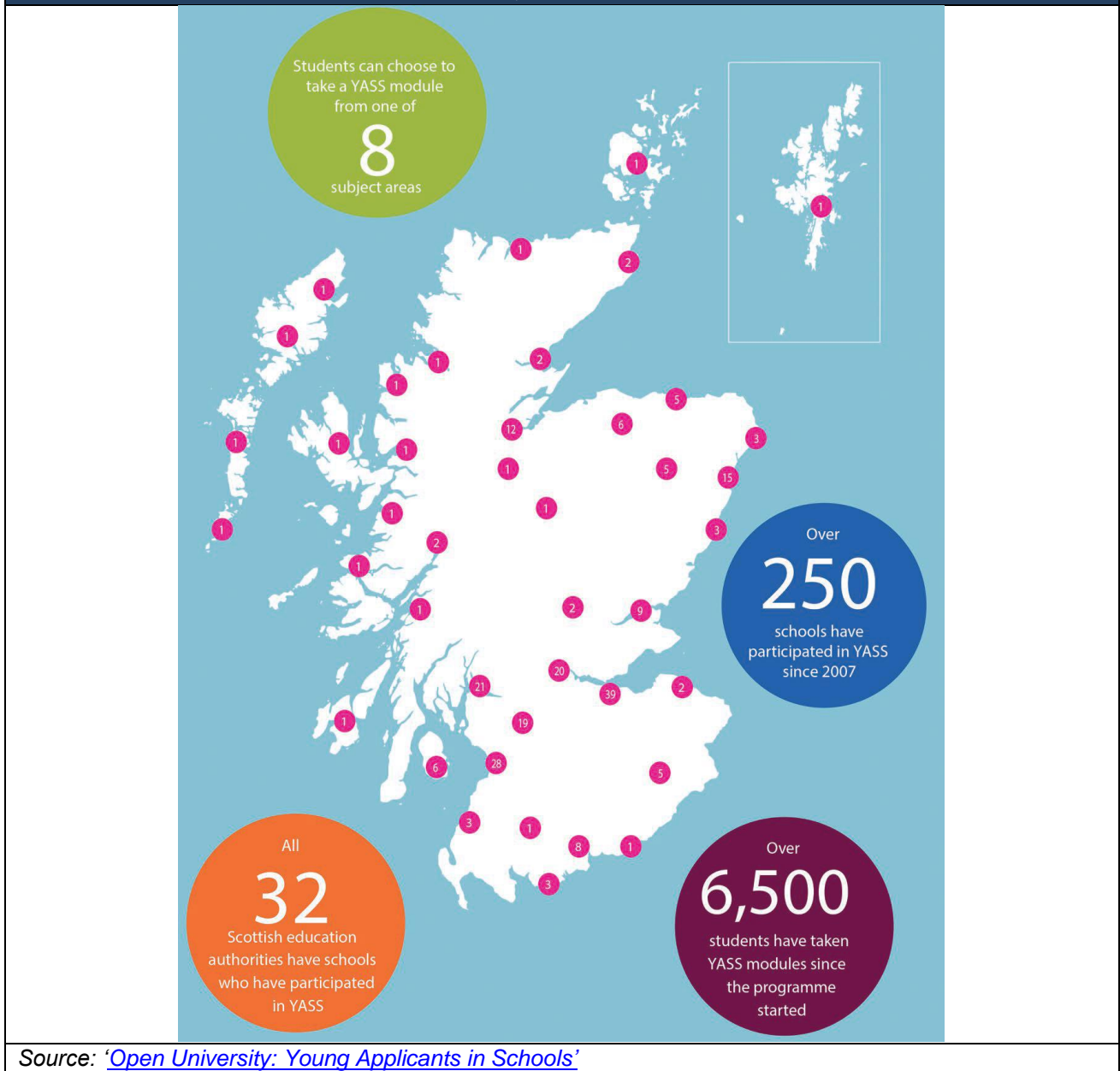
Open University modules through YASS are offered in a wide variety of subject areas including science, engineering, business studies, health and social care, IT and computing, arts, mathematics, and languages. Each module through YASS is at SCQF Level 7 which is equivalent to first year of university study.

