The

State of

the Nation

Race & Racism in Scotland

2nd Edition 2013, Vol 2

EDUCATION

CRER

Coalition for Racial Equality and Rights

Acknowledgements

About CRER

The Coalition for Racial Equality and Rights, formerly the Glasgow Anti Racist Alliance (GARA), works to eliminate racial discrimination and promote racial justice across Scotland. Through capacity building, research and campaigning activities which respond to the needs of communities, our work takes a strategic approach to tackling deep rooted issues of racial inequality. CRER has experience of anti-racist work covering areas such as community engagement and empowerment, research and resource development, practical training and equality mainstreaming support for Public and Voluntary Sector organisations.

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Introduction

In 2008 the Coalition for Racial Equality and Rights (CRER, previously known as Glasgow Anti-Racist Alliance) produced a report entitled "State of the Nation: Race and Racism in Scotland". This report recorded a wide range of statistical information broken down by ethnicity, highlighting evidence that Black and Minority Ethnic (BME) people still experience substantial inequalities across many areas of life in Scotland including education, employment, housing, health and criminal justice.

The original intention was to publish State of the Nation as a biannual report. However, this proved difficult due to varying availability of data and the challenges of compiling such large amounts of information every two years. Instead, from 2012 onwards, State of the Nation will be published as an online resource updated via individual themed reports on an on-going basis.

State of the Nation: Education compiles existing data from the Scottish Government and Scottish Funding Council for Higher and Further Education into a single report on racial equality within the Education sector in Scotland. This data has not previously been publicly available in a single volume with an overarching analysis identifying trends in racial equality. The aim of this report and forthcoming issues of State of the Nation is to make evidence on race equality in Scotland easily accessible to all.

Data sources:

School Data: Scottish Government School Pupil Census & Leaver's Survey

Further Education Data: kindly supplied by the Scottish Funding Council for Higher and Further Education (SFC)

Higher Education Data: kindly supplied by SFC

General note on the use of the median
Throughout this report, many tables relate data from the various ethnic groups to a median value. Where this has been done, the calculation of the median is based not upon individuals, but upon the value from each ethnic group. For example, for ethnic groups A,B, C, D, E and F where the values are 2, 2, 3, 4, 4, 5, the median value is 3.5, representing that point at which half the values of the ethnic groups lie above and half below.

Ethnic Categories
These were based upon the categories used within the 2001 and 2011 population census. Within these censuses there were various levels of sub-divisions of ethnic groups, e.g. Asian/British/Scottish: Pakistani, Indian, Bangladeshi, Chinese, Other and Black/British/Scottish: African, Caribbean, Other.

Within the text, when referring to an ethnic category, the description has been simplified for ease of reading. Thus, Asian/British/Scottish was reduced to Asian, Black/British/Scottish African is reduced to African. It should be borne in mind that when such terms are used they give no indication of nationality or place of birth. They were merely convenient short-hand to describe ethnic categories which are used in census and other forms.

School census also provides data on three traveller categories, they are ad-ditional sub-categories within the White category. The Scottish Funding Council does not hold information on these categories, thus within Higher education and Further Education data they will form part of the White-Other sub-category.

School Pupil Census vs. Population Census

This section draws a comparison between the School Pupil Census 2002 for the school years (S1-4) and the population census of 2001.

For this comparison only students from levels S1-4 are used; these being the compulsory school years they will provide the most accurate reflection of the ethnic break down of Scotland's youth.

It might have been preferable to have utilised the 2001 School Pupil Census; regrettably the data for this year were no longer available.

Pupil Numbers and Percentages S1-4 Year 2002

	Numbers	%
White - UK	217,247	89.3%
White - Other	3,517	1.4%
Mixed	920	0.4%
Asian - Indian	607	0.2%
Asian - Pakistani	2,251	0.9%
Asian - Bangladeshi	119	0.0%
Asian - Chinese	645	0.3%
Asian - Other	241	0.1%
Black - Caribbean	25	0.0%
Black - African	220	0.1%
Black - Other	126	0.1%
Occupational Traveller	12	0.0%
Gypsy / Traveller	19	0.0%
Other Traveller	0	0.0%
Other	726	0.3%
Not known / Not disclosed	16,620	6.8%

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubPupilCensus

School Pupil Census S1-4 2002 vs. Population Census 2001

	Percentages		Pupil Numbers		
	S1-S4 2002	2001 census	S1-S4 2002	2001 census*	% Difference
White - UK	95.84	95.47	217,247	216,407	0
White - Other	1.57	2.52	3,548	5,712	-38
Mixed	0.41	0.25	920	567	62
Asian - Indian	0.27	0.3	607	680	-11
Asian - Pakistani	0.99	0.63	2,251	1,428	58
Asian - Bangladeshi	0.05	0.04	119	91	31
Asian - Chinese	0.28	0.32	645	725	-11
Asian - Other	0.11	0.12	241	272	-11
Black - Caribbean	0.01	0.04	25	91	-72
Black - African	0.10	0.1	220	227	-3
Black - Other	0.06	0.02	126	45	178
Other	0.32	0.19	726	431	69
Total			226,675		

Difference: S1-4 pupil numbers are subtracted from 2001 Census pupil numbers, the difference is then
expressed as a percentage of the 2001 Census pupil numbers.
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubPupilCensus
*Calculated using 2001 census percentages and total pupil numbers (226675)
Pupil percentages are calculated after exclusion of "unknown" category

There appears to be considerable variation between the 2001 Scottish
Population Census and the 2002 S1-4 pupil School Pupil Census.

Given the level of variation between the Population and School Pupil Censuses
the Population Census has not been used as baseline data for any part of this
report.

Introduction

Data for the pupil census were collected in September of the school year.

The data were restricted to State Schools, the census for the independent school sector did not provide data on ethnicity.

Ethnicity categories broadly followed the following pattern:

White (W)				
Scottish	English	Welsh	Irish	Other
Mixed				
Asian/British/Scottish (A)				
Indian	Pakistani	Bangladeshi	Chinese	Other
Black (B)				
Caribbean	African	Other		
Other				
Not Known/ Not Disclosed				

School census also provides data on three traveller categories. SFC does not hold information on these categories.
Where the single word White, Asian, or Black is used to delineate a category this indicates the aggregation of all the subcategories under a single heading.

Pupil Exclusions

Under Circulars 10/93 and 1/95, local authorities are required each year to collect certain statistics from schools on exclusions. The statistics relate to half-days of temporary exclusions and number of pupils removed from the register (previously known as 'permanent' exclusions). The exclusions include Primary, Secondary and Special Schools. The data were a two-year average of exclusion rate per 1,000 pupils. This was used to reduce the instability in rates of exclusion due to small numbers in several minority ethnic groups. The data refer to all State Schools and was not restricted to Secondary Schools.

Cases of Exclusion (2009/11)

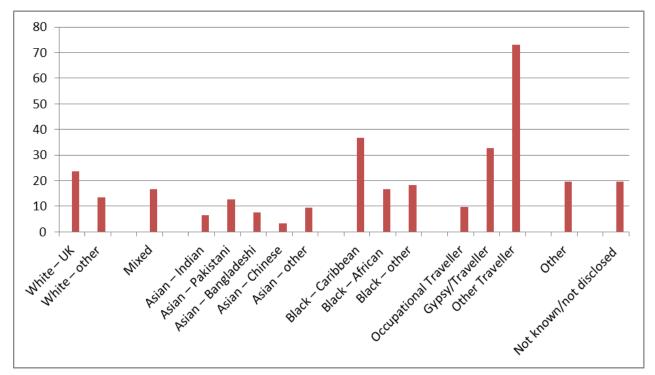|	Total ex-clusions	Of which, removals	Pupils exclud-ed	Total pupil numbers[1]	Rates per 1,000 pupils[2]	
					exclusions	pupils
Total	26,844	60	14,903	671,827	42	23
White – UK	25,070	54	13,808	602,896	44	24
White – Other	368	1	231	17,548	21	14
Mixed	176	.	113	7,075	27	17
Asian – Indian	29	.	19	3,100	10	7
Asian – Pakistani	173	.	124	10,343	19	13
Asian – Bangladeshi	9	.	5	594	14	8
Asian – Chinese	9	.	9	2,281	3	3
Asian – Other	37	.	26	3,204	14	9
Black – Caribbean	8	.	5	135	59	37
Black – African	95	1	59	3,374	27	17
Black – Other	14	.	9	516	26	18
Occupational Traveller	2	.	2	206	10	10
Gypsy/Traveller	35	.	20	548	57	33
Other Traveller	6	.	3	60	175	73
Other	93	1	56	3,203	31	20
Not known/Not dis-closed	549	3	300	16,744	35	20
Data not available	171	.	114			

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/exclusiondatasets

(1)Pupil numbers as at September 2010.

