



Consortium for Research in Deaf Education

## 2018 report for Scotland

### CRIDE report on 2017/18 survey on educational provision for deaf children in Scotland

#### Introduction

In 2018, the Consortium for Research into Deaf Education (CRIDE) carried out its eighth annual survey on educational staffing and service provision for deaf children<sup>1</sup>. This is the second survey since a CRIDE reference group was set up to steer the work of CRIDE in Scotland. It covers the 2017/18 academic year<sup>2</sup>. This report sets out the results of the survey for Scotland and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

We circulated the survey to 32 local authorities. The analysis in this report is based on responses from 30 services, covering 32 authority areas giving a response rate of 100%.

CRIDE would like to take the opportunity to thank all the services for responding to the survey, despite the considerable time constraints to which many services are subject.

#### Summary of key findings

- There are at least 3,363 deaf children across 30 services covering 32 local authorities in Scotland.
- There are at least 159.68 Teacher of the Deaf posts in Scotland, of which 3% are vacant. It appears that 70% of Teachers of the Deaf in employment hold the mandatory qualification.
- 46% of Teachers of the Deaf are over the age of 50 and thus are likely to retire in the next 10 to 15 years.
- There are 3 schools for the deaf in Scotland and 22 resource provisions for deaf children within mainstream schools.
- 33% of services say they provide families of pre-school deaf children with radio aids/assistive listening devices to use at home.

<sup>1</sup> For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 with sensorineural and permanent conductive deafness, using the descriptors provided by the British Society of Audiology and BATOD. We used the word 'deaf' to include all levels of deafness, from mild to profound.

<sup>2</sup> Reports from previous years can be found on the BATOD website at <https://www.batod.org.uk/information/cride-reports/> or on the National Deaf Children's Society website at [www.ndcs.org.uk/CRIDE](http://www.ndcs.org.uk/CRIDE).

## Interpreting the results

Services were asked to give figures for the position as of 31<sup>st</sup> January 2018.

The survey acknowledges that services and children do not always fit into the boxes or options provided. Services were able to leave comments or clarify where needed throughout the survey.

It is clear that many services still report difficulties in extracting data about deaf children in their area and there remain inconsistencies in how different questions are completed throughout the survey. The response rates to individual questions sometimes vary. **Therefore, the results should continue to be used with caution, particularly with regards to comparisons with previous reports.** Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

Please note that all percentages have been rounded up or down to the nearest whole number. Please also note that where the number of deaf children for any category is less than 5, '<5' appears.

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## PART 1: Deaf children in Scotland

### How many deaf children are there?

In 2018, services were asked to give details of deaf children living in the geographical area which they covered<sup>3</sup>.

Based on responses from all 30 services Scotland, **the total number of deaf children in Scotland is 3,363**. This is up from 3,174 in 2017, an increase of 6%.

The smallest number of deaf children living in the area reported by a service was 9; the largest number reported was 348.

The following table compares the total number of deaf children living in Scotland with figures from previous years. As set out in the introduction, comparisons with earlier reports should be made with caution due to differences in the quality of the responses and response rates between the surveys.

*Table 1: Number of deaf children reported, over successive years*

	Number of children reported
CRIDE 2018	3,363
CRIDE 2017	3,174
CRIDE 2016	No survey
CRIDE 2015	2,942
CRIDE 2014	3,057
CRIDE 2013	2,842
CRIDE 2012	No survey
CRIDE 2011	2,524

### Number of deaf children on services' caseloads

CRIDE also asked about deaf children on services' caseloads<sup>4</sup>. By asking about children on caseload, CRIDE means children who receive some form of support more than once a year. Examples of support included direct teaching, visits to the family or school, liaison with the family, school and teachers, providing hearing aid checks, etc. We asked services to include children supported by the service but who do not live in the same geographical area for that service. Children with temporary deafness are also included in this question.

Based on 30 responses representing 32 local authorities, survey responses indicate that at least 3,328 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 9 and the largest was 348. The average was 111 children.

<sup>3</sup> Services were asked: How many deaf children live in the geographical area covered by your service? NB: This answer should include: All children who have a unilateral or bilateral sensorineural and permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors. We use the term permanent conductive deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 10 years, such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia. All deaf children, regardless of whether they receive support from the service. Local authorities are subject to a legal duty to collect this information. Children who attend education provision outside of your area but who normally live in your area (you may need to check with the Educational Psychologist in your local area). Your answer should not include:

Children with temporary conductive deafness. By temporary conductive deafness we mean, for example, children with glue ear who may have hearing aids or grommets but are expected to 'grow out' of their condition before the age of 10 years.