³² Open University: [Young Applicants in Schools](#)

The initiative was developed in partnership with Highland Council in 2007/08 and has grown substantially since. Chart 5.2 shows YASS provision in Scotland at November 2017.

Currently, YASS qualifications are not formally recognised as entry qualifications by HEIs however they can be included as part of the UCAS application form as 'other qualifications' or in the applicants personal statement. For example, the University of Edinburgh have stated on their website that they will recognise YASS as a 'other qualification' but won't recognise it as a formal qualification.

Chart 5.2: YASS Provision in Scotland, November 2017



GCU's Advanced Higher Hub

Glasgow Caledonian University (GCU) have an on-campus centre (the Advanced Higher Hub) which delivers Advanced Higher programmes to pupils from targeted Glasgow secondary schools (those with the lowest progression rates to HE) as part of the University's commitment to widening access to Higher Education. Academic year 2017/18 is the fifth year of operation of the Advanced Higher Hub. The information provided below relates to academic year 2016/17 for which we have the full range of statistics.

In 2016/17, the Hub delivered Advanced Highers to school pupils in the following subjects:

- Maths
- English
- Chemistry
- Biology
- Physics (new for 2016/17)
- History
- Modern Studies
- Business Management.

Table 5.14 below provides a statistical overview of Hub for the four years from 2013/14. Over this period the number of partner schools engaged with the Hub has increased from 18 at the end of 2013/14 to 28 by 2016/17. The number of SQA presentations from Hub pupils has also increased over this period from 110 in 2013/14 to 145 in 2016/17 (around a 29 per cent increase). The pass rate has also been higher than the national average for the same Advanced Highers for each of the last 3 years.

The proportion of pupils from SIMD 40 has consistently remained higher than two thirds of total pupils in each of these four years. In the most recent year, 2016/17, 68 per cent of Hub pupils were from SIMD 40 backgrounds.

Table 5.14: Statistical Overview of the GCU AH Hub 2013/14 to 2016/17

	2013/14	2014/15	2015/16	2016/17
Pupil Numbers – Start of Year	105	155	150	115
Pupil Numbers – End of Year	95	140	140	105
% within SIMD 20 (Q1 - most deprived)	61%	56%	50%	53%
% within SIMD 40 (Q2)	10%	16%	22%	14%
SQA Presentations at SCQF 7	110	165	170	145
SQA Examination Pass rate – GCU Hub	74%	91%	91%	92%
SQA Examination Pass rate – National Average for same AHs	78%	81%	82%	79%
Partner Schools – End of Year	18	20	28	28
Average Retention Rate	92%			90%

Source: GCU Advanced Higher Hub Statistics

Pupil number and SQA presentation figures have been rounded to the nearest 5.