(2)Exclusion rates per 1,000 pupils calculated using an average for 2009/10 and 2010/11. Exclusions where data could not be matched to census ethnicity information were not included in the calculation of the overall rate.

Average Exclusion per 1,000 pupils

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/exclusiondatasets

Notes:

This analysis may be affected by the two per cent of pupils in the school census for whom ethnicity is not disclosed.

Three groups, Caribbean, Gypsy/Traveller and Other-Traveller stand out. Notably the Occupational-Traveller rate is rather lower than the other two Traveller groups.

These three groups were the lowest in terms of pupil numbers.

Progression from 4th Year 2009/10 to 5th Year 2010/11

Pupil Numbers

	S4 2009/10		S5 2010/11	
	Numbers	Percentage	Numbers	Percentage
White - UK	52,969	94.0	43,712	93.5
White - Other	978	1.7	911	1.9
Mixed	422	0.7	365	0.8
Asian - Indian	183	0.3	182	0.4
Asian - Pakistani	742	1.3	681	1.5
Asian - Bangladeshi	36	0.1	33	0.1
Asian - Chinese	192	0.3	189	0.4
Asian - Other	199	0.4	192	0.4
Black - Caribbean	9	0.0	10	0.0
Black - African	181	0.3	180	0.4
Black - Other	31	0.1	27	0.1
Occupational Traveller	15	0.0	13	0.0
Gypsy / Traveller	29	0.1	13	0.0
Other Traveller	9	0.0	6	0.0
Other	379	0.7	255	0.5
Total known	56,374	100.0	46,769	100.0
Not known / Not disclosed	926	1.6	696	1.5

Percentage is of known ethnicity

Pupil Progression

	Percentage	Relation to median
Asian - Indian	99.5	8
Black - African	99.4	8
Asian - Chinese	98.4	7
Asian - Other	96.5	5
White - Other	93.1	1
Asian - Pakistani	91.8	0
Asian - Bangladeshi	91.7	0
Black - Other	87.1	-5
Occupational Traveller	86.7	-5
Mixed	86.5	-5
White - UK	82.5	-9
Other	67.3	-24
Gypsy / Traveller	44.8	-47
Median	91.7	

Black Caribbean & Other Traveller were excluded due to small sample size.

There was considerable variation in rates of progression to S5. Indian, African, Chinese and Asian-Other all showed higher rates of progression.

Black-Other, Occupational and Gypsy Travellers, Mixed, White-UK & All-Other all showed reduced levels of progression.

2010/11 Leavers Survey

Information on the destination of leavers from publicly funded schools was provided to the Scottish Government by Skills Development Scotland (SDS). SDS collected information on where each young person, they had identified as being a school leaver, was during September 2011 (initial destination) and the March 2012 (follow-up destination).

The initial destinations data provide information on the outcomes for young people approximately three months after leaving school while the follow up survey provides information on the outcomes of young people approximately nine months after leaving school.

These collections should be seen as complementary to one another but it should be noted that various factors may affect the results at different time periods.

Tariff Score
The data were based upon the Unified Points Score Scale which is an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system.
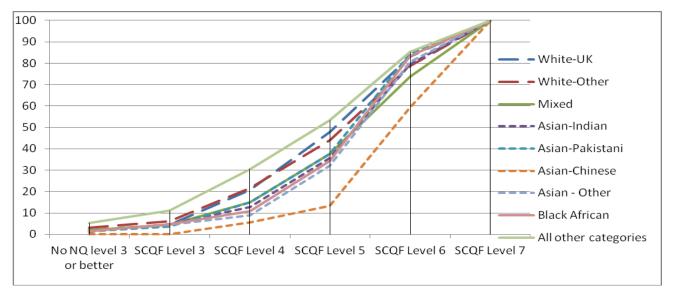
This system allocates tariff points to each course/award. A full list of courses, awards and corresponding tariff points can be found on the UCAS website. The tariff score of a pupil was calculated by simply adding together all the tariff points accumulated from all the different course levels and awards he/ she attained.

Tariff Scores: Average, Trend, Difference from Median

	Average Tariff Score			Trend			Variation from Median		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
White - UK	356	372	384	100	104	108	-24	-18	-27
White - Other	348	360	389	100	103	112	-32	-30	-22
Mixed	418	443	449	100	106	107	38	54	39
Asian - Indian	482	483	444	100	100	92	102	94	34
Asian - Pakistani	402	400	430	100	100	107	22	11	20
Asian - Chinese	576	565	614	100	98	107	196	176	204
Asian - Other	438	442	450	100	101	103	58	53	40
Black	358	379	391	100	106	109	-22	-11	-20
All other categories	306	226	300	100	74	98	-74	-164	-111
Not known/ Not Disclosed	287	277	321	100	97	112	-93	-113	-90
Median	380	389.5	410.5	100	103	108			

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat
Some categories have been grouped together due to low numbers (between 100-200 leavers).
All-other categories includes "Occupational, Gypsy and Other travellers" as well as the "Other" category
Trend: percentage of 08/09 Average Tariff Score

Tariff Scores: Cumulative Percentages for Highest Qualification Obtained by Leavers (2010-11)

Example: The "SCQF Level 4" line for All-Other meets the cumulative percentage line at 30%, thus 30% of All-Other students are studying at "SCQF Level 4" or below.
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/sqala/sqalasupp/sqala2012
All-Other includes: Black - Other, Bangladeshi, Caribbean, Occupational/Gypsy/Other traveller &All-Other
In the original table percentages based on numbers of less than 5 were suppressed (see Notes)

Notes:
The two datasets do not record the three "Black" categories (African, Caribbean, Black-Other) in an identical manner.

The original data for cumulative tariff scores were disaggregated both by tariff score and by the number of qualifications gained at the highest level. Thus for each SCQF level the data were presented as students who had gained 1-2, 3-4, 5+ exams at that level.

To present the above simplified format it was necessary to combine these columns. In order to do so suppressed values were assigned a percentage according to the total percentage short of 100. E.g. Black-African percentage total was 90.4 with 6 missing values (approximately 17 individuals). Each value was assigned a value of (100-90.4)/6.

In the original table for cumulative tariff scores suppressed values were concentrated at level 4 and below; 30 values suppressed below level 4, only 4 values above level 4.

Average Tariff
The general trend in average tariff scores was increasing from 08/09 to 10/11. However, in 2010-11 the Indian category appeared to be moving in a different direction with a fall to an average tariff score of 92.

Difference from median gives constant results over all three terms (this trend is consistent if Not Known category excluded).

- White-UK, White-Other, Black, &All-Other are all below the median
- Indian, Pakistani, Chinese, A-Other are all above the median
- Chinese are consistently markedly above the median
- Other are consistently markedly below the median

Highest Qualification

Trend is similar to average Tariff

- White-UK, White-Other and All-Other had the highest percentages within Level 4 or below. These were the only categories to have less than 60% within level 6&7.
- African had a higher performance than Average Tariff results, suggesting that the low Black category score in average tariffs may be as a result of a lower score in the B-Other or Caribbean categories.
- Chinese had markedly higher scores.

Leavers' Initial Destination

The data were collected in September 2011.The following definitions were utilised by SDS.

Higher Education:

Includes leavers following degree courses, courses, courses for the education and training of teachers, HND (Higher National Diploma) or HNC (Higher National Certificate) and higher level courses for professional qualifications. It also includes programmes at a level higher than the standard of the National Qualifications, i.e. above SCQF level 7. Leavers with a deferred, unconditional place in higher education have also been included in this category.

Further Education:

Includes leavers undertaking full-time education which is not higher education and who are no longer on a school roll. This may include National Qualifications.

Training:

Includes leavers who are on a training course and in receipt of an allowance or grant, such as the national training programme, Get Ready for Work. It also includes leavers who are on local authority - or third sector - funded training programmes who are in receipt of a training allowance.

Employment:
Includes those who are employed and in receipt of payment from their employers. It includes young people undertaking training in employment through national training programmes such as Modern Apprenticeships.

Voluntary Work:
Includes those undertaking voluntary work, with or without financial allowance, who are not "unemployed and actively seeking", as per the unemployed definition. Included in this category would be individuals who are on a gap year, those participating in Project Scotland/CSV or other voluntary programmes.