<sup>4</sup> Services were asked: How many children with permanent or temporary deafness are on the caseload for your service? NB: By children on caseload, we mean children who receive some form of support more than once a year. Examples of support include direct teaching, visits to the family or school, liaison with the family, school, teachers, providing hearing aid checks, etc. The figure above should include any children who are supported by your service but who do not live in your area.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. Based on responses of 28 services, there were 258 children across Scotland with temporary conductive deafness supported by their service.

If there are 3,363 permanently deaf children living in Scotland, and 3,070 on services' caseloads with permanent deafness, there are at least 293 deaf children who are not being supported by the service more than once a year. In other words, the figures suggest that 91% of permanently deaf children receive support from their local service. It does not automatically follow that 9% of permanently deaf children are not receiving any support at all; many may be receiving support once a year from a service or elsewhere, for example, from special schools for deaf children or resource provisions not managed by the service.

### **How do CRIDE's 2018 figures compare to School Census figures?**

CRIDE recommends the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions. This is due to the different approaches taken in collating these data, as well as the definitions used and number of areas involved.

*Pupils in Scotland*<sup>5</sup>, the Scottish Pupil Census, is the only source of routinely-published information on numbers of pupils with a hearing loss in Scotland. These data are published in accordance with the Additional Support for Learning (Scotland) Act and since 2010 has included pupils with Co-ordinated Support Plans, Individualised Education Plans, Child Plans, those declared as disabled as well as those receiving 'other' types of support including temporary.

The latest available data for deaf pupils in Scotland recorded 3,332<sup>6</sup> deaf children in primary, secondary and special schools as at December 2018.

This represents an increase of 8% from the previous year's Pupil Census, when 3,097 deaf pupils were recorded<sup>7</sup>. It also represents an increase of almost 231% since 2009's official figures (1,007 deaf children)<sup>8</sup>. This suggests improvement in education data collection mechanisms within the Scottish Government since the revision of the Additional Support for Learning Act in 2009. The Scottish Government does not collect data on pupils with additional support needs in independent schools.

The National Deaf Children's Society estimates there could be as many as 3,850 deaf children in Scotland. This estimate has been calculated using known data on the prevalence of deafness and population estimates from 2012 from the Office of National Statistics. The estimates include deaf children with all levels of hearing loss, including unilateral, and those children who are permanently deaf.

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<sup>5</sup> Published annually in *Pupils in Scotland* by the Scottish Government

<sup>6</sup> <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspuppcensus> 2018, Table 1.8

<sup>7</sup> <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspuppcensus> 2017, Table 1.8

<sup>8</sup> <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubPupilCensus>

*Table 2: Summary of currently available information on numbers of deaf children in Scotland*

<b>Year</b>	<b>Source</b>	<b>Number of deaf children in Scotland</b>
<b>2018</b>	CRIDE 2018	3,363
	Scottish Pupil Census (2018)	3,332
<b>2017</b>	CRIDE (2017)	3,174
	Scottish Pupil Census (2017)	3,097
<b>2016</b>	Scottish Pupil Census (2016)	2,964
<b>2015</b>	CRIDE (2015)	2,942
	Scottish Pupil Census (2015)	2,738
<b>2014</b>	CRIDE (2014)	3,057
	Scottish Pupil Census (2014)	2,534
<b>2013</b>	CRIDE (2013)	2,842
	Scottish Pupil Census (2013)	2,441
<b>2012</b>	SSC (2012)	1,596
<b>2010</b>	HMle Survey (2010)	2,438
<b>2009</b>	UNHS (2008/9)	2,226 approx (who were diagnosed at birth)

## PART 2: Teachers of the Deaf

The survey asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role and/or working in resource provisions or special schools. Figures are expressed as Full Time Equivalent (fte) posts; a 0.5 Teacher of the Deaf fte post could, for example, indicate that a person spent half of the standard 'working week' as a Teacher of the Deaf.

Based on data from all 30 services, in total, there are at least 154.88 fte Teachers of the Deaf in employment in Scotland.