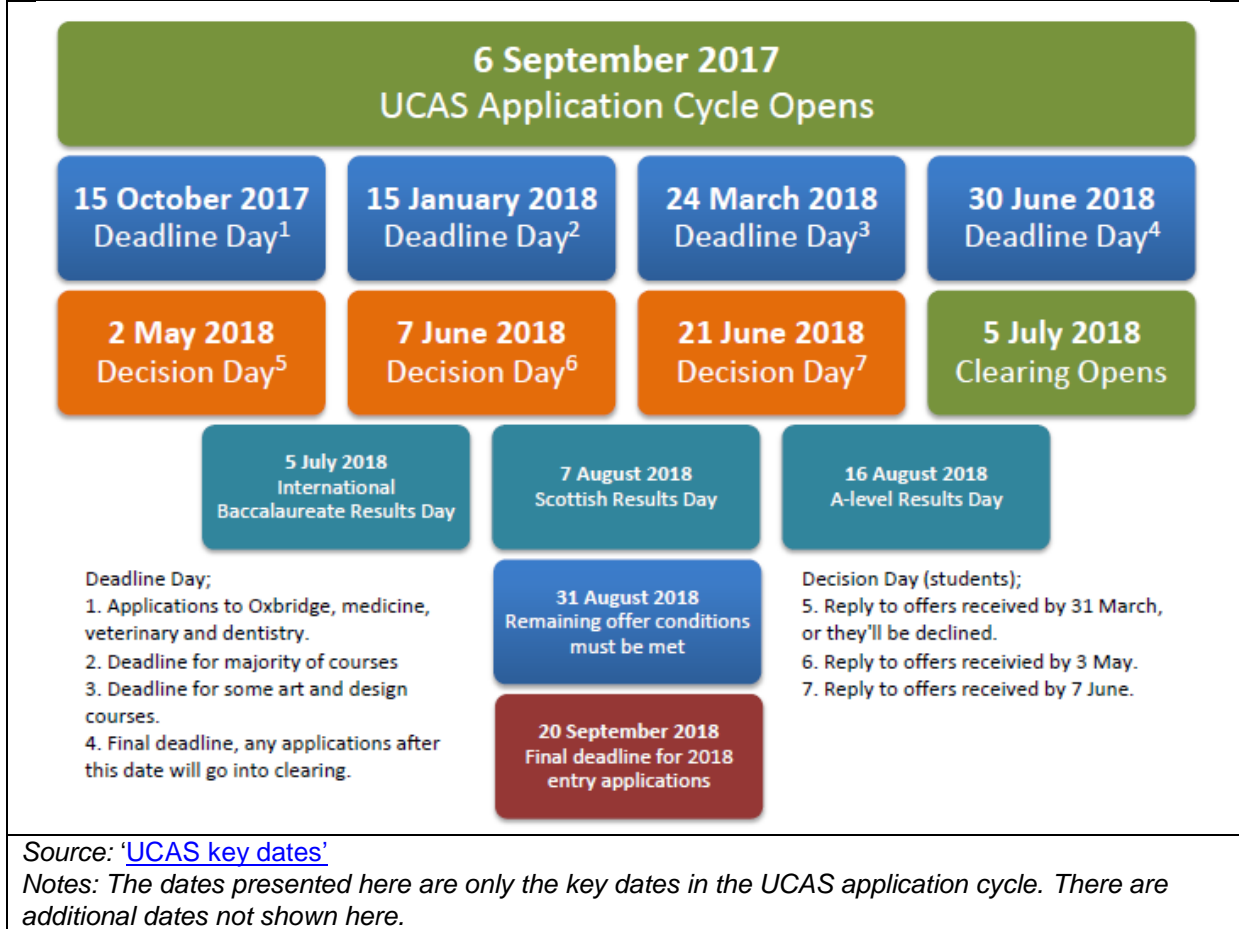
The Advanced Higher Hub also supports the Curriculum for Excellence and the widening access priorities of the Scottish Government and SFC in a number of key areas:

- **SIMD** – In 2016/17, 53 per cent of entrants were from SIMD 20 backgrounds, and 68 per cent from SIMD 40 backgrounds.
- **Retention** – the average retention rate in 2016/17 was 90 per cent and the average attendance rate was 94%.
- **Attainment** – In 2016/17, Hub pupils achieved a pass rate of 92 per cent. This compares with a national pass rate for the same Advanced Higher subjects of 79 per cent. Furthermore, 34 per cent of Advanced Higher Hub pupils achieved A grades with an additional 34 per cent achieving B grades.
- **Progression to University** – In the first three years of the Hub, an average of 90 per cent of pupils progressed to University. They report that their experience had directly supported their attainment, progression and retention in first year of HE. Research has indicated that the young people accessing the Hub are not only more confident with the transition to HE but are also potentially considering entry into Year 2.
- **Benefit for Schools** – The Hub supports schools with smaller rolls to complement Advanced Higher provision; provides greater timetabling flexibility for pupils and teachers; reduces the requirement for consortium arrangements and associate timetabling and transport arrangements; and helps to reduce possible bi-level and tri-level teaching across Senior Phase timetables.
- **Sector Benefits** – The University sector in Scotland benefits holistically from the Hub as it allows young people to progress onto high tariff degree courses across the sector, having also gained foundation skills via the rigor of Advanced Higher study.