Positive Destination:
Higher education, further education, training, voluntary work, employment & activity agreements.

Activity Agreements:
Includes those who where there is an agreement between a young person and a trusted professional that the young person will take part in a programme of learning and activity that helps them become ready for formal learning or employment.

Unemployed and seeking employment or training:
Includes those who are registered with Skills Development Scotland and are known by them to be seeking employment or training. This is based on regular contact between Skills Development Scotland and the client. This does not refer to the definition of "unemployed" used by the Benefits Agency to calculate published unemployment rates. Young people participating in Personal/Skills Development (see below) who do not fit in any of the existing categories are counted in this category.

Personal/Skills Development:

Leavers who participate in learning opportunities/personal and social development activities with the aim of improving their confidence and employability. These programmes can be viewed as a stepping stone towards a positive destination. They are often delivered by community learning and development or third sector organisations.

Initial School Leaver Destinations (2011) as Difference from Median

	Median	White UK	White Other	Mixed	Asian Indian	Asian Pakistani	Asian Chinese	Asian Other	Black	Other	Not known/ Disclosed
Higher Education	45.8	-10.4	-7.3	-1.7	4.9	2.4	28.4	5.3	1.7	-17.7	-15.9
Further Education	27.9	-1.0	5.7	-0.2	-6.1	1.5	-13.0	-3.4	0.2	13.3	6.9
HE /FE combined	72.3	-10.0	-0.2	-0.5	0.2	5.3	16.8	3.3	3.3	-3.0	-7.6
Training	3.3	2.5	-0.2	-1.0	1.6	0.0	*	0.0	*	-1.1	2.1
Employment	12.8	7.0	0.5	0.8	2.0	-3.8	-7.6	-2.5	-3.3	-0.5	3.2
Voluntary Work	0.5	0.0	0.3	*	*	*	-0.5	*	-0.5	*	0.1
Activity Agreements	0.0	0.5	0.7	*	0.0	*	0.0	0.0	0.0	*	*
Unemployed Seeking	9.8	-0.2	-1.5	0.2	*	-2.1	*	-2.2	2.1	3.5	1.3
Unemployed Not Seeking	1.2	0.1	-0.3	*	*	0.0	*	*	*	*	0.3
Unknown	0.3	0.0	0.6	*	*	*	-0.3	*	*	*	*
Positive Destinations	89.5	-0.5	0.5	-1.0	3.6	1.1	5.3	1.3	-2.6	-4.9	-2.5
Total Leavers (=100%)		50,230	908	426	142	633	194	184	221	228	907

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dsintleav
Data is in percentages
* Percentages based on fewer than 5 individuals were suppressed
Not Known/Not disclosed (Ethnic Category): 907 (1.8%) of leavers
Other includes Gypsy/Travellers, Other Travellers & Occupational Travellers
Median is by ethnic category not individuals

Pattern for Higher Education (HE) / Further Education (FE) access follows pattern for Tariff Score difference from the mean.

- Exception being the Black category which, in contrast to tariff scores lies above the median.
- White-UK has relatively low percentages in Higher Education.

Chinese and Indian categories show relatively greater proportions in HE than FE.

- These are the only two categories in which the percentage in HE is more than double that in FE.

    - Indian HE 51% FE 22%.
    - Chinese HE 74% FE 15%.

White-Other and All-Other have relatively high percentages in FE.

Indian and Chinese appear to have relatively higher percentages experiencing positive outcomes.

White-UK has relatively high percentages in employment and training.

Other and Black appear to have relatively lower percentages experiencing positive outcomes.

Other and Black have higher proportions of leavers in the unemployed categories.

Leavers' Follow up Survey

The data were collected in March 2012.

Percentages in a Positive Follow-up Destination

	Percentage in a positive destination			Deviation from Median		
	08/09	09/10	10/11	08/09	09/10	10/11
White - UK	85.2	85.2	87.2	-3	-3	-1
White - Other	87	85.5	89.2	-2	-2	1
Mixed	87.9	87.5	87.7	-1	0	-1
Asian - Indian	95.4	92.9	94.3	7	5	6
Asian - Pakistani	89.1	88.2	89.7	1	0	1
Asian - Chinese	96.5	95.3	94.3	8	7	6
Asian - Other	89.5	91.6	88	1	4	-1
Black	89.6	90.7	91.7	1	3	3
All other categories	81	76.8	81.7	-8	-11	-7
Not known/ Not disclosed	76.9	79.9	84.4	-12	-8	-4
Median	*89*	*88*	*89*			

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat
Some categories have been grouped together due to small numbers
Other includes: Occupational/Gypsy/Other Travellers

Broadly the Asian categories appear to do better than the other categories with an improvement in outcome for the Black category (this latter represents a real increase in the percentages of positive outcomes from the initial survey).

The All-Other category appears to have a notably lower level of positive outcomes.

As with the tariff score and initial destination survey the Not Known category has below median results. If the majority of the Not Known category were to come from one of the smaller ethnic groups then it may hide a significant problem.

Introduction

The FE student data were provided by the Scottish Funding Council for Higher and Further Education (SFC). The data cover the academic year 2010-11.

The data were restricted to students who were resident in Scotland prior to starting their course. It should be noted that, in contrast to the "Leavers' study" (above), the data included all FE students regardless of the course qualification level.

Within the following sections of the report there are various references to results lying within ±5 of the median or another given value. This should not be taken to indicate statistical significance.

Education

Gender

Student Numbers by Gender

	Total Male	Total Female
White (Scottish)	96,336	114,075
White (English)	4,732	6,331
White (Welsh)	234	257
White (Irish)	589	664
White Other	5,033	8,982
Mixed	525	641
Indian	801	620
Pakistani	1,518	1,744
Bangladeshi	172	129
Chinese	466	888
Asian Other	1,131	1,261
Caribbean	115	89
African	1,471	1,676
Black Other	159	159
Other	608	706
Not Known	1,624	1,847
Total	**115,514**	**140,069**

Gender Expressed as a Percentage Within Each Ethnic Group

	Male	Female	Difference
Chinese	34	64	30
White Other	36	64	28
White (English)	43	57	14
Mixed	45	55	10
White (Scottish)	46	54	8
Other	46	54	8
Pakistani	47	53	7
African	47	53	6
Asian Other	47	53	6
White (Irish)	47	53	6
Not Known	47	53	6
White (Welsh)	48	52	4
Black Other	50	50	0
Indian	56	44	12
Caribbean	56	44	12
Bangladeshi	57	43	14

Majority of students: female / male

Education

Differences in Percentages Between Male & Female Students

	16-18	19 to 24	25 to 64	65 and over
White (Scottish)	2	4	19	29
White (English)	5	0	20	25
White (Welsh)	15	60	19	*
White (Irish)	2	8	12	38
Any other white background	10	26	31	73
Any mixed background	9	5	17	*
Indian	8	51	11	*
Pakistani	2	13	21	*
Bangladeshi	*	13	8	*
Chinese	2	13	49	*
Any other Asian background	24	18	19	*
Caribbean	*	*	2	*
African	4	8	10	*
Black Other	26	45	9	*
Other	1	12	13	*

Where difference between male and female students > 2% data is colour coded: Female Male

Example: White Scottish 16 to 18; 51% were male & 49% were female, thus value is 2

* LESS than 50 students within that age cohort

There was considerable variation in student gender balance between ethnic groups.

- The majority of students were female in 11 of the 15 ethnic categories.
- Chinese, White-English/Welsh/Other, Mixed showed the highest female bias (> 10%).
- Caribbean, Indian, Bangladeshi showed strong male bias (> 10%).

There was variation in gender balance between age cohorts within Ethnicities.

Difference of ≥5% in student numbers between genders (by ethnic groups)
- 16-18: 2 male bias, 4 female bias.
- 19-24: 7 male bias, 3 female bias.
- 25-64: 0 male bias, 14 female bias.

Of the three age cohorts 25-64 showed the highest level of gender bias.

This bias was strongly female (Caribbean excepted).

- Pakistani, Indian, Asian-Other showed a male bias until the 25-64 cohort when bias becomes female.

- White-Scottish/English/Irish did not show a strong bias until the 25-64 female bias.

- Mixed & White-Other showed a consistent female bias across age groups.

