START
TOMORROW
TODAY

Equality Outcomes Report 2013 - 2017

University of the
Highlands and Islands
Inverness College
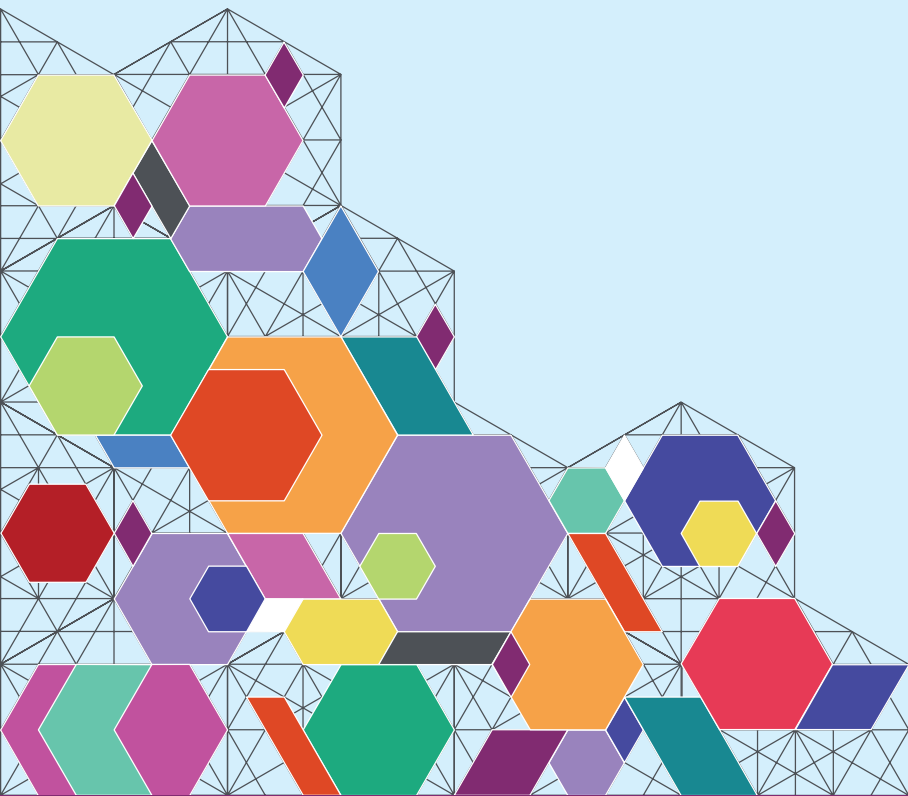
1. Equality Theme – Institutional Leadership and Governance

Outcome – The Board of Management understand their responsibilities in line with the Equality Act.

Over the period of this report all existing and new Board of Management members have received formal training delivered by the Senior Management lead for equalities. The training covers the role of board members in scrutinising the progress made by the college across board committees and the strategic relevance of equalities in an educational context. Equality and Diversity Training is included as part of the standard induction for all new Board of Management members.

Chaired by the SMT lead for Equalities, the Equality and Diversity Committee met four times per year over the period of the report and continues to meet four times per year to address progress towards meeting the college equality outcomes. This is now refocussed in light of the SFC guidance for college outcome agreements and will also focus on the Access and Inclusion Strategy and Gender Action plan.

Membership of this committee includes a cross section of staff and benefits greatly from student representation through the Inverness College Student Association Vice President– Equalities.

Furthermore, the student vice president - equalities became a member of the Board of Management and has taken the role of equalities link at a student level. This has worked well and has ensured that alongside management reporting that the student voice is considered in all matters relating to the equalities agenda.

Outcome – The Board of Management membership is in keeping with the Scottish Government commitment to ensure gender balance by 2020.

In line with the Scottish Government commitment to ensure gender diversity in Board membership, the college has done well over the last four years to attract and maintain a gender balanced membership.

Board Membership Gender Balance 2013 - 2017

Year	Male	Female	Vacancies
June 2013	8	7	1
June 2014	7	8	1
June 2015	5	10	3
June 2016	8	8	2
March 2017	7	9	2

This has been attributed to a range of initiatives over the period to help maintain this position these include:

- the use of a variety and broad range of mediums to attract candidates;
- at each recruitment campaign, taking the opportunity to highlight profiles of current board members on the College website;
- at each recruitment campaign, holding an open evening where potential applicants can meet board members, learn a little about the role and about the college in an informal setting;
- maximising the use of press releases to make specific reference to the diversity of the Board;
- the use of social media, namely twitter and Facebook to appeal to and engage with diverse groups;
- periodically reviewing the timings of Board and Committee meetings, to take into account the work and family commitments of board members.

The Board of Management will continue to use these mechanisms to continue to build on the diversity of the Board going forward.

2.   Equality Theme – Learning and Teaching

Outcome - Equality and diversity, are promoted effectively throughout the curriculum (Education Scotland[1])

Education Scotland conducted its 4-yearly external review of the college in March 2016. The external review report contains the following judgement:

"The college actively promotes equality and diversity through its *Equality Outcomes Strategy*. Where opportunities arise within the curriculum, teaching staff work well to develop learner understanding of equality and diversity.

The college offers a suitable portfolio of FE programmes which meets the needs of learners well. Almost all curriculum teams ensure that programme content is appropriate and addresses the needs of different groups of learners from diverse backgrounds and circumstances. Almost all programmes also provide clear progression routes into further learning and take good account of the requirements of local industries.