What is the UCAS application cycle?

UCAS operates the application process for British universities. Chart 5.3 provides details of the key dates associated with the 2017 application cycle. The deadline for the majority of courses is January 2018 although those applying for Oxbridge, medicine, veterinary and dentistry have an earlier deadline of October 2017. Universities are required to make decisions and give offers to applicants by the end of March 2018.

Chart 5.3: Key dates for 2017 UCAS Application Cycle



What does the UCAS application cycle mean for applicants from school?

Scottish S6 pupils that are hoping to go to university in September 2018, following finishing school in May/June 2018, would be required to submit their application to UCAS by mid-January 2018. This deadline is around half-way through the school year.

Universities are not required to provide offers to applicants until March. Therefore S6 pupils may not know if they have been offered a place/received an unconditional offer in many cases until they have completed the majority of their S6 studies.

How many learners are currently commencing their undergraduate studies from Year 2?

Table 5.15 shows the number, and proportion, of entrants to first degree courses by the year they commenced their studies at. For the most recent year, 2015/16, 81.6 per cent of Scottish Domicile entrants to first degree programmes at Scottish HEIs commenced their studies at Year 1. A further 8.2 per cent entered at Year 2 with 9.6 per cent commencing their studies at Year 3. We would assume those entering at Year 3 to primarily be articulating students from HNC/D programmes.

Table 5.15: Entrants to first degree courses by year of entry, 2015/16

	1st Year, pre-year or NA	2nd Year	3rd Year	4th Year	Total
Number of entrants	28,240	2,830	3,325	205	34,600
Proportion of total entrants (%)	81.6	8.2	9.6	0.6	n/a
<i>Source: Scottish Government analysis of HESA Student Data Population = Scots domiciled, first degree, entrants, Scottish HEIs. Figures have been rounded to the nearest 5. Totals calculated on unrounded figures. Number of entrants includes male, female and other.</i>					

What is the gender split for entrants to first degree courses, by year of entry?

Table 5.16 considers entrants to first degree courses by year of entry and gender. It shows that in 2015/16 a higher proportion of entrants to first degree courses were female (59.2 per cent) than male (40.7 per cent).

When breaking these figures down for each year of entry we find that a higher proportion of males enter at 3rd and 4th year than the proportion that are females. 61.7 per cent of entrants at 4th year were male compared to 38.3 per cent that were female. However, it is worth noting that 4th year entrants make up a small proportion (0.6 per cent) of total entrants.

Table 5.16: Entrants to first degree courses by year of entry and gender, 2015/16

	1st Year, pre-year or NA	2nd Year	3rd Year	4th Year	Total
Male entrants	11,030	1,235	1,705	125	14,100
Female entrants	17,195	1,595	1,615	80	20,485
Total entrants	28,240	2,830	3,325	205	34,600
Proportion of males for each entry year (%)	31.9	43.6	51.3	61.7	40.7
Proportion of females for each entry year (%)	60.9	56.4	48.7	38.3	59.2
<i>Source: Scottish Government analysis of HESA Student Data Population = Scots domiciled, first degree, entrants, Scottish HEIs. Figures have been rounded to the nearest 5. Totals calculated on unrounded figures. Number of entrants includes male, female and other.</i>					

How many school leavers are currently commencing their studies from Year 2?

Breaking down the same data, by age, can provide us with an indication of the number of school leavers commencing their studies at Year 2. This is shown in Table 5.17.