At the time the survey was completed, there were 4.8 fte vacant posts. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 159.68 fte Teacher of the Deaf posts, of which 3% are vacant.

When asked about levels of qualifications of Teachers of the Deaf, some services provided different figures from the original figures they provided on numbers of Teachers of the Deaf. It seems likely that some responses gave a figure for number of people working as Teachers of the Deaf, rather than an fte figure. For the purpose of providing a breakdown by level of qualifications, we have used this higher figure in this report. However, otherwise, we have used the fte figure of 154.88 Teachers of the Deaf.

Using the data provided on levels of qualifications, there are 172.68 teachers working as Teachers of the Deaf in Scotland as part of this analysis. 70% of these posts are occupied by a fully-qualified Teacher of the Deaf with the remaining posts occupied by qualified teachers in training to become Teachers of the Deaf (30%). There were no teachers in the role who did not intend to train for the Teacher of the Deaf qualification.

The table below provides a breakdown of educational settings in which Teachers of the Deaf are working. It should be noted that special schools, cochlear implant centres, charities or any other settings are not included.

*Table 3: Number of Teachers of the Deaf in employment overall*

<b>Qualification</b>	<b>Working mainly as a peripatetic Teacher of the Deaf</b>	<b>Working mainly in a resource setting</b>	<b>Working mainly in special schools not specifically for deaf children or young people</b>	<b>Working mainly in a special school for the deaf</b>	<b>Total</b>
Teachers of the Deaf with the mandatory qualification – all routes	59.68 (68%)	49.7 (72%)	0.4 (80%)	11.9 (73%)	121.68 (70%)
In training	27.5 (32%)	19 (28%)	0.1 (20%)	4.4 (27%)	51 (30%)
Not seeking training	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Total</b>	<b>87.18 (100%)</b>	<b>68.7 (100%)</b>	<b>0.5 (100%)</b>	<b>16.3 (100%)</b>	<b>172.68 (100%)</b>

Given the different pathways to becoming a qualified Teacher of the Deaf in Scotland, CRIDE also asked about the qualifications held by Teachers of the Deaf.

*Table 4: Number of Teachers of the Deaf with the mandatory qualification, by type of qualification*

<b>Qualification</b>	<b>Working mainly as a peripatetic Teacher of the Deaf</b>	<b>Working mainly in a resource setting</b>	<b>Working mainly in special schools not specifically for deaf children or young people</b>	<b>Working mainly in a school for the deaf</b>	<b>Total</b>
Masters	6.6 (11%)	3 (6%)	0 (0%)	1.3 (11%)	10.9 (9%)
PG Dip	46.38 (78%)	34.7 (70%)	0 (0%)	10.6 (89%)	91.68 (75%)
Competency route	0.6 (1%)	2 (4%)	0 (0%)	0 (0%)	2.6 (2%)
PG Cert	6.1 (10%)	10 (20%)	0.4 (100%)	0 (0%)	16.5 (14%)
<b>Total</b>	<b>59.68 (100%)</b>	<b>49.7 (100%)</b>	<b>0.4 (100%)</b>	<b>11.9 (100%)</b>	<b>121.68 (100%)</b>

There was a range from there being no peripatetic Teachers of the Deaf in one service to 11 in one authority. The average number of Teachers of the Deaf across the 26 authorities reporting was 2.8. Six services reported less than one fully qualified Teacher of the Deaf, 17 services reported fewer than two fully qualified Teachers of the Deaf.

At the time of the survey, there were 4.8 vacancies. 10 services (42%) reported having difficulty recruiting permanent posts, while eight (33%) reported having difficulty recruiting supply posts. There were 13 services that said they had difficulty recruiting to either permanent or temporary posts. Difficulty in recruiting permanent services was not applicable to 14 services (58%) whilst recruitment of supply posts was not applicable to 16 services (67%).

Reasons for difficulty recruiting include:

- No qualified staff applying for posts advertised
- No qualified Teachers of the Deaf on supply list
- No budget for supply
- Small education authorities having difficulties attracting applicants
- Lack of teachers with appropriate communication skills
- Ageing population of Teachers of the Deaf, and a lack of incentives for younger people to train.