The college provides high levels of support for learners who need to overcome barriers to learning. Most of these learners progress into employment or further study. Almost all learners are well aware of where and how to access services to support learning."[2]

Over the last two years the college has worked with staff to implement the Framework for Excellent Learning and Teaching. One of the aims of the framework is to ensure equality and diversity are positively promoted throughout the curriculum, supported

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[1] Encompassing the former Her Majesty's Inspectorate of Education (HMIE)

[2]

https://www.education.gov.scot/assets/contactorganisationinspectionreports/invernesscollegeuhirev06may2016.pdf p.9

through the professional review process. This is progressing well. The *Framework for Excellent Learning and Teaching* (part of the Learning and Teaching Strategy) identifies among its characteristics that excellent learning and teaching:

- is built on a foundation of respect and positive relationships, and;
- develops essential skills, capacities and attributes

The first of these characteristics includes the principles that the learning environment (face-to-face or virtual) is safe, positive and engaging, and is a place where students feel respected, included and able to learn regardless of their circumstances or particular needs. That teaching staff promote positive behaviour and take responsibility for creating a climate of respect and trust, and that they take an interest in individual students and have an awareness of their circumstances and background.

The second characteristic includes the principle that opportunities to promote positively equality and diversity should be identified and used effectively by teaching staff to raise awareness of social and intercultural diversity.

Staff development aligned with the framework and characteristics has taken place and will continue. The college has also developed and implemented a lesson observation model, *Professional Discussion on Learning and Teaching (PDLT)*. The model evaluates an observed episode of learning, along with the findings from discussion with the students and the lecturer, against the framework, including the characteristics and principles set out above.

3. **Equality Theme - Students**

Outcome: Students from the most deprived areas in highland are represented in post-school education.

Outcome: Increase enrolment for students from the four data zones identified as the most deprived areas in Inverness: Inverness South Kessock; Merkinch N/S/E; Inverness Hilton West; Inverness Central and Longman by **0.2%** year on year.
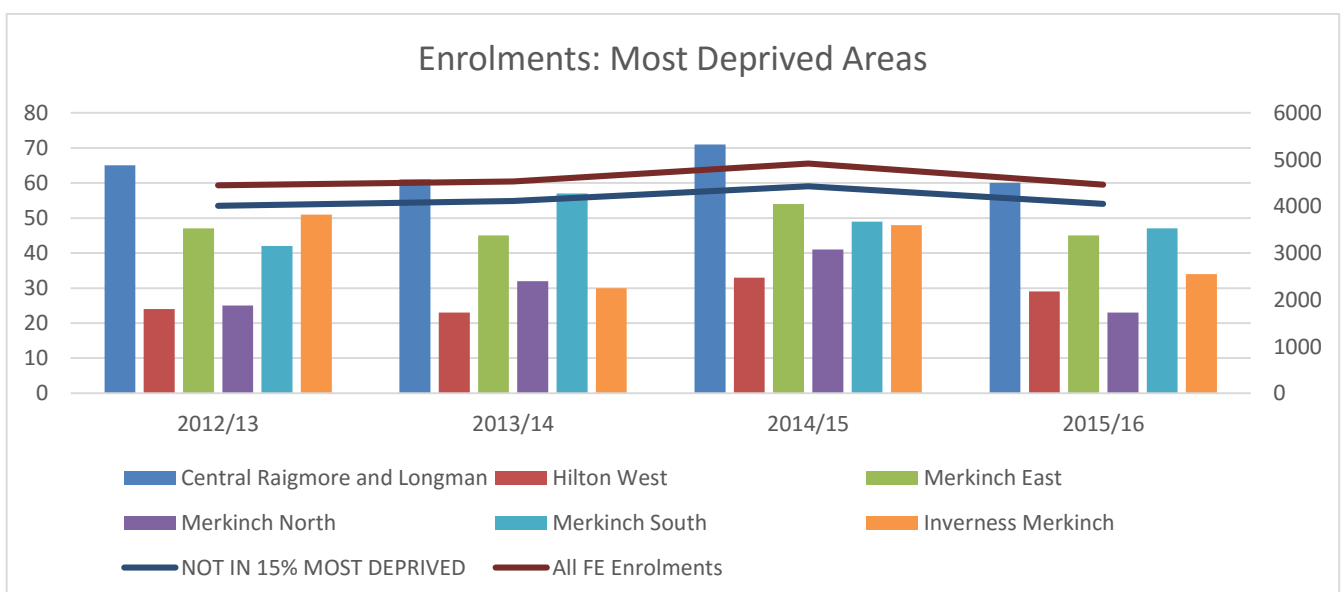
Enrolments from most deprived areas over time

Year	Total enrolments	Enrolments: most deprived areas	% Enrolments: most deprived areas
2012-13	4449	254	5.7%
2013-14	4535	248	5.5%
2014-15	4916	296	6.0%
2015-16	4462	238	5.3%

The number of enrolments from the identified most deprived areas has fluctuated between 2012-13 and 2015-16. The enrolments from these areas as a percentage of all FE enrolments has varied from between 6.0% and 5.3% over the same period.

Our Access and Inclusion Strategy, as part of the Regional Outcome Agreement (ROA) with the Scottish Funding Council for 2017-18 to 2020-21, will ensure we continue to build on our school partnerships and transition programmes and continue to focus on those schools serving the four data zones identified as the most deprived areas in our sub region: Inverness High School (HIS), Inverness Royal Academy (IRA) and Milburn Academy (MA).

The table below shows the enrolments by pupils from these schools on school-link programmes over time.

School-link enrolments from schools in the most deprived areas over time

School	2012-13	2013-14	2014-15	2015-16
IHS	35	44	38	53
IRA	48	56	36	54
MA	38	37	37	39
Total	**121**	**137**	**111**	**146**

Outcome: Proactively work toward eliminating occupational segregation by promoting courses where there is a gender imbalance

The college continues to be proactive and targets promotion of courses in sectors where there is an under-representation of one gender. For example, promoting construction courses to females and care courses to males. This is achieved through the use of marketing materials and role models, including female engineering lecturers and male hairdressing lecturers engaged in school-link programmes and information evenings.

The Gender Action Plan will build on this work and ensure that further positive action is taken over the next few years, including identifying and working towards targets for gender representation in specific subject areas.