Table 5.17: School Leavers (those aged 16,17 and 18) to first degree courses by year of entry, 2015/16

	1st Year, pre-year or NA	2nd Year	3rd Year	4th Year	Total
Number of entrants	13,320	195	0	0	13,515
Proportion of total entrants (%)	98.6	1.4	0	0	n/a

*Source: Scottish Government analysis of HESA Student Data
Population = Scots domiciled, first degree, entrants, Scottish HEIs.
Age as at 28th February, in the middle of entry year (to align with school year).
Figures have been rounded to the nearest 5. Totals calculated on unrounded figures.*

The evidence would suggest that almost all school leavers enter university at Year 1 with only 1.4 per cent of all sixteen, seventeen and eighteen year olds commencing undergraduate studies entering at Year 2.

Table 5.18 breaks down the data further to show the differences across ages. Those aged 16 are representative of S4 leavers, 17 year olds representative of S5 leavers, and 18 year olds representative of S6 leavers. As we might expect, no 16 year olds commenced their degree at a later stage than Year 1. Only 1.4 per cent of the total entrants aged 17 entered at Year 2 with around the same proportion of total entrants aged 18 entering at Year 2.

Table 5.18: Entrants to first degree courses by age and year of entry, 2015/16

Age at 28 Feb	1st Year, pre-year or NA	2nd Year	3rd Year	4th Year	Total
16	10	0	0	0	10
17	365	5	0	0	370
18	12,945	190	0	0	13,135
Total	13,320	195	0	0	13,505

*Source: Scottish Government analysis of HESA Student Data
Population = Scots domiciled, first degree, entrants, Scottish HEIs.
Age as at 28th February, in the middle of entry year (to align with school year).
Figures have been rounded to the nearest 5. Totals calculated on unrounded figures.*

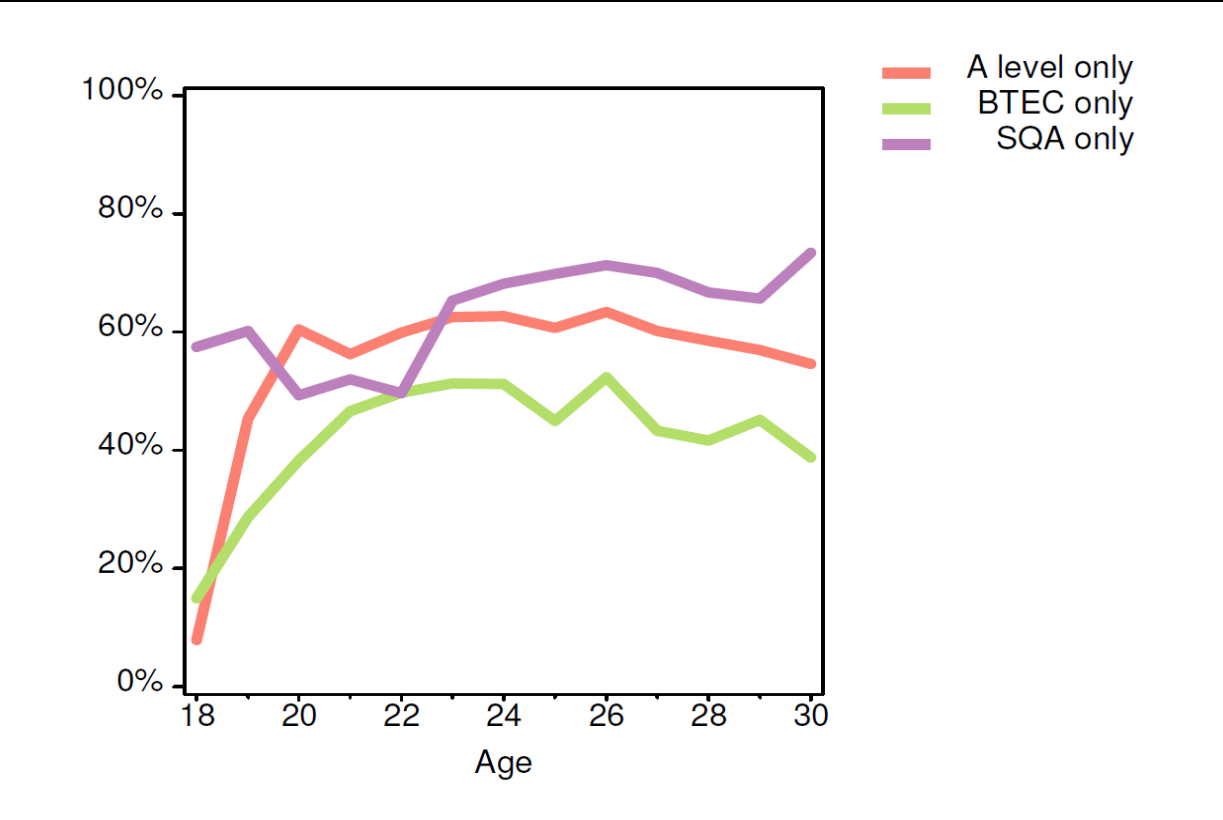
How many learners receive an unconditional offer for University in 6th year?