Table 5: Changes in numbers of Teachers of the Deaf from year to year (fte)

	2010/11	2012/13	2013/14	2014/15	2016/17	2017/18
Teachers of the Deaf with the mandatory qualification in employment	165.3	140.6	138.7	129.5	101.15*	121.68
Number of teachers working as Teachers of the Deaf in employment	218.1	208.5	204.7	198	166.5	154.88**

Please note that CRIDE did not issue a survey in 2011/12 or 2015/16 and so the above table does not include information on numbers of Teachers of the Deaf for those years. It should also be noted that the asterisked figure in 2016/17 is based on responses from 26 services, as 6 responses were excluded from analysis in that year. Separately, we have used the fte figure of 154.88 Teachers of the Deaf for 2017/18, where double-asterisked in this table. Earlier tables in this report showed a higher non-fte figure, where looking at levels of qualifications.

Services were also asked how many Teachers of the Deaf held an additional qualification in advanced British Sign Language<sup>9</sup>. Sixteen services had Teachers of the Deaf with these qualifications, totalling 37 fte Teachers of the Deaf.

### Age profile of Teachers of the Deaf

Services were asked about the age profile of Teachers of the Deaf. This was in response to continuing concerns that the number of newly recruited Teachers of the Deaf is significantly lower than the number of Teachers of the Deaf retiring from the profession. If true, this could potentially lead to a ‘capacity crunch’ where there are insufficient numbers of Teachers of the Deaf to meet the needs of future deaf children.

The following table indicates that 46% of Teachers of the Deaf are over the age of 50 and hence likely to retire in the next 10 to 15 years. Please note that the total given for age breakdowns was larger than the overall numbers of Teachers of the Deaf stated at the beginning of this section, as one service provided a larger number of non-fte posts here than when providing the original fte.

Table 6: Age profile of Teachers of the Deaf

Age Category	Number of fte Teachers of the Deaf (%)
<39 years	46.2 (29%)
40-49 years	38.4 (24%)
50-59 years	56 (35%)
60-64 years	15.8 (10%)
65+ years	0.6 (0%)
Total	157 (100%)

The Scottish Government collects data on teachers using different decades (under 25, 25 to 34 etc). Comparison figures for the age profile of school-based teachers can be found in Scottish Government (2018)<sup>10</sup>.

<sup>9</sup> Signature/CACDP and IBSLT Level 3 and above, SQA H4Y533 or H4Y634 or PDA in BSL Studies

<sup>10</sup> <https://www.gov.scot/publications/summary-statistics-schools-scotland-9-2018/>



## PART 3: Support provided

### Support available

Services were asked to describe the support that was available in their local authority. As noted earlier, there are 30 services in Scotland, covering 32 local authorities. One service did not answer this question whilst one indicated that they do not provide a peripatetic service.

Table 7: Support available

Type of support	Number of services	Percentage of responses
Peripatetic service	28	97%
School with resource provision	10	34%
School for deaf children	3	10%
Special school not specifically for deaf children	5	17%

### Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. Eight services had resource provisions for primary aged children in their area, totalling nine resource provisions (41%), and ten services had resource provisions for secondary aged children, totalling 13 resource provisions (59%). This gives a total of 22 resource provisions. This is a reported increase from 15 resource provisions from the previous year. However, it is likely that the actual figure last year was under-reported.

### Number of special schools for deaf children

Services were asked about the number of special schools specifically for deaf children in their area. There were three primary schools for deaf children reported by three services, and no secondary schools for deaf children reported.

### Where peripatetic services are based

This question asked whether peripatetic services were based within a school and providing outreach across the local authority or whether they were situated separately. One service did not respond to this question.

Table 8: Where peripatetic Teacher of the Deaf services are based

Where based (Peripatetic services)	Number of services	Percentage
Based in LA	22	76%
Based in school with resource provision	2	7%
Based in school for the deaf	3	10%
Provided by other body/organisation	0	0%
Other	2	7%
Total	29	

## Support allocation

Services were asked if there had been any changes to their support allocation between the 2016/17 and 2017/18 academic years. 11 services (37%) reported that there had been changes and 19 (63%) reported that there had been no changes.

Where services reported that there had been changes, these included:

- Managing to recruit Teachers of the Deaf
- Managing to recruit specialist support staff
- Support is assessed on a termly basis, and pupils can be moved up or down in levels of support as appropriate
- Reduction in support for some pupils with a conductive hearing loss
- Now accepting referrals for children with a unilateral hearing loss
- Difficulty recruiting
- Teacher of the Deaf from resource provisions supporting the peripatetic service
- Cuts to pupils' support in schools
- Teacher of the Deaf on sick leave
- More pupils moving into the area/being identified
- Pupils moving up to secondary school requiring more support
- Loss of a Teacher of the Deaf.