Outcome: Increase retention rates across all programmes, specifically targeting gender, age, and subject area
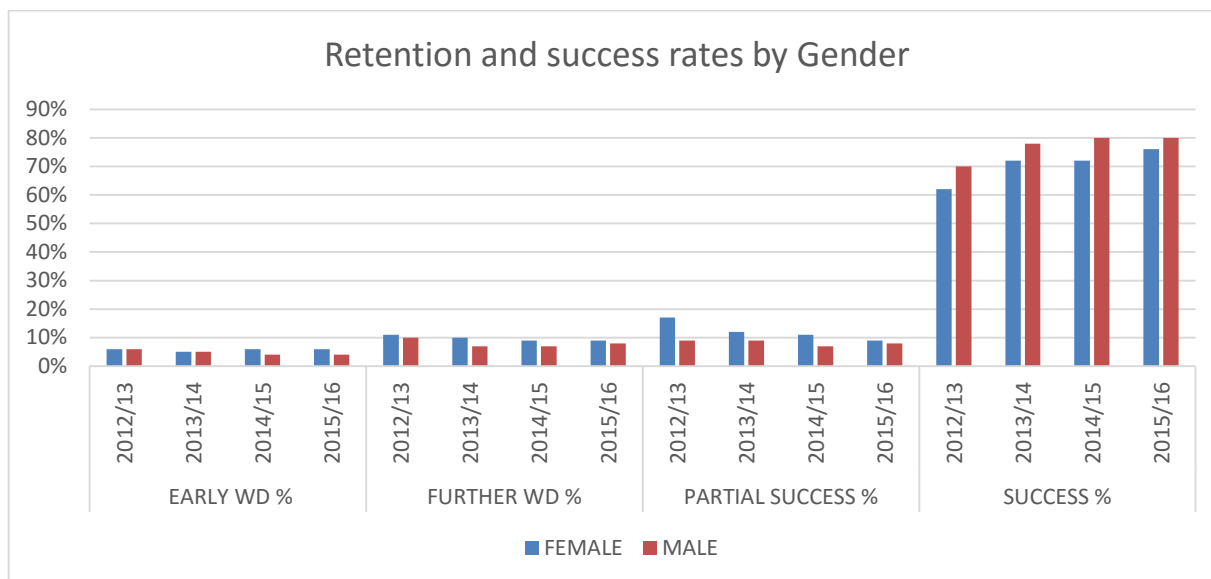
Retention and success rates by gender

Gender	Retention Rates			
	2012-13	**2013-14**	**2014-15**	**2015-16**
Female	83%	85%	85%	85%
Male	84%	88%	89%	88%

Gender	Success Rates[3]			
	2012-13	**2013-14**	**2014-15**	**2015-16**
Female	62%	72%	72%	76%
Male	70%	78%	80%	80%

Retention is high for both females and males, and has improved over time. Retention rates for male students are slightly higher than for females.

Success rates have improved for both females and males over time: female success rates have improved by 14 percentage points (pp) and male success rates have improved by 10pp over four years. Female success rates are consistently lower than those for male students, although the gap has narrowed over time. This is consistent with the higher success rates overall for male-dominated subject areas, such as construction and engineering, and the relatively lower success rates in female-dominated subjects such as care, hairdressing and beauty. There is a high proportion of employed students (Modern Apprentices) in both construction and engineering, which accounts for the higher than average success rates in these subject areas overall.

The college's annual evaluation at programme level indicates that there is no significant or systemic difference between male and female success rates within subject areas.

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[3] 'Completed: successful' student outcome as defined by the Scottish Funding Council
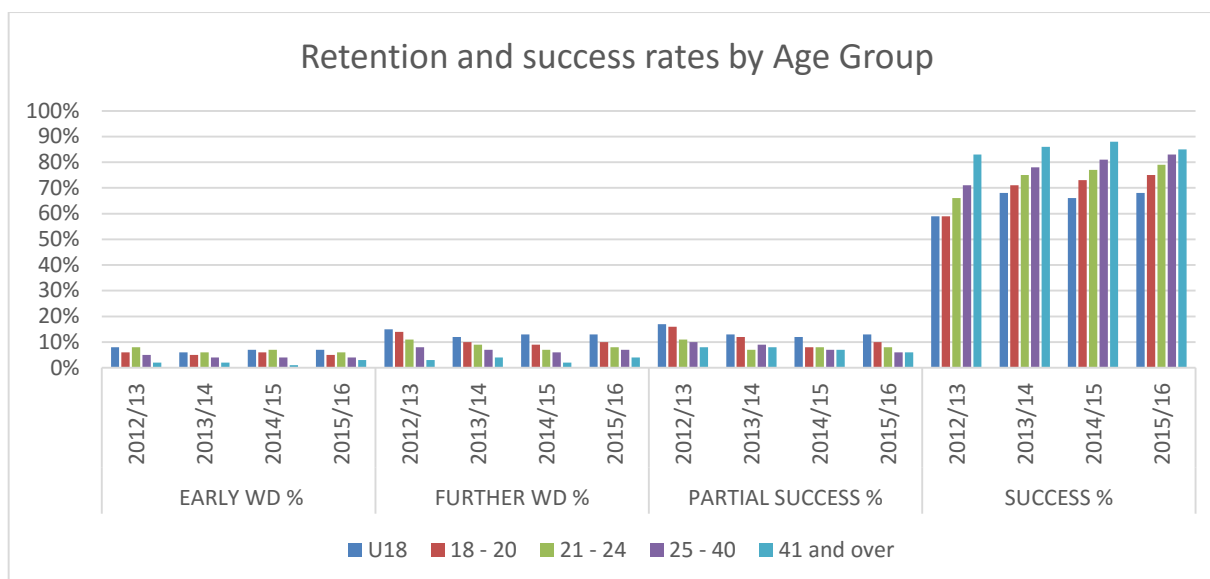
Retention and success rates by age group

Age Group	Retention Rates			
	2012-13	**2013-14**	**2014-15**	**2015-16**
U18	77%	82%	80%	80%
18 - 20	80%	85%	85%	85%
21 - 24	81%	85%	86%	86%
25 - 40	87%	89%	90%	89%
41 and over	95%	94%	97%	93%

Age Group	Success Rates			
	2012-13	**2013-14**	**2014-15**	**2015-16**
U18	59%	68%	66%	68%
18 - 20	59%	71%	73%	75%
21 - 24	66%	75%	77%	79%
25 - 40	71%	78%	81%	83%
41 and over	83%	86%	88%	85%

Retention rates increase incrementally with age, starting with under 18 and moving to 41 and over. This pattern is consistent over time. Retention rates in each age group have improved over time, apart from the 41 and over age group, and are high across all groups.