Age

Student Numbers

	16-18	19 to 24	25 to 64	65 and over	Totals
White (Scottish)	59,978	46,279	97,549	6,605	210,411
White (English)	2,001	1,765	6,664	633	11,063
White (Welsh)	80	76	304	5	465
White (Irish)	132	194	836	68	1,230
White Other	1,168	2,810	9,922	110	14,010
Mixed	338	342	493	5	1,178
Indian	144	466	794	11	1,415
Pakistani	761	897	1,583	10	3,251
Bangladeshi	38	99	150	0	287
Chinese	174	356	814	5	1,349
Asian Other	302	490	1,571	11	2,374
Caribbean	17	38	142	0	197
African	258	563	2,300	7	3,128
Black Other	30	48	222	0	300
Other	133	201	971	5	1,310
Not Known	1,032	564	1,676	215	3,487
Totals	66,586	55,188	125,991	7,690	255,455

Ethnic Breakdown of Age Cohorts

	16-18	19 to 24	25 to 64	65 and over	Totals
White (Scottish)	90.1	83.9	77.4	85.9	82.4
White (English)	3.0	3.2	5.3	8.2	4.3
White (Welsh)	0.1	0.1	0.2	0.1	0.2
White (Irish)	0.2	0.4	0.7	0.9	0.5
White Other	1.8	5.1	7.9	1.4	5.5
Mixed	0.5	0.6	0.4	0.1	0.5
Indian	0.2	0.8	0.6	0.1	0.6
Pakistani	1.1	1.6	1.3	0.1	1.3
Bangladeshi*	0.1	0.2	0.1	0.0	0.1
Chinese	0.3	0.6	0.6	0.1	0.5
Asian Other	0.5	0.9	1.2	0.1	0.9
Caribbean*	0.0	0.1	0.1	0.0	0.1
African	0.4	1.0	1.8	0.1	1.2
Black Other *	0.0	0.1	0.2	0.0	0.1
All Other	0.2	0.4	0.8	0.1	0.5
Not Known	1.5	1.0	1.3	2.8	1.4

These groups have low numbers in one or more of the first two age cohorts

Age Breakdown of Ethnic Groups

	16-18	19 to 24	25 to 64	65 and over
White (Scottish)	29	22	46	3
White (English)	18	16	60	6
White (Welsh)	17	16	65	1
White (Irish)	11	16	68	6
White Other	8	20	71	1
Mixed	29	29	42	0
Indian	10	33	56	1
Pakistani	23	28	49	0
Bangladeshi*	13	34	52	0
Chinese	13	26	60	0
Asian Other	13	21	66	0
Caribbean*	9	19	72	0
African	8	18	74	0
Black Other*	10	16	74	0
All Other	10	15	74	0
Not Known	30	16	48	6
Median	*13*	*20*	*63*	*0*

These groups have low numbers in one or more of the first two age cohorts
NB: The values in this table were used to calculate the following table.

Percentage Difference From the Median Age Structure in Ethnic Groups

	16-18	19 to 24	25 to 64	65 and over
White (Scottish)	16	2	-16	3
White (English)	5	-4	-3	5
White (Welsh)	4	-3	3	1
White (Irish)	-2	-4	5	5
White Other	-4	0	8	0
Mixed	16	9	-21	0
Indian	-3	13	-7	0
Pakistani	11	8	-14	0
Bangladeshi*	0	15	-11	0
Chinese	0	7	-3	0
Any other Asian	0	1	3	0
Caribbean*	-4	0	9	0
African	-5	-2	11	0
Black Other*	-3	-4	11	0
All Other	-3	-4	11	0
Not Known	17	-3	-15	6

*These groups have low numbers in one or more of the first two age cohorts
Values were calculated from the previous table "Age Structure of Ethnic Groups"
Example: 29% of White Scottish were 16 to 18, median value for this age cohort was 13% therefore the difference was 16%.

Notes:

Four ethnic groups have low numbers of students (≤50) in one or more of the first two age cohorts.

Only five ethnic groups within the 65 & over age cohort exceed 50 students.

There was variation in the ethnic breakdown between age cohorts.

All ethnic groups showed a peak in attendance within the 25-64 age group, though the percentage within each ethnic group varied from 42-74%.

There was evidence of variation in age structure within ethnic groups.

- Increased representation relative to the median percentages (>5%). NB, these are percentages within, not between, ethnic groups.

16-18:
  - Relatively greater presence within White-Scottish, Pakistani, Mixed.
  - Relatively lower presence within White-Other, African.

19-24:
  - Relatively greater presence within Mixed, Indian, Pakistani, Chinese, Bangladeshi.

25-64:
  - Relatively greater presence within White-Other, Caribbean, African, Black-Other, All-Other (pattern appears consistent regardless of sample size).

  - Relatively lower presence within White-Scottish, Indian, Pakistani, Bangladeshi, Mixed.

Drop-out

Data were supplied by the Scottish Funding Council. The data includes all students who dropped out from their course and was not restricted to those who had completed a minimum of 25% of their course.

Drop-out Number & Percentages

	Dropped Out	Total	% Dropped Out	Deviation from Median
Caribbean	58	210	28	10
Any other Asian background	598	2,392	25	7
African	710	3,136	23	5
Pakistani	713	3,263	22	4
Other	285	1,330	21	4
Indian	294	1,429	21	3
Chinese	280	1,363	21	3
Mixed	215	1,164	18	1
White Other	2,383	14,015	17	-1
White (Welsh)	80	485	16	-1
Bangladeshi	50	315	16	-2
White (Scottish)	32,946	210,411	16	-2
Black Other	48	329	15	-3
White (Irish)	176	1,241	14	-4
White (English)	1,520	11,063	14	-4
Not Known	342	3,471	10	-8
Median			*18*	
Total	40,356	255,617		

Drop-out Disaggregated by Gender

	Drop out by Gender						
	Dropout numbers		Student numbers		% dropout		
	Male	Female	Male	Female	% Male	% Female	Gender
White (Scottish)	14,257	18,689	96,336	114,075	15	16	2
White (English)	604	916	4,732	6,331	13	14	2
White (Welsh)	34	46	234	257	15	18	3
White (Irish)	76	100	589	664	13	15	2
White Other	888	1,495	5,033	8,982	18	17	1
Mixed	90	125	525	641	17	20	2
Indian	184	110	801	620	23	18	5
Pakistani	337	376	1,518	1,744	22	22	1
Bangladeshi	36	14	172	129	21	11	10
Chinese	96	184	466	888	21	21	0
Asian Other	334	264	1,131	1,261	30	21	9
Caribbean	33	25	115	89	29	28	1
African	354	356	1,471	1,676	24	21	3
Black Other	24	24	159	159	15	15	0
All Other	155	130	608	706	25	18	7
Not Known	132	210	1,624	1,847	8	11	3
Median					19	18	

Drop-out Percentages were calculated within genders, not for all students of that ethnicity
Gender with highest percentage of drop-outs (difference > 3%): Female | Male

Percentages Dropped out Disaggregated by Age

	Percentage Drop Out			Deviation from Median		
	16-18	19-24	25-64	16-18	19-24	25-64
White (Scottish)	21	19	12	0	-3	-4
White (English)	23	17	11	3	-5	-5
White (Welsh)	25	21	14	5	0	-2
White (Irish)	24	15	13	4	-6	-3
White Other	18	19	17	-3	-3	1
Mixed	22	20	14	2	-1	-2
Indian	26	27	16	5	6	0
Pakistani	20	25	21	-1	3	6
Bangladeshi	13	24	15	-7	3	-1
Chinese	14	22	22	-7	0	6
Asian Other	25	26	25	5	4	9
Caribbean	29	26	30	9	5	15
African	17	27	22	-3	6	6
Black Other	20	15	16	0	-7	0
All Other	13	27	22	-8	5	6
Not Known	7	13	11	-14	-9	-5
Median	20	21	16			

Low student numbers for age cohorts 16-18 & 19-24: Caribbean 17,38 ; Other Black 30,48

All but two of the ethnic groups showed drop-out rates within 5% of the median.

- Caribbean & Asian-Other appeared to have an elevated drop-out rate.

Gender

Male drop-out rates .

- >5% above median: Asian-Other, Caribbean.
- >5% below median: Black-Other, White-Scottish/English/Irish/Welsh.

Female drop-out rates.

- >5% above median: Caribbean.
- >5% below median: Bangladeshi.

Male/Female drop-out rates were generally within 3% of each other (11 of 15).

Exceptions were Indian, Bangladeshi, Asian-Other and All-Other where drop-out rates were 5% or more higher for males than females.