## **PART 4: Thematic questions: Early years support**

Services were asked if parents of deaf children aged 0-4 were provided with radio aids/assistive listening devices for use within the home. Ten services (33%) answered yes, and 20 services (67%) answered no.

Services were also asked if parents of deaf children aged 0-4 were provided with radio aids/assistive listening devices for use within early years settings. 23 services (77%) answered yes, and 7 services (23%) answered no.

Where services indicated that they were provided to children aged 0-4 in either of these categories, they were asked to indicate if there were any eligibility criteria, factors or conditions in place. These criteria may limit the number of deaf children that benefit from radio aids in each area. Responses to this included:

- Radio aids provided if parents request them
- Parents' views taken into account
- Parents need to sign a loan agreement and have insurance in place
- Insurance not required from families, as many families in areas of deprivation
- Child's ability to give reliable feedback
- A 'readiness checklist' is used
- Child's listening and learning needs in different settings
- Evidence of benefit
- Age – children are fitted with radio aids in the term prior to starting P1
- Need assessed according to access to the curriculum
- Assistive devices are considered when the setting is open plan
- Setting staff knowledge of child is taken into account
- Guidance from Teacher of the Deaf
- Guidance from Audiologist
- Guidance from Educational Audiologist
- No specific criteria, each situation assessed individually.

## PART 5: Thematic questions: Access arrangements

We asked services how many deaf students in S4 would be undertaking National 5 examinations in summer 2018. 30 services responded, indicating 173 students. Of these 30 services, 3 indicated that they had no students undertaking National 5 examinations.

Services were then asked for how many of these students had access arrangements (related to their hearing loss) been requested or arranged. 21 services were able to provide data for this question, indicating 60 students. Five services stated that they did not know this information, and four left the answer blank.

We asked services to provide more information about the access arrangements (related to a young person's hearing loss) that were requested or arranged:

*Table 9: Access arrangements*

	<b>Number of services where this access arrangement had been requested</b>	<b>Number of students for whom access arrangement had been requested</b>	<b>Number of students for whom any requested access arrangements were rejected or not put in place</b>	<b>Number of services that did not know this information</b>
Extra time	18	65	<5	4
Breaks	5	11	0	6
Electric note taker	0	0	0	3
Exam in BSL	2	9	0	2
BSL/English interpreter	3	<5	0	2
Reader	3	19	0	6
Electronic papers	1	<5	0	5
Separate room	14	48	0	4
Direct input to audio	9	<5	0	3
Other	3	6	0	7

Whilst the table above is reassuring in that relatively few access arrangements are being rejected or not put into place, it should be noted that many services acknowledged that they did not always have this information. However, many of the comments indicated that they were unaware of any specific issues or concerns.

Services were asked to provide more information when they stated 'Other'. Other arrangements included:

- Live speaker for foreign language exam
- Exams sat in a small group
- Taped transcription
- Access to a word processor
- Lip speaker for language exams
- Exams are filmed and translated from BSL/English by Teachers of the Deaf.

Services were asked if access arrangements relating to a young person's hearing loss were rejected or not put in place, why this was. Comments included:

- Young person refused
- Young person changed their mind
- School staff requesting evidence for qualification for special arrangement, even though the young person receives regular support.

Services were asked if they had any other comments relating to access arrangements. Comments included:

- No issues with establishing access arrangements for young people. There is good collaboration between Teachers of the Deaf, guidance staff and support for learnings staff.
- Issues occur when pupils choose not to use the access arrangements in S4, but then decide they need them in S5 or S6. While there is still evidence, it is harder to prove this is required, as it hasn't been used in previous years.
- Ensuring a live speaker for languages can be challenging. Schools try to ensure the speaker is known to the young person so that they are accustomed to their voice/accent/lip patterns, but this can be difficult to manage.
- Staff have invested a great deal of time to tighten up access arrangements and ensure parity across the local authority.
- Transcribing exams is very time consuming – preparation and follow up on exams with BSL is much more onerous than any other special arrangement.