Success rates mirror the pattern for retention rates.

Outcome: Achieve the Buttle UK Quality Mark for Looked After Children and Care Leavers

Buttle: Withdrawal and Success Rates
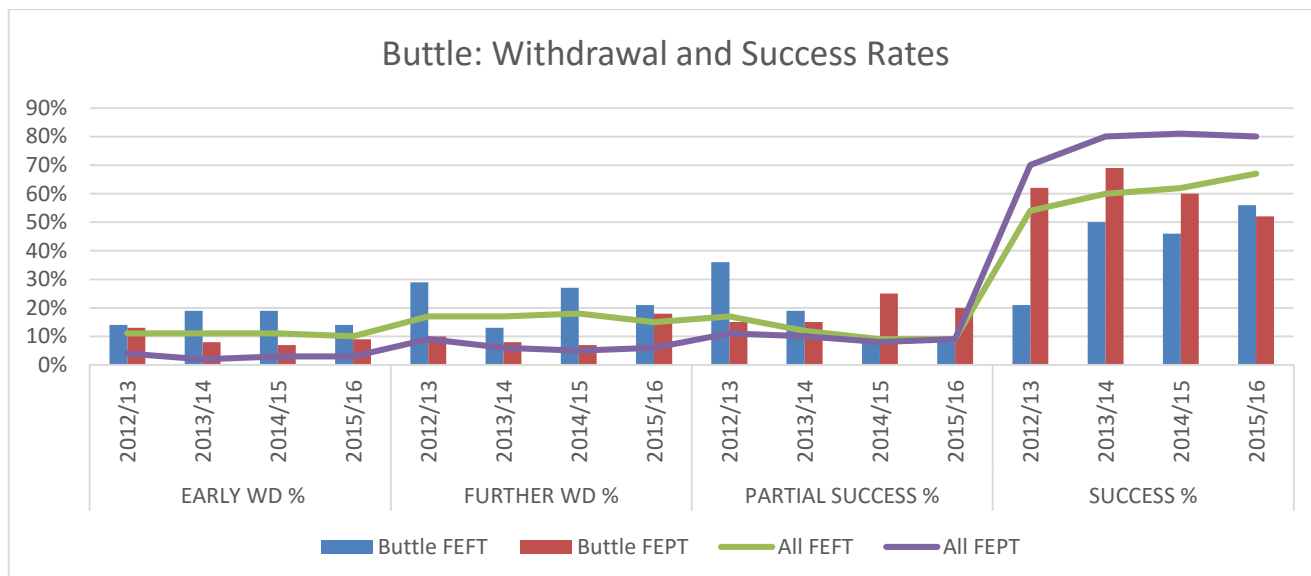
Table 9 in Appendix 1 details Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates for Looked After Children and Care Leavers

In 2015 the college was successful in its application for the Buttle UK Quality Mark for Looked After Children and Care Leavers. In line with Corporate Parenting legislation and the requirement to publish our College Corporate Parenting Plan, we mapped the Buttle Framework to the Corporate Parenting guidelines.   Our College corporate parenting plan was approved by the Board of Management and serves as the framework to support care leavers and looked after children.   Progress towards meeting our commitment will be reported and published on an annual basis. We are also responding to the latest guidelines from the Scottish Care Leavers Covenant – Supporting Corporate Parents to Improve Life Chances. We are looking at how we can implement the recommendations within the Covenant and are making good progress across many aspects of this.

While it is recognised that the numbers are low, the increases in success rates and the number of students participating in education are encouraging and are indicated across subject areas and SCQF levels.

4.   Equality Theme - Performance

Outcome: Improve achievement rates in mature students (>21) by **0.2%** each year.

Success by Age Grouping
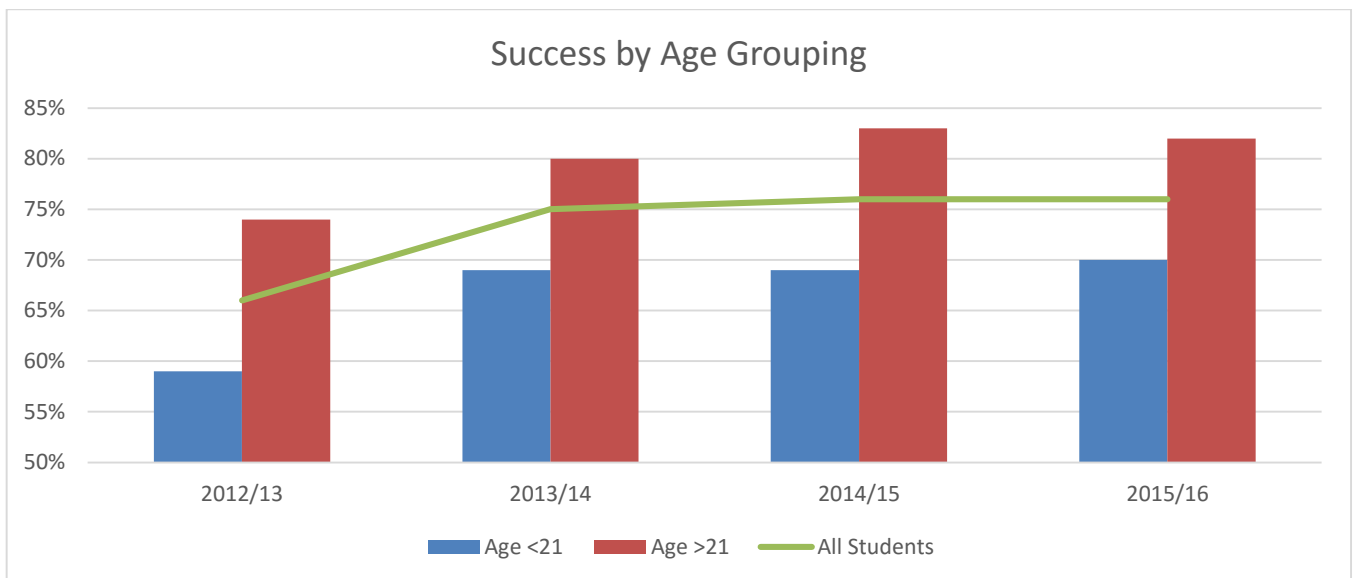
Table 10 in Appendix 1 details Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates by age grouping.