Age

There was no consistent pattern in drop-out percentages within ethnic groups when disaggregated for age.

Difference from median drop-out by age cohort.

16 to 18

- ≥5% above median drop-out: White-Welsh, Indian, Asian-Other.
- ≥5% below median drop-out: Chinese, Bangladeshi, All-Other.

19 to 24

- ≥5% above median drop-out: Indian, African, All-Other.
- ≥ 5% below median drop-out: White-English, White-Irish.

25 to 64

- ≥5% above median drop-out: Chinese, Pakistani, Asian-Other, Caribbean, African, All-Other.
- ≥5% below median drop-out: White-English.

Qualification Sought

Data were provided by the Scottish Funding Council. The SQA kindly provided advice relating to the Scottish Credit Qualifications Framework (SCQF), though the groupings used in this study were entirely the responsibility of CRER.

Where gender preference comparisons are made they compare male to female percentages not raw numbers. For clarity the following example is provided:

Example:

- The percentages of white Scottish males studying for each qualification were calculated, as were the percentages of white Scottish females.

- For a given qualification the Scottish male percentage (e.g. 15%) was compared to the Scottish female percentage (e.g. 10%).

- This provides a difference of 5% (indicating a higher male preference). However, if the absolute numbers were to be compared there might be more female than male students (e.g. 100 female and 70 male students).

SCQF levels

For the purposes of much of the analysis within the following section qualifications were grouped. They were grouped on the following basis:

- A: Level 8 - 11 (Requires more than one year of study or to have previously completed one year of study)
- B: Level 6 -7 (Higher 'school' level study)
- C: Level 4 - 6
- D: No qualification or broadly <3

Each qualification was placed within a group as follows:

Qualification Aim	SCQF Level	Group
Masters (taught)	11	A
Postgraduate diploma	11	A
First Degree (honours)	10	A
First Degree (ordinary)	9	A
Fellowship of professional body	10 - 12	A
Graduate of professional body	10 - 11	A
Membership of professional body	7 -9	A
Associate of professional body	6 - 8	A
SVQ or NVQ: Level 5	11	A
Diploma (HNC/D level for diploma and degree holders)	8	A
HND or equivalent	8	A
HNC or equivalent	7	B
SVQ or NVQ: Level 4	8	A
Advanced Certificate (bridge to HNC/D)	7 - 8	B
Advanced Certificate not specified elsewhere	7 - 8	B
Advanced Diploma not specified elsewhere	7 - 8	B
Advanced Certificate (comprising HN units only)	7 - 8	B
HN units only but not leading to certificate	7 - 8	D
SVQ: Level 3	6 - 7	B
NVQ: Level 3	7 - 8	B
GSVQ/GNVQ: Level 3	7 - 8	B
SVQ: Level 2	5	C
NVQ: Level 2	5	C
GSVQ/GNVQ: Level 2	5	C
SVQ: Level 1	4	C
NVQ: Level 1	4	C

Qualification Aim	SCQF Level	Group
Advanced Higher (group award)	7	B
Higher (group award)	6	B
Intermediate 2 (group award)	5	C
Intermediate 1 (group award)	4	C
Access (group award)	1 - 3	D
Highest level of study (unit) Advanced Higher	7	B
Highest level of study (unit) Higher	6	B
Highest level of study (unit) Intermediate 2	5	C
Highest level of study (unit) Intermediate 1	4	C
Highest level of study (unit) Access	1 - 3	D
Other Non-Advanced Certificate or equivalent	2 - 6	D
Other Non-Advanced Diploma or equivalent	2 - 6	D
Other SCE/ GCE/ GCSE examination only		M
National Units alone	1 - 6	D
Any other recognised qualification	1 - 12	D
Programme not leading to recognised qualification		D

(Note that group D includes higher level study which does not lead to a certificate)

Further details on the SCQF are available in the following document: http://www.sqa.org.uk/sqa/files_ccc/ B63338_SQA_A6_ready%20reckoner.pdf

As group D was a rather miscellaneous group, a more detailed breakdown of students studying for qualifications within that group is included.

Subject Preference Within Group D Qualifications

	Level	Total %	Median %
HN units only but not leading to certificate	7 - 8	3	2
Access (group award)	1 -3	0	0
Highest level of study (unit) Access	1 - 3	2	6
Other Non-Advanced Certificate or equivalent	2 - 6	19	16
Other Non-Advanced Diploma or equivalent	2 -6	1	1
National Units alone	1 -6	15	15
Any other recognised qualification	1 - 12	20	20
Programme not leading to recognised qualification		40	38

For "HN" units all ethnic groups were within 2% of the median, the exception being Indian (6%)
For "any other recognised qualification" all groups within 5% except Pakistani (29%)

Top 5 Preferred Qualifications and Percentage of Students by Ethnicity

	White Scottish	White English	White Welsh	White Irish	White Other
HND or equivalent	6	5	5	5	6
HNC or equivalent	8	6	6	6	5
Highest level of study (unit) Higher	5	5	4	4	7
Highest level of study (unit) Access	1	1	2	1	4
Other Non-Advanced Certificate or equivalent	12	12	14	13	9
National Units alone	9	8	8	7	10
Any other recognised qualification	12	15	15	15	14
Programme not leading to recognised qualification	23	27	26	30	27
Total	75	78	79	81	81

	Mixed	Indian	Pakistani	Bangladeshi	Chinese
HND or equivalent	11	19	12	15	8
HNC or equivalent	9	7	8	7	6
Highest level of study (unit) Higher	9	4	7	8	6
Highest level of study (unit) Access	1	4	5	8	10
Other Non-Advanced Certificate or equivalent	8	14	6	9	7
National Units alone	8	7	8	6	15
Any other recognised qualification	11	13	17	8	12
Programme not leading to recognised qualification	19	16	19	23	22
Total	77	83	83	84	86

	Other Asian	Caribbean	African	Other Black	Other
HND or equivalent	7	9	9	6	5
HNC or equivalent	5	9	8	6	6
Highest level of study (unit) Higher	10	7	7	4	8
Highest level of study (unit) Access	5	6	3	3	6
Other Non-Advanced Certificate or equivalent	11	17	10	11	8
National Units alone	14	4	11	13	11
Any other recognised qualification	13	9	12	15	13
Programme not leading to recognised qualification	19	19	23	21	28
Total	83	80	82	80	85

The table shows all of the qualifications which appeared in the top 5 preferences for all ethnic groups.

Highlighted cells show the top five preferences for the specified ethnic group.

Totals: provides the total for all of the options not only highlighted options.

Distribution Across Qualification Groups

	Percentage studying qualifications with group			
	A	B	C	D
White Scottish	8	21	13	59
White English	6	18	11	65
White Welsh	6	19	7	**68**
White Irish	7	18	8	**67**
White Other	6	16	12	66
Mixed	12	24	13	50
Indian	20	15	9	57
Pakistani	13	19	10	58
Bangladeshi	16	19	10	54
Chinese	10	15	9	66
Asian Other	7	18	12	62
Caribbean	9	19	14	58
African	9	19	11	61
Black Other	7	15	12	66
All Other	6	18	8	68
Median	8	18	11	62

Highlighted cells median ±5

Gender Preference vs. Qualification Group

		Percentage studying qualifications within group				Male - Female Difference within group			
		% A	% B	% C	% D	% A	% B	% C	% D
White (Scottish)	Male	8	22	12	58	1	2	2	1
	Female	7	20	13	59				
White (English)	Male	6	17	11	65	1	1	0	0
	Female	5	18	11	64				
White (Welsh)	Male	5	21	2	72				3
	Female	7	15	9	69				
White (Irish)	Male	7	17	8	67				1
	Female	7	18	7	68				
White Other	Male	7	16	12	65	2	1	0	1
	Female	5	16	12	66				
Mixed	Male	14	21	12	53	5	7	1	3
	Female	9	28	13	50				
Indian	Male	28	16	8	48	19	3	2	20
	Female	9	13	10	68				
Pakistani	Male	18	20	9	54	9	1	2	8
	Female	8	18	11	62				
Bangladeshi	Male	21	17	9	52				7
	Female	10	20	11	59				
Chinese	Male	14	18	9	60	7	4	1	12
	Female	7	13	8	71				
Asian Other	Male	8	19	13	60	2	2	1	4
	Female	7	17	12	64				
Caribbean	Male	10	15	14	61			4	3
	Female	8	23	11	58				
African	Male	12	18	11	60	5	2	1	2
	Female	7	19	12	62				
Other black	Male	8	15	6	71				2
	Female	5	10	14	70				
Other	Male	7	17	6	69		1		1
	Female	4	18	10	68				
Not Known	Male	8	18	5	69	0	1	0	1
	Female	7	17	6	70				