## **PART 6: Background and methodology**

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in using research to improve the educational outcomes achieved by deaf children. At the time the survey was sent out, representatives included: the British Association of Teachers of the Deaf (BATOD), City, University of London, the Ear Foundation, the Ewing Foundation, the National Deaf Children's Society, the National Sensory Impairment Partnership (NatSIP), the former head of Frank Barnes School for Deaf Children, Mary Hare School, the specialist education service for deaf children in Kent and Norfolk, University of Edinburgh, University of Leeds and UCL.

This is the second year that a CRIDE Scotland Reference group has been in place. Members of this group have worked to improve how the CRIDE survey fits within the Scottish education context for the last two years, whilst ensuring the data collected can still be compared with the rest of the UK. Current members include: the [National Deaf Children's Society](#), [Scottish Sensory Centre](#), [University of Edinburgh](#), [BATOD](#), [Windsor Park School and Sensory Service](#), [Hamilton School for the Deaf](#), Aberdeen School for the Deaf and the Co-ordinator at [Highland Deaf Education Service](#).

The CRIDE survey alternates between a full and a shorter survey from year to year. In 2018, a short survey was issued.

Analysis of the results was largely completed by the National Deaf Children's Society with guidance from members of CRIDE.

CRIDE would like to thank all services for taking the time to complete this survey and for their valuable comments and feedback which will be used to inform the design of future surveys. The results from this survey will be used for research purposes, to influence government policy and to campaign to protect funding and services for deaf children.

If you have any feedback or questions on the results, please contact [cride.scotland@ndcs.org.uk](mailto:cride.scotland@ndcs.org.uk).

## Annex: Information by Local Authority

This table sets out some individual data from services. Services were asked to provide figures for the number of children and Teachers of the Deaf as of 31 January 2018.

Please note that 'No answer' indicates that no response to the relevant question was received whereas 'n/a' indicates that a response was not applicable (in most cases in the table below this is because the service does not have resource provisions).

References to Teachers of the Deaf should be taken to include those in post who hold the mandatory qualification or who are in training. Services were asked to provide fte figures.

Table 10: Data by Local Authority

Service	Number of permanently deaf children living in the geographical area covered by your service	Number of children with permanent or temporary deafness on the caseload for your service	Number of children with temporary deafness on the caseload for your service	Number of Teachers of the Deaf in the specialist peripatetic service (fte)	Number of Teachers of the Deaf in resource provisions (fte)	Number of Teachers of the Deaf working in a special school not specifically for deaf children or young people (fte)	Number of Teachers of the Deaf working in a school for deaf children (fte)
Aberdeen	111	111	Unknown	4.5	0	0	4.3
Aberdeenshire	107	107	0	5.2	0	0	0
Angus	106	106	9	1.2	1.8	0	0
Argyll and Bute	59	65	6	1	0	0	0
Clackmannanshire	41	37	0	0.8	0	0	0
Dumfries & Galloway	91	91	Unknown	1.2	0	0	0
Dundee	102	110	15	2.7	2.6	0.1	0
East Ayrshire, North Ayrshire, South Ayrshire	157	141	20	11	5	0	0
East Dunbartonshire	71	71	0	2.5	0	0	0
East Lothian	56	55	<5	1.4	0	0	0
East Renfrewshire	75	122	58	1.9	0	0	0
Edinburgh	284	137	<5	3.6	0	0	0
Eilean Siar (Western Isles)	9	9	0	0.2	0	0	0
Falkirk	145	157	13	1.6	0	0	8.1
Fife	348	348	11	8.5	3	0	0
Glasgow City	317	326	55	4.6	15.2	0.4	0
Highland	204	194	21	4.1	4.8	0	0
Inverclyde	70	75	15	1.5	8	0	0
Midlothian	49	43	0	1.8	0	0	0
Moray	34	35	<5	3	0	0	0

North Lanarkshire	22	70	0	1	6.4	0	0
Orkney	12	20	7	0.5	0	0	0
Perth & Kinross	123	123	12	2	0	0	0
Renfrewshire	302	302	0	5.6	0	0	0
Scottish Borders	50	50	0	2	0	0	0
Shetland	13	13	0	0	0.5	0	0
South Lanarkshire	168	178	<5	5.3	5.6	0	3.9
Stirling	83	90	7	1.5	0	0	0
West Dunbartonshire	65	53	<5	1.6	0	0	0
Western Lothian	89	89	0	3.38	0	0	0