Students aged over 21 have increased their level of success annually over the past three years. There was a 6pp increase from 2012/13 to 2013/14, followed by a 3pp increase from 2013/14 compared to 2014/15. This is also notable for students in the age group under 21, demonstrating clearly the impact of improves success rates overall.

Outcome: Improve achievement rates for students with a declared disability by **0.2%** year on year

Success by Declared disability
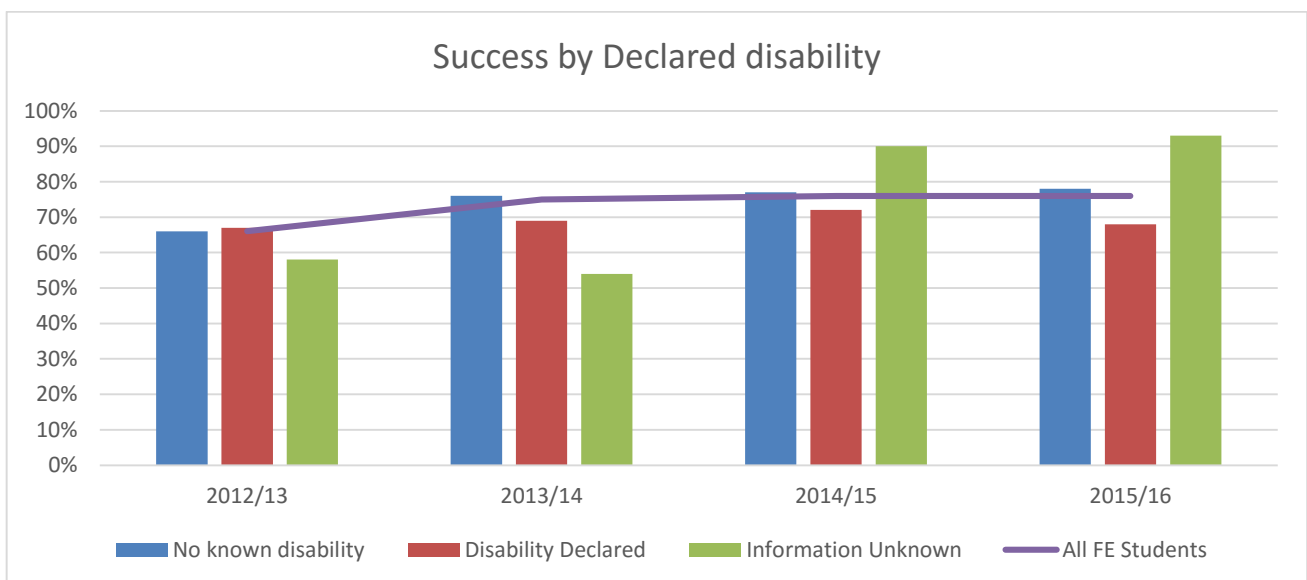
Tables 10 and 11 in Appendix 1 detail Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates by disability declaration.

Success rates for students with a declared disability increased from 2012-13 to 2014-15. However, success rates for this learner group fell slightly in 2015-16, although they are

still 1pp above 2012-13 levels. Success rates for students with no known disability have increased steadily and are now 10pp above those for students with a disability. The college's Access and Inclusion Strategy for 2017-20 and associated action plan will place a focus on maintaining high success rates for all students and narrowing the gap between success rates for disabled and non-disabled students.

5.   Equality Theme – Staff Development

A variety of development opportunities have been provided for staff throughout the period of this report.

Over the period of the report, an annual provision of four dedicated all staff development days has been implemented. On staff development days, relevant workshops focus on topics such as Autism Awareness, Mental Health First Aid, Diversity & Inclusion and Corporate Parenting.
Professional development is also enhanced through participation in informal groups which are led by the Learning and Teaching Working Group and provide a platform for staff to share best practice.

Outcome – All new staff to have undertaken and successfully complete compliance awareness training within 2 months of recruitment and or engagement (for bank staff)

All college staff complete a mandatory induction programme which covers Equalities, Safeguarding, Health & Safety and Corporate Parenting. This ensures that staff have an immediate awareness of the importance of access and inclusion for our students. Teaching staff complete a further mandatory induction programme which includes sessions on Building a Rapport with Students; Supporting Students; The Inclusive Classroom. This induction programme incorporates digital skills training for staff on the use of Smartboards and our Blackboard Virtual Learning Environment. This training ensures that these technologies can be used by all teaching staff to enhance their practice and aid inclusivity in their classrooms. Our Learning Technologist also provides training on assistive technology during induction so that all teaching staff are aware of what is available to students.