Where cell was <50 students (data in small font) differences not calculated
Percentages rounded to nearest whole number (but differences calculated from raw data)
Greater female preference / Greater male preference (where difference > ±5)   Female   Male

Gender Preference Within Group D

	Level	Indian Male	Indian Female	Pakistani Male	Pakistani Female	Bangladeshi Male	Bangladeshi Female	Chinese Male	Chinese Female
HN units but not leading to certificate	7-8	9	4	5	4	0	0	2	1
Access (group award)	1-3	0	0	0	0	0	0	0	0
Highest level of study (unit) Access	1-3	8	6	8	10	8	21	12	15
Other Non-Advanced Certificate or equivalent	2-6	23	25	13	8	22	10	13	9
Other Non-AdvancedDiploma or equivalent	2-6	0	1	0	0	0	0	0	1
National Units alone	1-6	10	15	13	14	14	9	23	23
Any other recognised qualification	1-12	26	19	29	29	19	11	17	17
Programme not leading to recognised qualification		24	30	31	35	38	48	33	32

Table further examines gender preference within group D for those ethnic groups that were identified as showing a female gender preference for group D in the previous table.

Qualification Preferences by Age Cohort

	Qualification Group				Qualification Group				Qualification Group			
	A	B	C	D	A	B	C	D	A	B	C	D
	16-18				19-24				25-64			
White Scottish	7	27	20	45	15	29	12	44	5	15	9	72
White English	6	25	23	45	14	25	13	48	4	15	8	73
White Irish	7	29	10	54	15	26	12	47	5	15	6	75
White Other	6	18	20	56	12	18	12	58	5	15	11	69
Mixed	8	34	17	40	23	24	12	41	7	17	10	66
Indian	16	25	13	46	40	18	9	33	9	11	8	73
Pakistani	13	29	17	41	25	22	10	44	5	12	7	76
Chinese	14	26	6	54	22	22	4	52	3	10	10	76
Asian Other	6	26	28	40	16	26	13	46	5	15	9	71
African	11	26	18	44	14	25	13	47	8	16	10	67
All Other	6	24	14	56	12	19	6	62	4	16	7	72
Median	7	26	17	45	15	24	12	47	5	15	9	72

Median +5	Median –5

Where there were fewer than 100 students within an ethnic group's age cohort, that cohort was deleted.

An ethnic group was excluded from the analysis when two or more age cohorts were deleted.

Groups excluded: Welsh, Bangladeshi, Caribbean, Black-Other

Top Five Choices

Of 43 qualification options, eight formed the top five preferences for all ethnic groups.

No ethnic group had less than 75% of its students contained within these eight qualifications.

White categories &All-Other:

- HND not in top 5 choices.
- Combination studying at HNC/D level 11-14%.
- 23-30% on programme not leading to recognised qualification.

Mixed, Indian, Pakistani, Bangladeshi:

- HND in top 5 choices.
- Combination studying at HNC/D level 20-26%.
- 16-23% on programme not leading to recognised qualification.

Chinese:

- HND in top five choices.
- Combination studying at HNC/D level 14%.
- 22% on programme not leading to recognised qualification.

Caribbean, Black African:

- HND in top 5 choices.
- Combination studying at HNC/D level 17-18%.
- 19-23% on programme not leading to recognised qualification.

Black-Other:

- HND in top 5 choices.
- Combination studying at HNC/D level 12%.
- 21% on programme not leading to recognised qualification.

Distribution Across Groups

Relative percentages of students studying at each of the four groups of qualifications. Ethnic groups are identified where the percentage of that ethnic group working towards a given group of qualifications lay outwith 5% of the median.

A (SCQF Level 8-11):

- ≥5% above median: Indian, Pakistani & Bangladeshi.
- ≥5% below median: none.

B (SCQF Level 6-7)

- ≥5% above median: mixed.
- ≥5% below median: none.

C (SCQF Level 4-6)

- ≥5% above median: none.
- ≥5% below median: none.

D (SCQF Level 1-3 or no qualification)

- ≥5% above median: White-Welsh, White-Irish, All-Other.
- ≥5% below median: Mixed, Indian, Bangladeshi.

Gender
(Note that group D includes higher level study which does not lead to a certificate).

The following section identifies qualification groups for which one gender shows a greater preference.

Male gender preference (Difference > 5%).

- Group A: Indian, Pakistani, Chinese, Black African.

Female gender preference (Difference > 5%).

- Group B: Mixed.

- Group D: Indian, Pakistani, Bangladeshi, Chinese.

    ⇒ Females from the above ethnic groups show inter-group variation in qualification type.

    ⇒ There was no indication in the above female gender data that any of the ethnic groups were consistently selecting for the higher academic qualifications within Group D (when compared to overall median percentages for group D – see SCQF levels).

Age
(Note that group D includes higher level study which does not lead to a certificate).

The following section examines the selection of qualification groups by age cohort. Ethnic groups are identified where the percentage of that ethnic group working towards a given group of qualifications lay outwith 5% of the median.

16-18 Cohort

A:

≥5% above median: Indian, Chinese, Pakistani.

B:

≥5% above median: Mixed.

≥5% below median: Other White.

C:

≥5% above median: White-English, Asian-Other.

≥5% below median: White-Irish, Chinese.

D:

≥5% above median: White-Irish, White-Other, Chinese, All-Other.

≥5% below median: Mixed.

19-24 Cohort

A:

≥5% above median: Mixed, Indian, Pakistani, Chinese.

B:

≥5% below median: White-Other, Indian.

C:

≥5% below median: Chinese, All-Other.

D:

≥5% above median: White-Other, Chinese, All-Other.

≥5% below median: Mixed, Indian.

25-64 Cohort

D:

≥5% below median: Mixed, African.

Dominant Programme Group

The data were provided by the Scottish Funding Council. Gender preferences were calculated as in the previous section. Thus gender preferences merely reflect the relative percentages within each gender; a course may be marked as having a male preference but with a greater number of females attending the course.

For clarity the following example is provided:

The percentages of white Scottish males studying for each qualification were calculated, as were the percentages of white Scottish females.

For a given qualification the Scottish male percentage (e.g. 15%) was compared to the Scottish female percentage (e.g. 10%).

This provides a difference of 5% (indicating a higher male preference). However, if the absolute numbers were to be compared there might be more female than male students (e.g. 100 female and 70 male students).

Dominant Programme Group—Ethnic Preferences

Ethnic Group	Agriculture & Horticulture	Business Management	Food Technology & Catering	Computing	Construction	Art & Design	Engineering	Health	Minerals & Materials	Personal Development	Printing	Science & Maths	Office & Secretarial	Social Studies	Social Work	Sport & Recreation	Transport	Special Programmes
Median	1.2	7.2	5.4	10.7	2.2	5.9	3.5	12.6	1.3	4.2	0.0	2.5	1.4	21.4	3.7	2.7	1.7	7.0
Not Known	1	7	4	10	3	8	18	11	2	4	0	2	1	15	4	3	2	3
All Other	0	5	5	11	1	5	2	8	2	8	0	3	1	32	2	1	1	11
Black Other	1	8	6	12	3	3	5	15	0	2	0	2	1	23	5	3	1	10
African	0	8	4	17	2	2	4	13	1	6	0	4	2	22	4	2	0	8
Caribbean	0	7	7	10	2	6	8	12	2	5	0	2	2	20	4	3	4	5
Asian Other	0	6	6	9	1	3	2	9	1	6	0	2	1	40	2	2	1	10
Chinese	2	8	6	7	2	6	2	6	1	7	0	2	0	36	2	1	1	10
Bangladeshi	0	11	14	9	2	2	1	6	1	3	0	3	1	31	1	2	0	11
Pakistani	0	11	4	13	2	2	3	11	1	5	0	5	2	23	2	2	2	10
Indian	0	12	15	11	1	2	2	13	1	3	0	2	1	21	4	2	4	7
Mixed	1	9	4	10	3	12	5	15	2	4	1	4	1	15	3	4	2	5
White Other	1	6	4	8	2	6	2	9	1	5	0	2	2	42	2	3	1	4
White (Irish)	3	6	6	16	4	9	4	17	2	3	0	4	1	10	5	3	2	3
White (Welsh)	4	7	4	14	5	9	3	15	1	5	0	3	1	13	5	4	3	4
White (English)	5	6	6	16	4	10	4	16	2	4	0	3	1	10	6	3	2	4
White (Scottish)	2	6	5	13	6	7	6	18	1	3	0	3	1	9	5	4	2	7