For individuals applying to enter university in the 2015/16 academic year (or later if they defer a year) UCAS data shows us that for those with SQA qualifications, 57.5 per cent of those who are 18 received at least one unconditional offer as illustrated

on Chart 5.4. Age 18 is a term used by UCAS to capture all applicants who applied from a certain school cohort – effectively someone who applied to UCAS in 6th year or equivalent. It should also be noted that this chart excludes individuals who have received no unconditional or conditional offers.

By age 19 (applying the year after they left school or equivalent), this has risen to 60.2 per cent.

Chart 5.4: Proportion of UK offer holders that received at least one offer recorded as unconditional, by age and qualifications held (2015 cycle)



Source: UCAS (December 2015), 'UCAS End of Cycle Report 2015'

How do outcomes vary for individuals depending on their route into University?

Scottish Government analysts have undertaken initial draft analysis of the HESA data set to track a cohort of individuals through their first degree. Five groups were examined. These individuals are all Scottish Domiciles and full-time and started studying for a four year first degree in 2011/12:

- Entry into first year and aged 17 and under (those typically from S5).
- Entry into first year and aged 18 (those typically from S6).
- Entry into first year and aged under 20.
- Articulation with advanced standing or advanced progression and aged under 20.
- Direct entry to second or third year university from School.

Across all groups examined nearly 90 per cent of entrants to Year 1 continue to Year 2, with 2 per cent repeating Year 1. Of those aged 17 and under 61 per cent complete their degree in 4th year (and remain full-time throughout). This compares to 67 per cent for those aged 18. Looking at those who qualify within five years (including lower qualifications than anticipated) it rises to 75 per cent and 77 per cent respectively. These numbers will be higher when we include those who switched to part-time or took a 'gap-year'.

Table 5.19 looks at the level of classification awarded to each of these groups. This highlights that those articulating from college receive the lowest levels of qualification. Analysis by SIMD is underway to understand a bit more about this trend.

Table 5.19: Qualifier rates for full-time first degree Scottish domiciled at Scottish HEI from 2011-12 entrants, entering a four year course and graduating at any point within five years

	Aged 17 and under	Aged 18	Under 20	Articulation College	School to 2nd /3rd year
First class honours	20.9	18.5	18.6	10.9	21.6
Upper second class honours	46.6	55.2	54.4	38.3	51.4
Lower second class honours	15.5	15.7	15.8	28.1	13.5
Third class honours/Pass	3.4	1.4	1.5	3.1	4.5
Unclassified	10.7	5.9	6.2	18.8	5.4
Classification not applicable	2.9	3.4	3.4	0.8	2.7

Source: Initial Scottish Government analysis of HESA statistics
Note: small cohorts of people for articulation, school to 2nd /3rd year and aged 17 years and under categories.
**Age taken at 28th February to best match School year.*

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