Within the College we have a highly skilled Additional Support Needs (ASN) Team who work first hand with individuals with additional support needs. Over the period of the report, two members of staff have achieved the *PDA in Inclusiveness*, an SQA qualification at Level 9. A third member of staff is in the last stage of this training. All members of the ASN Team have completed BRITE training.

DSA Needs Assessors attend at least three training courses per academic year to ensure their practice is current, particularly around developments in technology and the compensatory strategies that can be recommended to students.

Staff across the ASN, Student Funding and Admissions, and Guidance Teams have been trained in supporting students with mental health difficulties, counselling needs, Autism, Dyslexia, other specific learning needs as well as hearing and visual impairments[4]. The

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[4] Staff Development Matrix

college also have four trained counsellors available to students. Between them they can support individuals with mental health difficulties. The College supports them to keep their qualifications and registration up to date. The College has also invested in professional development for our Guidance Team who are qualified at SVQ3 level in Guidance and who have also completed and Introduction to Counselling, Careers Coaching and Mental Health First Aid. This enables us to provide a first level Guidance, support and referral service out with the formal counselling service. Informally, all members of the Guidance and ASN Teams take part in on-going CPD through College Development Network and third sector agencies to help keep their practice and skills relevant.

Teaching staff are supported by the Learning Technologist and the Digital Skills Training Officer in creating accessible content for use in the classroom and online. Our Technology Enhanced Learning Studio provides the equipment necessary to create a variety of materials using different media. Ongoing staff development and digital skills training takes place throughout the academic year.

New and experienced teaching staff work together informally to observe and to share best practice in all areas of pedagogy. Creating and maintaining an inclusive classroom is a strong theme within these groups and they help to raise awareness and embed excellent learning and teaching across all vocational areas.

Continuous professional development will continue to be a focus in our Access and Inclusion Strategy going forward.

To conclude, the college has seen significant improvements in the last four years. Aligned to our 2017-2020 Strategic Plan and the College Outcome Agreement, the Access and Inclusion Strategy will build on and continuously strive to improve our performance in this area.

Appendix 1: Data Tables

Table 1: All students by Mode of Study: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

MODE OF STUDY	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
FE Full time	1158	1129	1253	1199	11%	11%	11%	10%	17%	17%	18%	15%	17%	12%	9%	9%	54%	60%	62%	67%
FE Part Time	3291	3406	3663	3263	4%	2%	3%	3%	9%	6%	5%	6%	11%	10%	8%	9%	70%	80%	81%	80%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 2: FE Students by Deprivation Index: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

DEPRIVATION INDEX	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
15% MOST DEPRIVED	435	418	489	407	9%	7%	9%	8%	12%	12%	10%	14%	18%	13%	11%	10%	59%	66%	69%	68%
NOT IN 15% MOST DEPRIVED	4014	4117	4427	4055	5%	4%	4%	4%	10%	8%	7%	8%	13%	10%	8%	9%	68%	77%	77%	77%
Grand Total	4449	4535	4916	4462	5%	4%	5%	5%	10%	8%	8%	9%	13%	11%	9%	9%	67%	76%	76%	76%

Table 3: FE Students within target areas: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

SIMD Target Areas	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Central Raigmore and Longman	65	61	71	60	12%	10%	8%	7%	12%	10%	6%	15%	15%	19%	6%	8%	58%	60%	80%	70%
Hilton West	24	23	33	29	4%	10%	22%	0%	17%	19%	9%	7%	38%	5%	6%	3%	42%	67%	59%	90%
Merkinch East	47	45	54	45	9%	9%	7%	11%	13%	9%	9%	31%	16%	9%	11%	9%	58%	68%	72%	49%
Merkinch North	25	32	41	23	8%	13%	8%	9%	12%	13%	8%	26%	8%	19%	15%	17%	72%	55%	70%	48%
Merkinch South	42	57	49	47	10%	2%	6%	9%	14%	20%	14%	13%	17%	15%	16%	17%	57%	62%	63%	62%

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
Inverness Merkinch	51	30	48	34	4%	10%	7%	3%	12%	14%	9%	6%	20%	3%	15%	3%	62%	72%	70%	88%
Grand Total	254	248	296	238	8%	8%	9%	7%	13%	14%	9%	16%	18%	13%	11%	10%	59%	63%	71%	67%

Table 4: Female FE Students by Education Scotland Superclass: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Art and design	78	90	88	59	9%	4%	2%	7%	17%	10%	8%	11%	9%	11%	2%	2%	47%	74%	80%	75%
Business, management and administration	123	112	163	108	3%	6%	2%	13%	8%	2%	9%	8%	22%	21%	7%	11%	65%	70%	81%	65%
Care	387	410	430	360	4%	4%	3%	4%	11%	10%	8%	7%	21%	11%	14%	18%	54%	74%	73%	69%
Computing and ICT	115	205	186	167	1%	2%	2%	1%	6%	2%	1%	5%	31%	13%	14%	12%	61%	78%	69%	79%
Construction	33	55	42	39	6%	4%	5%	0%	6%	5%	10%	5%	0%	5%	7%	3%	42%	76%	79%	90%
Education and training	122	141	61	87	4%	3%	11%	6%	2%	4%	8%	7%	13%	6%	18%	14%	81%	88%	62%	73%
Engineering	26	45	42	46	19%	7%	5%	4%	0%	9%	2%	8%	12%	13%	5%	4%	69%	71%	88%	85%
Hairdressing, Beauty and Complementary Therapies	308	293	270	256	5%	7%	6%	8%	13%	16%	18%	15%	12%	8%	5%	4%	67%	68%	70%	72%
Hospitality and tourism	133	99	144	231	6%	3%	7%	1%	5%	3%	2%	3%	0%	7%	1%	5%	89%	87%	90%	91%
Land-based industries	11	15	23	12	0%	0%	0%	0%	0%	7%	13%	8%	36%	7%	0%	8%	55%	80%	78%	85%
Languages and ESOL	162	161	184	121	7%	3%	8%	3%	19%	11%	8%	10%	14%	16%	4%	3%	59%	70%	80%	83%
Media	22	21	20	31	0%	10%	10%	13%	32%	0%	5%	10%	18%	19%	20%	35%	50%	71%	65%	42%
Performing arts	7	12	7	13	0%	17%	14%	15%	14%	0%	14%	0%	29%	0%	0%	0%	57%	83%	71%	85%
Science	125	74	108	91	8%	8%	13%	16%	19%	20%	23%	20%	32%	14%	18%	31%	41%	57%	46%	33%
Social subjects	124	64	86	135	10%	9%	17%	5%	18%	17%	20%	20%	28%	27%	22%	17%	43%	47%	41%	57%
Special Programmes	266	278	243	289	6%	6%	7%	6%	8%	13%	7%	15%	15%	14%	17%	12%	70%	66%	69%	66%
Sport and Leisure	44	77	123	65	26%	4%	10%	15%	5%	13%	3%	13%	9%	22%	13%	0%	60%	61%	74%	73%
FEMALE Total	2086	2152	2220	2110	6%	5%	6%	6%	11%	10%	9%	10%	17%	12%	11%	11%	62%	72%	72%	72%