Median +5   Median −5

Dominant Programme Group by Gender Preference

	White (Scottish)	White (English)	White (Irish)	White Other	Mixed	Indian	Pakistani	Chinese	Asian Other	African	All Other
Agriculture & Horticulture	1	1	1	0	0	0	0	0	0	0	0
Business Management	1	1	0	1	1	4	6	3	0	0	3
Food Technology & Catering	2	1	3	1	2	14	4	3	0	1	1
Computing	1	1	3	3	3	1	5	1	4	2	2
Construction	11	6	6	3	6	2	3	2	1	4	1
Art & Design	2	3	3	1	4	1	1	0	1	1	2
Engineering	13	9	8	5	8	3	7	5	2	6	3
Health	15	6	5	3	13	12	10	2	7	3	3
Minerals & Materials	0	1	2	1	1	1	1	0	0	1	1
Personal Development	0	0	1	1	4	1	3	4	3	2	0
Printing	0	0	1	0	0	0	0	0	0	0	0
Science & Maths	1	0	0	0	4	1	1	0	1	2	1
Office & Secretarial	1	1	0	2	0	1	0	1	1	1	1
Social Studies	5	6	1	7	6	7	10	8	0	3	8
Social Work	6	5	5	2	3	5	2	2	3	4	3
Sport & Recreation	2	4	4	1	3	1	2	1	1	1	2
Transport	5	4	2	2	4	6	4	2	2	1	2
Special Programmes	2	1	0	1	2	2	3	2	2	1	1

Values represent difference between male and female student percentages. Note percentages are within gender percentages and do not represent male:female balance.

Some ethnic groups excluded due to low student numbers

Greater Male Preference 0-2%, 2-4%, >4% / Greater Female Preference 0-2%, 2-4%, >4%

Example: If 54% of females study course X and 56% of males the cell has a value of 2

16-18 cohort Course Preference

	White (Scottish)	White (English)	White Other	Pakistani
Agriculture & Horticulture	2	6	3	0
Business Management	5	3	6	16
Food Technology & Catering	5	5	4	2
Computing	7	7	9	13
Construction	9	5	2	3
Art & Design	9	11	9	2
Engineering	8	6	3	5
Health	17	18	8	10
Minerals & Materials	1	1	1	1
Personal Development	2	2	3	2
Printing	0	0	0	0
Science & Maths	4	4	3	11
Office & Secretarial	1	2	2	3
Social Studies	10	12	31	16
Social Work	3	3	1	1
Sport & Recreation	6	6	6	3
Transport	4	3	2	2
Special Programmes	8	6	6	9

Values are percentages

19-24 Cohort Course Preference

	White Scottish	White English	White Other	Indian	Pakistani	Asian Other	African	Median
Agriculture & Horticulture	2	6	2	0	0	0	0	0
Business Management	7	6	8	17	18	11	13	11
Food Technology & Catering	4	6	3	22	4	10	2	4
Computing	8	9	8	10	14	11	15	10
Construction	8	6	2	2	3	2	3	3
Art & Design	8	10	8	2	3	4	3	4
Engineering	10	7	3	5	6	3	6	6
Health	16	13	8	6	8	4	9	8
Minerals & Materials	2	2	1	1	0	1	1	1
Personal Development	2	2	4	1	4	5	7	4
Printing	0	0	0	0	0	0	0	0
Science & Maths	3	4	2	2	5	2	7	3
Office & Secretarial	1	1	2	1	2	0	2	1
Social Studies	9	10	40	18	20	33	21	20
Social Work	4	4	2	1	1	2	1	2
Sport & Recreation	4	5	4	3	2	2	4	4
Transport	3	3	1	8	3	2	1	3
Special Programmes	6	3	3	3	6	8	6	6

Values are percentages

Median +5	Median −5

25-64 Cohort Course Preference

Course	White Scottish	White English	White Irish	White Other	Mixed	Indian	Pakistani	Chinese	Asian Other	African	Other	Median
Agriculture & Horticulture	2	4	2	1	1	0	0	1	0	0	0	1
Business Management	7	7	6	6	10	10	5	4	4	7	4	6
Food Technology & Catering	6	6	7	4	5	14	5	4	6	4	5	5
Computing	16	17	16	8	12	9	13	8	8	18	11	12
Construction	3	3	3	1	3	1	1	1	0	2	1	1
Art & Design	6	8	8	5	8	2	2	3	2	1	3	3
Engineering	4	3	3	2	3	1	1	1	1	3	1	2
Health	21	17	19	10	16	18	13	7	11	15	8	15
Minerals & Materials	1	2	2	1	2	1	1	1	0	1	2	1
Personal Development	4	5	3	6	6	3	8	9	7	6	10	6
Printing	0	0	1	0	1	0	0	0	0	0	0	0
Science & Maths	2	2	3	1	4	1	1	2	1	3	2	2
Office & Secretarial	1	1	1	2	1	1	1	1	1	1	1	1
Social Studies	8	10	10	44	17	21	29	44	43	23	35	23
Social Work	7	7	7	3	3	7	2	1	3	5	3	3
Sport & Recreation	2	2	4	2	2	1	2	1	1	1	1	2
Transport	2	2	1	1	2	2	1	0	0	0	0	1
Special Programmes	7	3	3	4	4	9	14	13	11	9	12	9

Values are percentages

Median +5 (black) Median −5 (white)

Notes
When examining data disaggregated by gender or age, ethnic groups with fewer than 450 students in either gender or age cohort were excluded from the analysis (this allows a potential minimum of 25 students per cell).

Gender
Excluded: White-Welsh, Bangladeshi, Caribbean.

Age
16-18 included: White-Scottish/English/Other, Pakistani.
19-24 included: White-Scottish/English/Other, Indian, Pakistani, Asian-Other, African.
25-64 excluded: White-Welsh, Bangladeshi, Caribbean, Black-Other.
65+ excluded: Only White Scottish meet analysis requirements, this age cohort was dropped from the analysis.

There was variation between ethnic groups in course preference. Variation was greatest on the following courses:

- Business Management
  ≥5% above median: Indian.

- Food Technology & Catering
  ≥5% above median: Indian, Bangladeshi.

- Computing
  ≥5% above median: White-English, White-Irish, African.

- Art & Design
  ≥5% above median: Mixed.

- Health
  ≥5% above median: White-Scottish.
  ≥5% below median: Bangladeshi, Chinese.

- Social Work
  ≥5% above median: White-Other, Bangladeshi, Chinese, Asian-Other, All-Other.
  ≥5% below median: White-Scottish, White-English, White-Welsh, White-Irish, Mixed.

Gender
There was gender variation within ethnic groups for selection of dominant programme.

When measuring gender variation in selection at greater than 2% the following courses demonstrated a gender bias of more than six ethnic groups in favour of one gender.

- Male: Transport, Construction, Engineering.
- Female: Health, Social Studies, Social Work.

Where a bias in preference of >4% was observed between genders within any one ethnic group then that gender bias was consistent in direction across all ethnic groups.

- Male: Engineering.
- Female: Health, Social Studies.

Variation in gender preference where percentage difference > ±5.

- Business Management:
  M+: Pakistani.

- Food Technology & Catering:
  M+: Indian.

- Computing:
  M+: Pakistani.

- Construction:
  M+: White-Scottish, White-English, White-Irish, Mixed.

- Engineering:
  M+: White-Scottish, White-English, White-Irish, White-Other, Mixed, Pakistani, Chinese, African.

- Health:
  F+: White-Scottish, White-English, White-Irish, Mixed, Indian, Pakistani, Asian-Other.

- Social Studies:
  F+: White-Scottish, White-English, White-Other, Mixed, Indian, Pakistani, Chinese, All-Other.

- Social Work:
  F+: White-Scottish, White-English.

- Transport:
  M+: Indian.

Age

Within each age cohort there were differences in programme selection between ethnic groups. There was similarity in ethnic group course preferences between age cohorts.

16-18 cohort (higher percentages studying specified dominant groups, the median was not calculated due to restricted sample size).

- W-Scottish: Health, Art & Design, Construction.
- W-English: Health, Art & Design.
- W-Other: Social Studies, Art & Design.
- Pakistani: Business Management, Science & Mathematics, Computing.

19-24 Cohort (5% difference from median).

- White-Scottish: Health, (-ve Social Studies).
- White-English: Agriculture, Art & Design, (-ve Social Studies).
- White-Other: Social Studies.
- Indian: Business Management, Food Technology & Catering.
- Pakistani: Business Management.
- Asian-Other: Social Studies, Food Technology & Catering.
- African: Computing.

25-64 Cohort (5% difference from median).

- White-Scottish: Health, (-ve Social Studies).
- White-English: Computing, Art & Design(-ve Social Studies, Special Programmes).
- White-Irish: (-ve Social Studies, Special Programmes).
- White-Other: Social Studies, (-ve Health).
- Indian: Food Technology & Catering.
- Pakistani: Social Studies.
- Chinese: Social Studies, (-ve Health).
- Asian-Other: Social Studies.
- African: Computing.
- Other – Social Studies, (-ve Health).

Education

Introduction

The data were provided by the SFC and covered undergraduate students for the academic year 2010-11. They were restricted to students who were resident in Scotland prior to starting their course.

Due to the lower numbers of students, in comparison with either school pupil or FE student numbers, the ethnic categories have been aggregated into four general categories.

Numbers

HE Students

	Numbers	Percentages		
		Of Total	Of Known	Of BME
White	160,525	91.9	94.5	
Black	1,635	0.9	1	17.5
Asian	5,220	3	3.1	55.9
Mixed	1,850	1.1	1.1	19.8
Other	640	0.4	0.4	6.8
Not Known	4,780	2.7		
Total Inc. Not Known	174,650			
Total Excl. Not Known	169,870			

FE students

	Numbers	Percentages		
		Of Total	Of Known	of BME
White	237,215	92.8	94.1	
Black	3,675	1.4	1.5	24.6
Asian	8,762	3.4	3.5	58.7
Mixed	1,164	0.5	0.5	7.8
Other	1,330	0.5	0.5	8.9
Not Known	3,471	1.4		
Total Inc. Not Known	255,617			
Total Excl. Not Known	252,146			

Notes:

HE student unknowns almost double those of FE

The percentage of white students appeared consistent across FE and HE in 2010-11

Within the BME groups HE had a lower proportion of Black and Asian students and a higher proportion of mixed students.

Drop-outs

Drop-outs were defined by the SFC as students who attended an HEI in 2009-10 but did not attend an HEI institution in 2010-11 and did not graduate in 2009-10.

Drop-outs are divided into two categories, First Degree and Other undergraduate qualification at HE level (e.g. HND).

Drop-out rates for FE were for all students, and not restricted to students studying HE courses at FE institutions. The very different nature of FE and HE courses make comparison of the two sets of drop-out rates unreliable. This should be borne in mind when considering the data presented below.

Undergraduate Drop-out Numbers for HE

	Total	First Degree	Other
White	3,535	2,700	835
Black	45	40	5
Asian	100	90	10
Mixed	45	35	5
Other	10	10	0
Total BME	200	175	25
Not Known	185	150	35
All Students	3,920	3,025	895

Undergraduate Drop-out Rates for HE & FE 2010-11

	Total	First Degree	Other	FE
White	12.1%	10.2%	30.8%	15.6%
Black	16.9%	15.9%		22.2%
Asian	9.4%	8.8%	21.1%	22.1%
Mixed	10.8%	9.6%	29.2%	18.5%
Other	12.4%	13.4%		21.4%
Total BME	10.9%	10.2%	23.1%	21.8%
Not Known	25.0%	24.5%	30.7%	9.9%
All Students	12.3%	10.5%	30.5%	15.9%

Percentages were supplied by SFC from raw data
Due to low numbers Black &All-Other drop-out percentage in the HE Other category were not calculated

Drop-out rates ranked by HE Total Drop-out Percentages

	HE			FE
	Total	First Degree	Other	
White	12.1%	10.2%	30.8%	15.6%
Black	16.9%	15.9%		22.2%
Asian	9.4%	8.8%	21.1%	22.1%
Mixed	10.8%	9.6%	29.2%	18.5%
Other	12.4%	13.4%		21.4%

Notes:

For the purposes of data protection, the SFC rounded figures to the nearest 5. Totals have been rounded independently and might not equal the sum of their components.

Percentage data supplied by SFC were calculated from raw numbers prior to rounding for data protection purposes.

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HE "Other" degrees have an elevated drop-out rate in comparison to "First Degree".

- "Other" degrees generally had a drop-out rate at least double that of first degrees.

HE "First Degree" drop-out rates were higher for the Black and All-Other categories.

The ranking of drop-out rates is not consistent between HE and FE, though:

- Black students had the highest drop-out rates in both HE and FE.
- Other students had the second highest drop-out rates in both HE and FE

FE drop-out rates were always higher than total drop-out rates for HE, and were from 50% to 250% higher than HE "First Degree" drop-out rates.

- Mixed & Asian showed the greatest difference in drop-out rates between HE and FE institutions.

Subject

The following section considers subject preference within and between ethnic categories.

Interdisciplinary programmes are ones which do not lead to a qualification in specific subject(s).

A student studying for a qualification in a combination of subject(s) is counted against all of the broad subject groups associated with these subjects. Each student counts for a total of 1, with students studying for a qualification in a combination of subjects being counted as a fraction against each of the relevant broad subject groups, with the fractions being dependent on the number of subjects in the combination and the type of combination of subjects.

Education

Within Ethnic Group Subject Preference

	White	Black	Asian	Mixed	Other	Not Known	Median
Medical and Related	16.7%	19.9%	19.7%	13.0%	18.0%	18.0%	18.0%
Science and Engineering	27.8%	30.6%	33.0%	33.5%	32.0%	20.2%	31.3%
Business and Social Studies	24.4%	36.1%	34.4%	27.8%	25.0%	22.8%	26.4%
Education and Arts	22.3%	7.0%	9.0%	20.5%	19.5%	27.6%	20.0%
Interdisciplinary Programmes	8.8%	6.7%	3.9%	5.1%	6.3%	11.5%	6.5%

The two most preferred subject groups were similar across ethnicities:
- White/Mixed/Other: Science and Engineering (2nd Business & Social Studies).
- Black/Asian: Business & Social Studies (2nd Science & Engineering).

The greatest degree of difference in subject group preference was in Education & the Arts.
- Black & Asian categories had relatively low percentages selecting this subject group.

All subject groups showed a degree of variation in preference across ethnicities.
- Medical and Related: Mixed ethnic category had a relatively low percentage selecting this option.
- Science & Engineering : White ethnic category had the lowest percentage selecting this option.
- Business & Social Studies: Black & Asian categories had relatively high percentages and White lower percentages studying this option.
- Education & the Arts: Black & Asian categories had relatively low percentages selecting this option. White had the highest percentage selecting this option.

Qualifications

Qualification Level & Student Numbers

	White	Black	Asian	Mixed	Other	Not Known	Total
Research Postgraduate	960	5	40	10	15	65	1,095
Taught Postgraduate	7,455	150	365	100	50	615	8,730
First Degree	20,765	150	735	255	60	705	22,665
HNC/HND/Certificate/Diploma of HE	3,995	35	90	30	10	345	4,500
Other HE level qualification	2,270	15	35	15	10	195	2,540
Other FE level qualification	5	0	0	0	0	0	5
Totals	35,450	350	1,265	410	140	1,925	

Intra-Ethnic Qualification Distribution

	White	Black	Asian	Mixed	Other	Not Known	Median
Research Postgraduate	2.7%	1.4%	3.2%	2.4%	10.7%	3.4%	2.9%
Taught Postgraduate	21.0%	42.9%	28.9%	24.4%	35.7%	31.9%	30.4%
First Degree	58.6%	42.9%	58.1%	62.2%	42.9%	36.6%	50.5%
HNC/HND/Certificate/Diploma of HE	11.3%	10.0%	7.1%	7.3%	7.1%	17.9%	8.7%
Other HE level qualification	6.4%	4.3%	2.8%	3.7%	7.1%	10.1%	5.3%
Other HE level qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

White had a relatively lower percentage of students at postgraduate level and the highest percentage of students studying below undergraduate degree level. Mixed had a relatively low percentage of students studying at postgraduate level.

Black and All-Other had the highest percentages of students at postgraduate level.

- Other had a high percentage at Research Postgraduate level.
- Black had a high percentage at Taught Postgraduate level.

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2013