Table 5: Male FE Students by Education Scotland Superclass: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Art and design	34	34	27	19	3%	0%	7%	11%	18%	9%	7%	16%	6%	9%	15%	0%	41%	82%	70%	74%
Business, management and administration	35	26	48	45	9%	0%	0%	4%	11%	15%	6%	18%	9%	19%	21%	13%	71%	65%	73%	60%
Care	130	150	162	62	4%	4%	2%	6%	6%	5%	5%	11%	10%	7%	10%	6%	78%	83%	83%	80%
Computing and ICT	114	143	191	178	9%	6%	6%	2%	25%	18%	13%	12%	22%	14%	10%	18%	44%	60%	71%	68%
Construction	530	600	574	571	5%	4%	3%	3%	4%	6%	7%	5%	2%	5%	3%	4%	80%	84%	79%	88%
Education and training	74	47	28	23	0%	0%	0%	0%	1%	0%	0%	0%	4%	32%	25%	0%	91%	68%	71%	100%
Engineering	667	779	893	708	5%	4%	3%	5%	8%	6%	5%	7%	7%	5%	3%	4%	75%	83%	88%	85%
Hairdressing, Beauty and Complementary Therapies	5	7	5	6	40%	14%	20%	17%	0%	14%	20%	0%	20%	0%	20%	0%	40%	71%	20%	80%
Hospitality and tourism	102	63	118	138	12%	8%	2%	2%	7%	10%	7%	5%	6%	3%	1%	5%	75%	79%	90%	88%
Land-based industries	121	126	178	144	5%	10%	5%	5%	5%	10%	7%	6%	18%	11%	15%	10%	64%	65%	65%	77%
Languages and ESOL	62	64	71	43	2%	2%	11%	9%	18%	14%	10%	12%	13%	5%	1%	0%	68%	80%	77%	81%
Media	12	3	14	14	8%	0%	0%	0%	17%	0%	14%	7%	42%	0%	7%	50%	33%	100%	79%	43%
Performing arts	8	14	5	12	0%	0%	0%	0%	38%	7%	20%	8%	38%	21%	0%	0%	25%	71%	80%	92%
Science	94	42	75	55	6%	2%	11%	2%	46%	7%	14%	29%	14%	33%	31%	29%	29%	57%	44%	40%
Social subjects	45	12	19	46	9%	8%	5%	11%	24%	8%	16%	8%	33%	17%	16%	13%	33%	67%	63%	69%
Special Programmes	237	206	201	203	4%	6%	5%	4%	9%	6%	7%	8%	14%	21%	12%	15%	72%	66%	75%	70%
Sport and Leisure	93	66	85	83	11%	11%	7%	5%	23%	18%	7%	15%	11%	18%	5%	21%	56%	53%	81%	60%
MALE Total	2363	2382	2694	2350	6%	5%	4%	4%	10%	7%	7%	8%	9%	9%	7%	8%	70%	78%	80%	80%

Table 6: Retention by Gender

GENDER	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
FEMALE	2086	2152	2220	2110	6%	5%	6%	6%	11%	10%	9%	9%	17%	12%	11%	9%	62%	72%	72%	76%
MALE	2363	2382	2694	2350	6%	5%	4%	4%	10%	7%	7%	8%	9%	9%	7%	8%	70%	78%	80%	80%
OTHER		1	2	2		0%	0%	50%		100%	0%	0%		0%	0%	0%		0%	100%	100%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 7: Retention by Age

AGE GRP	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
U18	1389	1244	1232	1262	8%	6%	7%	7%	15%	12%	13%	13%	17%	13%	12%	13%	59%	68%	66%	68%
18 - 20	917	923	1029	936	6%	5%	6%	5%	14%	10%	9%	10%	16%	12%	8%	10%	59%	71%	73%	75%
21 - 24	470	504	549	481	8%	6%	7%	6%	11%	9%	7%	8%	11%	7%	8%	8%	66%	75%	77%	79%
25 - 40	889	980	1105	954	5%	4%	4%	4%	8%	7%	6%	7%	10%	9%	7%	6%	71%	78%	81%	83%
41 and over	784	884	1001	829	2%	2%	1%	3%	3%	4%	2%	4%	8%	8%	7%	6%	83%	86%	88%	85%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 8: Retention by Education Scotland Superclass

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Art and design	112	124	116	79	7%	3%	3%	9%	17%	10%	8%	12%	8%	10%	5%	1%	46%	77%	78%	74%
Business, management and administration	158	138	211	153	4%	5%	2%	10%	9%	4%	9%	11%	19%	21%	10%	12%	66%	69%	79%	63%
Care	517	560	592	422	4%	4%	3%	4%	10%	9%	7%	8%	18%	10%	13%	16%	60%	77%	76%	71%
Computing and ICT	229	348	377	345	5%	4%	4%	2%	16%	10%	8%	9%	26%	13%	11%	15%	52%	69%	70%	73%
Construction	563	655	616	610	5%	4%	3%	3%	4%	6%	7%	5%	2%	5%	3%	4%	78%	83%	79%	88%
Education and training	196	188	89	110	3%	2%	8%	5%	2%	3%	6%	6%	10%	12%	20%	12%	85%	83%	65%	77%
Engineering	693	824	935	754	6%	4%	3%	5%	8%	7%	5%	7%	8%	6%	3%	4%	74%	82%	88%	85%
Hairdressing, Beauty and Complementary Therapies	313	300	275	262	5%	7%	7%	8%	13%	16%	18%	15%	12%	7%	5%	4%	67%	68%	69%	72%
Hospitality and tourism	235	163	262	369	9%	5%	5%	2%	6%	6%	4%	4%	3%	6%	1%	5%	83%	83%	90%	90%
Land-based industries	132	141	201	156	5%	9%	4%	4%	5%	9%	8%	6%	20%	11%	13%	10%	63%	67%	66%	77%
Languages and ESOL	224	225	255	164	6%	2%	9%	5%	19%	12%	8%	10%	14%	13%	3%	2%	62%	73%	80%	83%
Media	34	24	34	45	3%	8%	6%	9%	26%	0%	9%	9%	26%	17%	15%	40%	44%	75%	71%	42%
Performing arts	15	26	12	25	0%	8%	8%	8%	27%	4%	17%	4%	33%	12%	0%	0%	40%	77%	75%	88%
Science	219	116	183	146	7%	6%	12%	11%	30%	16%	20%	24%	24%	21%	23%	30%	36%	57%	45%	36%
Social subjects	169	76	105	182	10%	9%	15%	7%	20%	16%	19%	17%	30%	25%	21%	16%	40%	50%	45%	61%
Special Programmes	503	484	445	492	5%	6%	6%	5%	8%	10%	7%	12%	14%	17%	14%	13%	71%	66%	72%	68%
Sport and Leisure	137	143	208	148	15%	7%	9%	9%	17%	15%	5%	14%	10%	20%	10%	12%	57%	57%	77%	66%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 9: Buttle: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

MODE OF STUDY	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Buttle FEFT	14	16	26	40	14%	19%	19%	18%	29%	13%	27%	21%	36%	19%	8%	9%	21%	50%	46%	56%
Buttle FEPT	40	55	69	54	13%	8%	7%	9%	10%	8%	7%	18%	15%	15%	25%	20%	62%	69%	60%	52%
Grand Total All students	54	71	95	94	13%	10%	11%	13%	15%	9%	13%	9%	21%	16%	20%	9%	51%	65%	56%	76%

Table 10: Success Rates by Age group (<21 and >21)

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
<21	2303	2167	2261	2198	7%	6%	7%	6%	14%	11%	11%	12%	16%	13%	10%	12%	59%	69%	69%	70%
>21	2146	2368	2655	2264	4%	4%	4%	4%	7%	6%	5%	6%	9%	8%	7%	7%	74%	80%	83%	82%
Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 11: Enrolments and Success Rates by Disability Declaration

DISABILITY TYPE	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
No known disability	3475	3636	3923	3537	5%	4%	5%	5%	11%	8%	8%	8%	13%	10%	8%	8%	66%	76%	77%	78%
Disability Declared	924	886	961	903	7%	7%	6%	5%	11%	11%	9%	12%	13%	12%	10%	13%	67%	69%	72%	68%
Information Unknown	50	13	32	22	18%	8%	0%	0%	13%	31%	0%	0%	11%	8%	10%	7%	58%	54%	90%	93%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 12: Declared Disability: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success

DISABILITY TYPE	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
No known disability	3475	3636	3923	3537	5%	4%	5%	5%	11%	8%	8%	8%	13%	10%	8%	8%	66%	76%	77%	78%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	318	306	322	308	8%	6%	3%	4%	13%	10%	10%	13%	16%	14%	9%	12%	62%	70%	78%	69%
Personal Care Support	2		1	1	50%		0%	0%	0%		0%	0%	0%		0%	0%	50%		100%	100%
You are blind or have a serious visual impairment uncorrected by glasses	12	11	15	12	0%	0%	7%	8%	0%	18%	7%	11%	33%	27%	7%	11%	67%	36%	79%	67%
You are deaf or have a serious hearing impairment	31	31	36	40	4%	4%	12%	0%	0%	7%	0%	7%	4%	11%	9%	12%	93%	78%	76%	80%
You have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	109	105	130	112	14%	6%	10%	7%	9%	17%	4%	12%	12%	14%	9%	11%	62%	61%	75%	68%
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	128	160	151	149	6%	11%	8%	6%	13%	11%	11%	18%	15%	9%	16%	13%	63%	68%	59%	57%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	21	25	38	28	5%	5%	3%	4%	19%	5%	8%	0%	5%	14%	11%	10%	67%	77%	75%	88%
You have physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	32	23	26	14	3%	10%	4%	0%	10%	10%	13%	0%	6%	15%	13%	38%	74%	60%	65%	50%
You have a disability, impairment or medical condition that is not listed above	158	120	121	116	3%	5%	8%	6%	8%	11%	8%	5%	12%	11%	8%	10%	74%	72%	75%	81%
You have two or more impairments and/or disabling medical conditions	113	105	121	123	9%	10%	5%	7%	8%	9%	12%	16%	12%	9%	10%	16%	70%	72%	69%	62%
Information Unknown	50	13	32	22	18%	8%	0%	0%	13%	31%	0%	0%	11%	8%	10%	7%	58%	54%	90%	93%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%